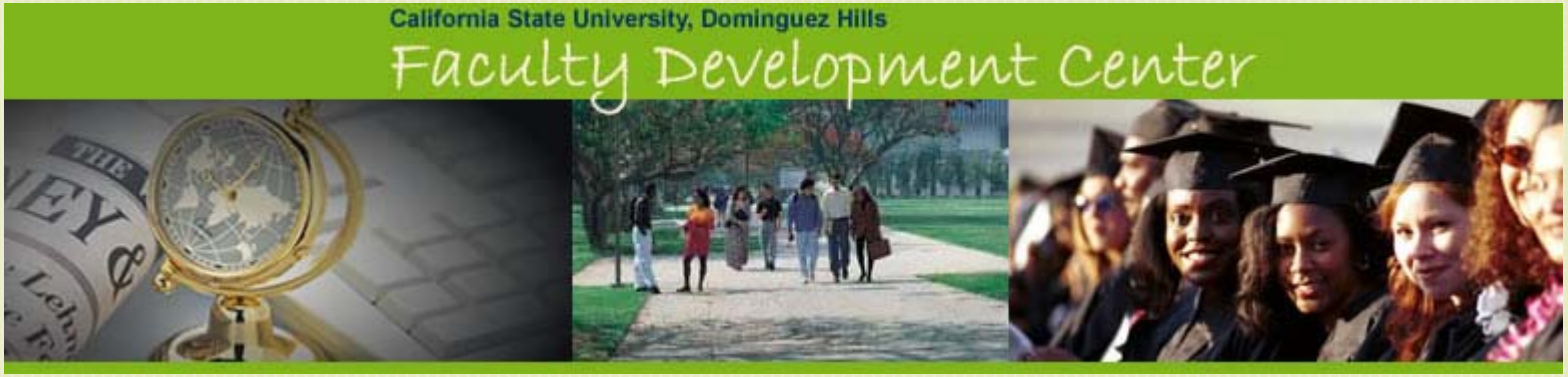


New Faculty Orientation 2012

CLASSROOM MANAGEMENT & LEARNING STYLES

LEARNING AND TEACHING

- This student-centered perspective is a hallmark of the CSUDH approach to teaching. We strive to empower instructors by helping them develop a deep understanding of how students learn, so that they can effectively apply and adapt teaching strategies to meet their own goals and their students' needs.

TEACHING PRINCIPLES

- Teaching is a complex, multifaceted activity, often requiring us as instructors to juggle multiple tasks and goals.

> "Teachers possess the power to create conditions that can help students learn a great deal – or keep them from learning much at all. Teaching is the intentional act of creating such conditions."
>
> – **Parker Palmer, *The Courage to Teach***

TEACHING PRINCIPLES

- Know your students
- Alignment objectives and activities
- Explicit expectations and policies
- Priorities for student learning
- Overcoming your expert blind spots
- Appropriate teaching roles
- Feedback and reflection for revision

PROBLEMATIC STUDENT BEHAVIOR

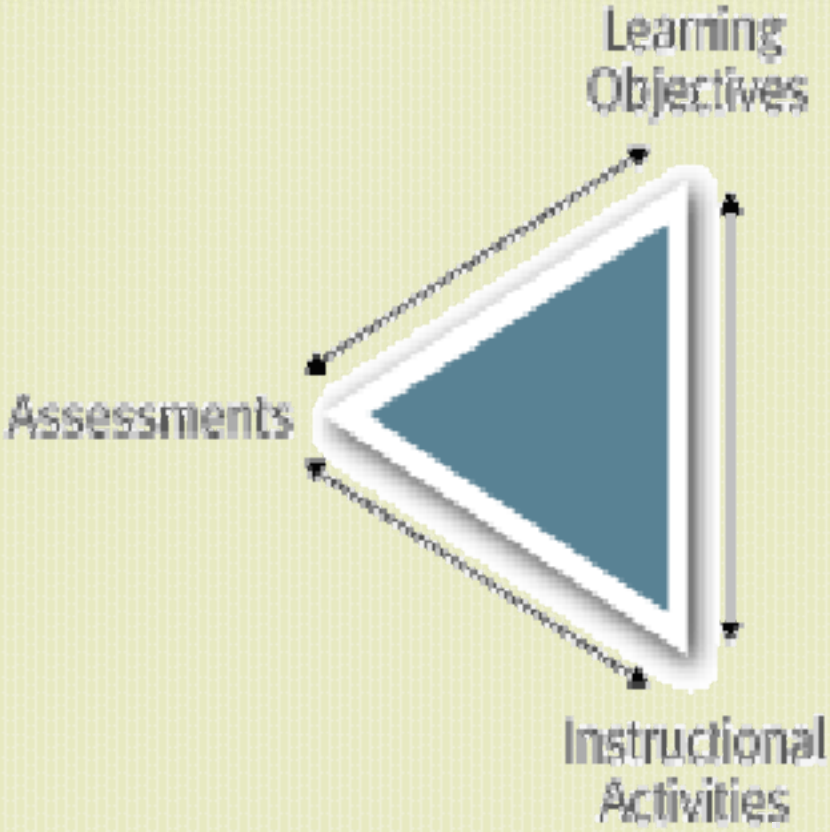
- "Classroom incivilities" : immature, irritating, or thoughtless behaviors
- Real costs and impact on learning
- What factors cause or facilitate these behaviors?
  - Contingent on individual student situations
  - Structural to the course

