

The JOY and RESPONSIBILITY of TEACHING WELL

Presentation by:

L. Dee Fink, Ph.D.

National Consultant in Higher Education

Author: *Creating Significant Learning Experiences*

**Center for Teaching Excellence
Suffolk University**

“A Celebration of Teaching Excellence”

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The Joy and Responsibility of Teaching Well

“Tertiary education [i.e., higher education] is more critical, the flatter the world gets.”

-Thomas Friedman, *The World is Flat* (p. 289)

“[The new world economy] is *highly knowledge-intensive* – so you must be good at constantly learning. If you stand still, you fall back.”

-J.F. Rischard, *High Noon* (p. 30)

The Joy and Responsibility of Teaching Well

20 National/Global Issues (from “High Noon”, J. F. Rischard):

- I. Sharing Our Planet Issues: (some examples)
 - Global warming
 - Deforestation
 - Water deficits
- II. Sharing Our Humanity Issues:
 - Fight against poverty
 - Education for all
 - Global infectious diseases
- III. Sharing Our Rule Book: Issues Needing Global Regulation
 - Global financial architecture
 - Illegal drugs
 - International labor and migration rules

Evidence That Students Are NOT Having Significant Learning Experiences:

- Employers
- National Study of Adult Literacy
- Derek Bok: "Our Underachieving Colleges"

Derek Bok:

- Learning to communicate
- Learning to think
- Building character
- Preparation for citizenship
- Living with diversity
- Preparing for a global society
- Acquiring broader interests
- Preparing for a career

from: *Our Underachieving Colleges: A Candid Look at How Much Students Learn and Why They Should Be Learning More* (2006)

Derek Bok:

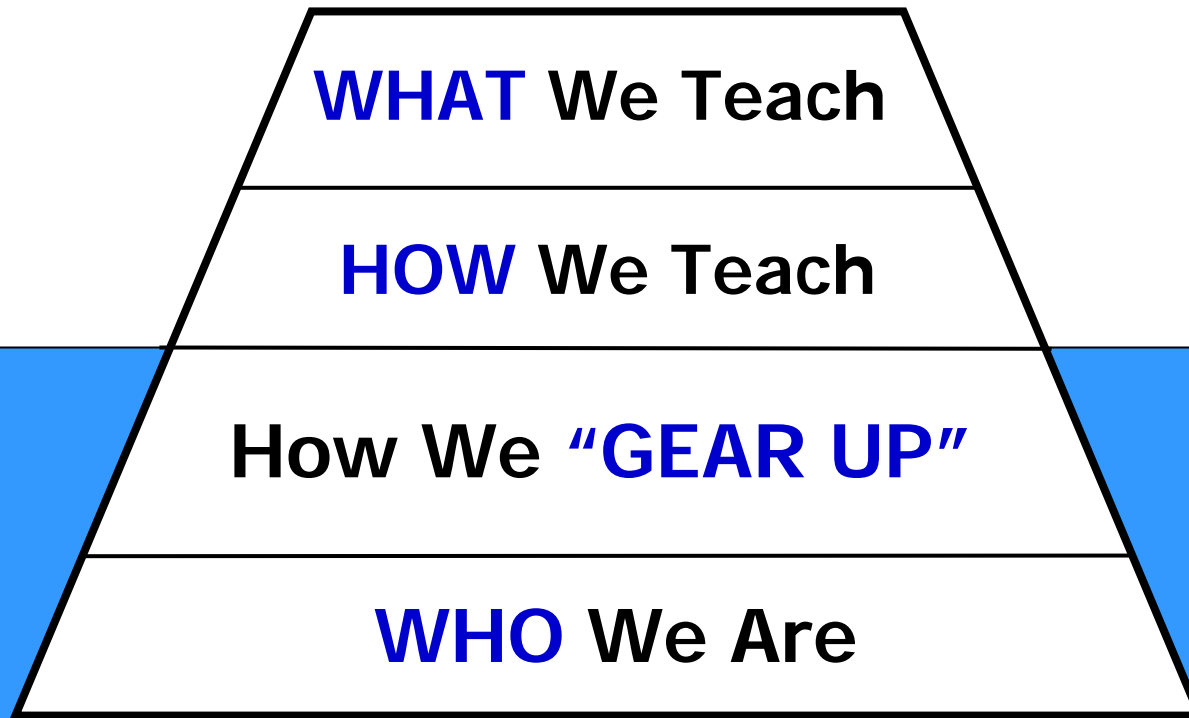
- ...lack of any overarching purpose in the undergraduate curriculum.
- ...allowing intellectual standards to deteriorate.
- ...colleges and universities...accomplish far less for their students than they should.

from: *Our Underachieving Colleges: A Candid Look at How Much Students Learn and Why They Should Be Learning More* (2006)

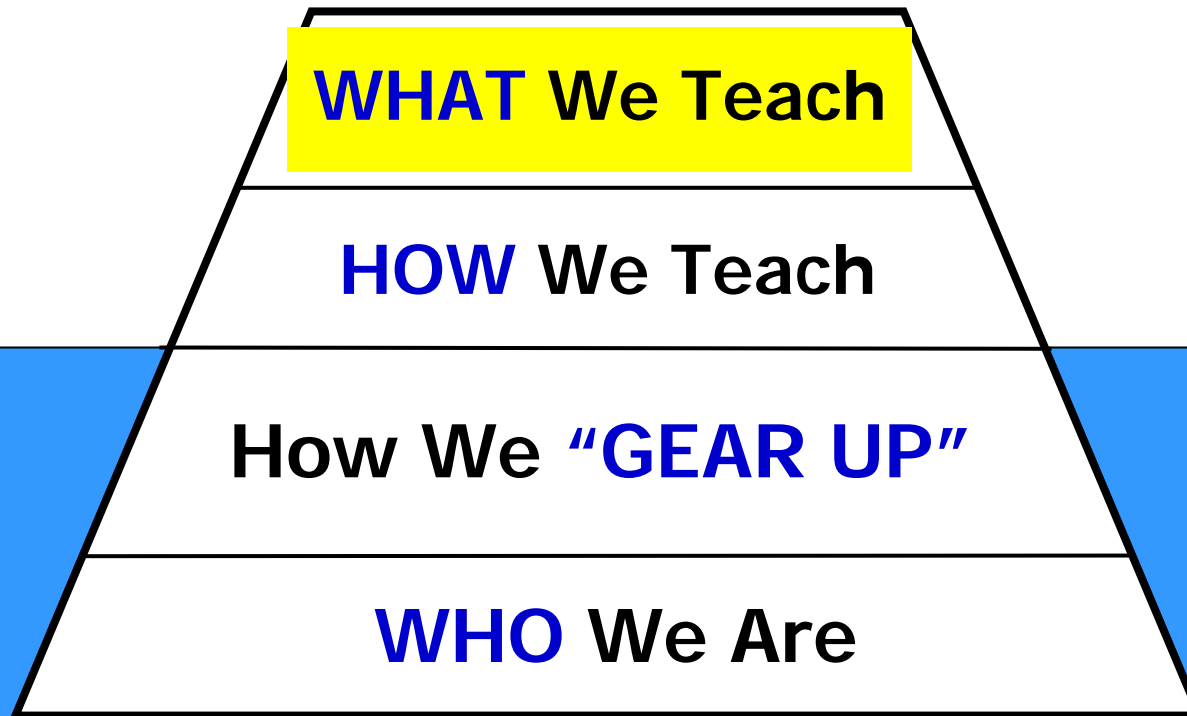
Issues We Need to Re-Examine

- I. **WHAT** We Teach
- II. **HOW** We Teach
- III. How We **“GEAR UP”** to Teach
- IV. **WHO** We Are

Issues We Need to Re-Examine



Issues We Need to Re-Examine



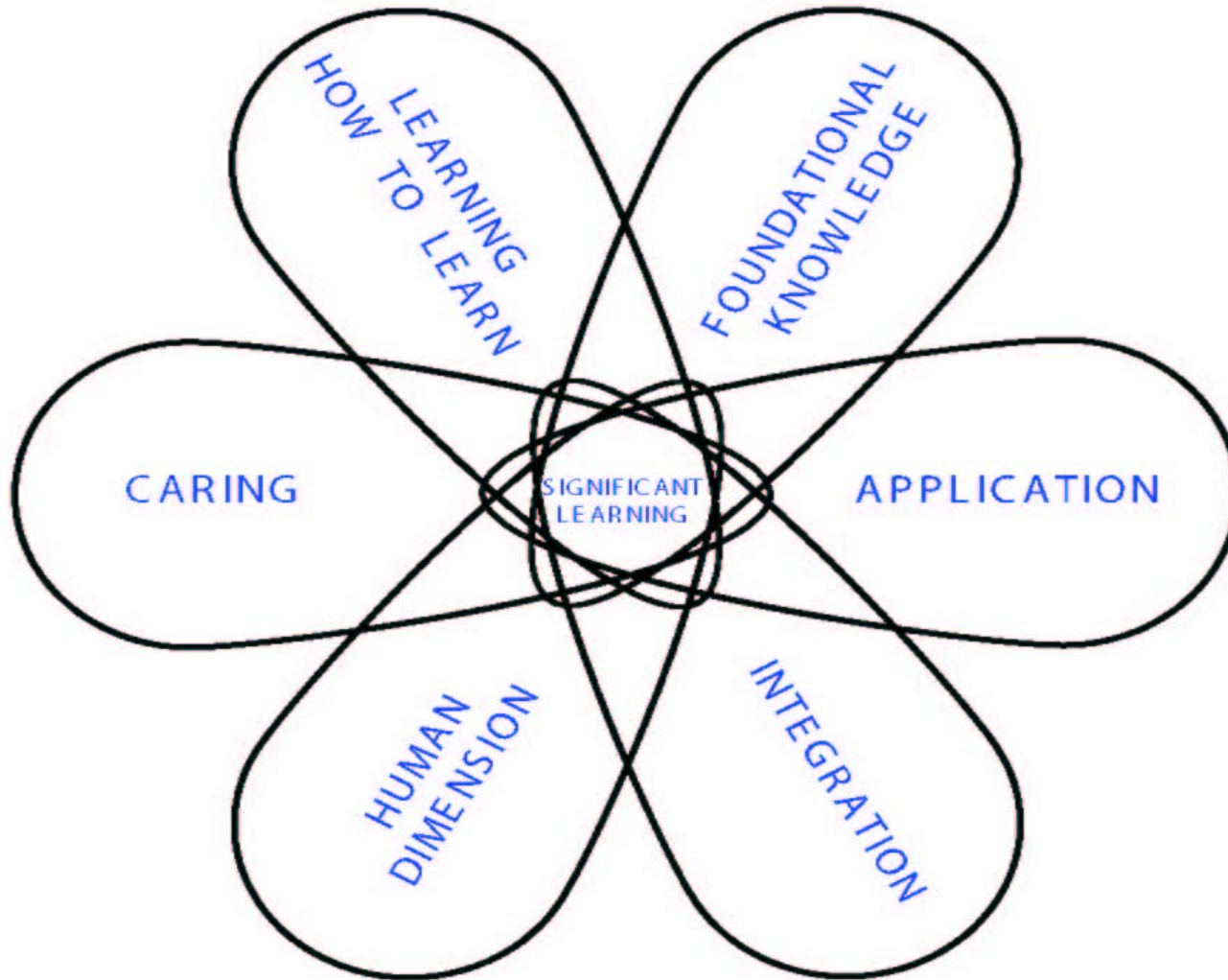
Issues We Need to Re-Examine

I. WHAT We Teach

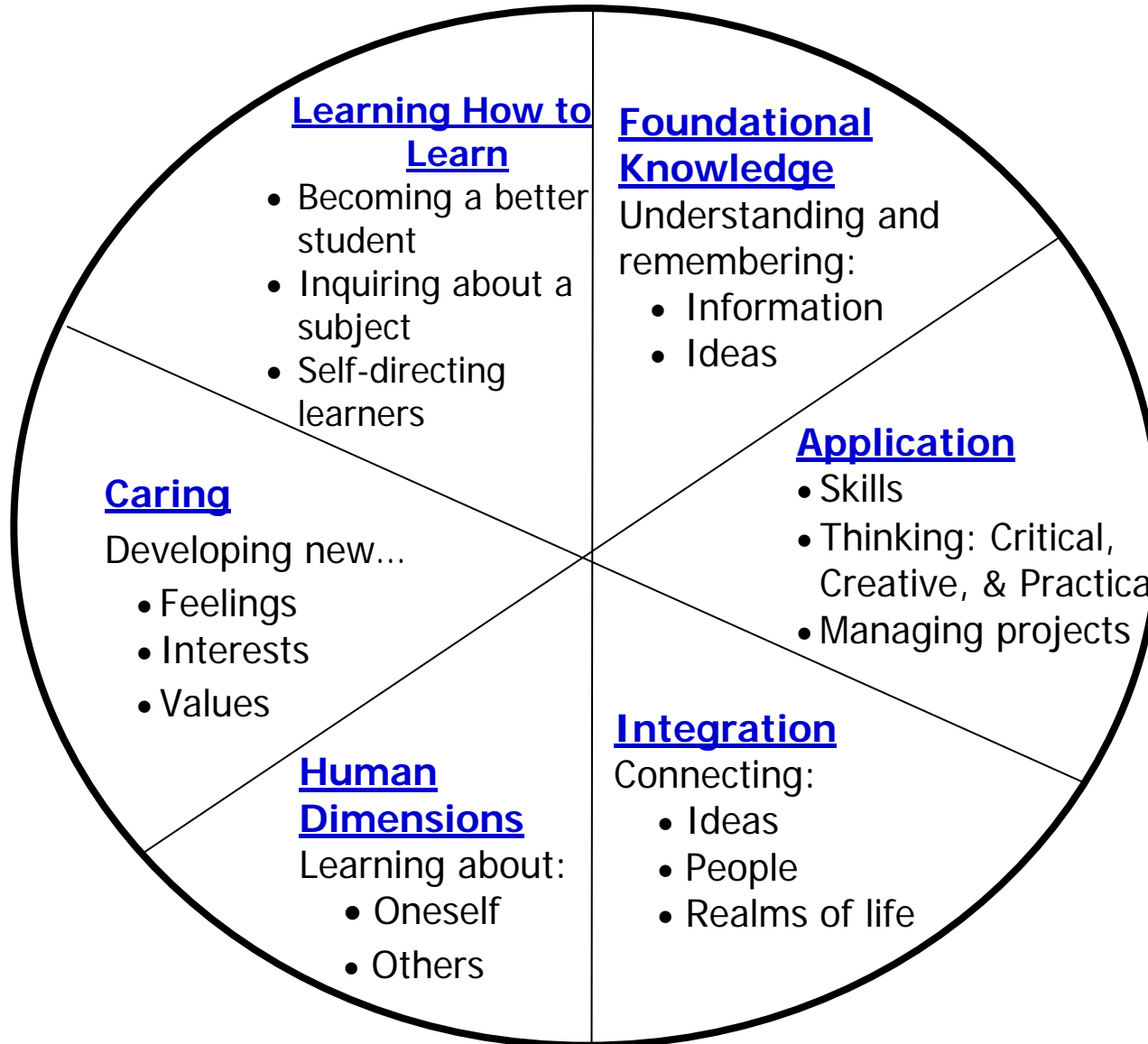
= What we want students to learn

- **NOW:** Primarily...
 - Knowledge about our discipline
- **NEW CHALLENGE:** Something more significant.

