Empowering Students to Learn

How and what do students learn? What empowers student learning? How can we assess learning?

JUDITH ABLESER PHD - CETL DIRECTOR
CENTER FOR EXCELLENCE IN TEACHING AND LEARNING
OAKLAND UNIVERSITY
Note Taking-
Use this form during session during the session to make notes
Think- Pair- Share

- What do you think is the best way to “study” for a test?
- How did you used to prepare for a test?
- How do you think your students prepare for a test?
Discuss

- Test Preparation
- We will come back to this
Agenda

- Welcome
- Think-Pair-Share
  - Agenda
- Learning Outcomes
- OU-Windsor Conference
  - Keynotes
  - Three Tracks
- Empowering Students to Learn
- Strategies to Empower Students to Learn
- Reviewing Proposal Submission
- Brainstorming Sessions for Conference
  - Wrap-Up
Learning Outcomes

Participants will be able:

- To access information on the Teaching and Learning Conference on May 14-15\textsuperscript{th} - Empowering Students to Learn
- Outline faculty’s responsibility in empowering students to learn
- Describe Meta-learning
- To implement 4 simple effective strategies in class to empower student learning
- Submit a proposal for the conference if interested
OU- Windsor Teaching and Learning Conference

Empowering Students to Learn
Eighth Annual Conference on Teaching and Learning
Oakland University, Rochester, MI - May 14-15, 2014

How and what do students learn?
What empowers student learning?
How can we assess learning?

The Learning Paradigm (Tagg) shifts the teaching mission from "instruction" toward the goal of "successful learning for every student."

Keynote Speakers
John Tagg
author of The Learning Paradigm

Stephen Carroll
creator of a six-step strategy to promote effective, self-directed learners

Visit www.uwindsor.ca/tconf for more information.
Teaching and Learning Conference - Empowering Students to Learn

- Wednesday, May 14th- Thursday, May 15
- Cosponsored between Oakland and University of Windsor
- Hosted at Oakland this year
- Registration fee of $200 is covered by the CETL/Provosts Office
- Submission of Proposals open until February 7th
- Registration is now open
Keynote Speakers

- John Tagg - “Learning Paradigm” - shifting our focus from instruction/teaching to learning in higher education

- Stephen Carroll - strategies to empower learning - including strategies included in this workshop
Three Tracks

- What and How do Students Learn?
- Pedagogies to Empower Student Learning?
- Assessment of Student Learning
Three Tracks

1. **What and How Students Learn**
   - **What** - Knowledge, skills, dispositions
     - Surface vs Deep
   - **How** - Brain based
     - Habits - Change

2. **Pedagogies to Empower Student Learning**
   - Constructivist Learning
   - Metacognitive/Metalearning

3. **Assessing Student Learning**
   - What you assess is determined by what you “value” as learning (i.e. factual information vs. critical thinking)
   - Assess learning outcomes
   - Over time
   - Transfer of Learning - applied
What is our Responsibility

• Discussion/Debate?
  ○ Is it our responsibility to help students learn how to learn? Are we not the “content” experts? Isn’t it “their” responsibility to come to class ready to learn?
If we shift our focus from our teaching to what our students are learning (i.e. Learning Paradigm) then it is our responsibility to facilitate successful learning in our classes.
Metalearning-
6 Steps to Changing how Students Learn (Stephen Carroll)

1. Help students **discover self-motivations** for learning
2. Align their definitions of learning with ours (redefine learning)
3. Teach students **how learning works** and derive principles they can use to guide themselves
4. Derive strategies and tactics from principles (application)
5. **Practice often** to develop effective learning habits
6. **Maintain** those habits
The Art of Learning

Step 3: The ART of Learning

- **A** Acquire new material
- **R** Retain new material
- **T** Transfer use of new material
Simple Strategies to Help Students Learn

1. Organization and Planning - Calendar
2. Note Taking
3. Using Rubrics
4. Studying for Exams
1. Organization and Planning

1. At beginning of semester, when you review their syllabus, encourage them to get a planner/calendar and transfer all important dates (due dates, tests, class times, etc.) for your class + all other classes onto one master schedule so they can organize and plan their semester.

2. Checklists - weekly to-do list

Other ideas?
Effective Note-Taking

- Form from the beginning
# MetaCognitive Note-Taking for better retention

**To Begin:** This approach to note-taking can make your time taking notes more closely connected with how well you learn. Whenever you start a new section of notes, write the **Date, Course & Topics** on the top of the page, then draw a line down the middle of the page, 1/4 or 1/3 the way from the left edge.