BEHAVIORS

- Health problems,
- Personal or family problems,
- Adjustment or developmental issues (e.g., “immaturity” or self-esteem issues),
- General academic difficulties.
- Cultural or generational issues
- Inadvertently facilitated by the instructor’s behavior or the course structure
  - Experience and age not significant factor
  - Choice of motivators
  - Disengaged from course or engaged

COURSE DESIGN FOR LEARNING

- Aligning the three major components of instruction: learning objectives, assessments, and instructional activities.



STRATEGIES

- YOUR POLICIES AND THEIR RATIONALE
- *First day of class sets the climate*
- Student participate in setting rules
- Decrease anonymity
- Reflect on your behavior- student perception
- Active learning -students are responsible for specific tasks

STUDENT ENGAGEMENT

- Perceptual modalities- learning styles
  - **Visual:** Sight; emphasis on seeing, watching, viewing, drawing.
  - **Auditory:** Words; emphasis on listening and speaking.
  - **Kinesthetic:** Movement and action; emphasis on doing, direct involvement, demonstrating, showing.
- Mix of instructional activities for all styles

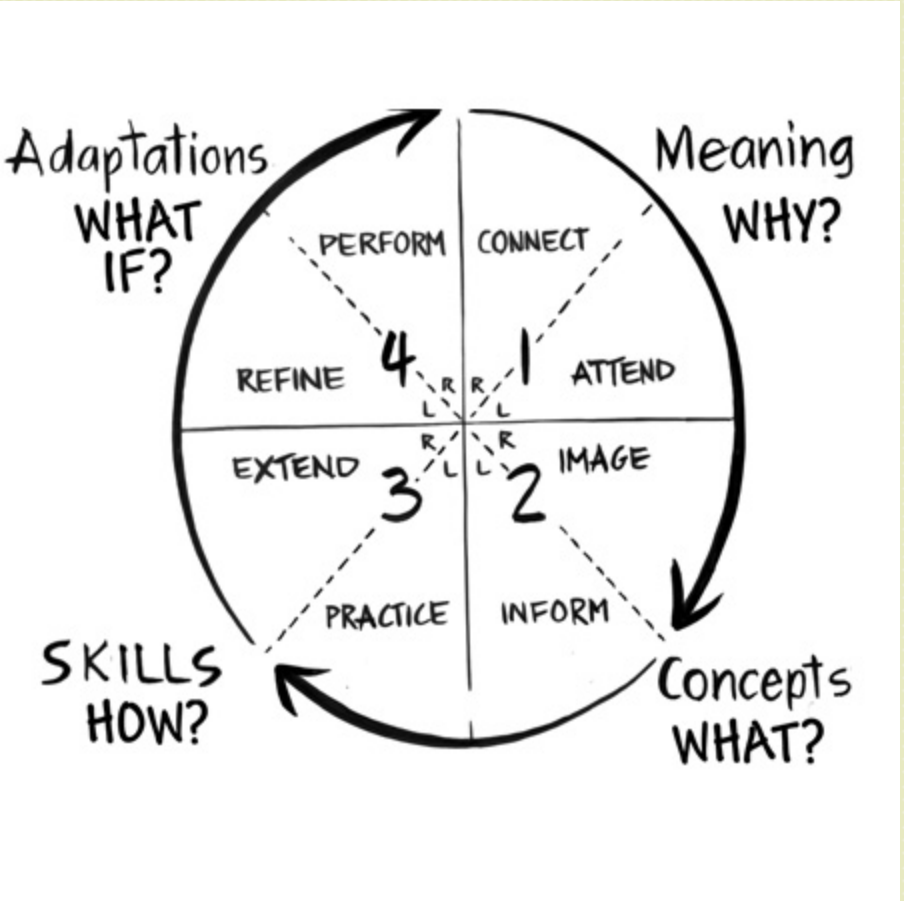
PERCEIVING AND PROCESSING

- Perceiving: the way we take in new information
  - Engage/ experience to conceptualize
- Processing: what people do with new information
  - Transform knowledge and apply ideas
  - Watching and Doing

- Right & Left Brain
- Modes of Processing
  - Left – Operates best through structure
  - Right – Operates out of being

CYCLE OF INSTRUCTION

- Four learning styles
- Type 1: Why
- Type 2: What
- Type 3: How
- Type 4: If



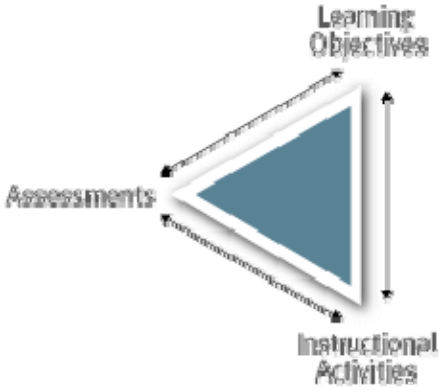
Teaching Principles

Teaching is a complex, multifaceted activity, often requiring us as instructors to juggle multiple tasks and goals simultaneously and flexibly. The following small but powerful set of principles can make teaching both more effective and more efficient, by helping us create the conditions that support student learning and minimize the need for revising materials, content, and policies. While implementing these principles requires a commitment in time and effort, it often saves time and energy later on.

1. **Effective teaching involves acquiring relevant knowledge about students and using that knowledge to inform our course design and classroom teaching.**