Taxonomy of Significant Learning



Taxonomy of Significant Learning



The Joy and Responsibility of Teaching Well

In a course with **significant learning**, students will:

1. **Understand and remember** the key concepts, terms, relationship, etc.
2. Know how to **use** the content.
3. Be able to **relate** this subject to other subjects.
4. Understand the **personal and social** implications of knowing about this subject.
5. **Value** this subject and further learning about it.
6. Know how to **keep on learning** about this subject, after the course is over.

Liberal Education – America's Promise [LEAP]

ESSENTIAL LEARNING OUTCOMES:

- I. Knowledge of Human Cultures and the Natural and Physical World
- II. Intellectual and Practical Skills
- III. Individual and Social Responsibilities
- IV. Integrative Learning

Liberal Education – America's Promise [LEAP]

ESSENTIAL LEARNING OUTCOMES:

- I. Knowledge of Human Cultures and the Natural and Physical World
 - Sciences & math, social sciences, humanities, histories, languages, and the arts
 - Focused through engagement with big questions, both contemporary and enduring
- II. Intellectual and Practical Skills
- III. Individual and Social Responsibilities
- IV. Integrative Learning

Liberal Education – America's Promise [LEAP]

ESSENTIAL LEARNING OUTCOMES:

- I. Knowledge of Human Cultures and the Natural and Physical World
- II. Intellectual and Practical Skills
 - Inquiry, critical & creative thinking
 - Written and oral communication
 - Quantitative literacy
 - Information literacy
 - Teamwork and problem solving
- III. Individual and Social Responsibilities
- IV. Integrative Learning

Liberal Education – America's Promise [LEAP]

ESSENTIAL LEARNING OUTCOMES:

- I. Knowledge of Human Cultures and the Natural and Physical World
- II. Intellectual and Practical Skills
- III. Individual and Social Responsibilities
 - Civic knowledge and engagement
 - Intercultural knowledge and competence
 - Ethical reasoning and action
 - Foundations and skills for lifelong learning
- IV. Integrative Learning

Liberal Education – America's Promise [LEAP]

ESSENTIAL LEARNING OUTCOMES:

- I. Knowledge of Human Cultures and the Natural and Physical World
- II. Intellectual and Practical Skills
- III. Individual and Social Responsibilities
- IV. Integrative Learning
 - **Synthesis and advanced accomplishment across general and specialized studies**
 - **Capacity to adapt knowledge, skills, and responsibilities to new settings & questions**

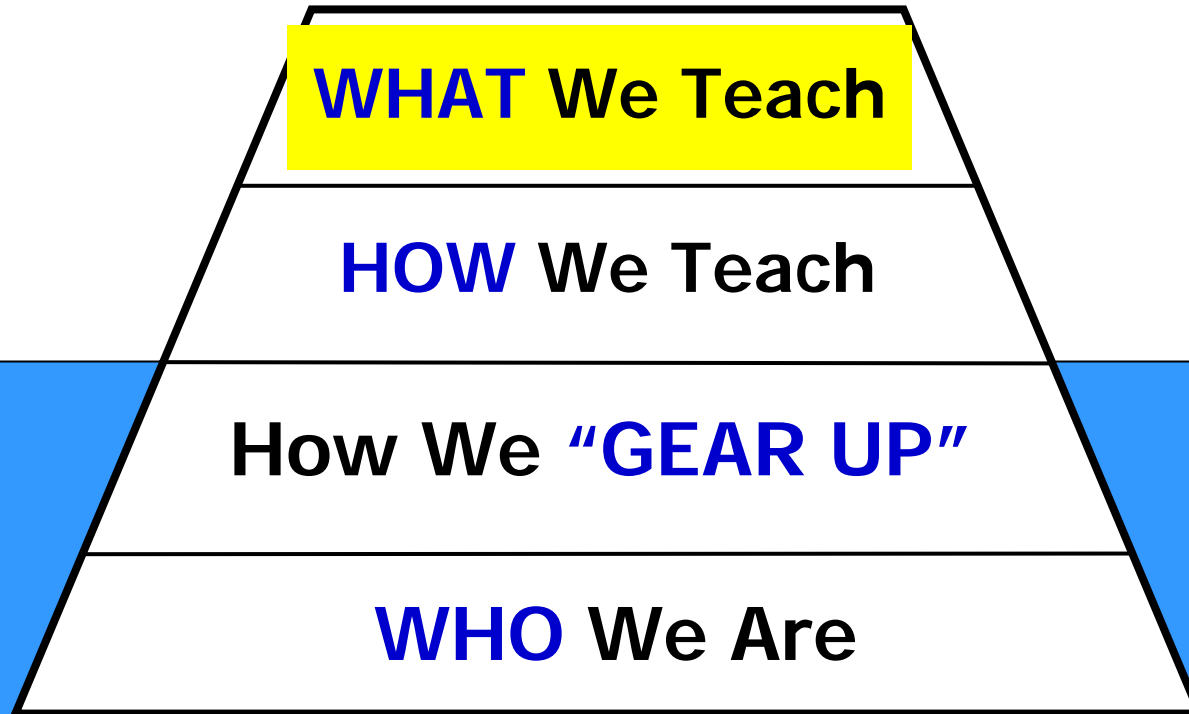
The Joy and Responsibility of Teaching Well

Fink's Taxonomy:

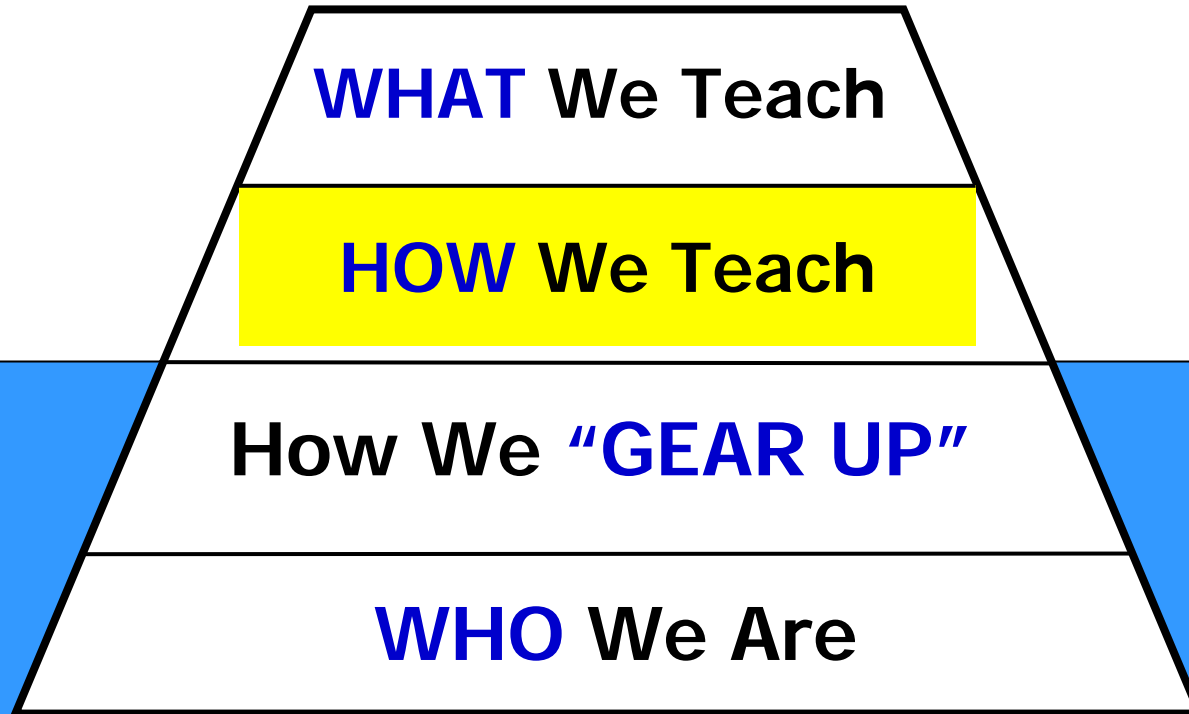
AAC&U Categories:

| | |
|---|---|
| 1. Foundational Knowledge | Knowledge of: Human Cultures, Natural & Physical World |
| 2. Application | Intellectual and Practical Skills |
| 3. Integration | Integrative Learning |
| 4. Human Dimension <ul style="list-style-type: none">• Self• Interacting with others | Individual and Social Responsibilities <ul style="list-style-type: none">• Teamwork |
| 5. Caring | <ul style="list-style-type: none">• Ethical Reasoning and Action |
| 6. How to Learn | <ul style="list-style-type: none">• Foundations for Life-Long Learning |

Issues We Need to Re-Examine



Issues We Need to Re-Examine



TWO REASONS

We Need New Ways of Teaching:

- A. Current understanding of **how people learn**
- B. More **powerful** kinds of learning will require **more powerful kinds of teaching**

TWO REASONS

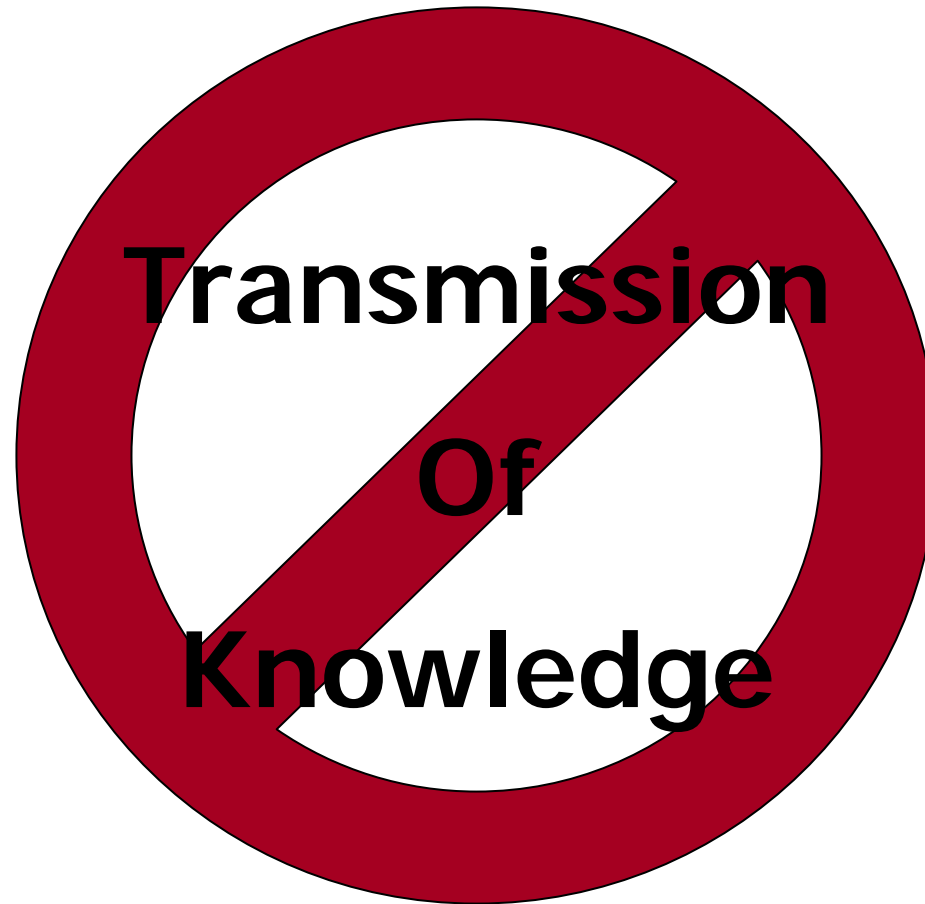
We Need New Ways of Teaching:

A. Current understanding of
how people learn

B. More powerful kinds of learning
will require **more powerful kinds of
teaching**

HOW DO PEOPLE LEARN?

1. Transmit Knowledge?



HOW DO PEOPLE LEARN?

1. Transmit Knowledge?
2. Constructivism

Constructivist View of Learning

- We can transmit **“INFORMATION.”**
- But people have to take that information and **CONSTRUCT** their own understanding of it, and figure out what they can do with it.

HOW DO PEOPLE LEARN?

1. **Transmit Knowledge?**
2. **Constructivism**
3. **Social Constructivism**

Social Constructivism:

- *We can* construct our understanding of anything by ourselves, but...
- it usually works much better to **collaborate and dialogue with others**

TWO REASONS

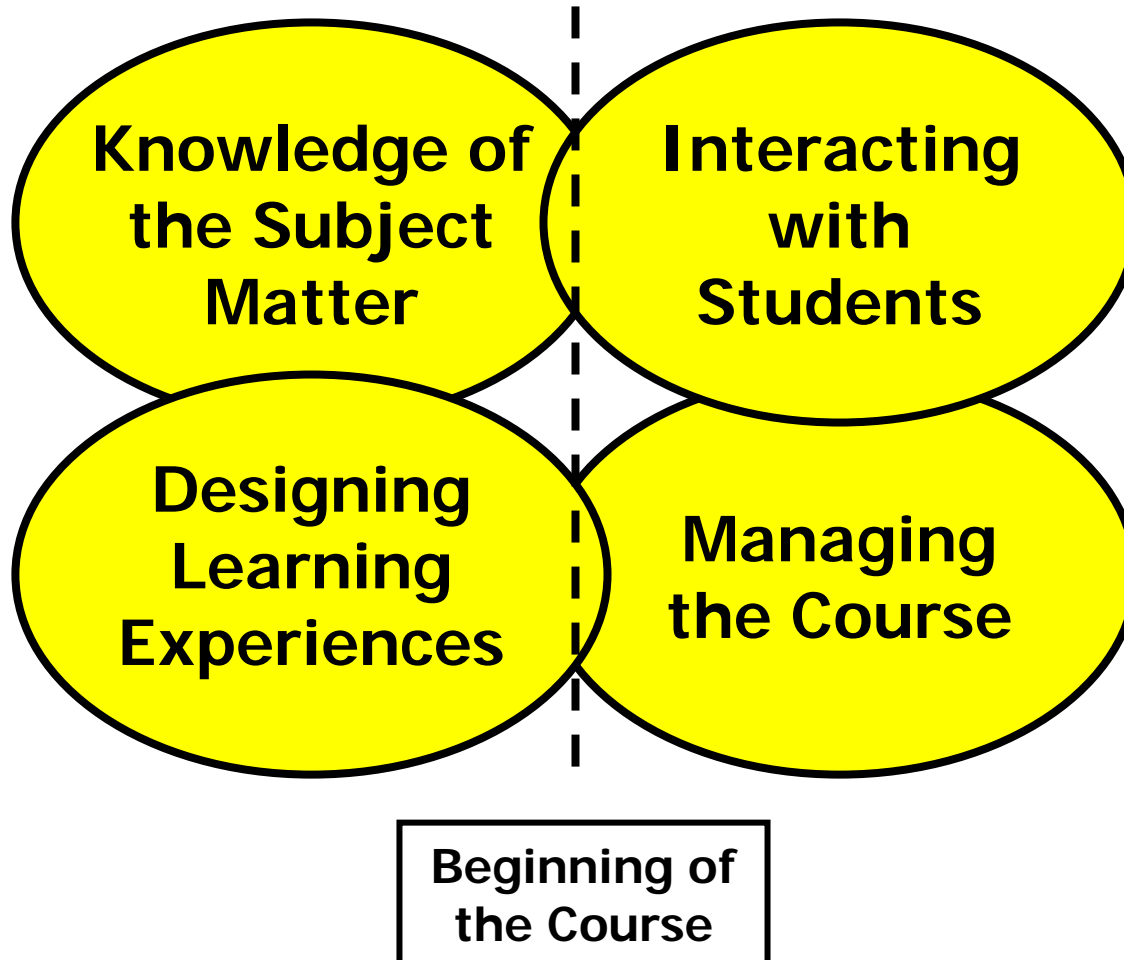
We Need New Ways of Teaching:

- A. Current understanding of how people learn
- B. More powerful kinds of learning require more powerful kinds of teaching**

II. HOW We Teach

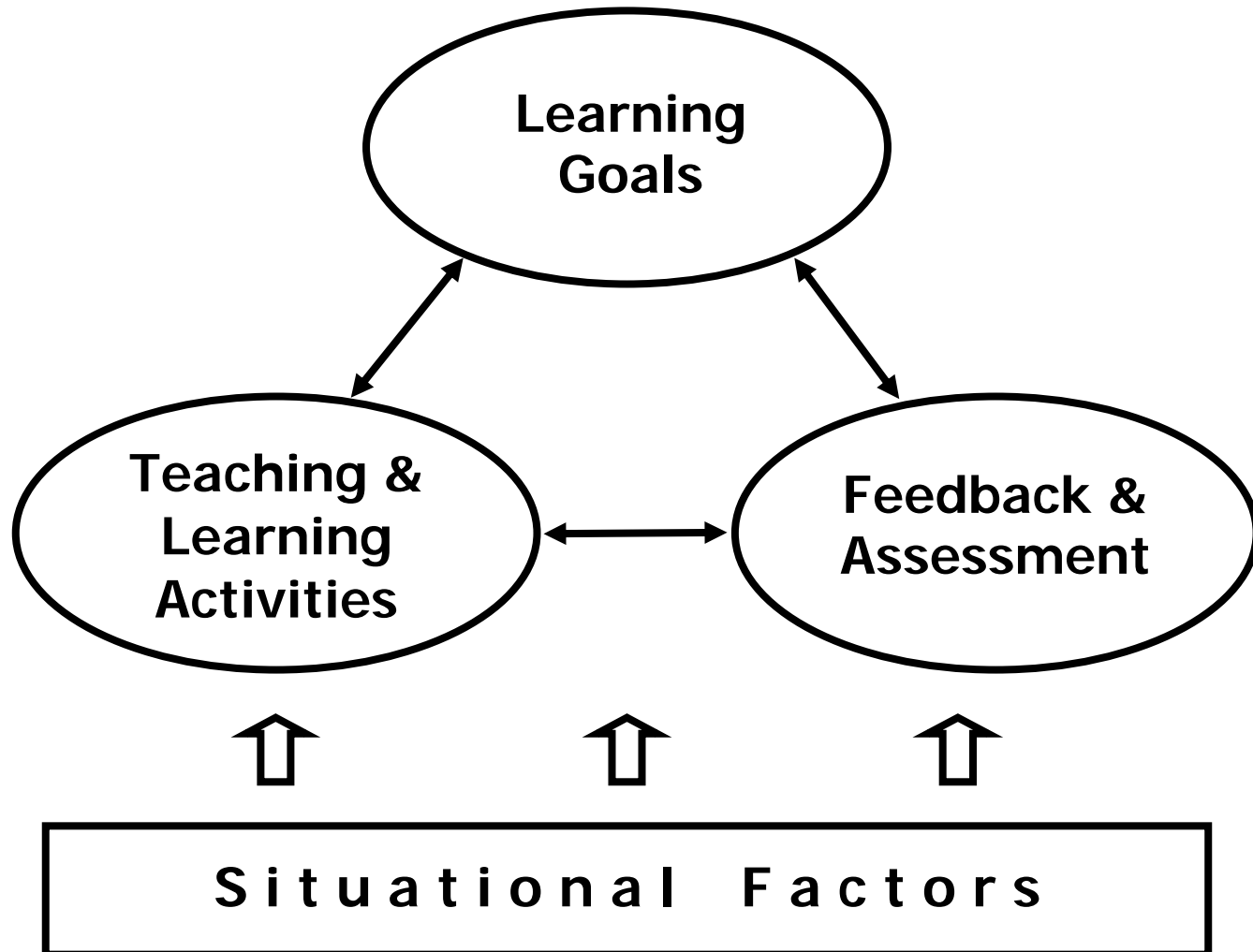
- **NOW:** Primarily...
 - Lecture/textbook/homework, plus:
 - whole class discussion
 - lab
- **NEW CHALLENGE:**
 - More powerful kinds of learning require more powerful kinds of teaching.

FUNDAMENTAL TASKS OF TEACHING

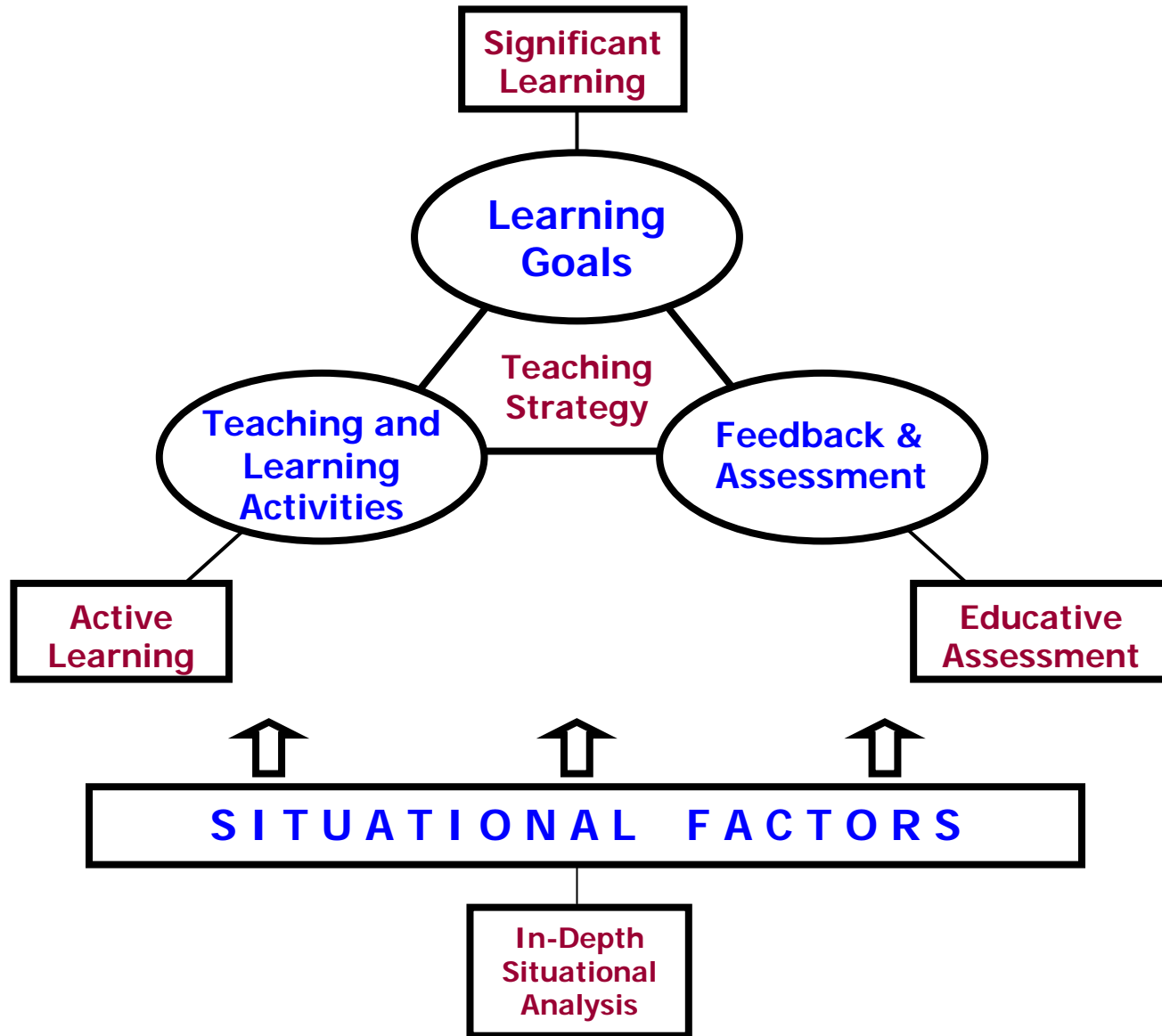


INTEGRATED COURSE DESIGN:

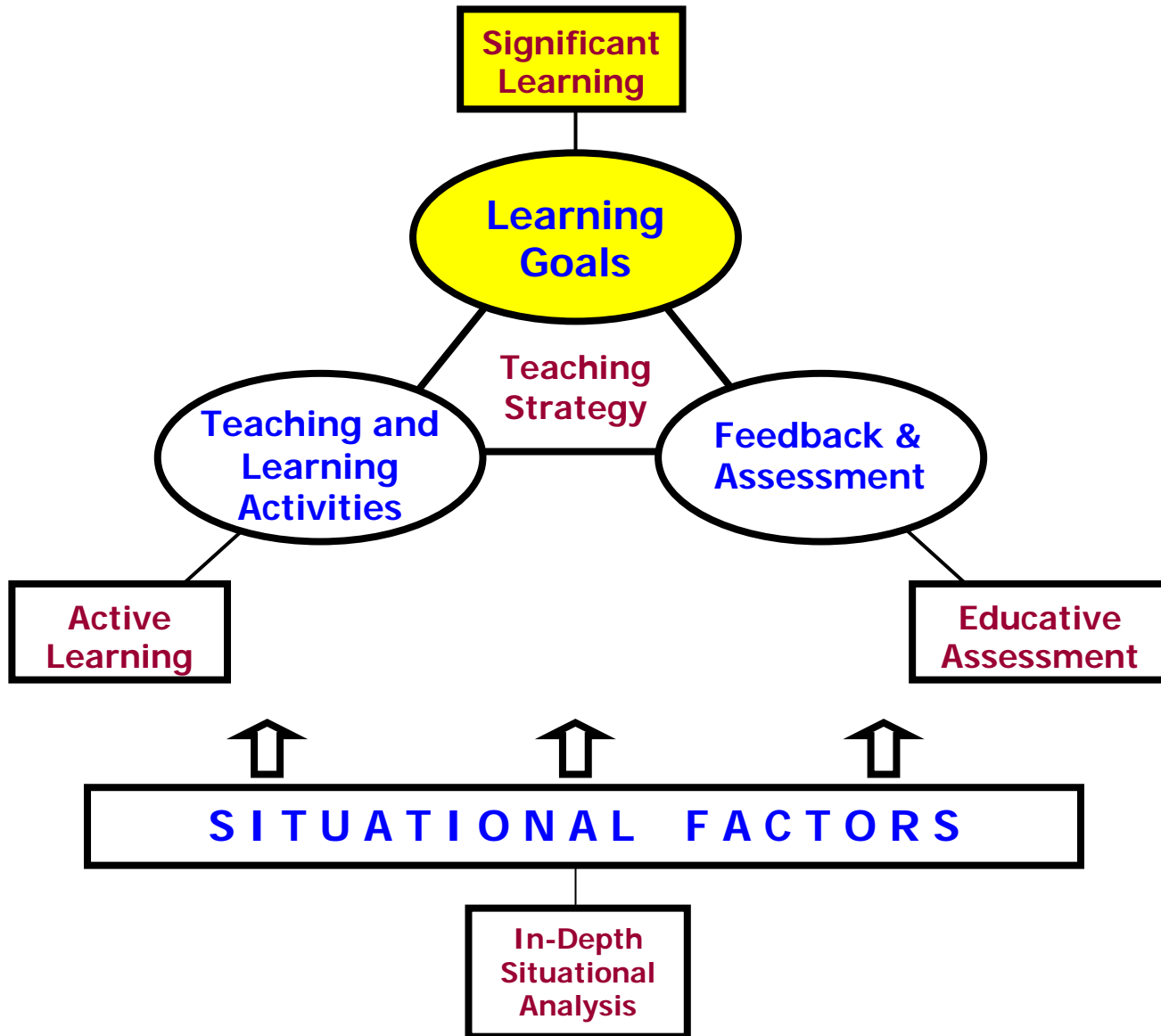
Key Components



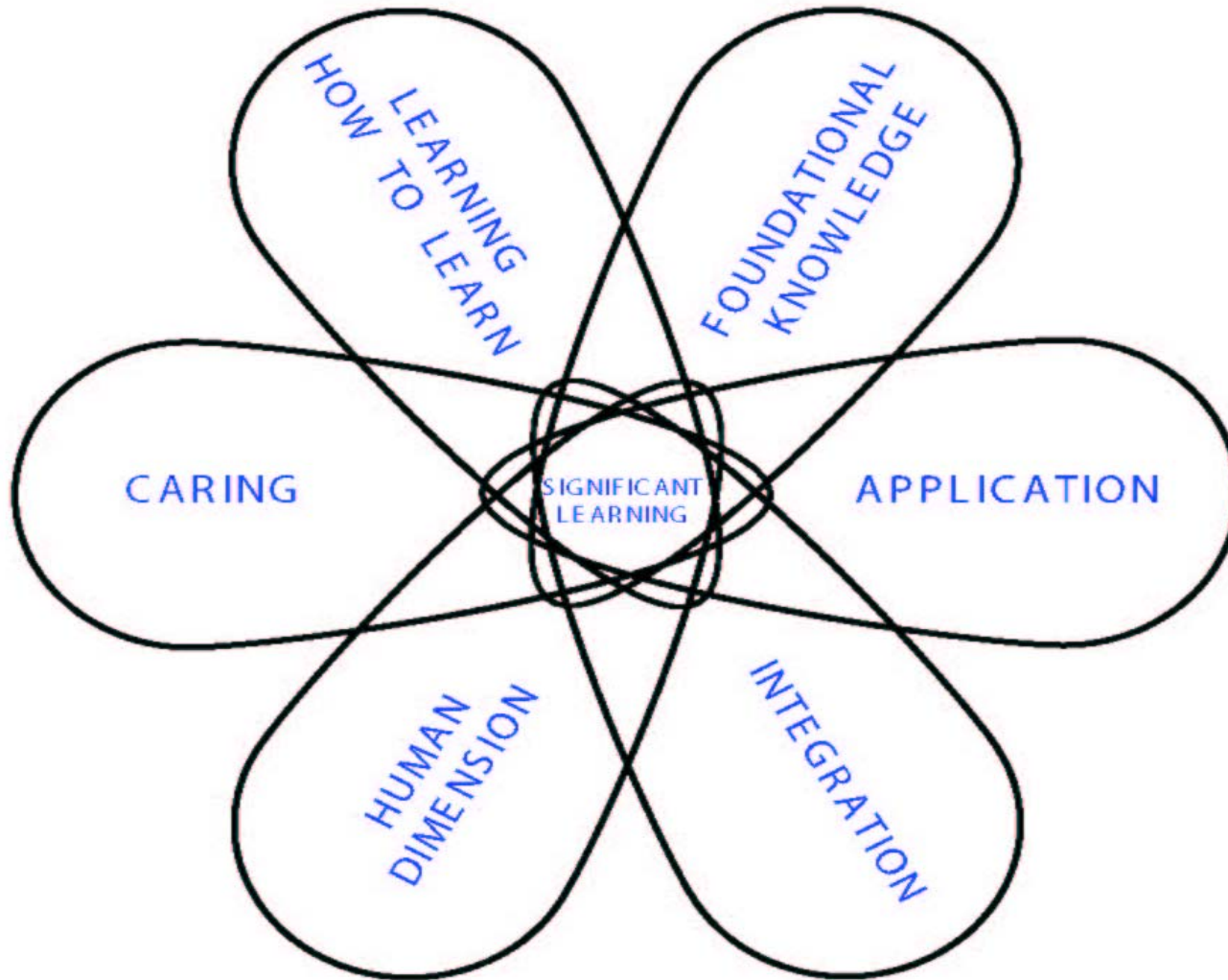
Criteria of "GOOD" Course Design



Criteria of "GOOD" Course Design



Taxonomy of Significant Learning

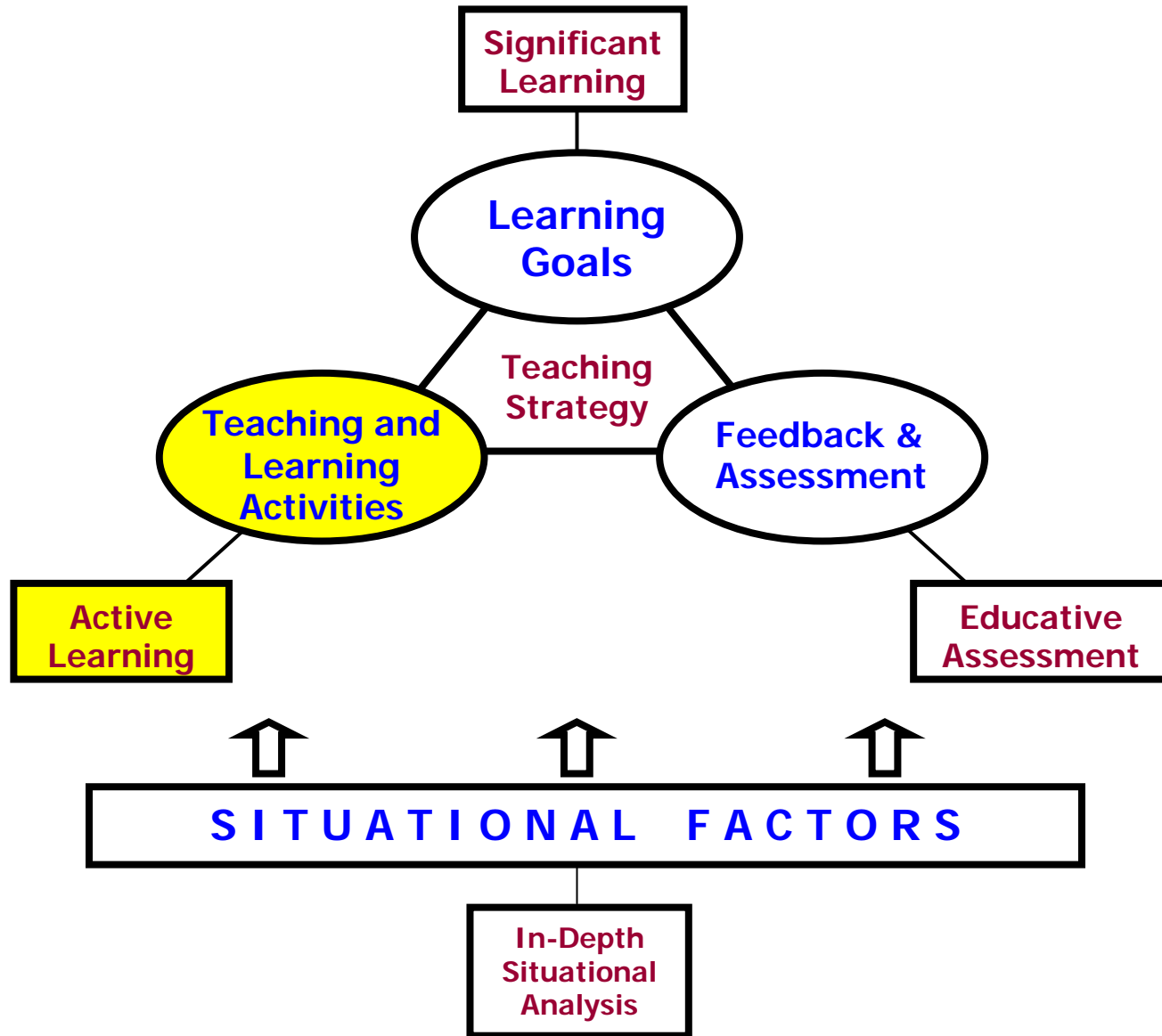


The Joy and Responsibility of Teaching Well

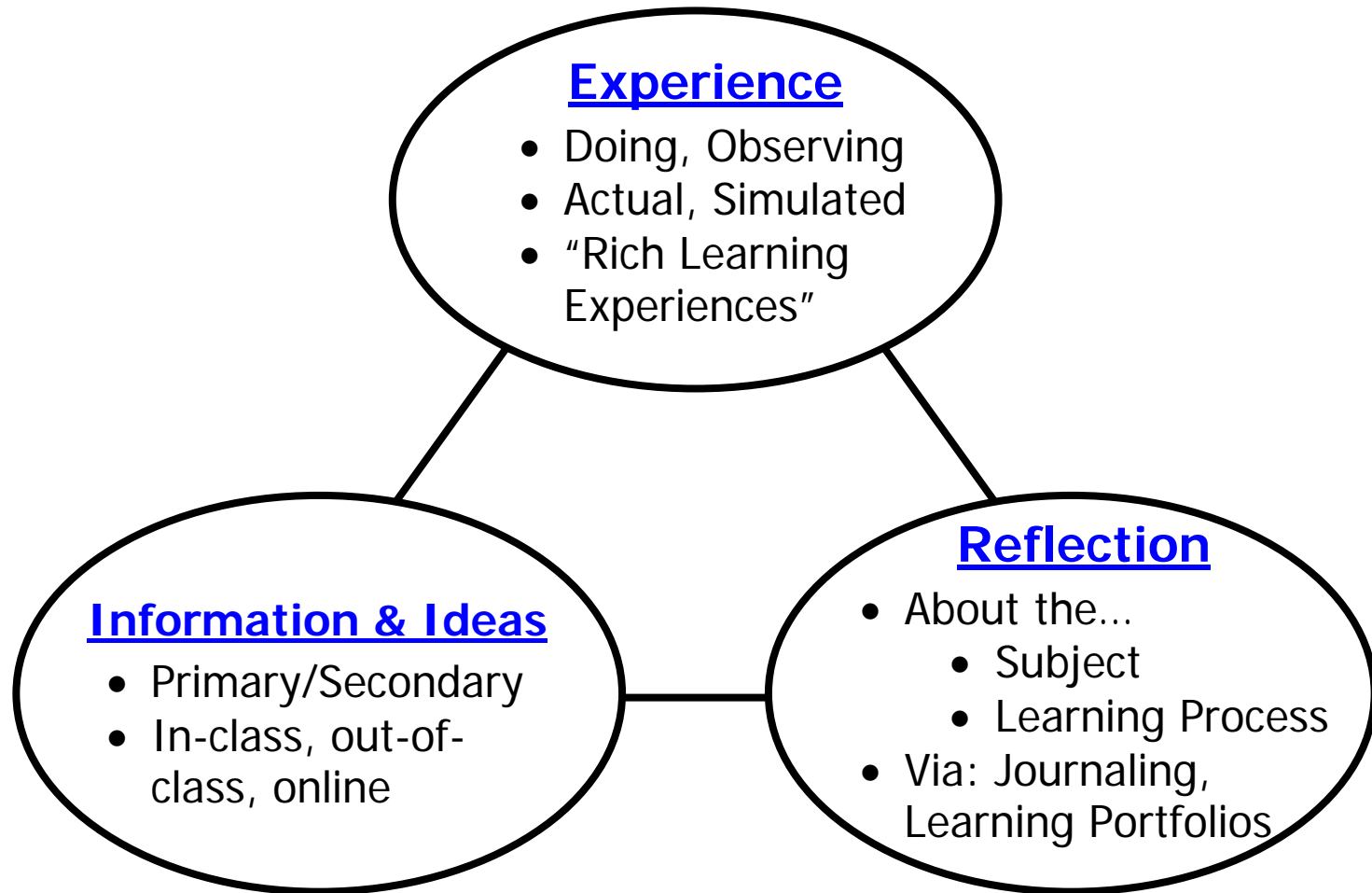
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6. Know how to **keep on learning** about this subject, after the course is over.

Criteria of "GOOD" Course Design



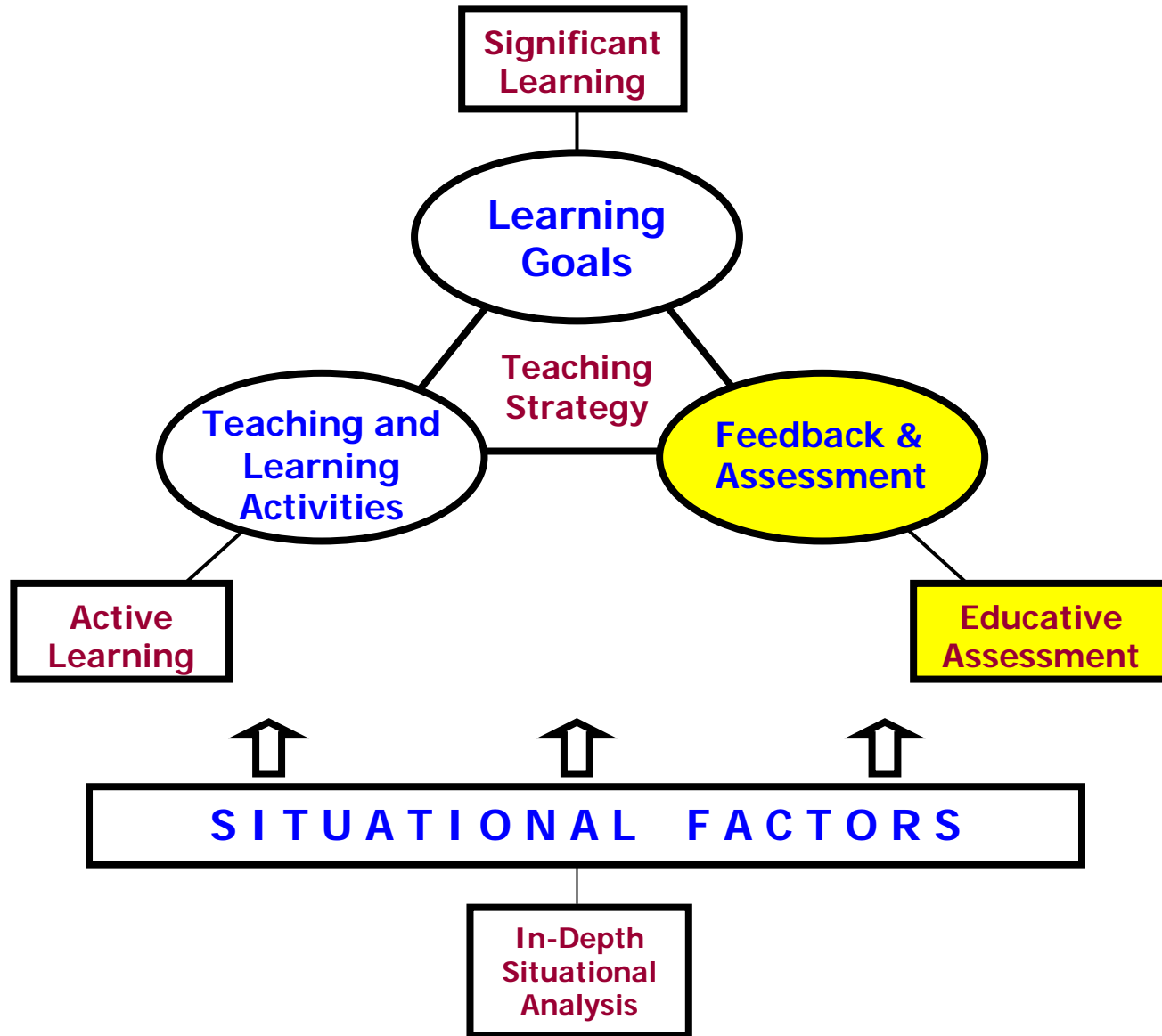
Holistic Active Learning



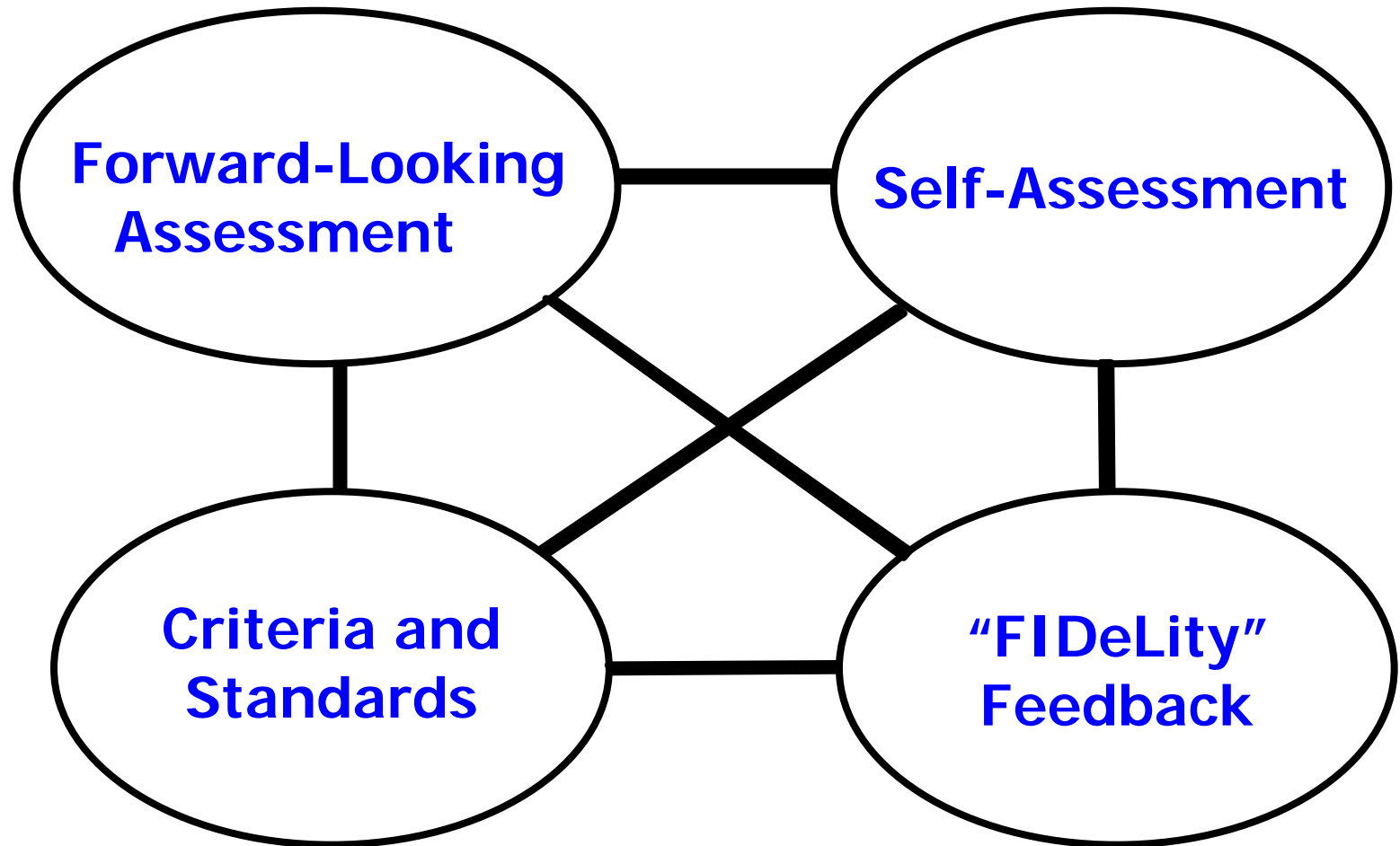
Multiple Activities that Promote ACTIVE LEARNING