<table>
<thead>
<tr>
<th>Date:</th>
<th>Course/Event:</th>
<th>Topics:</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Putting this information at the top of the page primes your brain with what you already know about these topics, making it easier for you to make new connections. It also makes it much easier to keep your notes organized.</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Reflections/Comments</th>
<th>Notes</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Reflections:</strong></td>
<td><strong>Notes:</strong> Use this space for taking traditional notes on what is being presented, in whatever way you already like using.</td>
</tr>
<tr>
<td>Use this space for noting your reflections on what is being presented and your reactions to it. Write or draw, include your feelings, questions, emerging ideas and other comments.</td>
<td></td>
</tr>
<tr>
<td>When you come back to review, your associations with how you experienced what was presented will make it easier to remember. What you put in this column acts as a key and an index, aiding recall.</td>
<td></td>
</tr>
</tbody>
</table>

**Summary:**

**Here's where brain-based research really kicks in:** As you finish taking the notes, draw a line below your notes to write a summary. As soon as possible, take 3-5 minutes—and no more than 4-5 sentences—to write a summary of what you want to remember from these notes. Be sure to do this **before you sleep**. This will help solidify the new neural connections you want to keep. Review your summary after sleeping, within 24 hours of class, to move what you learned from short term to long term memory. When you review your notes, in most cases all you’ll need to review is your summaries.
3. Rubrics/Marking Schemes

- Rubrics and Marking Schemes are our and our Students best friend
- If you give out rubric/marking scheme with assignment and tell students to use it as a guide it
  - Provides clear expectations
  - Guidelines
  - No guessing
  - Equity
  - Success
<table>
<thead>
<tr>
<th>Rubric</th>
<th>Excellent</th>
<th>Average</th>
<th>Needs Improvement</th>
<th>Unacceptable</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Quality of Research</strong></td>
<td>- Cited 5+ sources &lt;BR&gt; - Sources reliable and recent</td>
<td>- Cited 3-5 sources &lt;BR&gt; - Sources reliable and recent</td>
<td>- Cited 1-3 sources &lt;BR&gt; - Sources not reliable or recent</td>
<td>- Sources not used to support research &lt;BR&gt; - Sources not cited or not reviewed &lt;BR&gt; - Sources not recent or reliable</td>
</tr>
<tr>
<td><strong>Content</strong></td>
<td>- Thesis of appropriate length &lt;BR&gt; - Thesis supported by evidence &lt;BR&gt; - Thesis clearly stated &lt;BR&gt; - Thesis organization clear</td>
<td>- Thesis somewhat supported by evidence &lt;BR&gt; - Thesis not clearly stated &lt;BR&gt; - Thesis organization somewhat clear</td>
<td>- No clear thesis &lt;BR&gt; - Thesis does not flow or is not supported by evidence</td>
<td>- No organized synthesis of research &amp; theory application</td>
</tr>
<tr>
<td><strong>Quality of Writing / Grammar</strong></td>
<td>- Consistent and appropriate formal writing &lt;BR&gt; - Writing is clear and concise &lt;BR&gt; - No spelling or grammatical errors</td>
<td>- Somewhat consistent and appropriate formal writing &lt;BR&gt; - Writing is somewhat clear and concise &lt;BR&gt; - Some spelling or grammatical errors</td>
<td>- Lacks consistency and appropriate formal writing &lt;BR&gt; - Writing is difficult to read and understand</td>
<td>- Major grammatical and/or writing errors</td>
</tr>
<tr>
<td><strong>Formatting Requirements &amp; APA Style</strong></td>
<td>- Meets min/max page requirements &lt;BR&gt; - Meets all font, margin, and other formatting requirements &lt;BR&gt; - Follows APA formatting guidelines</td>
<td>- Meets min/max page requirements &lt;BR&gt; - Minor errors in APA sections, citations, or other APA formatting requirements</td>
<td>- More than one page over or under the page requirement &lt;BR&gt; - Minor errors in APA sections, citations, or other APA formatting requirements</td>
<td>- Multiple errors in APA sections, citations, or other APA formatting requirements</td>
</tr>
</tbody>
</table>
NAME: __________________________

**Marking Scheme**

**RUBRIC - ASSIGNMENT #1 - CASE STUDY**

<table>
<thead>
<tr>
<th>Excel</th>
<th>Good</th>
<th>Fair</th>
<th>N.I.</th>
<th>Comments</th>
</tr>
</thead>
</table>

**Introduction** (2)
- Clear introduction
- Describe method of who/what/when observed/interviewed

**Description of Individual** - using examples, work samples, etc. (8)
- General, history, physical, language, cognitive, academic, social, behavioral, emotional, strengths, interests, needs, life skills, transitions, career, independence, family, community, other
- Describe using examples each of the above developmental and ecological areas.

