

5 TRANSFORMATIVE TEACHING PRACTICES

Stewart Ross, Ph.D.
Senior Consultant, Dee Fink & Associates

Grand Valley State University
Grand Rapids, Michigan
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5 High Impact Teaching Practices

Origin of Idea of "High Impact Practices"

- **2000: National Survey of Student Engagement (NSSE)**
- **2008: "High Impact (Transformative) Educational Practices"(NSSE)**
 - 1. First-Year Seminars**
 - 2. Learning Communities**
 - 3. Service Learning**
 - 4. Undergraduate Research**
 - 5. Capstone Courses and Projects**

5 High Impact Teaching Practices

Basic Argument:

**We cannot improve student
learning without improving our
own teaching!**

5 High Impact Teaching Practices

**BOOKS WITH REALLY GOOD IDEAS
ON TEACHING AND LEARNING:**

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 - 1998

**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**

1998 – 1999 (cont.)

1998 – SERVICE LEARNING

**1998 – STRUCTURED ASSIGNMENTS FOR
SMALL GROUPS**

1999 – PEER REVIEW OF TEACHING

1999 – LEARNING COMMUNITIES

2001 – 2003

2001 - PROBLEM-BASED LEARNING

2002 – HOW THE BRAIN WORKS

2002 – LEARNER-CENTERED TEACHING

**2003 – A TAXONOMY OF SIGNIFICANT
LEARNING**

2003 – INTEGRATED COURSE DESIGN

2004

**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

2007 – 2012

2007 – TEACHING LARGE CLASSES

2008 – TEACHING CREATIVITY

**2009 – EXAMPLES OF “INTEGRATED COURSE
DESIGN**

2010 – STUDENT ENGAGEMENT TECHNIQUES

**2010 – HOW LEARNING OCCURS: 7
PRINCIPLES**

2012 – TEACHING FOR CRITICAL THINKING

**2012 – USING TECHNOLOGY *OUTSIDE OF*
CLASS**

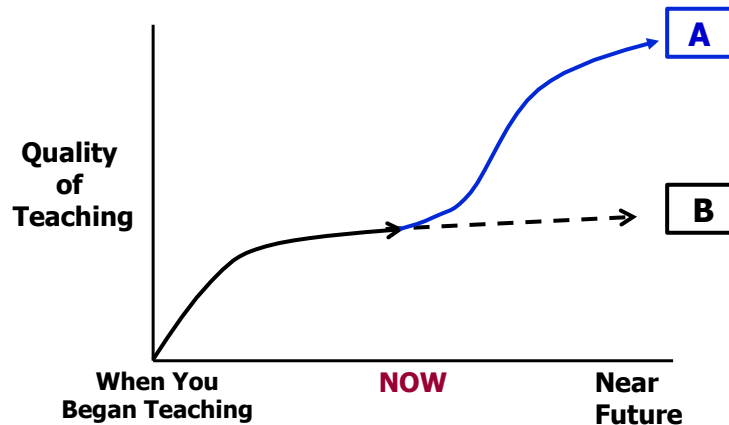
2013 – 2014

**2013 – CREATING SELF-REGULATED
LEARNERS**

2014 – ENGAGING STUDENTS AS PARTNERS

5 High Impact Teaching Practices

Getting Better Over Time



5 High Impact Teaching Practices

"5 TRANSFORMATIVE TEACHING PRACTICES"

- 1. Change Students' View of Learning**
- 2. Learning-Centered Course Design**
- 3. Team-Based Learning**
- 4. Engage Students in Service – With Reflection (Service learning)**
- 5. Be a Leader with Your Students**

5 High Impact Teaching Practices

**"5 TRANSFORMATIVE
TEACHING PRACTICES"**

1. Change Students' View of Learning

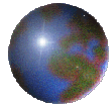
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**Saundra McGuire,
Louisiana State Univ.**



**Stephen Carroll,
Santa Clara Univ.**



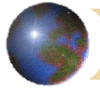
**Saundra McGuire and her
colleagues at Center for
Academic Success:**

**Using Metacognition to
Become an Expert Learner**



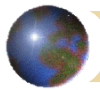
Students' Big Needs:

- 1. Change their views about
"Intelligence"**
- 2. Change the way they study,
i.e., the way they try to learn**



Students' Big Needs:

1. Change their views about "Intelligence"

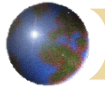


Counting Vowels in 30 seconds

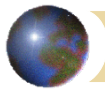


How accurate are you?

*Count all of the vowels
in the words on the next slide.*

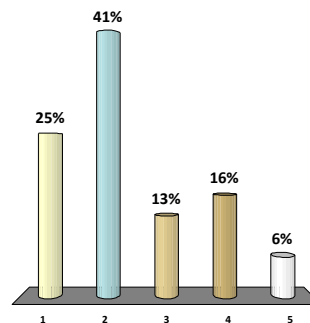


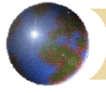
Dollar Bill	Cat Lives
Dice	Bowling Pins
Tricycle	Football Team
Four-leaf Clover	Dozen Eggs
Hand	Unlucky Friday
Six-Pack	Valentine's Day
Seven-Up	Quarter Hour
Octopus	



How many items in the list do you remember?