   When we teach, we do not just teach the content, we teach students the content. A variety of student characteristics can affect learning. For example, students' cultural and generational backgrounds influence how they see the world; disciplinary backgrounds lead students to approach problems in different ways; and students' prior knowledge (both accurate and inaccurate aspects) shapes new learning. Information about these characteristics should be used to inform course design, to help explain student difficulties and to guide instructional adaptations.

2. **Effective teaching involves aligning the three major components of instruction: learning objectives, assessments, and instructional activities.**



   Taking the time to do this upfront saves time in the end and leads to a better course. Teaching is more effective and student learning is enhanced when (a) we, as instructors, articulate a clear set of learning objectives (i.e., the knowledge and skills that we expect students to demonstrate by the end of a course); (b) the instructional activities (e.g., case studies, labs, discussions, readings) support these learning objectives by providing goal-oriented practice; and (c) the assessments (e.g., tests, papers, problem sets, performances) provide opportunities for students to demonstrate and practice the knowledge and skills articulated in the objectives, and for instructors to offer targeted feedback that can guide further learning.

3. **Effective teaching involves articulating explicit expectations regarding learning objectives and policies.**

   There is amazing variation in what is expected of students across American classrooms and even within a given discipline. For example, what constitutes evidence may differ greatly across courses; what is permissible collaboration in one course could be

considered cheating in another. As a result, students' expectations may not match ours. Thus, being clear about our expectations and communicating them explicitly helps students learn more and perform better. Similarly, being explicit about course policies (e.g., on class participation, laptop use, and late assignment) in the syllabus and in class allows us to resolve differences early and tends to reduce conflicts and tensions that may arise.

4. Effective teaching involves prioritizing the knowledge and skills we choose to focus on.

Coverage is the enemy: Don't try to do too much in a single course. Too many topics work against student learning, so it is necessary for us to make decisions about what we will and will not include in a course. This involves (a) recognizing the parameters of the course (e.g., class size, students' backgrounds and experiences, course position in the curriculum sequence, number of course units), (b) setting our priorities for student learning, and (c) determining a set of objectives that can be reasonably accomplished.

