



Putting the “L” in Teaching

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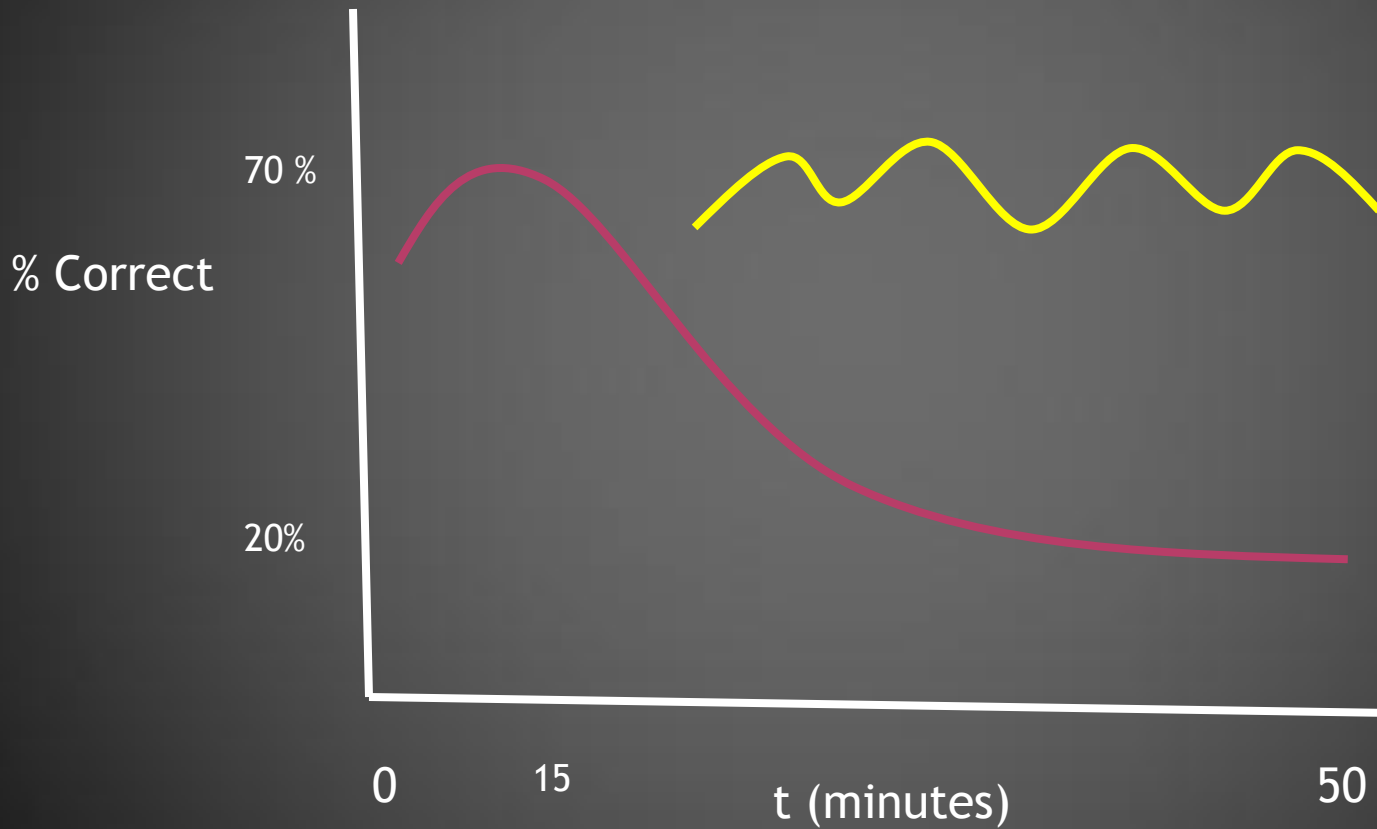


Why don't you engage the learner?

- Won't cover material.
- Students will goof off.
- I'll lose "control" of the class.
- I'll lose "control" of the material.
- What if someone refuses to participate?
- Time, time, time



During a lecture - when do students learn the most?



