Mar 28th, 4:00 PM - 5:30 PM

What Does Your Teaching LACK?

Sharon Gilbert
Radford University, sgilbert13@radford.edu

Follow this and additional works at: https://digitalcommons.georgiasouthern.edu/sotlcommons

Part of the Curriculum and Instruction Commons, Educational Assessment, Evaluation, and Research Commons, Educational Methods Commons, Higher Education Commons, and the Social and Philosophical Foundations of Education Commons

Recommended Citation
https://digitalcommons.georgiasouthern.edu/sotlcommons/soTL/2013/38

This presentation (open access) is brought to you for free and open access by the Conferences & Events at Digital Commons@Georgia Southern. It has been accepted for inclusion in SoTL Commons Conference by an authorized administrator of Digital Commons@Georgia Southern. For more information, please contact digitalcommons@georgiasouthern.edu.
What Does Your Teaching LACK?

Sharon L. Gilbert, Ph.D.
School of Teacher Education and Leadership
Radford University
SoTL Commons
A Conference for the Scholarship of Teacher & Learning
LACK

Learner-centered
Assessment-centered
Community-centered
Knowledge-centered
Summary: Principles for designing effective learning environments (ch. 6)

Complete text is online at: http://www.nap.edu/openbook.php?record_id=6160

Provides an organizing framework for what we are already doing

Provides a common language and structure for collaborating across programs and disciplines

Provides a means to self-evaluate
Learner-Centered

Does the tool or technique help the teacher...
  better understand the students’ pre-existing knowledge, skills, attitudes, beliefs, and interests?

Does the tool or technique help the students...
  construct their own meanings, beginning with their pre-existing beliefs, understandings, and cultural practices?

Examples include:
• Autobiographies
• Wordle
Wordle
Assessment-Centered

- Does the tool or technique help the teacher... provide *frequent* opportunities for student feedback, *reflection and revision*?

Examples include:
- Concept Sorts
- Self-Assessing Group Projects
Concept Sorts
Self – Evaluation of Group Projects

• Quantitative
  – Rate each colleague on how much they contributed to the overall microteaching experience
    • Bob 30%, Trey 30%, Susanna 30%, Mira 10%

• Qualitative
  – Describe each person’s role in the microteaching
    • Bob chose the book and looked up resources on the internet. He also wrote the accommodation section
    • Trey and Susanna wrote the procedures section and organized the materials.
    • Mira missed both meetings and only proofread the lesson plan and bought materials
Peer Evaluation of Group Projects

- Your Name (feedback will be given anonymously)
- Group Members’ Names
- 2 stars (what did you like? Try to be as specific as possible)
- 1 wish (what could be done differently in the future? Again, be very specific)
  - Everyone can always improve therefore, “I can’t think of anything” doesn’t work
Community-Centered

• Does the tool or technique help the teacher... create a ‘risk-free’ environment? foster intellectual camaraderie and/or community? connect the students to a larger community outside the classroom?

Examples include:
• Community building activities
• Learning names
Knowledge-Centered

• Does the tool or technique help the teacher...
  focus attention on *what is taught and why it is important*?
  focus attention on *what mastery looks like*?
  organize content around *big ideas or important concepts*?

_________

Examples include:

• Review games
• Hot topics
Final Points

• Don’t get hung up on where an activity goes.
• Be well-rounded in your approach.
• Don’t be afraid to experiment.