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Week Five Introduction

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Week 5: Introduction

Today's Big Idea: "Teaching without learning is just talking." ~*Patricia Cross*

Quick Overview: After investigating hazardous classroom materials, we will learn about diverse students and how to teach them. We will also write learning biographies for different students and used them to consider a variety of teaching-learning issues, including college student development. In addition, we will shared our CAT implementation reports and discuss the impact of classroom climate on student learning.

Below you will find the SLOs, PowerPoints and handouts for Week 5. If you have questions about classroom climate or working with diverse students, ask me.

Week 5: Learning Outcomes

At the completion of this learning module, you will be able to:

- Examine your assumptions about students and how best to teach so they can learn.
- Identify the differences between dualism, multiplicity, and relativism.
- Explain whether Chickering's or Perry's model of college student development is more useful in designing lessons and courses in your discipline.
- Evaluate the effectiveness of your CAT to assess students' inaccurate misunderstanding.

Week 5: Task List, PowerPoints & Handouts

Complete the following before you come to class:

1. [CATs Implementation Report](#) due
2. **Read Chapter 6,**
<http://digitalcommons.georgiasouthern.edu/cgi/viewcontent.cgi?article=1044&context=teaching-academy>, "Course Climate"

PowerPoints and Handouts

- PPTs for Week 5 – Collaborative Learning,
<http://digitalcommons.georgiasouthern.edu/cgi/viewcontent.cgi?article=1040&context=t>

[eaching-academy](#)

- [Classroom Climate Inventory](#)
- Creating an Inclusive Classroom,
<http://digitalcommons.georgiasouthern.edu/cgi/viewcontent.cgi?article=1041&context=teaching-academy>
- Get Acquainted Sample,
<http://digitalcommons.georgiasouthern.edu/cgi/viewcontent.cgi?article=1042&context=teaching-academy>
- Student Information Card,
<http://digitalcommons.georgiasouthern.edu/cgi/viewcontent.cgi?article=1043&context=teaching-academy>

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

Note: The existence of learning styles is widely debated in academia and they are now thought of as learning preference.

- [Matching Teaching Style to Learning Style May Not Help Students](#) - *Chronicle* article outlining current thinking on learning and teaching styles.
- [Are Learning Styles Invalid?](#) - Short, easy to read overview of the "learning styles" vs. "learning preferences" debate with extensive resource list.
- [Student Learning Styles and Their Implications for Teaching](#) - Occasional paper from the University of Michigan.
- [Creating Inclusive College Classrooms](#) - Webpage with tips on choosing content & dealing with problematic assumptions instructors make about students from the University of Michigan.
- [Diversity & Inclusive Teaching](#) - Website with information and useful links from Vanderbilt.
- [Psychology of Learning Environments](#) - Chapter 6, *Learning Spaces*, D.G. Oblinger (Ed)