Teaching for Learning: Identifying and Refining Pedagogies that Work for You and Your Students

New(er) Faculty Seminar
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Goals and Objectives

• Settling into a gratifying and effective pedagogical style doesn’t have to be a chore.
• This session explores different techniques you can use to find, adapt, or adopt what works best for you and your students.
Icebreaker Exercise

- Do you like teaching?
- Why?
- What’s your favorite/least favorite part of teaching?
Framing Questions

• Are we teaching for “us”, or “them”, or both?
• Are we “teaching for learning”?  
• Are we happy and good at it?
• What do you teach?
• How do you teach?
• Why?
• How’s that working out for you?
• Do you sometimes feel like your students don’t have the right mindset for learning in your classes?
Expectations

- How do you think you are expected to teach?
  - By students?
  - By colleagues?

- How do you want to teach?

- How do you know when you are being effective/not effective in the classroom?
“The One Who Does the Work Does the Learning”: Terry Doyle, Learner-Centered Teaching

Let’s think about this…

Even passive learning is active learning!

...and what we can do about it

Cone of Learning (Edgar Dale)

After 2 weeks we tend to remember...

- 10% of what we READ
- 20% of what we HEAR
- 30% of what we SEE
- 50% of what we HEAR and SEE
- 70% of what we SAY
- 90% of what we both SAY and DO

Nature of Involvement

Passive

Verbal Receiving

Visual Receiving

Doing

Low-Risk/High-Yield Active Learning Strategies

- Interactive Lecture
- Think-Pair-Share
- One Minute Papers
- Discussions – large & small
- Muddiest/Clearest Points
- Concept Tests
- Debates and Simulations
- Peer Review
- Info Lit Races
- Case Studies, CBL, PBL
Top Ten Tips for HIPs

At the core of HIP programs are HIP pedagogies and practices that make the learning experience valuable. You can become a High Impact Professor. Just...

1. Engage students in the learning experience and their awareness of it.
2. Use a variety of active and collaborative learning techniques in your classes.
3. Set and maintain high expectations of student performance.
4. Clarify what students need to do to succeed in class, in college, and potentially beyond.
5. Employ pedagogies appropriate for course objectives and students’ abilities (inclusion, UDL).
6. Build on/tie into students’ knowledge, experience, interests, and abilities.
7. Provide meaningful feedback.
8. Weave diversity into the curriculum.
9. Make time for students.
10. Help them become accountable for their learning.
The Cognitive Wrapper Template

COGNITIVE WRAPPERS TEMPLATE

This template was designed to help students better understand their own learning—what’s working, what’s not, and why...and what they/we can do about it.

Note that it emphasizes REFLECTION, FEEDBACK, and ADJUSTMENTS

REFLECTION

1. How much total time did you spend preparing for/working on this assignment or project?
3. Did you make time for thinking and reflecting? If so, when, how much, and what breakthroughs? Remember the 5 day rule.
4. How did you prepare?
5. How much time was spent:
   a. Conducting research? ______
      i. Did you work with a librarian? ______
   b. Reading course material ______
   c. Re-reading course material ______
   d. Working independently ______
   e. Working in groups ______
   f. Pausing ______
   g. Thinking ______
   h. Reflecting ______
   i. Note taking ______
   j. Drafting ______
   k. Editing ______
   l. Problem solving ______
   m. Memorizing ______
   n. Brainstorming ______
   o. Practicing ______
   p. Other ______

USING FEEDBACK

- First, GIVE GOOD FEEDBACK.
- This can come in a variety of forms—what do you do?
- It can come from other sources, like their peers.

Based on the feedback,

- What went well/what’s working?
- What went wrong/what kind of mistakes did you make?
- When you review the feedback, do you think that you lost points because of
- Trouble understanding the instructions/assignment? (Lack of clarity or direction/misunderstanding; unclear expectations)
- Trouble understanding concepts
- Trouble understanding or remembering processes or techniques
- Misapplication of techniques? (doing the wrong thing the right way)
- Carelessness
- Lack of preparation in class or on your own
- Time limits/management/not enough time given (explain)
- Frustration / anxiety
- Trouble with format / assignment type (eg, writing, problem solving, collaborative, performative)
- Other?

ADJUSTMENTS

1. Name at least three things you can/will do differently next time.
2. Assess if these changes work.
3. What will help you learn or demonstrate your knowledge or ability most effectively?
4. Propose alternative formats?
DEAL with Learning

**Describe the learning experience.**

Think:
- What?
- Where?
- Who?
- When?
- Why

**Examine the experience through the lens of academic concepts, theories, or strategies.**

EG: Culturally Responsive Pedagogy, UDL, Course Learning Goals

**Articulate learning by discussing and explaining what you learned, when you learned it, how you learned it, why it is important and what you can/will do differently because of it.**
Mindset Matters

• “The view you adopt of yourself profoundly affects the way you lead your life”
  • --Carol S. Dweck, Summary of Mindset: The New Psychology of Success

• What are the implications of this statement to the learning and lives of our students...and us?
Why It Matters

• At this stage of their development, many students haven’t (yet) had the opportunity to think about their thinking and learn about their learning.

• **Further:** “…research on younger undergraduate students reveals [that] students take little or no responsibility for their own learning, blaming their shortcomings in achievement on their ‘ineffective’ instruction and the ‘too advanced’ or irrelevant course… Reinforcing their avoidance of responsibility for their learning is their widespread belief that learning should not require effort”
  
  • Linda Nilson, *Creating Self-Regulated Learners*.

• So, what can we do?

• Make a connection, and…
Ditch the Single Loop for the Double Loop & Shift from A Fixed Mindset to Growth Mindset

“Failure is an opportunity to grow”
**GROWTH MINDSET**
“I can learn to do anything I want”
“Challenges help me to grow”
“My effort and attitude determine my abilities”
“Feedback is constructive”
“I am inspired by the success of others”
“I like to try new things”

“Failure is the limit of my abilities”
**FIXED MINDSET**
“I’m either good at it or I’m not”
“My abilities are unchanging”
“I don’t like to be challenged”
“My potential is predetermined”
“When I’m frustrated, I give up”
“Feedback and criticism are personal”
“I stick to what I know”

As a Growth Mindset individual, you rate your improvements and this creates positive feedback loops that encourage you to continue learning and improving.
Most people do not have a 100% Growth Mindset or a 100% Fixed Mindset; most of us have some of both.
The good news is that it is possible to change your viewpoint from Fixed Mindset to Growth Mindset.
Carol Dweck’s research indicates that both children and adults can be taught to change their mindsets.
How?

Think about something you can do in your classes to foster a growth mindset.