| | GETTING INFORMATION & IDEAS | EXPERIENCE | | REFLECTIVE DIALOGUE, with: | |
|----------------------------|---|--|--|---|--|
| | | "Doing" | "Observing" | Self | Others |
| DIRECT | <ul style="list-style-type: none"> • Original data • Original sources | <ul style="list-style-type: none"> • Real Doing, in authentic settings | <ul style="list-style-type: none"> • Direct observation of phenomena | <ul style="list-style-type: none"> • Reflective thinking • Journaling | <ul style="list-style-type: none"> • Live dialogue (in or out of class) |
| INDIRECT, VICARIOUS | <ul style="list-style-type: none"> • Secondary data and sources • Lectures, textbooks | <ul style="list-style-type: none"> • Case studies • Gaming, Simulations • Role play | <ul style="list-style-type: none"> • Stories (can be accessed via: film, literature, oral history) | | |
| ONLINE | <ul style="list-style-type: none"> • Course website • Internet | <ul style="list-style-type: none"> • Teacher can assign students to "directly experience" ... • Students can engage in "indirect" kinds of experience online | <ul style="list-style-type: none"> • Students can reflect, and then engage in various kinds of dialogue online. | | |

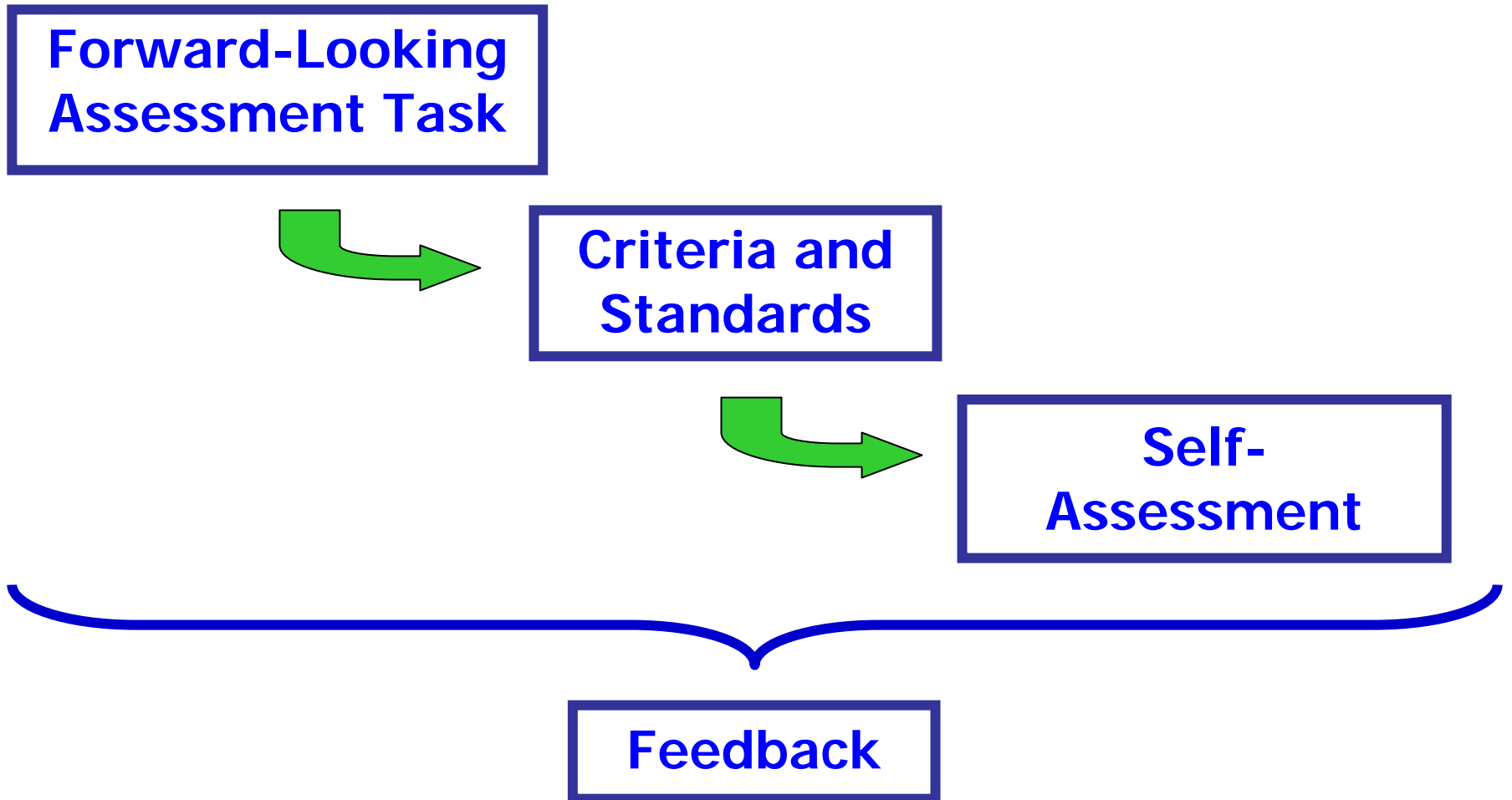
Criteria of "GOOD" Course Design



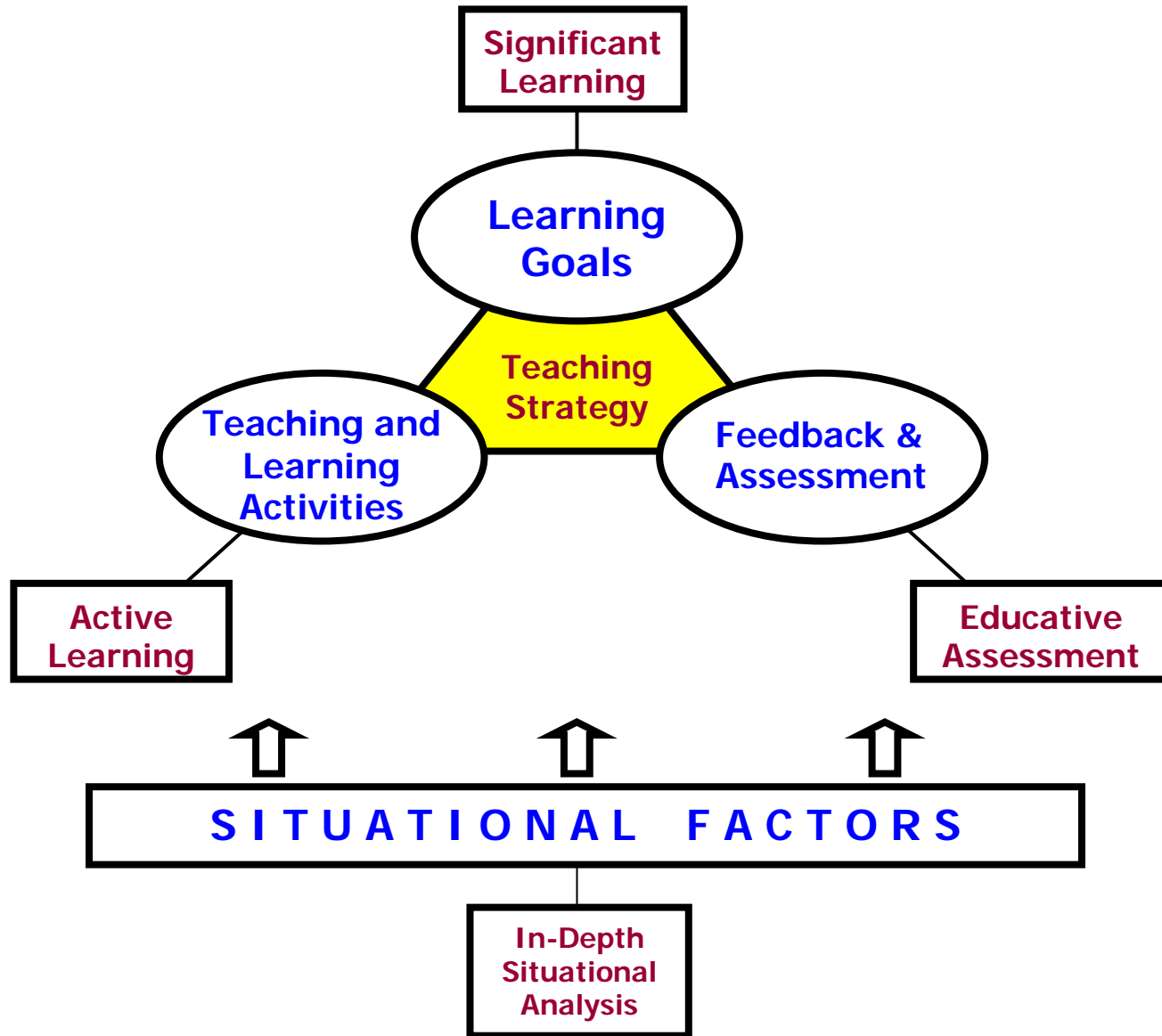
Feedback and Assessment: “EDUCATIVE ASSESSMENT”



Feedback and Assessment: “EDUCATIVE ASSESSMENT”



Criteria of "GOOD" Course Design



TEACHING STRATEGY:

- A particular **COMBINATION** of learning activities...
- arranged in a particular **SEQUENCE**

Two Examples:

- Problem-based learning
- Team-based learning

“CASTLE-TOP” DIAGRAM:

A Tool for Identifying Your TEACHING STRATEGY

| | Mon | Wed | Fri | Mon | Wed | Fri |
|--------------------------|-----|-----|-----|-----|-----|----------------------------|
| In-Class Activities: | ? | ? | | | | Assessm't & Feedback |
| Out-of-Class Activities: | | ? | ? | | | |

TEACHING STRATEGIES

| | | | | |
|---------------|---------|-----------|--------------------|--------|
| In-class: | Lecture | Lecture | Lecture | Exam |
| Out-of-class: | | Read text | Homework exercises | Review |

QUESTION:

- This strategy creates a high likelihood that most students will...
 1. Be *exposed to* the content.
 2. *Understand* the content.
 3. Be able to *use* the content.
 4. *Value* the content.

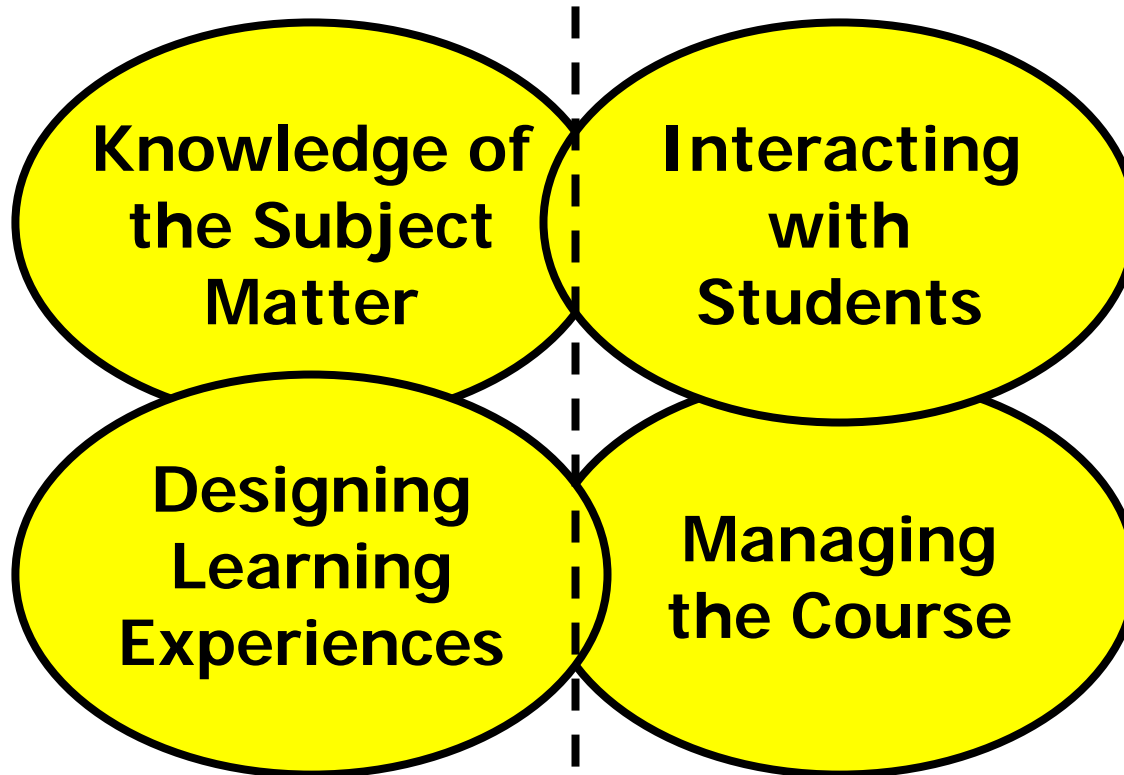
TEACHING STRATEGIES

| | | | | | | |
|---------------|-----------|--|--------------------|-------------------------------------|--------|--|
| In-class: | | Readiness Assurance Test: <ul style="list-style-type: none">• Individual• Group | | Application problems (Small Groups) | | Exam: <ul style="list-style-type: none">• Content• <u>Application</u> Culminating Project |
| Out-of-class: | Read text | | Homework exercises | | Review | |

QUESTION:

- This strategy creates a high likelihood that most students will...
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FUNDAMENTAL TASKS OF TEACHING