5. Effective teaching involves recognizing and overcoming our expert blind spots.

We are not our students! As experts, we tend to access and apply knowledge automatically and unconsciously (e.g., make connections, draw on relevant bodies of knowledge, and choose appropriate strategies) and so we often skip or combine critical steps when we teach. Students, on the other hand, don't yet have sufficient background and experience to make these leaps. They need instructors to break tasks into component steps, explain connections explicitly, and model processes in detail. We need to identify and explicitly communicate to students the knowledge and skills we take for granted, so that students can see expert thinking in action and practice applying it themselves.

6. Effective teaching involves adopting appropriate teaching roles to support our learning goals.

Even though students are ultimately responsible for their own learning, the roles we assume as instructors are critical in guiding students' thinking and behavior. We can take on a variety of roles in our teaching (e.g., synthesizer, moderator, challenger, and commentator). These roles should be chosen in service of the learning objectives and in support of the instructional activities. For example, if the objective is for students to be able to analyze arguments from a case or written text, the most productive instructor role might be to frame, guide and moderate a discussion. If the objective is to help students learn to defend their positions or creative choices as they present their work, our role might be to challenge them to explain their decisions and consider alternative perspectives. Such roles may be constant or variable across the semester depending on the learning objectives.

7. Effective teaching involves progressively refining our courses based on reflection and feedback.

Teaching requires adapting. We need to continually reflect on our teaching and be ready to make changes when appropriate (e.g., something is not working, we want to try something new, the student population has changed, or there are emerging issues in our fields). Knowing what and how to change requires us to examine relevant information on our own teaching effectiveness. Much of this information already exists (e.g., student work, previous semesters' course evaluations, dynamics of class participation), or we may need to seek additional feedback with help from the university teaching center (e.g., interpreting early course evaluations, conducting focus groups, designing pre- and posttests). Based on such data, we might modify the learning objectives, content, structure, or format of a course, or otherwise adjust our teaching. Small, purposeful changes driven by feedback and our priorities are most likely to be manageable and effective.

Adaption of materials from: Enhancing Education, Carnegie Mellon
http://www.cmu.edu/teaching

What is assessment?

Where do we want students to be at the end of a course or a program? And how will we know if they get there? Those two questions are at the heart of assessment. Assessment is simply the process of collecting information about student learning and performance to improve education.

At CSUDH, we believe that for assessment to be meaningful it must be done thoughtfully and systematically. We also believe it should be driven by faculty so that the information gathered:

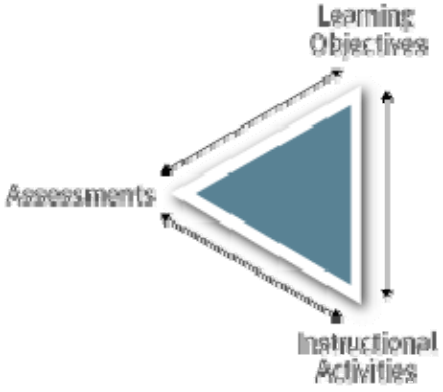
- Reflects the goals and values of particular disciplines
- Helps instructors refine their teaching practices and grow as educators
- Helps departments and programs refine their curriculum to prepare students for an evolving workplace

Align Assessments with Objectives

Assessments should reveal how well students have learned what we want them to learn while instruction ensures that they learn it. For this to occur, assessments, learning objectives, and instructional strategies need to be closely aligned so that they reinforce one another.

To ensure that these three components of your course are aligned, ask yourself the following questions:

- **Learning objectives:** What do I want students to know how to do when they leave this course?
- **Assessments:** What kinds of tasks will reveal whether students have achieved the learning objectives I have identified?
- **Instructional strategies:** What kinds of activities in and out of class will reinforce my learning objectives and prepare students for assessments?



