

Spring 2015

Week One Introduction

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Week 1: Introduction to Learning-Centered Teaching

Today's Big Idea: Change is difficult, even when it's easy. In order to improve student learning, we must first examine our assumptions about students and how they learn.

Quick Overview: After "speedy" introductions and a review of rules and objectives, we will create a working definition of learning-centered teaching. We will also learn how to actively engage students (a) in reviewing a course syllabus and (b) in course readings. If time permits, we will discuss a case study on problems instructors sometimes encounter when trying new teaching strategies. Information on the certificate in higher education program will also be shared.

Below you will find the Learning Outcomes, Task List, PowerPoints, and handouts for Week 1, as well as a link to the *Teaching Academy* syllabus. **Please print out and bring a copy of the syllabus to class.** If you have questions about the *Teaching Academy* or certificate program, ask me.

Week 1: Learning Outcomes

After completing this week's session, you will be able to:

1. Explain why change is difficult.
2. Define learning-center teaching and become mindful of myths associated with it.
3. Compare a syllabus activity to what you do on the first day and determine whether it would work in your class.

Week 1: Task List, PowerPoints & Handouts

Complete the following before you come to class:

1. **Print out the syllabus** for Tuesday, <http://digitalcommons.georgiasouthern.edu/cgi/viewcontent.cgi?article=1001&context=teaching-academy> , or Wednesday, <http://digitalcommons.georgiasouthern.edu/cgi/viewcontent.cgi?article=1002&context=teaching-academy>, and bring it with you to the first session. FYI. When teaching undergraduates, I always prepare a "Syllabus Review Guide" to help them find answers

to their own questions. Here is a sample Guide,

<http://digitalcommons.georgiasouthern.edu/cgi/viewcontent.cgi?article=1003&context=teaching-academy>, for the *Teaching Academy* syllabus.

2. **Read [Teaching and Human Memory: Part 1](#)**. During introductions, you will be asked to explain one thing that resonated with you as you read this article. Use the Reading Guide, <http://digitalcommons.georgiasouthern.edu/cgi/viewcontent.cgi?article=1004&context=teaching-academy>, if you think it will be helpful to you.
3. **Read [Discrepant Teaching Events](#)**. Make a list of the SIX most important concepts in the article to be used during an in-class activity. *If this were an undergraduate course, I would have asked you to submit the list to a drop box.* The Reading Guide, <http://digitalcommons.georgiasouthern.edu/cgi/viewcontent.cgi?article=1005&context=teaching-academy>, may help you with this task.

Why Reading Guides? Offering Reading Guides to students is the first step in actively engaging them with course readings. In order to model this, there are Reading Guides for each chapter of *How Learning Works* in a separate folder. There are also links to each week's reading. Although you are not required to use them, you may find them helpful in preparing for discussions and in-class activities. Even if you do not write out answers to the questions, you will find them useful in identifying key ideas in each chapter.

Power Points and Handouts

- PPTs for Week 1 –Learning-Centered Teaching,
<http://digitalcommons.georgiasouthern.edu/cgi/viewcontent.cgi?article=1007&context=teaching-academy>
- Certificate Requirements for Faculty,
<http://digitalcommons.georgiasouthern.edu/cgi/viewcontent.cgi?article=1009&context=teaching-academy>
- Certificate Requirements for TAs –Silver,
<http://digitalcommons.georgiasouthern.edu/cgi/viewcontent.cgi?article=1011&context=teaching-academy> or Gold,
<http://digitalcommons.georgiasouthern.edu/cgi/viewcontent.cgi?article=1012&context=teaching-academy>

- Directions for POGIL Syllabus Activity,
<http://digitalcommons.georgiasouthern.edu/cgi/viewcontent.cgi?article=1008&context=teaching-academy>
- Learning Journal Template,
<http://digitalcommons.georgiasouthern.edu/cgi/viewcontent.cgi?article=1010&context=teaching-academy>
- Evaluation of Week 1 Template,
<http://digitalcommons.georgiasouthern.edu/cgi/viewcontent.cgi?article=1013&context=teaching-academy>

Extension. Additional readings, resources, and websites for you to explore and use.

- [Teaching and Human Memory](#) – Part 2 of the article you read for today's session.
- [Learner-Centered Teaching](#) – Questions and answers about what is now called learning-centered teaching.
- [Bottlenecks and Threshold Concepts](#) – Brief summary of these concepts.
- [Decoding the Disciplines](#) – Ten-page article explaining disciplinary bottleneck and threshold concepts and how to use them to address students' misconceptions.