**Compare to Normal Development** (8) (may be integrated with description)
- Describe normal development for that age (physical, cognitive, language, social, emotional, etc) and compare to your individual
- Cite data using scholarly research (on developmental norms including Piaget, Erikson, developmental statistics etc)

**Compare to Disability** (8) (may be integrated with description)
- Compare your individual with what research says on others with that disability
- Cite data in each of the developmental/ecological areas

**Discussion** (12) As a Separate Section - Critical area in Graduate level writing
- Address themes/issues from description and comparisons above using research and academic sources to explore and analyze key issues
- Make recommendations supported by research

**List/Description of Agencies/Resources** (4) - list and describe

**Reflection** (3)
- What did you learn
- How did this add to your knowledge, skills, attitudes
- Other

**Style** (5)
- Complete, on-time, 15-20+ pages
- APA, grammar, spelling, Academic References

Comments:

Total: /50
<table>
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<tr>
<th></th>
<th>Popular Study Techniques</th>
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<tr>
<td>1.</td>
<td>Elaborative Interrogation</td>
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<td>2.</td>
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<td>3.</td>
<td>Summarization</td>
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<td>4.</td>
<td>Highlighting/underlining</td>
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<td>5.</td>
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<td>8.</td>
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<tr>
<td>10.</td>
<td>Interleaved Practice</td>
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Popular Study Techniques

1. Elaborative Interrogation- (M)
2. Self-Explanation (M)
3. Summarization (L)
4. Highlighting (L)
5. Keyword Mnemonic (L)
6. Imagery for Text (L)
7. Rereading (L)
8. Practice Testing (H)
9. Distributed Practice (H)
10. Interleaved Practice (M)
Planning for the Conference- Proposal Submissions

- Submissions due between December 7th - February 7th
- [http://cleo.uwindsor.ca/oakland/callforproposals.php](http://cleo.uwindsor.ca/oakland/callforproposals.php)
- 75 Minute Interactive Workshops
- 35 Minute Presentations
- Poster Sessions
  - Instructional Fair
  - Traditional Poster
Interactive Workshops- 75 Minutes

A central focus of our conference is interactive workshops; these workshops facilitate collaborative learning among conference attendees. Workshops actively engage participants in developing ideas, understanding and applying research, adapting innovative practices to their own contexts, and engaging in collaborative learning. Because interaction and participant engagement are especially essential to a workshop, elements of a traditional presentation should be kept to a minimum.

Proposals should include the following:

- Names, positions, institutional affiliations, and contact information for the presenter(s). The person who submits the proposal will be the key contact for the presentation.
- Workshop title.
- Proposal conference track(s).
- Workshop abstract (not to exceed 150 words). Your abstract should outline the objectives, content, and format for the session including key goals and participant take-aways. Word your abstract with the needs of the participants in mind. Your abstract will appear in the conference program.
- Workshop proposal. For the workshop proposal, please provide a short description based on each of these items:
  - Provide an outline of what will occur in your session and what you will be presenting (relevant literature, original research, etc.).
  - List two to four learning outcomes for your workshop.
  - Describe how your learning outcomes will be addressed.
  - Discuss how the workshop relates to the conference theme and selected track(s).
  - Highlight how you will encourage participant engagement and interaction.
- In the registration form, you will have the opportunity to indicate technology you will need for your workshop, if any.

Workshop proposals will be selected on the following criteria: learning outcomes, addressing conference theme/track, participant engagement, meaningful content, and including relevant literature.
Presentations explore innovative practices and programs or discuss applied research findings related to student learning, pedagogy, and assessment. Presentations will be offered in 35-minute blocks (25 minutes for presentations; 10 minutes for questions/participant interaction). Interaction and participant engagement are key elements of these conference sessions, though there may be elements of more traditional presentations as well. Proposals should include:

- Names, positions, institutional affiliations, and contact information for the presenter(s). The person who submits the proposal will be the key contact.
- Presentation title.
- Presentation abstract (not to exceed 150 words) Your abstract should outline the objectives, content, and format for the session including key goals and participant take-aways. Word your abstract with the needs of the participants in mind. Your abstract will appear in the conference program.
- Presentation proposal. For the session proposal, please provide a short description based on each of these items:
  - Provide a description of what you will cover in your session.
  - Provide a discussion of the relevant scholarship/research that you will draw upon for your session.
  - List two to four learning outcomes for your session.
  - Describe how your learning outcomes will be addressed and how the session relates to the conference theme and selected track(s).
- In the registration form, you will have the opportunity to select options for session technology (such as projectors).

