

Spring 2015

Week Four: Engaging Students in the Learning Process

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Welcome, Bienvenido, مرحبا

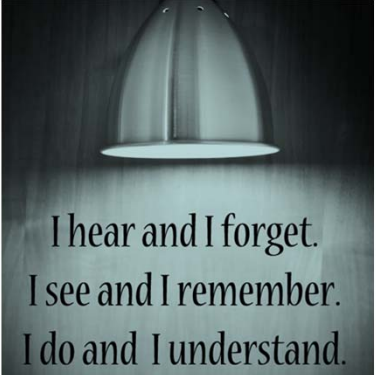


**Teaching Academy
Part Four:**
Engaging Students in
the Learning Process

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Today's Big Idea





I hear and I forget.
I see and I remember.
I do and I understand.

**Therefore . . . never do for
our students what they can
do for themselves.**

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Lesson Planning Revisited


TIG's CD 2RTA
Tune: *Frère Jacques*

Pick your **T**opic, then **I**den-tify your
pur-**o**se,
Gather info too, **C**re-ate a plan.
De-si-gn yo-ur lessons, **R**e-vi-ew
yo-ur plan,
Revise, **T**each, **A**ssess.
Revise, Teach, Assess.

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Complex Learning Tasks



Smart Teachers Know . . .

- Acquiring component skills does NOT by itself prepare students to perform complex tasks
- Cognitive overload causes performance to degrade when you do too much at one time

Teach complex tasks by (1) reducing cognitive load and (2) providing time for students to practice individual component skills and in COMBINATION. p.103

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Understanding Inertia

- Ideas not well-formulated¹—not enough “think time”
- Think they don’t know enough about subject¹
- Didn’t do/understand reading or assigned problems
- Too many people—they’re afraid²



¹ Karp & Yoels, 1976; Howard, Short & Clark, 1996

² McKeachie, 1999

Reducing Inertia

- Address social issues
 - ✓ use ice breakers
 - ✓ call students by name
 - ✓ sit in circle . . .
- Have students write down ideas *first*
- DO NOT ask questions with ONE correct answer
- Ask question at end of class, students respond in writing for next class
- Draw on fearful students’ areas of strength



Adapted from: McKeachie, 2006

Creating Critical Mass

Create a discussion “base” with a concrete, common experience . . .

- Find an interesting activity
- Show a YouTube video
- Demonstrate a concept
- Provide a *brief* reading
- Use a role play or short skit
- Involve students in a simulation




Just in Time Teaching (JiTT)

- **Combines assigned reading** with Web-based assignment & classroom activities
- Students respond to **Web assignment** on material not yet discussed in class
- **Due a few hours before class**—students must do readings to answer
- **Instructor** reads submissions “just in time,” **adjusts class** content and/or activities




JiTT Assignment Ideas

- Brief **essay question** asking students to apply concepts to real-world problems
- **Estimation problem** with key information missing—provides practice working with ill-defined problems
- **Multiple-choice questions** with array of likely answers, including common misconceptions
- **Students share** their thoughts—*What reading didn't make sense? What should we spend class time on? What was cool?* Etc.




Information & examples at
<http://www.jitt.org>


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For Next Time

DUE: CATs Implementation Report

Read: Chapter 6, "Student Development & Course Climate" 


Extension:
[Working Memory as a Bottleneck in Learning](#) page on the "Exploring How Students Learn" website—see *How to Manage Cognitive Load* video

"[Applying the Science of Learning](#)" - article in *Change* about teaching for long-term retention and transfer


[The Role of Questions in Teaching, Thinking and Learning](#) web page from The Critical Thinking Community

Important Dates

- Idea for addressing a misconception or learning bottleneck due Wk. 6, Feb. 17 or 18
- Lesson plan needed Wk. 7, Feb. 24 or 25


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Notes & Reflection


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