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What Does Your Teaching LACK?

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What Does Your Teaching LACK?

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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.