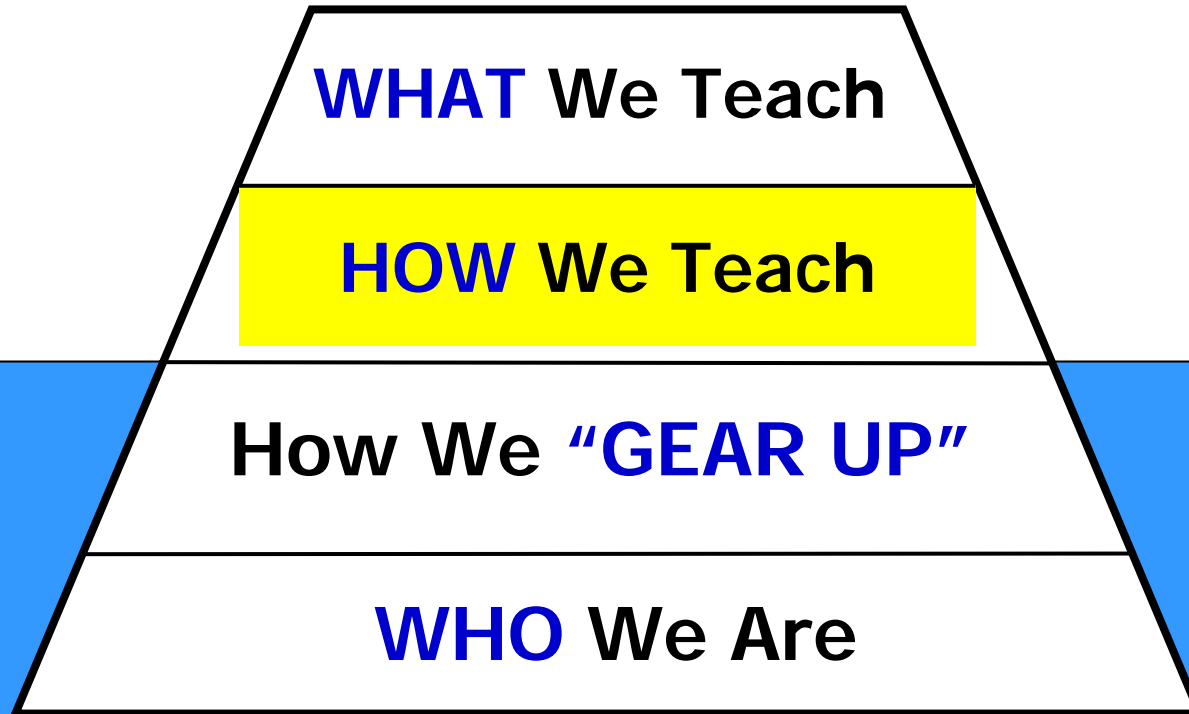
Beginning of
the Course

TWO REASONS

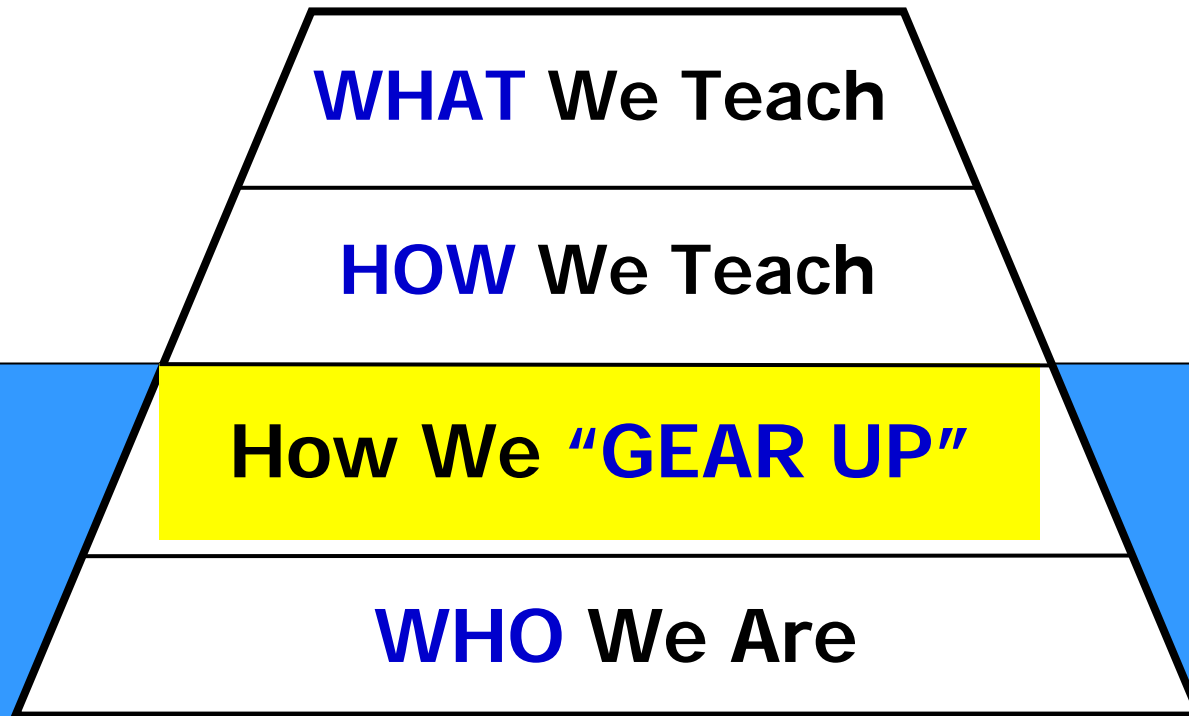
We Need New Ways of Teaching:

- A. Current understanding of **how people learn**
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Issues We Need to Re-Examine



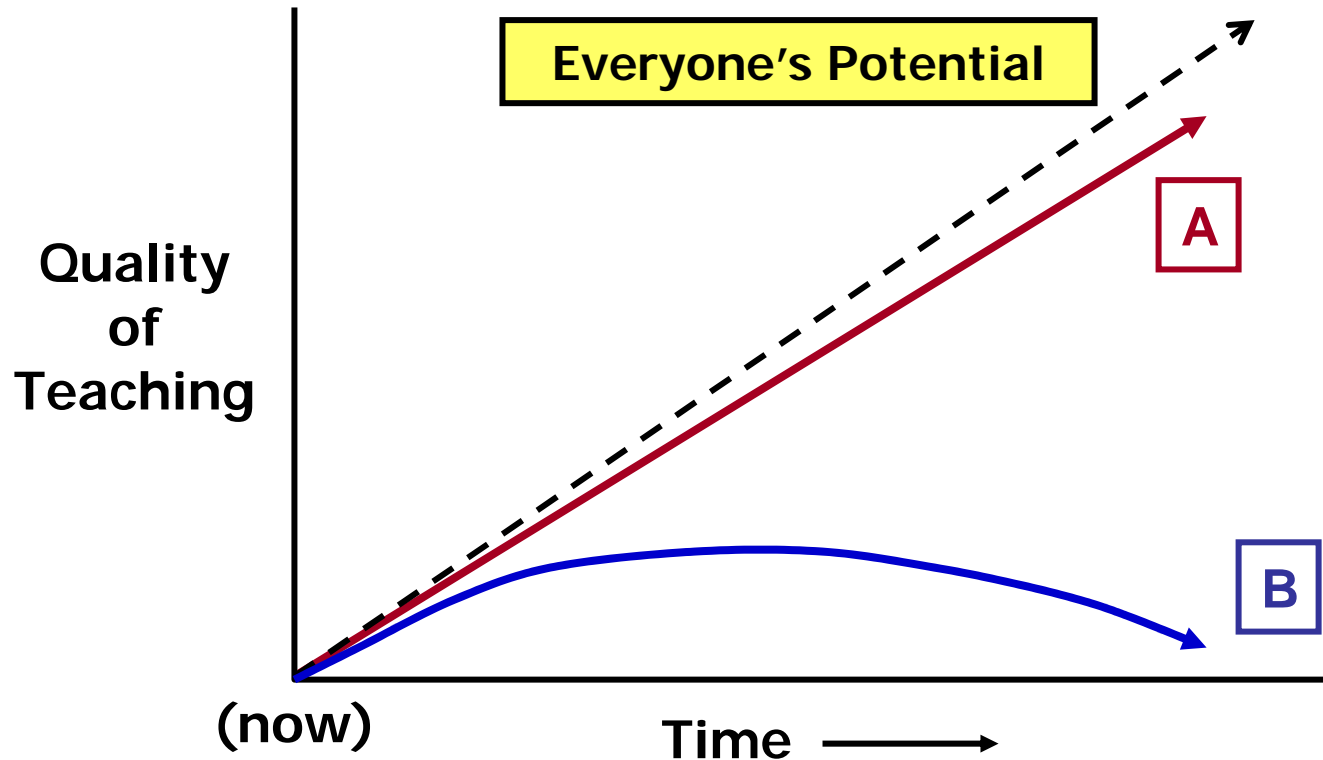
Issues We Need to Re-Examine



III. How We "GEAR UP" to Teach

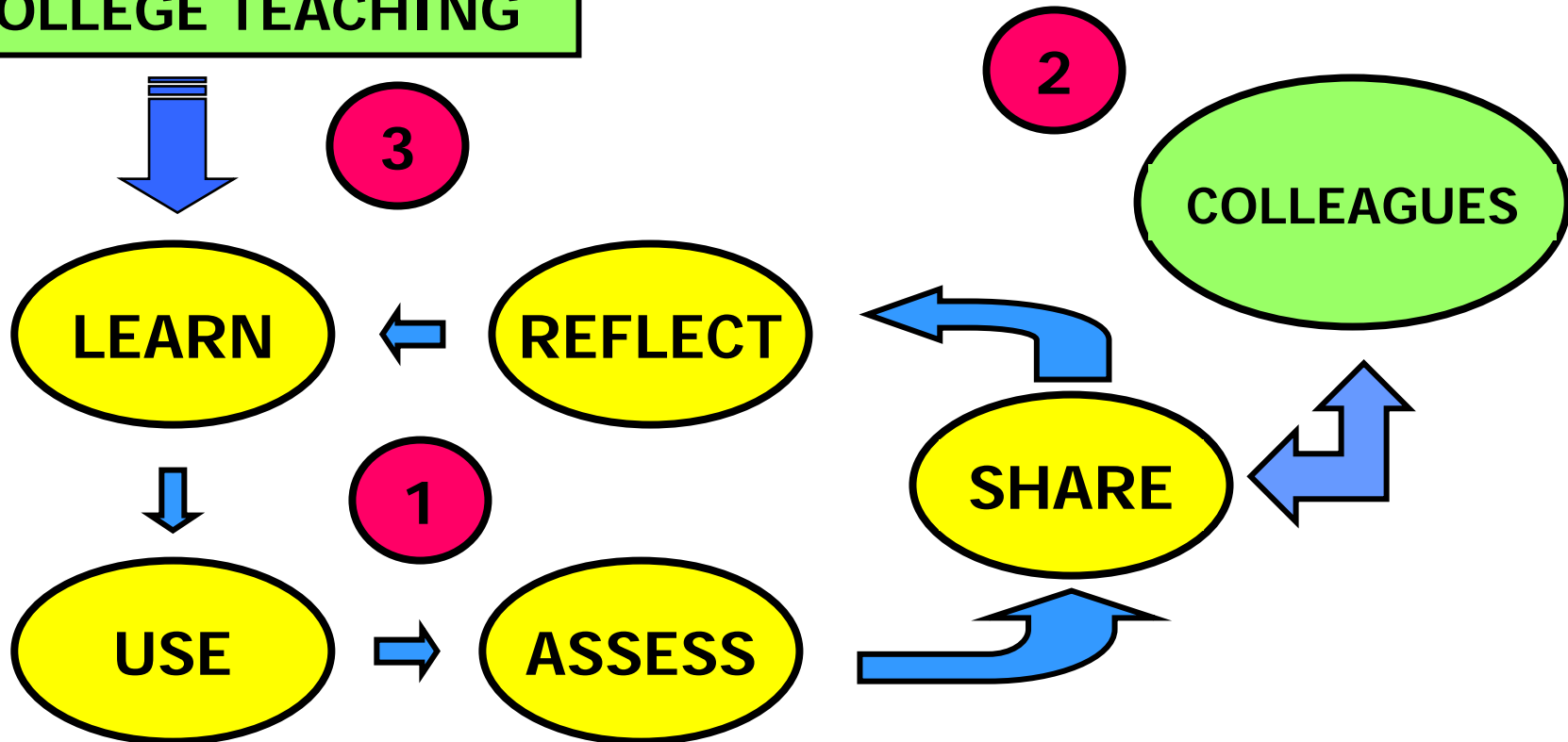
- **NOW:** Primarily...
 - Increase our knowledge of our discipline.
- **NEW CHALLENGE:**
 - Finding more powerful ways to teach, requires **MORE TIME LEARNING** new ideas about teaching and learning.

Getting Better Over Time



The Learning Cycle: 3 WAYS OF LEARNING

Ideas/Literature on
COLLEGE TEACHING



1991 - 1995

1991 – ACTIVE LEARNING

1991 – COOPERATIVE LEARNING

1992 – LEARNING STYLES

1993 – CLASSROOM ASSESSMENT TECHNIQUES

**1995 – CRITICALLY REFLECTING ON YOUR OWN
TEACHING**

1995 – EVALUATING YOUR OWN TEACHING

1995 – EMOTIONAL INTELLIGENCE

1996 - 2000

**1996 – TEACHING STUDENTS HOW TO
ENGAGE IDEAS**

1997 – TEACHING PORTFOLIO

1997 – DEEP LEARNING

1998 – EFFECTIVE GRADING RUBRICS

**1998 – IN-DEPTH UNDERSTANDING OF
ONESELF AS A PERSON/TEACHER**

1996 – 2000 (cont.)

1998 – SERVICE LEARNING

**1998 – STRUCTURED ASSIGNMENTS FOR
SMALL GROUPS**

1999 – PEER REVIEW OF TEACHING

1999 – LEARNING COMMUNITIES

2001 – 2004

2001 - PROBLEM-BASED LEARNING

2002 – HOW THE BRAIN WORKS

2002 – LEARNER-CENTERED TEACHING

**2003 – A TAXONOMY OF SIGNIFICANT
LEARNING**

2003 – INTEGRATED COURSE DESIGN

2001 – 2004 (cont.)

