

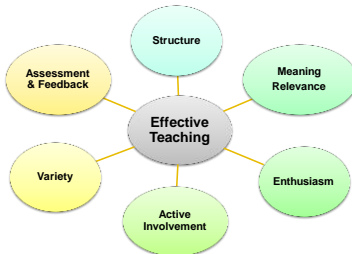
Rethinking your Teaching

Wed 13th June 2012

Anne Carpenter

Reflecting on Teaching

Effective teaching research says . . . (Ramsden 2003, Biggs 2001, Prosser & Trigwell 1999).



Planning for Learning

Learning Outcomes

At the end of this workshop, participants should be able to:

- Reflect on your teaching practice
- Plan and teach modules that prompt engagement and learning

Task 1

What were the successes and challenges for your teaching last year?

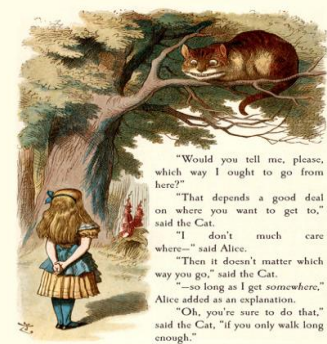
Reflect individually using Task Sheet

What Worked :

What Did not Work

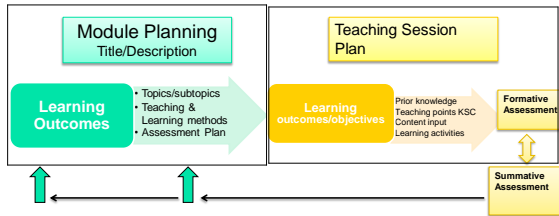
✚ Then in small groups, discuss and prioritise your responses:

Timing: 2 mins Reflect ; 3mins to discuss; 2mins to organise responses; Reporting: 5mins.

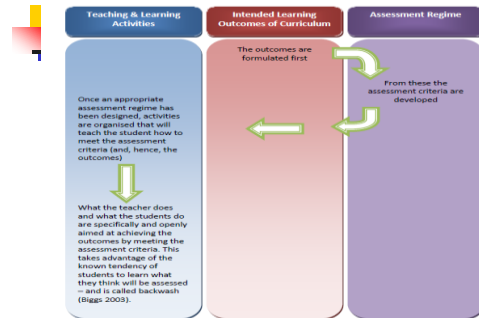


Planning for Learning

Big Picture Planning

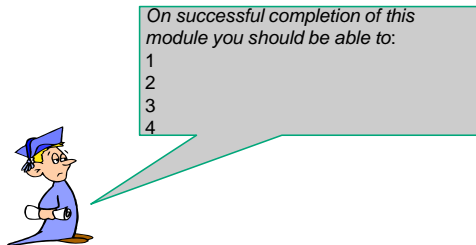


Biggs (2010): Model of Constructive Alignment



PLANNING FOR LEARNING

MODULE MINIMUM LEARNING OUTCOMES



Threshold concepts and teaching

Jewels in the curriculum (Land *et al.*, 2006)

"A tendency among academic teachers is to stuff their curriculum with content, burdening themselves with the task of transmitting vast amounts of knowledge bulk and their students of absorbing and reproducing this bulk. In contrast, a focus on threshold concepts enables teachers to make refined decisions about what is fundamental to a grasp of the subject they are teaching. It is a 'less is more' approach."

(Cousins, 2006, p.4)

Threshold concepts and teaching

"... In certain disciplines there are 'conceptual gateways' or 'portals' that lead to a previously inaccessible, and initially perhaps 'troublesome' way of thinking about something."

(Meyer and Land, 2005, p. 373).

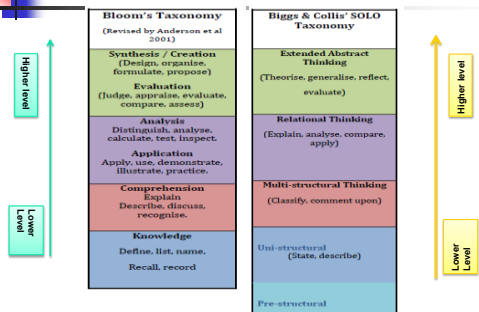
Culture

Depreciation

Demand & Supply

<http://www.youtube.com/watch?v=kO8x8eolJL4>

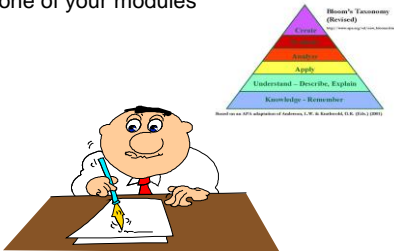
Taxonomies



TASK 2

Reflection on Planning your Teaching

- Using Task Sheet
- Consider one of your modules



Engaging Learners



Engaging through Active Learning is -----



- Any strategy "that involves students in doing things and thinking about the things they are doing" (Bonwell, C., & Elson, J. 1991).
- "Learning is not a spectator sport. Students do not learn much just sitting in classes listening to teachers, memorizing prepackaged assignments, and spitting out answers. They must talk about what they are learning, write reflectively about it, relate it to past experiences, and apply it to their daily lives. They must make what they learn part of themselves (Chickering & Gamson, 1987).

