

Teaching

Principles of Effective Student Learning

A. "7 Principles for good practice in undergraduate education"

- #1. Good practice encourages student-faculty contact
 - so, 2-way interact with students inside and out of class
- #2. Good practice encourages cooperation among students
 - effective learning is collaborative and social, not isolated

 - may mean group projects (or not); certainly means students need to talk to each other and share work-life experiences
- #3. Good practice encourages active learning.
 - learning is not a spectator sport
 - they don't need you to read a book.
 - "students do not learn much just sitting in classes listening to teachers memorizing pre-packaged assignments and spitting out answers. They must talk about what they are learning, write about it, relate it to past experiences, and apply it to their daily lives."
- #4. Good practice gives prompt feedback.
 - eg, coaching for skills
 - else, overconfidence (JPSP study activities vs. golfing)
- #5. Good Practice emphasizes time on task
 - time + energy = learning
 - we define time expectations as 10 hr/week per class
- #6. Good practice communicates high expectations.
 - expectations are self-fulfilling prophecies
 - famous K-12 study
- #7. Good practice respects diverse talents and ways of learning
 - different routes to reach students
 - verbally, in text, graphs, problem sets, exercises, case discussion, etc.
 - need variety!
 - will find an effective learning channel
 - will break up pace and relieve boredom

B. WSU's 4 Goals for the UG Curriculum

-- Critical thinking

-- we all know what this means, though I doubt any of us would come up with the same definition

-- CTLT does have a critical thinking rubric – 7 steps

- Identifies and summarizes the **problem/question** at issue (and/or the source's position).
- Identifies and presents the STUDENT'S OWN **perspective and position** as it is important to the analysis of the issue
- Identifies and considers OTHER salient **perspectives and positions** that are important to the analysis of the issue.
- Identifies and assesses the key **assumptions**.
- Identifies and assesses the quality of **supporting data/evidence** and provides additional data/evidence related to the issue.
- Identifies and considers the influence of the **context** * on the issue.
- Identifies and assesses **conclusions, implications and consequences**.

-- Writing & Speaking (we add, Listening too)

-- everybody needs communication skills, but....

-- eg, business, scientific reports

-- few practice them beyond English classes

-- except. Writing across curriculum has been successful

-- need more speaking skills beyond speech courses.

-- active listening is an acquired skill.

-- Information Literacy

-- need to evaluate what they read and hear

-- working crap detector

-- evaluate for logic, evidence and bias

-- need to know here to find information

-- esp. the less we focus on facts, the quicker facts expire, then the more imp't this becomes.

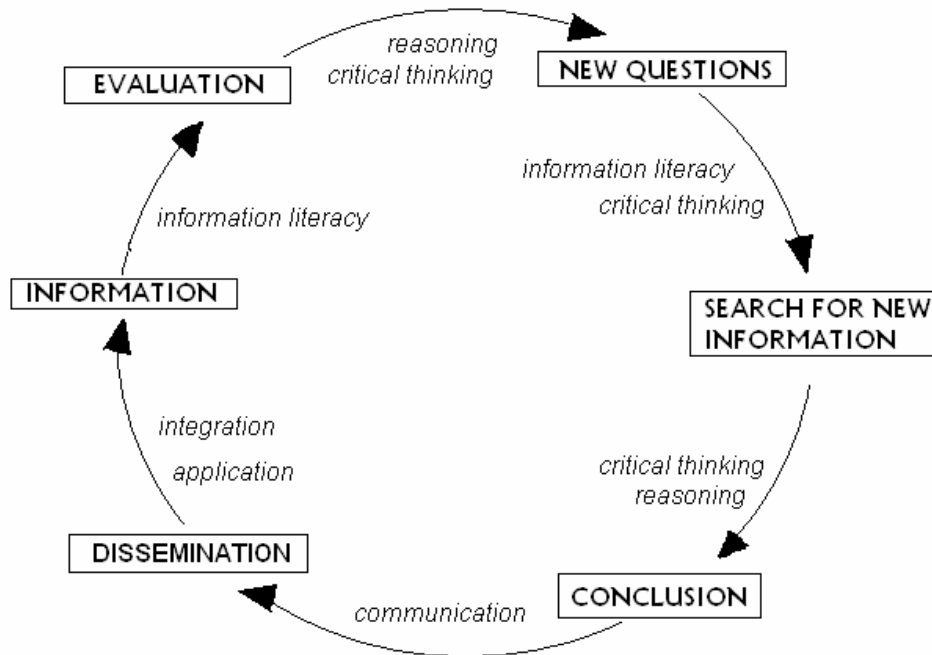
-- Quantitative & Symbolic Reasoning

- be able to represent problems in language of mathematics, then..
- use math equations to solve problems

- develop intuitive sense of magnitude of typically quantified info

*information literacy
critical thinking
reasoning
communication*

*application -- depth & breadth
integration -- society & self*



Therefore.....

