Reflection

On the front side of the card:
The teacher that had the greatest impact on your life. And why!
   Then share with a partner.

On the back side of the card:
Questions you have for this workshop.
Introduction
Think/Pair/Share

Write about a significant learning that you’ve had as a student.

Find a partner and share your story. List different learning strategies shared.

Form groups of four and share your lists.
Carpe Diem – Five Qualities of Effective Teachers

- Communication – speaking, listening, reading, and writing
- Authenticity – we teach who we are
- Reflection – by faculty and their students
- Pedagogy – best practices in educational field
- Diversity – of thinking and teaching practices
College Alumni Feedback

• Athletics
• Teacher-Led Field Excursions
• Special Projects—experiential, integrated learning experiences

What do these all have in common?
People generally remember...
(learning activities)

10% of what they read

20% of what they hear

30% of what they see

50% of what they see and hear

70% of what they say and write

90% of what they do.

People are able to...
(learning outcomes)

Define
List
Describe
Explain

Demonstrate
Apply
Practice

Analyze
Define
Create
Evaluate
The Learning Pyramid

- Lecture: 10%
- Reading: 20%
- Audiovisual: 30%
- Demonstration: 50%
- Discussion: 75%
- Practice doing: 90%

Source: National Training Laboratories, Bethel, Maine
What are different teaching pedagogies?
Lectures

• Interactive lectures—max. 10 minutes
• Covers significant amount of material
• “Sage on the Stage”
• Teacher-directed
Demonstrations

The teacher clearly shows a skill or concept to allow the student to conceptualize class material and more effectively relate theory to practice.

Teacher-directed

Multi-sensory
Discussions

The teacher leads a discussion with students examining and analyzing the topic.

Teacher-directed

Student-centered
Case Studies

The presentation of a specific real-life or imaginary situation where students are required to analyze the case using the principles/concepts being learned.

Student-centered and Teacher-directed

Complex

Involves critical thinking
Simulations

A type of simulated reality (system or environment) that includes instructional elements to help the students explore, navigate, and learn facts, concepts, and connections about the system or environment.

Teacher-directed and Student-centered
Project-Centered Learning

Involves successful completion of a complex, team-based project. It provides opportunities to develop teamwork, leadership, communication, problem-solving, and project management skills.

Teacher-directed and Student-centered
Problem-Based Learning

Learners work to solve the assigned problem.

Learners determine:
What they know / what they need to know
Articulate the problem
List possible solutions
Decide solution to evaluate / take action
Evaluate the solution.
Repeat the cycle.

Student-centered

Teacher as facilitator and mentor
Guide by the Side

Opposite of Sage on the Stage where faculty lecture and students listen and take notes. Guide by the Side is where the students are doing the thinking, discussing, and making meaning. The faculty is the facilitator who helps guide them.

Student-centered; teacher as facilitator
Field Work

Work completed in the field, rather than a traditional classroom. Using the environment as a natural classroom for engaging in the learning process.

Student-centered; teacher as facilitator
Place in order of learning effectiveness:

<table>
<thead>
<tr>
<th>Case studies</th>
<th>Guide by the Side</th>
</tr>
</thead>
<tbody>
<tr>
<td>Discussions</td>
<td>Demonstrations</td>
</tr>
<tr>
<td>Lectures</td>
<td>Problem-Based Learning</td>
</tr>
<tr>
<td>Field work</td>
<td>Simulations</td>
</tr>
<tr>
<td></td>
<td>Project-Centered Learning</td>
</tr>
</tbody>
</table>

(Hint—The more active the more effective)
The Learning Pyramid

- Lecture: 10%
- Reading: 20%
- Audiovisual: 30%
- Demonstration: 50%
- Discussion: 75%
- Practice doing: 90%
- Teach others: Average student retention rates

Source: National Training Laboratories, Bethel, Maine
Assignment

Select one teaching pedagogy introduced that you haven’t used and tell how you can incorporate it into your teaching.
Questions?