t = time when material was presented

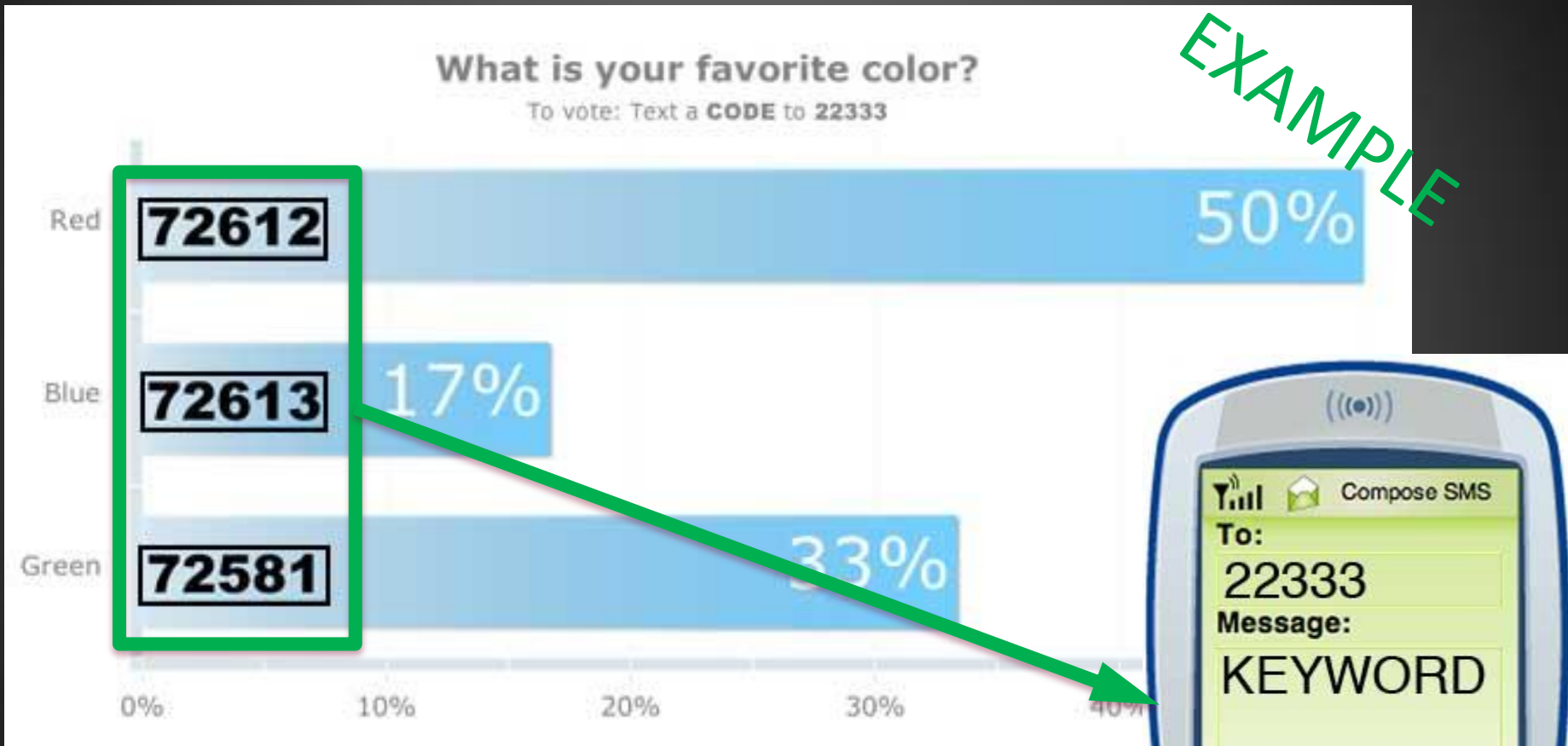


What learning styles are in your classroom?

- Active or Reflective (Processing)
 - Pollanywhere.com
- Sensing or Intuitive (Perception)
- Visual or Verbal (Input Modality)
- Sequential or Global (Understanding)



How To Vote via Texting



TIPS

1. Standard texting rates only (worst case US \$0.20)
2. We have no access to your phone number
3. Capitalization doesn't matter, but spaces and spelling do