Assessments should provide us, the instructors, and the students with evidence of how well the students have learned what we intend them to learn. What we want students to learn and be able to do should guide the choice and design of the assessment. There are two major reasons for aligning assessments with learning objectives. First, alignment increases the probability that we will provide students with the opportunities to learn and practice the knowledge and skills that will be required on the various assessments we design. Second, when assessments and objectives are aligned, “good grades” are more likely to translate into “good

learning". When objectives and assessments are misaligned, many students will focus their efforts on activities that will lead to good grades on assessments, rather than focusing their efforts on learning what we believe is important.

There are many different types of activities that can be used to assess students' proficiency on a given learning objective, and the same activity can be used to assess different objectives. To ensure more accurate assessment of student proficiencies, it is recommended that you use different kinds of activities so that students have multiple ways to practice and demonstrate their knowledge and skills.

When deciding on what kind of assessment activities to use, it is helpful to keep in mind the following questions:

- What will the student's work on the activity (multiple choice answers, essays, project, presentation, etc) tell me about their level of competence on the targeted learning objectives?
- How will my assessment of their work help guide students' practice and improve the quality of their work?
- How will the assessment outcomes for the class guide my teaching practice?

What do well-aligned assessments look like?

Type of learning objective	Examples of appropriate assessments
Recall **Recognize** **Identify**	Objective test items such as fill-in-the-blank, matching, labeling, or multiple-choice questions that require students to: • recall or recognize terms, facts, and concepts
Interpret **Exemplify** **Classify** **Summarize** **Infer** **Compare** **Explain**	Activities such as papers, exams, problem sets, class discussions, or concept maps that require students to: • summarize readings, films, or speeches • compare and contrast two or more theories, events, or processes • classify or categorize cases, elements, or events using established criteria • paraphrase documents or speeches • find or identify examples or illustrations of a concept or principle
Apply **Execute** **Implement**	Activities such as problem sets, performances, labs, prototyping, or simulations that require students to: • use procedures to solve or complete familiar or unfamiliar tasks • determine which procedure(s) are most appropriate for a given task
Analyze **Differentiate** **Organize** **Attribute**	Activities such as case studies, critiques, labs, papers, projects, debates, or concept maps that require students to: • discriminate or select relevant and irrelevant parts • determine how elements function together • determine bias, values, or underlying intent in presented material
Evaluate **Check** **Critique** **Assess**	Activities such as journals, diaries, critiques, problem sets, product reviews, or studies that require students to: • test, monitor, judge, or critique readings, performances, or products against established criteria or standards
Create **Generate** **Plan** **Produce** **Design**	Activities such as research projects, musical compositions, performances, essays, business plans, website designs, or set designs that require students to: • make, build, design or generate something new

***Adaptation from Bloom's Taxonomy and materials of Carnegie Mellon**

Some Teaching and Learning Styles
Three Perceptual Modalities

Linda Moore
So What's Your Style?
Paper presented at 1998 POD Conference, Snowbird, Utah

Visual: Sight; emphasis on seeing, watching, viewing, drawing.
Auditory: Words; emphasis on listening and speaking.
Kinesthetic: Movement and action; emphasis on doing, direct involvement, demonstrating, showing.

You are strong in the **visual** channel if you:
1. Like to keep written records
2. Typically read billboards while driving or riding
3. Put models together using written directions
4. Stay focused in a conversation by looking at the person
5. Are able to visualize pictures mentally
6. Commit a zip code to memory by writing it
7. Take lots of notes
8. Need quiet for concentration
9. "See" the textbook page when taking a test
10. Need to write down a great idea in order to remember it
11. Consider yourself a bookworm
12. Plan the upcoming week by making a list
13. Like reading/writing games, like Boggle, Scrabble, Pictionary
14. Prefer to get a map and find your way around
15. Prefer written directions to spoken directions

You are strong in the **auditory** channel if you:
1. Prefer to have someone else read instructions when making something
2. Review for a test by reading notes aloud or talking with others
3. Prefer listening to a cassette over reading the same material
4. Commit a zip code to memory by saying it
5. Talk to yourself when working a problem
6. Plan the upcoming week by talking it through with someone
7. Like to stop at a service station for directions
8. Are able to concentrate well on what someone is saying
9. Use free time for talking with others
10. Read aloud or listen to the words in your head when reading
11. Find it difficult to picture ideas mentally
12. Discuss ideas to understand them
13. Prefer oral directions from an employer
14. Prefer listening/talking games
15. Remember what people say rather than what they look like
16. Can follow a lecture even with your head down on the table