Course Design & Scope

1. Course objectives

- action oriented:
 - do something, not just know something
 - list of 17 right now.
 - ask mentor for help in this
- instructor obligation:
 - is to student learning, not to the discipline.
 - there to make sure learning objectives are obtained and retained (“sticky learning”) not to “cover chapters”

2. Syllabus template

- syllabus as “contract”
 - very, very specific and thorough
 - what happens every date
 - when each assignment/exam is due
 - what each assignment is and how it will be graded
 - how final grade is calculated
 - don’t vary from contract
 - canceling class
 - holidays
 - avoid reschedules
 - not more than once, and only if completely unavoidable
 - if predictable, it goes on syllabus
 - if unpredictable, then print out a new schedule

In-Class Activities

Rule #1 – Don’t read the textbook to them. In any form.

Rule #2 – Don’t read Powerpoint slides.

- can use powerpoint; just don’t be redundant with it.

Rule #3 – Engage the students in activity; don’t let them sit there passively

- case discussions
- exercises
- Q&A
- ask for examples (they love to share)
- small group discussion

General Rule #A: Add value beyond what they can get by reading a book
-- or set of slides.

General Rule #B: Pedagogy is more important than content.
-- again, instructor obligation is to student learning, not to the discipline.

Assessment

1. General Rule: Students will practice in the form they are assessed.

→ We want them to be good at writing and reasoning, not on memorizing jargon nor at selecting from a menu of predetermined answers (ie, multiple choice).

→ Therefore, use multiple-choice, fill-in-the-blank, definitions, sparingly.

→ therefore, force them to practice the skills they will use in real world.

→ Please assign one individual paper. Must do so in “M” courses, and give them chance to revise.

2. Exam expectations

-- Multiple Choice/fill-in-blank/definition. I expect less than 33% of total grade. If more, I may ask you to justify it to me.

-- Rigorous. Don't simply rely on textbook test-banks. If so, be very careful that items you select are items you covered.

-- you are encouraged to assign “stretch” problems – ie, questions of an unusual form, that if student really knows the concept, should be able to reason through it. However, should be minority of problems, else, will have a revolt.

3. Proctoring. Proctor your own exams.

-- Need to be able to deal with questions from students.

4. Feedback:

-- Feedback must be prompt.

-- shoot for one-week turnaround

-- at a minimum, students must receive feedback on one assignment

or exam before the next assignment or exam is due.

5. Grades

--Curve? Inordinate number of A's? ok sometimes?

-- UG average: 2.7 to 3.1 target. Campus ave is 3.1

-- only if class does exceptionally well, should you go above 3.1

-- first, however, *never* violate the syllabus/contract to keep grades at 3.1. If they do everything well, then reward them. Then, next semester, raise *your* standards.

-- note: we review grades and see who consistently gives average grades above program average.

-- curve is okay, just specify that you will use one in your syllabus, including specifying what proportion of A's/A-/B+b etc you will assign.

-- if no curve, then specify the breakpoints for various grades

—Spreadsheet

-- must perfectly match syllabus and be readable by 3rd party (me)

-- must use point system

-- final letter grades must *perfectly* correlate with total points

-- must turn in spreadsheet to Sue at end of term, one day before grades due in system

--Taking roll? First week, yes, then up to you. If you grade on attendance or participation, then you must know who is there and who is not.

6. Group project guidelines exist

-- only assign group projects if only a group can accomplish needed learning task. Never assign groups just to give a group experience or to reduce one's grading load.

7. Guest speakers

-- We encourage it, but don't require it.

-- such a thing as too many guest speakers

Administrative

AACSB Requirements

- Explain qualifications for teaching CBE courses and data reports
 - . Must be employed 3 of the last 5 years in a profession directly related to the course(s) taught
 - . Must have a master's degree in the field of the course(s) taught
 - . Must have a detailed resume (consulting, community service included)

- . **AACSB - information must be current, updated each fall. Jenell will be asking for updated information each fall. This is required.**

- Text order and syllabi due dates
 - SP Oct 10 (classes begin Jan)
 - SU Apr 15 (classes begin May/June)
 - FA Apr 15 (classes begin Aug)

Mentor

Mentors are reactive; Sue and I are proactive

- nonetheless, if you have any questions, esp. if something seems like it should be due, please call Sue to make sure a message didn't get dropped.

- Can answer questions re syllabus and textbook
 - Must review syllabus. If it's the first time, please give a draft to them a month before a final draft is needed.

- Will visit class/peer review at least once in the term; schedule this

I also will visit class.

Textbooks

You do not have to assign a textbook!!

- Never assign a textbook you don't like. Never.
 - else, students will get mad

You do need to assign some form of reading.

- If not a textbook, then smaller books, or case-packet

Sue's Checklist