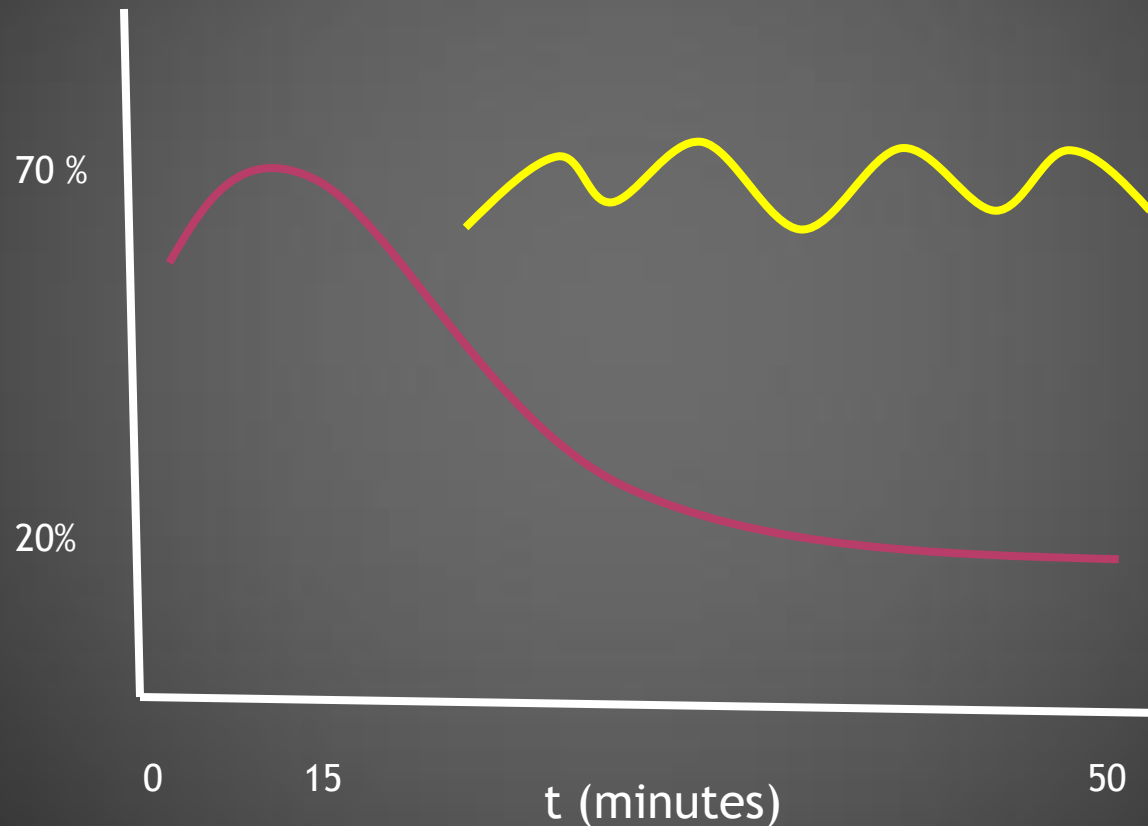
Why enhance your teaching style?

- Learning Styles of most people (i.e., Students)
 - Active and/or Reflective
 - Sensors
 - Visual
 - Sequential



Active & Reflective vs Passive Dichotomy:

- Adding short activities to your teaching encourages your class to actually engage with the material throughout the entire class period.



t = time when material was presented



Learning style balance

- Think about how all types of people are needed in every profession.
- Most teaching is abstract, verbal, and sequential – most lecture classrooms are passive.
- Best approach is to address as many styles as possible
- Give students practice in styles that may not be their preferred approach

- Key is balance:



Learning objectives should:

- Reflect essential knowledge, skills or attitudes
- Focus on results of the learning experiences
- Reflect the desired end of the learning experience.
- Answer the questions:
 - * If I'm a student in this course, what should I know and be able to do when I leave?
 - * If I'm a student in this course, how will I demonstrate my learning?



Avoid “weasel” words:

Students will ...

- Learn
- Know
- Be aware of
- Be familiar with
- Have a firm grasp of
- Understand
- Appreciate



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← THESE CRITERIA ARE
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Better choices are observable & measurable:

“Students will be able to”:



Analyze

Compare

Critique

Integrate

Write

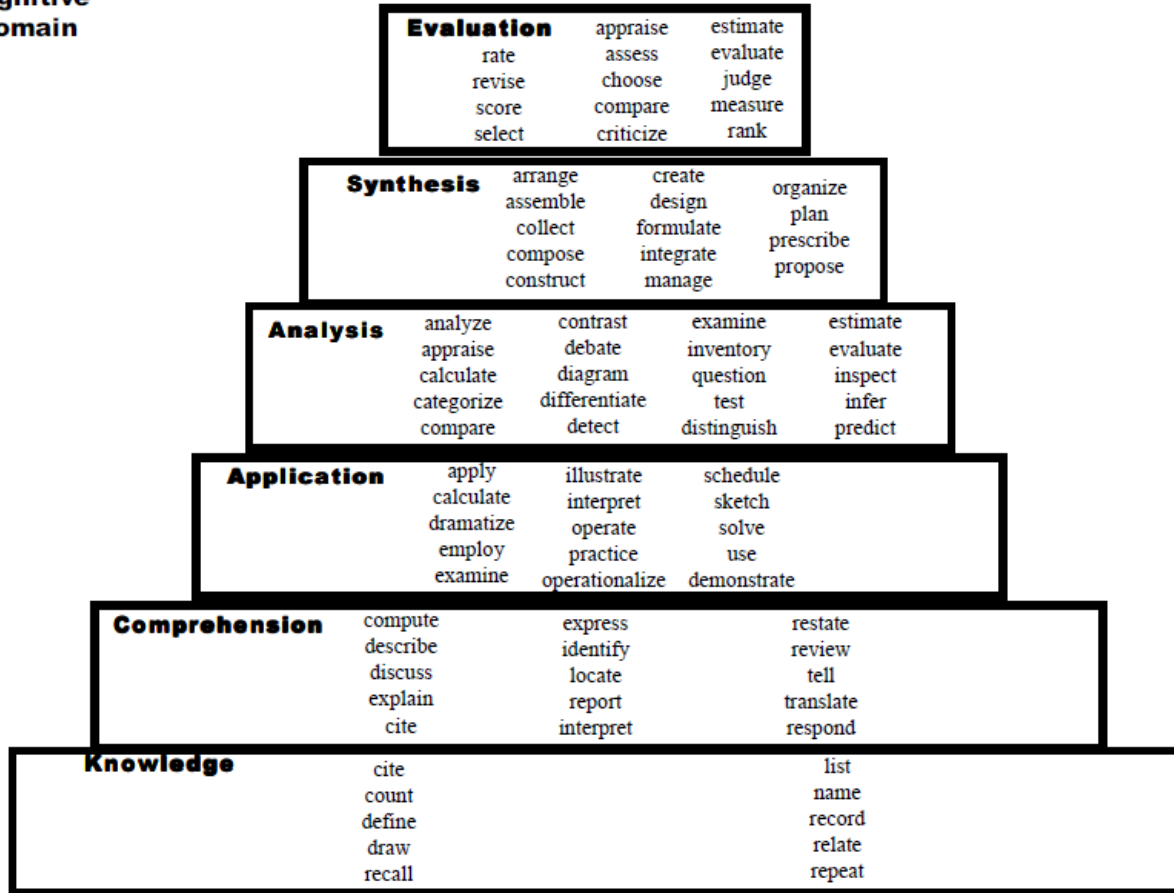
Design

Compute



Examples of Specific and Measurable Learning Objectives with Different Levels of Cognitive Complexity.

Cognitive Domain



Objective/Outcomes Worksheet

This worksheet is intended to help you synthesize the exercises in the Planning a Class Session guide, and it will provide a quick reference as you teach this session of your course. We strongly recommend that you duplicate this worksheet and give it thoughtful attention while creating various unity of your course so that you can refer to it throughout the duration of your course, noting changes and suggestions (i.e., what worked and what could be improved).

Name _____

Learning Objectives Write specific and measurable objectives.	Taxonomy Match the objective to its closest equivalent on Bloom's Taxonomy	Teaching Methods/Learning Activities Explain in detail what teaching method or learning activity you plan to use to accomplish your objectives.	Assessment Explain in detail (provide examples where appropriate) how you will assess the student on this objective.
Gain an appreciation of German language and culture.			
Students will learn all the muscles and bones in the upper body.			
Students will understand the plot of "Romeo and Juliet" and appreciate the differences in the main characters.			
Students will become familiar with methods to control chemical reactions in food by altering process conditions and formulations.			

Learning Objectives Write specific and measurable objectives.	Taxonomy Match the objective to its closest equivalent on Bloom's Taxonomy.	Teaching Methods/Learning Activities Explain in detail what teaching method or learning activity you plan to use to accomplish your objective.	Assessment Explain in detail (provide examples where appropriate) how you will assess the student on this objective.
Gain an appreciation of German language and culture	Knowledge	Lecture	Exam with short answer essays concerning German history (post WWII)
Students will be able to identify muscles and bones in the upper body	Knowledge	Lecture and slides with images	Quiz, in which students will have to identify selected muscles and bones
Students will be able to summarize the plot of "Romeo and Juliet" and to analyze and contrast the main characters	Comprehension and Analysis	Class discussion on the overall plot. Group work—students write a new scene or change an existing scene.	Exam with true/false questions on plot. Identification questions -- students identify the scene from which excerpt is taken.
Students will be able to suggest methods to control chemical reactions in foods by altering process conditions and formulations.	Synthesis	Lectures on chemical reactions in foods. Class discussions of examples of food issues and problem solving ideas for different types of problems.	Students will work on problem sets that detail a food with a certain problem. Students will propose ways to solve this problem.

What can I do?

- In 15 seconds to 3 minutes, ask “teams” to:
 - Recall prior material
 - Answer or generate a question
 - Start a problem solution
 - Work out a step in a derivation
 - Think of examples or applications
 - Explain a concept
 - Brainstorm a question (quantity not quality)
 - Summarize a lecture



Common errors to avoid.....

1. Making exercises too long (more than three minutes).
2. Asking for volunteers after every exercise.
3. Overuse