**2004 – THEORIES OF LEARNING AND
MOTIVATION**

2004 – TEAM-BASED LEARNING

2004 – LEARNING PORTFOLIOS

2004 – INQUIRY-GUIDED LEARNING

2004 – FORMATIVE FEEDBACK

**2004 – WHAT THE BEST COLLEGE
TEACHERS DO**

2005 - 2006

2005 – TEACHING INCLUSIVELY

2005 – LEADING DISCUSSIONS

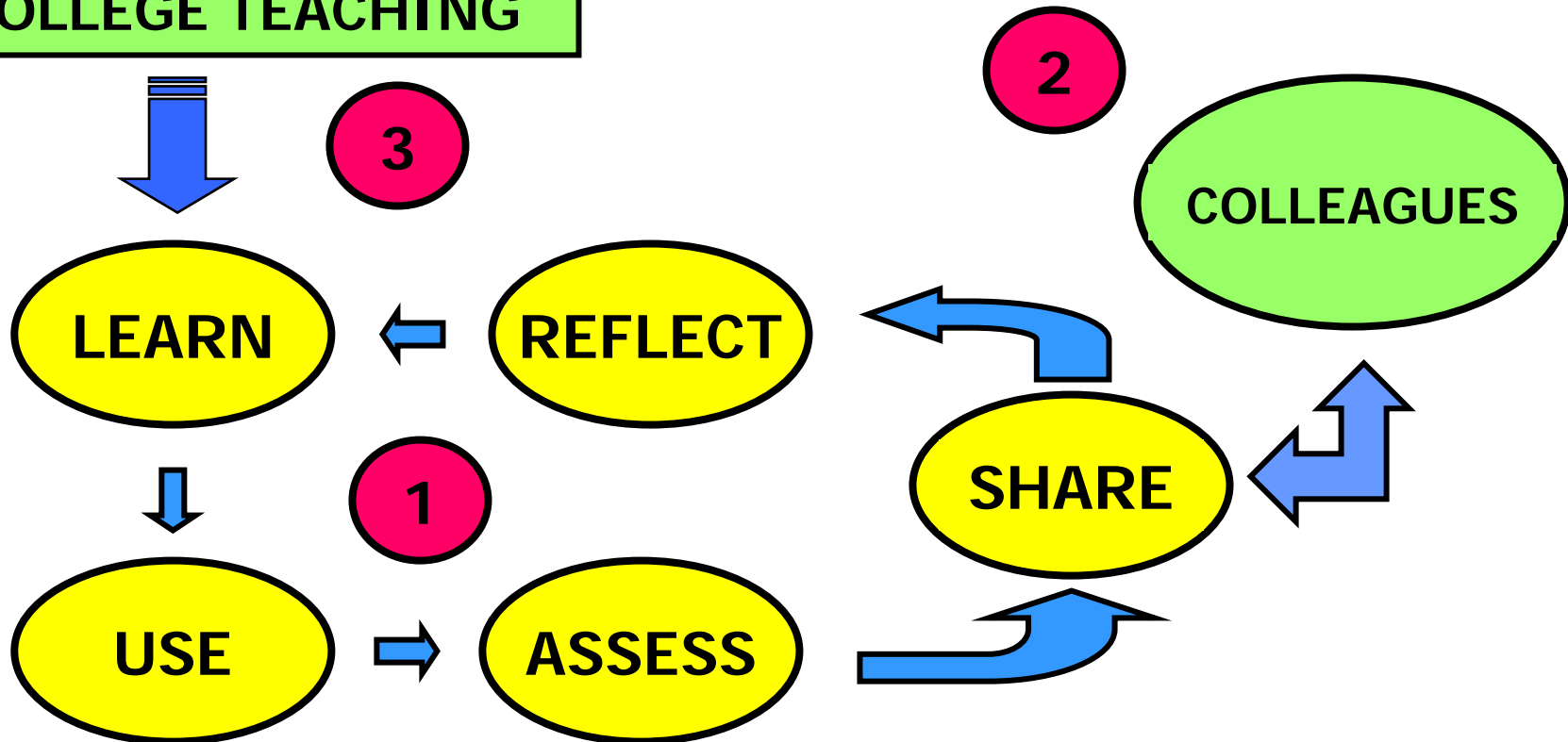
2005 – FINDING JOY IN TEACHING

2006 – CONSTRUCTING COLLEGE COURSES

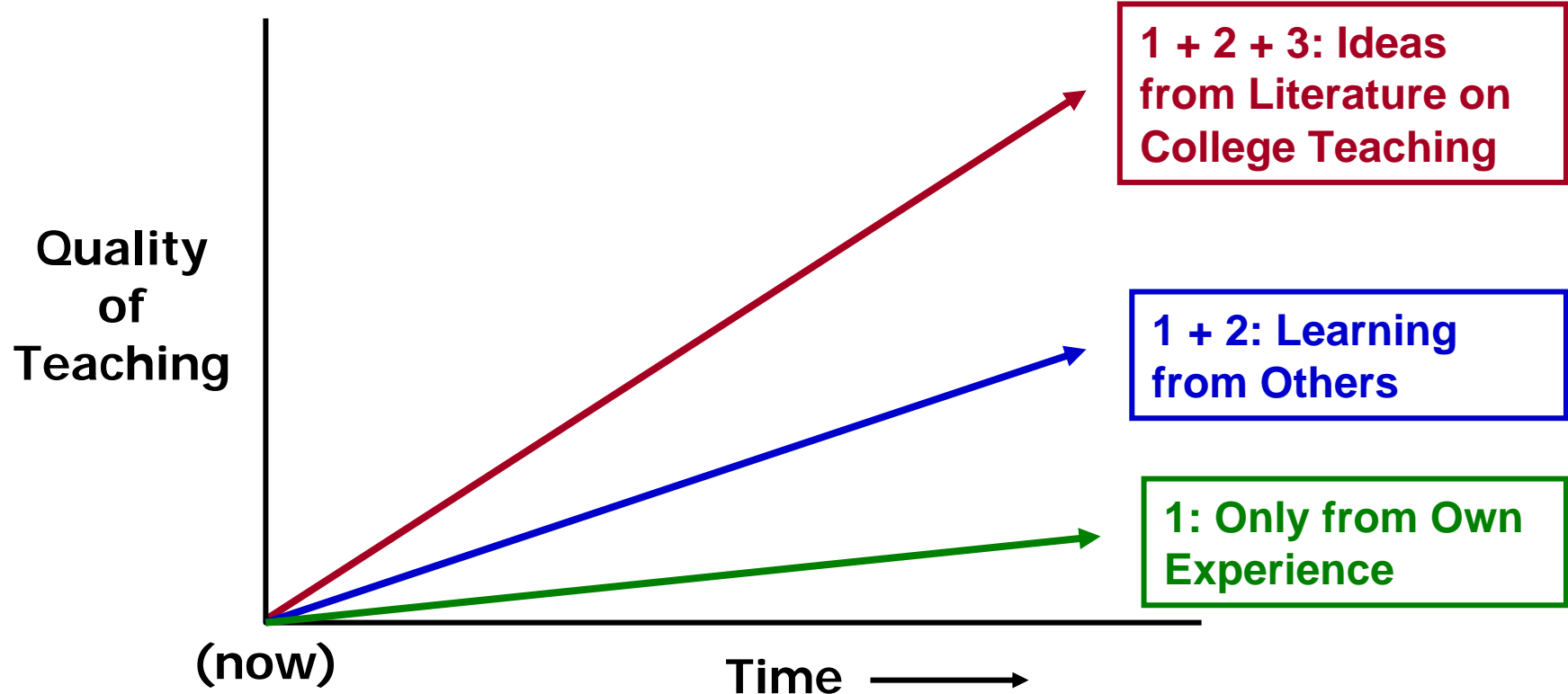
2006 – SKILLFUL TEACHING

The Learning Cycle: 3 WAYS OF LEARNING

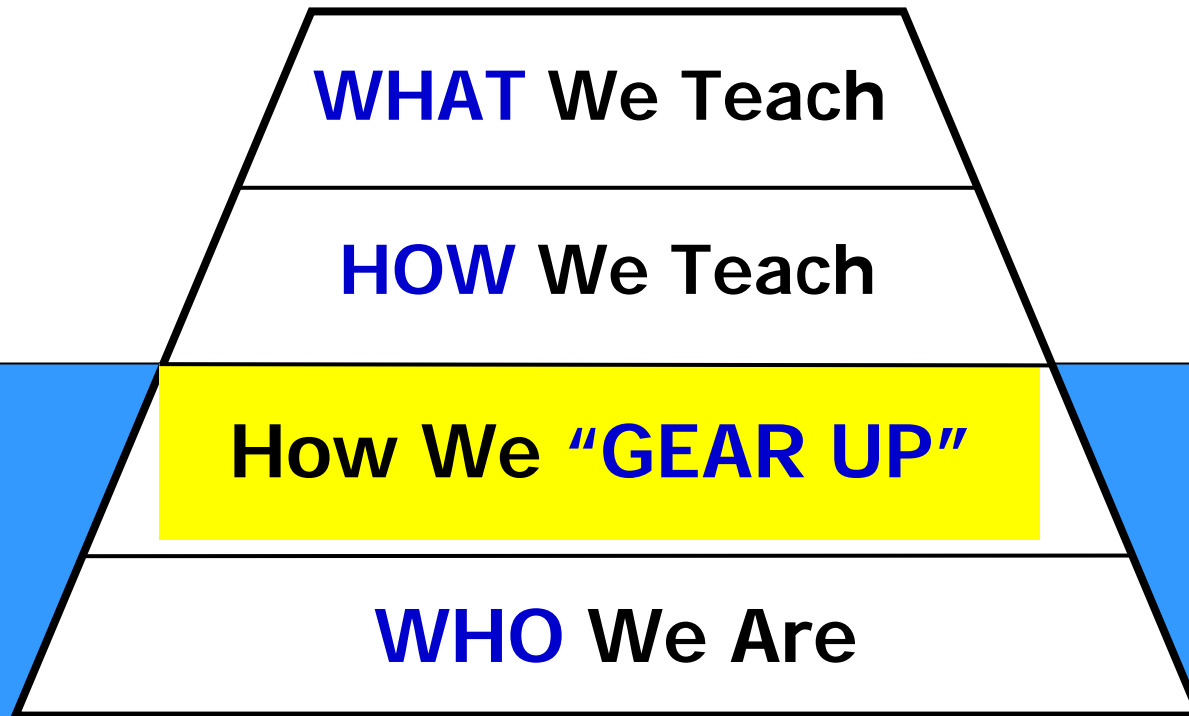
Ideas/Literature on
COLLEGE TEACHING



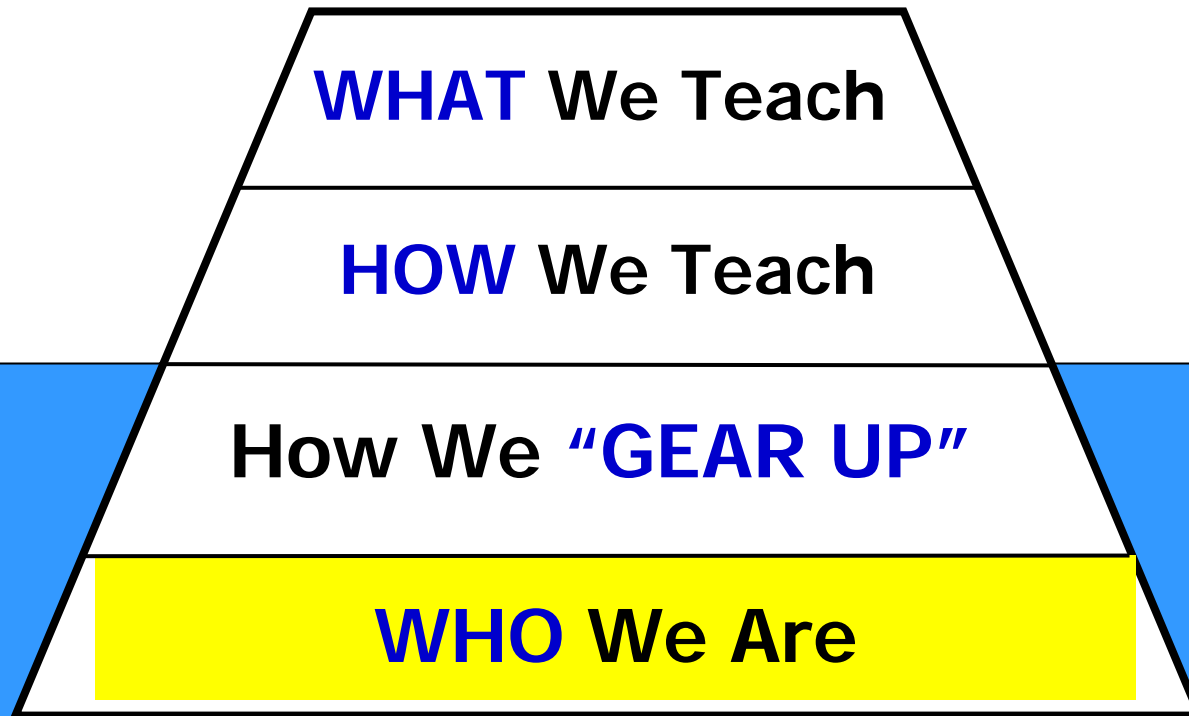
RATE of Improvement from: DIFFERENT WAYS of Learning About Teaching



Issues We Need to Re-Examine



Issues We Need to Re-Examine



FACULTY MEMBERS:

Who Are We? What Qualities Do We Value?

1. **NOW:** We primarily see ourselves as..

- **SUBJECT MATTER SPECIALISTS**

2. **NEW CHALLENGE:** We need to also see ourselves as...

- **PROFESSIONAL EDUCATORS**
- All professionals value their own **Professional Development** very seriously.

FACULTY as “PROFESSIONAL EDUCATORS”:

What would that mean?

That faculty members, as college teachers, will:

- 1. Be familiar with the **literature** on college teaching,**
- 2. Use the ideas of “**best practice**” in their own teaching, and**
- 3. Engage in **continuous improvement** regarding current ideas on teaching and their teaching.**

The Joy and Responsibility of Teaching Well

Question:

How much time should faculty members spend each year, learning about “teaching and learning”?

Observation

Jet Blue Airlines: People who do their reservation work:

- Spend **4 hours every month** (=48 hours a year), in professional training
 - Learning new skills
 - Keeping up with changes in the industry

Question:

Is not “College Teaching” at least as complex as making reservations for an airline?

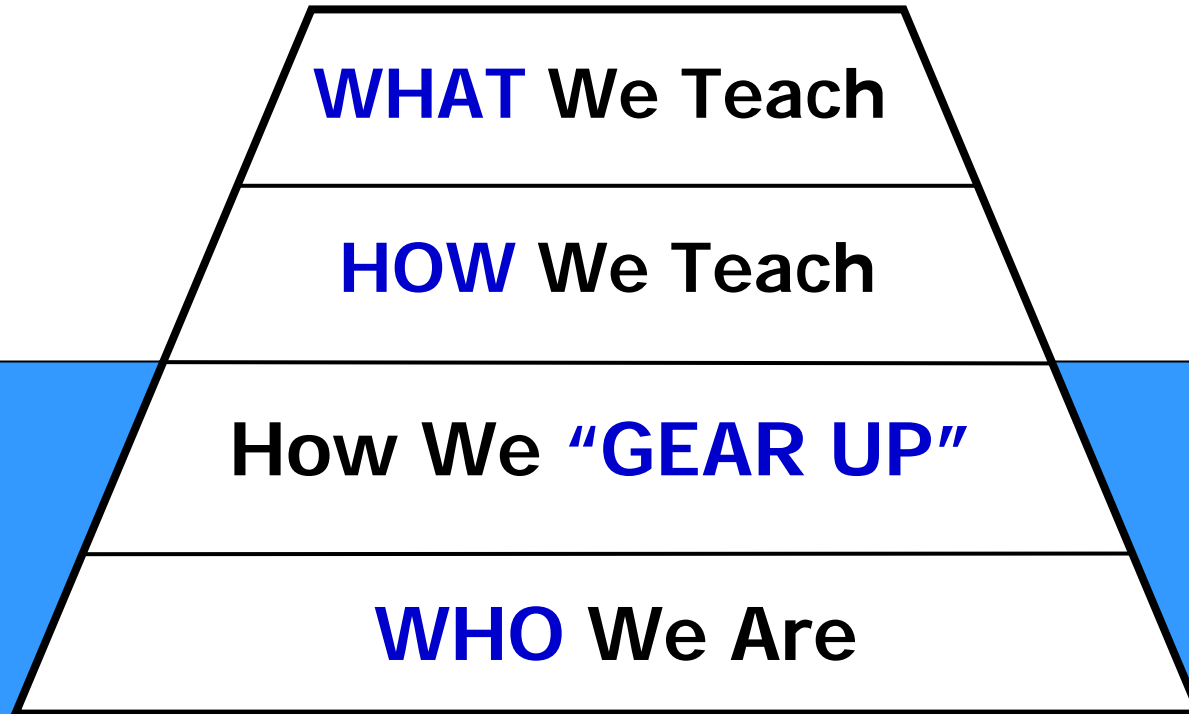
OUR JOB AS “PROFESSIONAL EDUCATORS”?