You are a strong in the **kinesthetic** channel if you:

1. Like to build things
2. Use your sense of touch to put a model together
3. Can distinguish items by touch when blindfolded
4. Move with music
5. Doodle and draw on any available paper
6. Move/pace while talking on the phone
7. Like the texture or feel of fabrics, clothes, etc.
8. Prefer movement games to games in which you sit
9. Are an outdoors person
10. Are well-coordinated
11. Use free time for physical activities
12. Don’t like to read or listen to directions – would rather just start
13. Daydream in class
14. Take notes, but rarely go back to read them
15. Use your fingers to count and move your lips when you read

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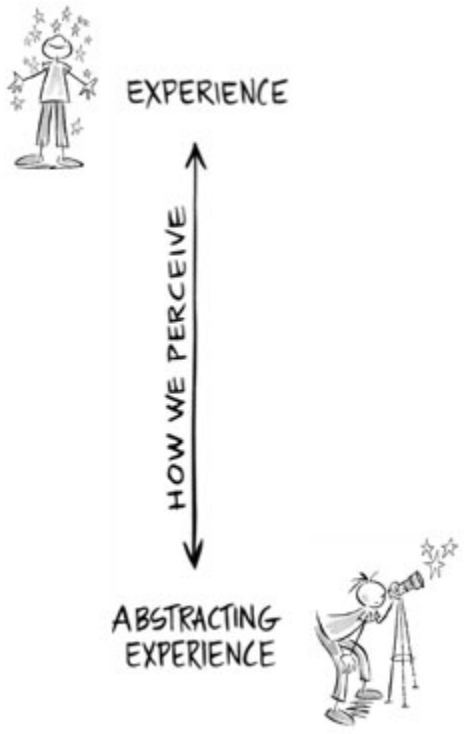
Learner's Modality	Teacher Should …	Learner Should …
Visual	• Write on the board or an overhead. • Use chart paper. • Use videos, slides, and other visual material. • Look at students while talking. • Encourage note taking. • Use color. • Preview chapters by showing pictures, bold-faced print, etc. • Use demonstrations. • Provide a quiet environment in which students can work alone.	• Write things down. • Look at people when they talk. • Study alone in a quiet place. • Take lots of notes. • Re-copy class notes. • Use color to highlight main ideas. • Preview a chapter by looking at it first. • Sit near the front of the class. • Write vocabulary words in color on cards. • Use lined paper. • Visualize or use pictures to reinforce vocabulary and concepts.
Auditory	• Give verbal directions. • Talk students through a task or process. • Test verbally. • Allow students to talk about subjects. • Encourage study groups. • Read to students. • Use cassettes and encourage students to use them, too. • Use music as a background when appropriate. • Preview a book by talking about what it will cover.	• Study with a partner or in groups. • Recite information. • Tape lectures and listen to them. • Read aloud. • Have music in the background. • Tape yourself explaining concepts. • Preview a book by saying out loud what you think it will cover.
Kinesthetic	• Let students manipulate materials before theories are explained. • Allow break time. • Allow students to write on the board. • Allow movement. • Use role-play and dramatization. • Encourage note taking. • Do "labs." • Go on field trips.	• Take breaks. • Move/pace when learning. • Use role-play as a learning tool. • Try studying stretched out rather than sitting in a chair. • Use a bright piece of paper in a favorite color as a desk blotter for color grounding. • Try "tracing" difficult information (in the air, on paper, etc.) • Try reading while pedaling a stationary bike. • Take notes.

Perceiving



The 4MAT® Model explains learning in terms of the ways people perceive and process information.

Perceiving

Human perception–the ways people take in new information–occurs in an infinite variety of ways, all of which range between experience and conceptualization.

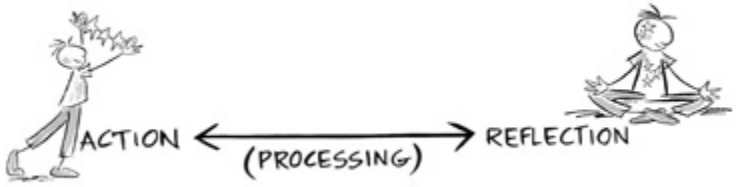
Experience–Perception by personal engagement–sensations, emotions, physical memories; the immediate; the self. Being in it.