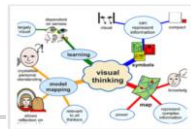
Resource

- <http://www.georgianc.on.ca/staff/cil/teaching-methods/active-learning>... excellent site with range of Active Learning Strategies

Interactivity in Lectures

- 'Talk less and students learn more!' (Ruhl, Hughes, Schloss (1987))
 - Pause for 2 mins (to do pair work, notetaking) on 3 occasions (every 12-18 mins) within a 50min lecture
 - students' grades improved significantly
- Over to Ed...Lecturer in Nottingham University insight into his teaching of Engineering:
 - <http://www.nottingham.ac.uk/peel/resources/largegroup/question698>

Concept Mapping



- Broad topics – linking theory with practice
- Suits visual & kinesthetic learners
- Shows connections
- TLC has Mindmap software
 - Inspiration Software:
 - <http://www.inspiration.com/visual-learning/concept-mapping>

Or could prepare in PowerPoint

ASK Questions

Any Questions?

Is that clear ?

What would you do next ?

How should ---- vary with ----

How might --- apply to a real - life situation ?

How could we improve?

What exam question might arise on this topic?

What if ?

What's wrong with what I just did ?

Engaging in Learning

Task: In small groups, review Active Learning sample strategies:

- Timing:
 - 5mins to review; 2mins -would you use it or alter it?
 - 5mins to report back



Have Students Do Something Between Lectures

- Use Blackboard to extend class activities
- Set 'homework' tasks to engage with lecture material
 - Write summaries
 - Make mind maps
 - Answer questions
 - Prepare for a quiz
 - Make up exam question
- Directed reading
 - Pose question
 - Key points



Directed Reading Example

List 3 main points author makes?
What conclusions does author come to about
With what do you agree ? Disagree?

20

Setting Ground Rules

- Consider 'ground rules' to aid the learning experience:
 - Lateness & Leaving early
 - Disruptions – mobiles, talking
 - Asking & answering questions
 - Others?
- Discuss these with class, negotiate and publish in Blackboard– revise if necessary

Assessment & Feedback for Learning

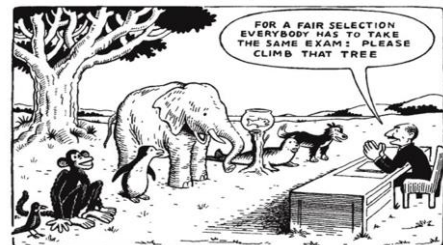
IT Carlow Policy

❖ Forms & Spread of Assessment

4.5 At least two different forms of assessment shall be included in a 10 ects module

4.6 Assessment shall be spread across programme & module

- 1st Year modules at least one formative assessment task given within first 6 weeks



Assessing Common Learning Outcomes

Common ILOs	Possible Assessment Tasks / Strategies
Describe	Essay question, exam, oral presentation (peer assessment)
Explain	Exam question, oral, letter to ---, information leaflet
Integrate	Project, assignment
Analyse	Case study, assignment
Apply	Project, case study, experiment
Solve Problem	Case study, project, experiment
Design, Create	Project, experiment, practical
Reflect	Reflective diary, Portfolio, self-assessment
Communicate	Oral, writing and listening tasks e.g. presentation, debate, role play, reporting, precis, paraphrasing, answering questions.

Approaches for getting student feedback on Teaching

Simple Questions

- ▶ What helped you learn in this class
- ▶ what did not work
- ▶ what could do differently



27

TASK

Using Task Sheet

- Describe how module outcomes assessed?
- Specify the assessment task
- Determine what you actually assess
 - Knowledge
 - Application etc
- Check out Assessment handout for other ideas

What are CATs?

(Classroom Assessment Techniques)

Angelo & Cross(1993)

They are a set of methods and techniques created to answer two questions:

1. How well are students learning?



2. How well am I teaching & assessing ?



CATs - Angelo & Cross



Task: In small groups, review sample strategies:

- One Minute Paper
 - Application Cards
 - Muddiest Point
 - Background probe
-
- Timing: 3mins to review; 2mins -would you use it or alter it? 5mins to report back

Summary – Key Action points

- Action Plan - As a result of this session, I will...





Resources for you

- Each other and Teaching and Learning Centre
- Texts:
 - Race, P. (2000) *The Lecturer's Toolkit*
 - Angelo, T.A. & Cross, P.K. (1993), *Classroom Assessment Techniques* (2nd ed.). San Francisco: Jossey-Bass - includes 'Muddiest Point' etc
- Online:
 - <http://www.nottingham.ac.uk/pes/resources/largegroup/>
 - 24 UK Subject Centres - <http://www.heacademy.ac.uk/disciplines> - resources for teaching a range of subjects
 - For Example: Engineering Teaching Guides <http://84.22.166.132/guides.html>
 - http://www.georgianc.on.ca/staff/ct/teaching-methods/active-learning_... excellent site with range of Active Learning Strategies