- To be: **HUMAN ALCHEMISTS**
- Change something *ordinary* into something *special*
- Possible??

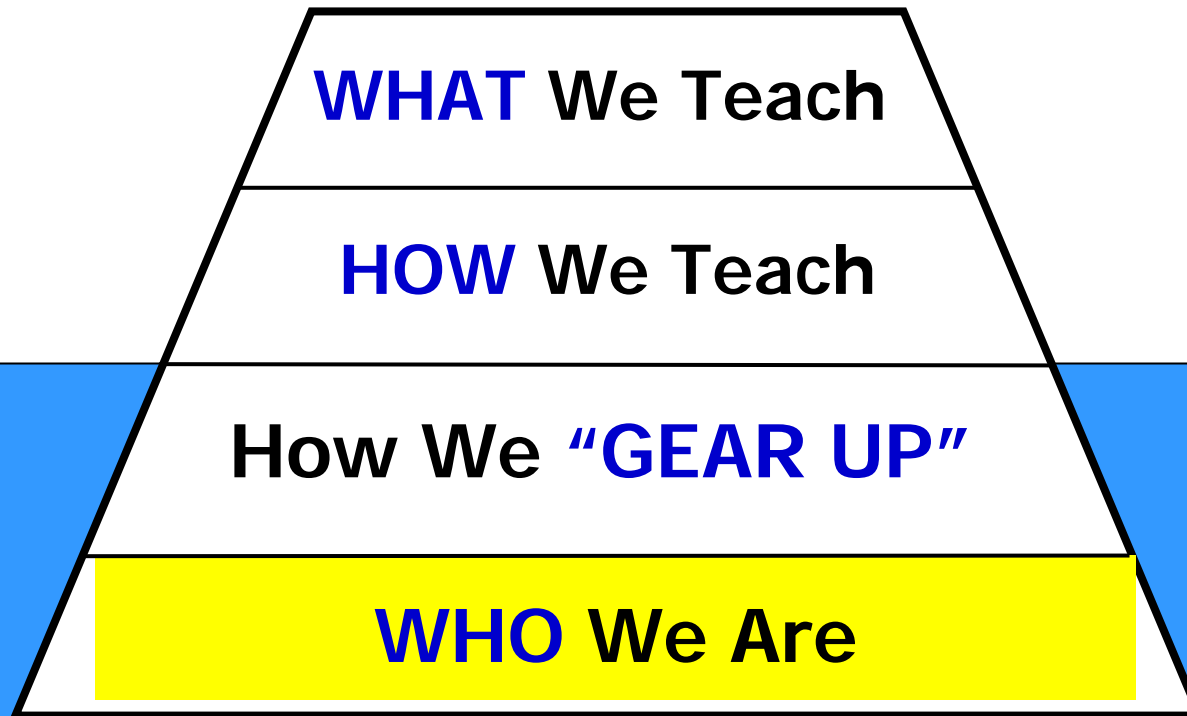
**“Accepting Responsibility
Is the Beginning of Succeeding
At Anything.”**

REVIEW

Issues We Need to Re-Examine



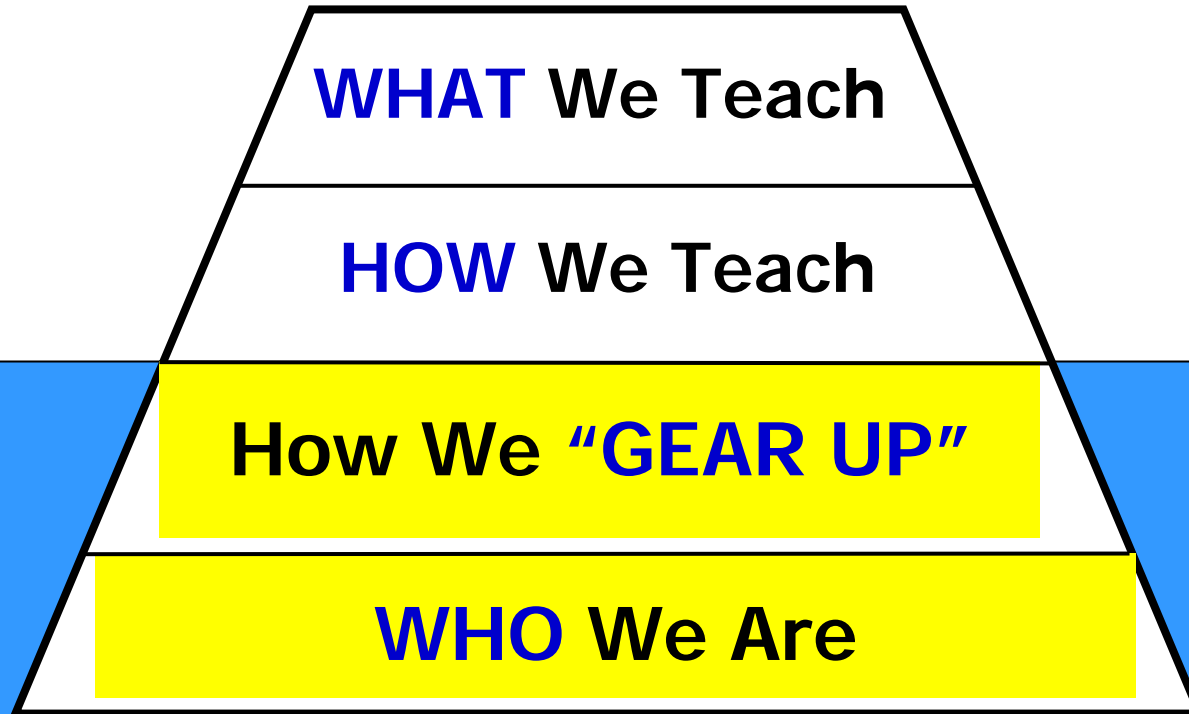
Issues We Need to Re-Examine



WHO We Are - WHAT We Value

1. We **are** Professional Educators.
2. We **value** being First-Rate Professionals.
3. We **value learning** how to do our work as well as possible.

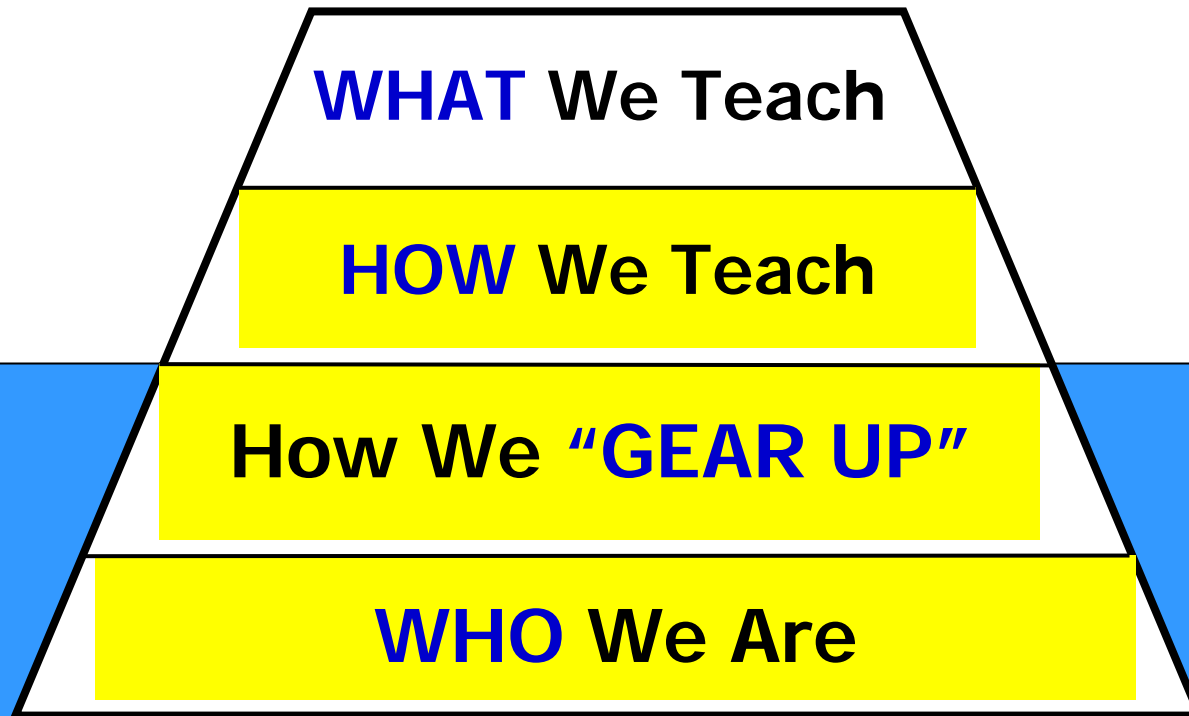
Issues We Need to Re-Examine



How We “GEAR UP” To Teach

- We spend substantial amounts of time – every year – **learning about teaching and learning.**
- We get ourselves on a **rapid growth curve professionally.**
- As a result, we become **substantially more capable** in our role as professional educators – year after year after year.

Issues We Need to Re-Examine



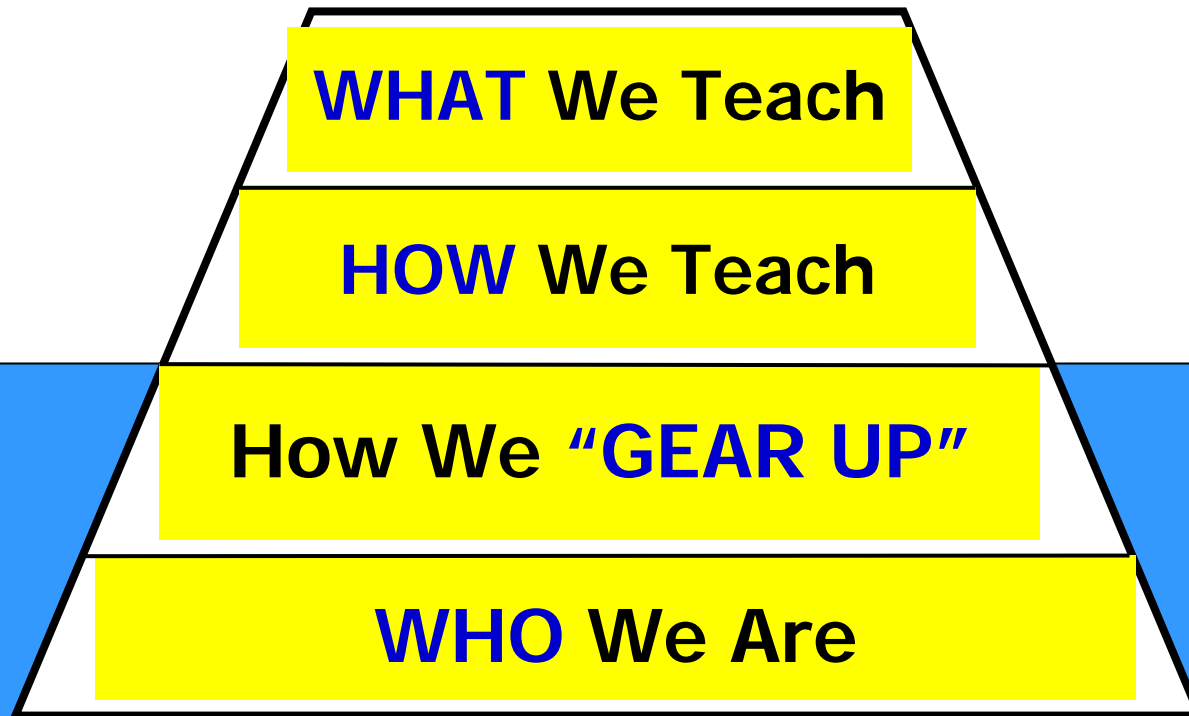
HOW We Teach

As a result of what we learn, we develop new and **more powerful ways of teaching,**

e.g.:

- Significant learning goals
- Active learning
- Educative assessment
- Dynamic teaching strategy
- Leadership in the classroom

Issues We Need to Re-Examine



WHAT We Teach/WHAT Students Learn

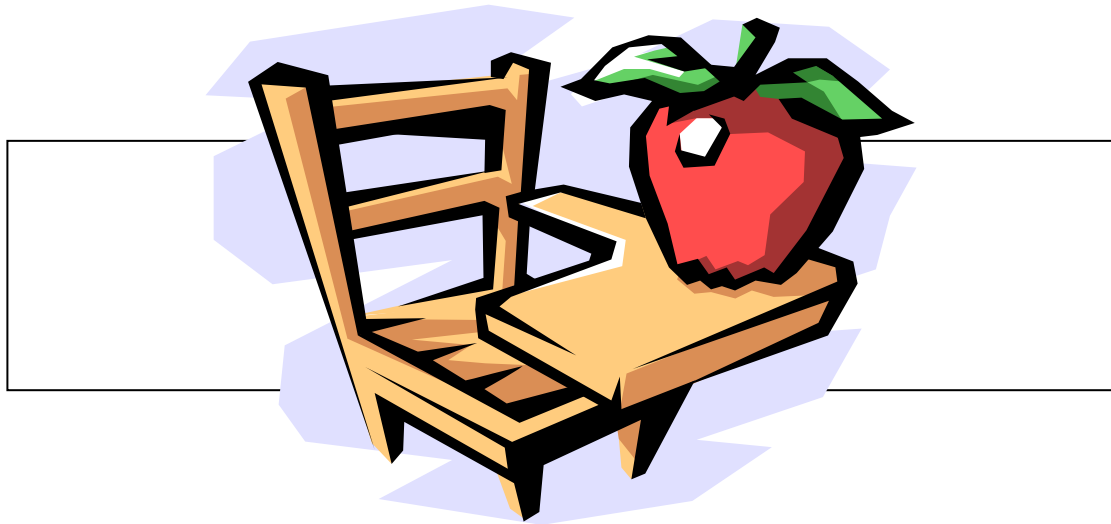
DURING COLLEGE:

- Students will be **more engaged** in their learning activities;
- They will have **learning experiences** that are **much more significant**.

AFTER COLLEGE: Our graduates will leave college **MUCH MORE CAPABLE** of...

- Leading rich **personal and social lives**
- Acting as informed, thoughtful **citizens**
- Doing high quality work in their **profession**

THE END!



Higher Education:

Let's make it all that it can be and needs to be!