Presentation proposals will be selected on the following criteria: learning outcomes, addressing conference theme/track, participant engagement, meaningful content, and addressing relevant literature.
Interactive Poster Sessions-Instructional Fair & Traditional

Two options will be available for poster sessions:

- Instructional fair: Pedagogical strategies to empower students to learn
- Traditional poster: Research, program, or assessment posters

Proposals should include:

- Name, positions, institutional affiliations, and contact information for the presenter(s). The person who submits the proposal will be the key contact.
- Poster title.
- Poster option (see above).
- Poster abstract (not to exceed 150 words) outlining the objectives and content of the poster. Word your abstract with the needs of the participants in mind. This abstract will appear in the conference program.
- Poster proposal. For the poster proposal, please provide a short description based on each of these items:
  - Provide a description of what you will cover in your poster.
  - Describe the relevant scholarship/research that you will draw upon.
  - Discuss what participants will learn/gain from your poster.
  - List two to four learning outcomes for your poster.
  - Describe how your learning outcomes will be addressed.
  - Describe how the poster relates to the conference theme and selected track(s).
- Digital or print poster format.

Posters will be selected on the following criteria: learning outcomes, addressing conference theme/track, participant engagement, meaningful content, and addressing relevant literature.
Why not submit an Instructional Fair proposal for our Instructional Fair on Tuesday, March 26th 2:00-4:00

...and submit the same poster for the OU-Windsor Conference

Instructional Fair proposal link
http://www.oakland.edu/?id=21053&sid=396

Instructional Fair Proposals due: February 14th
Instructional Fair

The 2014 Second Annual Instructional Fair

Share with faculty an effective instructional strategy, active learning technique, classroom activity, or assessment that you use to promote student success.

Tuesday, March 26, 2014
2:00-4:00 p.m.
Banquet Room B
Oakland Center

Refreshments provided.

Based on these three tracks, each OU faculty creates a display or interactive demonstration, along with a one-page handout, of an effective strategy in order to discuss and share ideas with colleagues across the disciplines. See last year's booklet of Instructional Fair handouts.

Proposals Due: Friday, February 14

SUBMIT A PROPOSAL
Instructional Fair Booklet

http://www.oakland.edu/upload/docs/CETL/InstructionalFairBooklet2013.pdf

Christopher Wilson

Barbara Penprase
Sample Instructional Fair Poster and Handout

Oakland University's Instructional Fair - Strategies for Engagement

Title of Strategy: Storytelling to Enhance Scientific Lectures

Type of Strategy: In-class active learning; on-line active learning

Purpose: Goals/ or Learning Outcome(s) for Strategy: To increase retention of the material

Type of Course: Undergraduate or graduate; on-line or traditional

Typical Number of Students in Course: 15-40 (but not limited to that)

Ease in which strategy could be modified and/or applied to other courses: Easy/moderate

Brief overview of strategy: Wrap interesting anecdotes into your lesson plan. Perhaps a historical anecdote regarding an important figure of the past, or the story of the coming of an important technology. The more interesting and personal the anecdote, the more it will capture the thoughts of the student, the more it will engender an emotional response (right brain) that will help retain information (left brain)

Step-by-Step Instructions of Strategy:

1. Research some history on the topics in your course
2. Find through your research interesting personal stories, anecdotes of people that made a knowledge contribution in your subject area
3. Find an interesting way to convey the anecdote to your students. Perhaps there is a short biography of the person or event that you can find that was produced by the History Channel, or Discovery Channel, or can be found on YouTube or similar sites.
4. Perhaps the story is best told in a traditional verbal style with select illustrations shown throughout.
5. Perhaps a guest speaker.
6. Tie in the anecdote to your lesson, either as an introduction to the topic or as a footnote along the way.

Resources, citations, references for strategy:

Much archival literature, but this story is a good start: http://lifehacker.com/5686703/the-science-of-storytelling-why-telling-a-story-is-the-most-powerful-way-to-activate-our-brains

Name of Course that strategy is being implemented into: K-12 workshops; Alternative Energy Systems

Faculty/Instructor's Name: Chris Kobus
Email: okobus@oakland.edu
Brainstorming

- Discuss possible presentation topics, activities that you might submit for a proposal at the conference
Share Ideas

• share
Ideas that you think would help the Conference

- Give us your input
Questions and Answers

• Questions?
Wrap-Up

Did we:

- To access information on the Teaching and Learning Conference on May 14-15th - Empowering Students to Learn
- Outline faculty’s responsibility in empowering students to learn
- Describe Meta-learning
- To implement 4 simple effective strategies in class to empower student learning
- Submit a proposal for the conference if interested