Conceptualization–The translation of experience in conceptual forms–ideas, language, hierarchies, naming systems. An abstract approach to learning. Being apart from it.

The interplay between the “feeling” of experience and the “thinking” of conceptualization is crucial to the learning process. It connects the personal values and perceptions of students to those of expert learners.

Processing

Human processing–what people do with new information–occurs in an infinite variety of ways, all of which range between reflection and action.



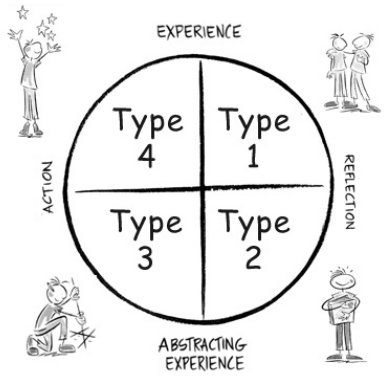
Reflection–Transforming knowledge by structuring, ordering, intellectualizing.

Action–Applying ideas to the external world; testing, doing, manipulating.

The interplay between the “watching” of reflection and the “doing” of action is crucial as it provides the impetus for acting on internal ideas. It encourages the learner to test ideas in the real world and adapt what they learn to multiple and ambiguous situations.

Learning Styles

Together, perceiving and processing describe the whole range of the learning experience. While all learners engage in all types of learning, most seem to favour one particular type…



Type Four

Dynamic Learning–They are dynamic and adaptable. They learn by trial-and-error and self-discovery. They need variety and to know what can be done with things.

Creating original adaptations. Key question: **If?**

Type One

Imaginative Learning–Learn by listening and sharing ideas. They need to be involved personally and function through social interaction..

Making connections.

Key question: **Why?**

Type Three

Common Sense Learning– they are practical hands-on, common sense people. They learn by solving problems and by focusing on practical applications of ideas. They need to know how things work and how to use factual data.

Applying ideas. Key question: **How?**

Type Two

Analytic Learning–They are analytical, thorough and industrious. They learn by seeking facts, collecting data, and thinking through ideas. The need to know what experts think. They value logic and sequential thinking. Formulating ideas.

Key question: **What?**

Right & Left Brain

Right and Left Mode Processing

We know, too, that learning entails interaction between the right and left brain.

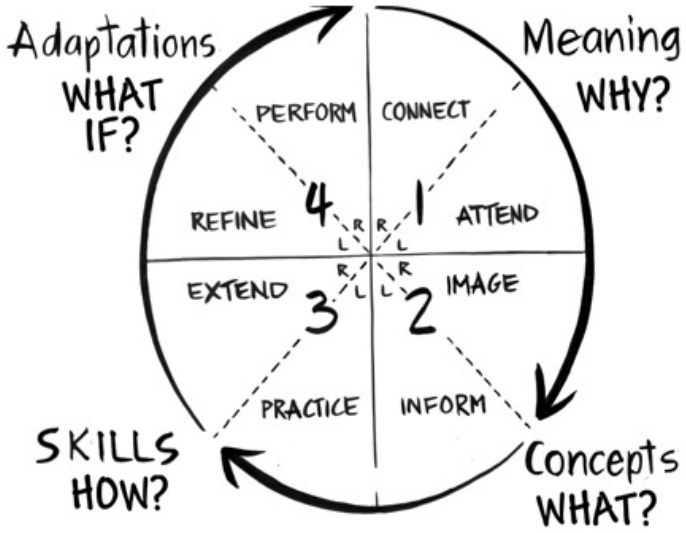
Left – Operates best through structure, sequence. Prefers language, is sequential, examines the elements, has number sense. Works to analyse or break down information.

Right – Operates out of being, comprehends images, seeks patterns, creates metaphors, and is simultaneous. Strives to synthesize, consolidate information.
The interplay between right and left is crucial to higher learning and

thinking. It provides a greater range and depth of understanding and encourages creative expression and problem solving.

A Cycle of Instruction

Using this information you can design instructional activities to teach in a way that will appeal to all types of learners.



Source of information: http://www.aboutlearning.com

Adaptation by Linda Moore at 1998 POD conference, based on McCarthy's 4MAT system