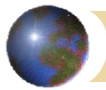
1. 2 or less
2. 3 – 5
3. 6 – 8
4. 9 – 12
5. 13 or more





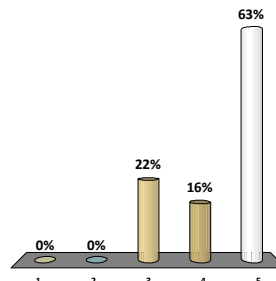
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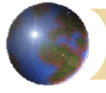
What are the words arranged according to?



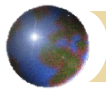
NOW how many words or phrases do you remember?

- 1. 2 or less**
- 2. 3 – 5**
- 3. 6 – 8**
- 4. 9 – 12**
- 5. 13 or more**





What were two major differences between the 1st and 2nd attempts?



- 1. We knew what the task was*
- 2. We knew how the information was organized*

The Study Cycle

Preview – *Preview before class* – Skim the chapter, note headings and boldface words, review summaries and chapter objectives, and come up with questions you'd like the lecture to answer for you.

Attend – *Attend class* – **GO TO CLASS!** Answer and ask questions and take meaningful notes.

Review – *Review after class* – As soon after class as possible, read notes, fill in gaps and note any questions.

Study – *Study* – Repetition is the key. Ask questions such as 'why', 'how', and 'what if'.
 • Intense Study Sessions* - 3-5 short study sessions per day
 • Weekend Review – Read notes and material from the week to make connections

Assess – *Assess your Learning* – Periodically perform reality checks
 • Am I using study methods that are effective?
 • Do I understand the material enough to teach it to others?

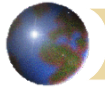
***Intense Study Sessions**

1	Set a Goal	(1-2 min)	Decide what you want to accomplish in your study session
2	Study with Focus	(30-50 min)	Interact with material - organize, concept map, summarize, process, re-read, fill-in notes, reflect, etc.
3	Reward Yourself	(10-15 min)	Take a break - call a friend, play a short game, get a snack
4	Review	(5 min)	Go over what you just studied

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 B-31 Coates Hall • 225.578.2872 • www.cas.lsu.edu

The Story of Three LSU Students

- ✦ Travis, junior psychology student
47, 52, 82, 86 B in course
- ✦ Joshua, first year chemistry student
68, 50, 50, 87, 87, 97, 90 (final) A in course
- ✦ Dana, first year physics student
80, 54, 91, 97, 90 (final) A in course

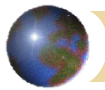


Stephen Carroll
Santa Clara University

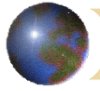


**"PRIMING STUDENTS
FOR SELF-DIRECTED
LEARNING"**

<http://www.youtube.com/user/LDeeFink>



"Priming for Self-Directed Learning:
DOES IT MAKE A DIFFERENCE?



1. **Dean's List** (Top 10% of each class)
 - Juniors: ~40% of his students make this list
 - Seniors: ~45%
2. **Elected to honor societies:** More than 3 times the rate of the general population.
3. **Campus Leadership Positions:** Significantly *over-represented* in peer tutoring, EMT group, editor of Santa Clara Review, etc.

“The quality of the work my students do now is better in every way than the work my students did before I started using these methods.”

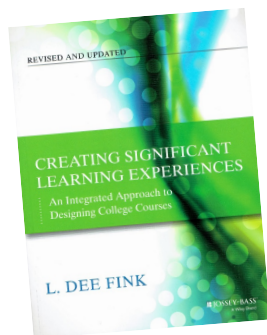
5 High Impact Teaching Practices

“5 TRANSFORMATIVE TEACHING PRACTICES”

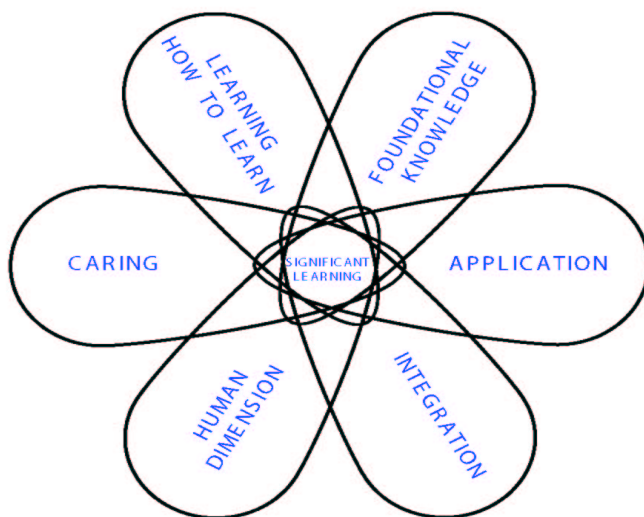
1. Change Students' View of Learning
2. **Learning-Centered Course Design**

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"Learning-Centered Course Design"



Taxonomy of Significant Learning



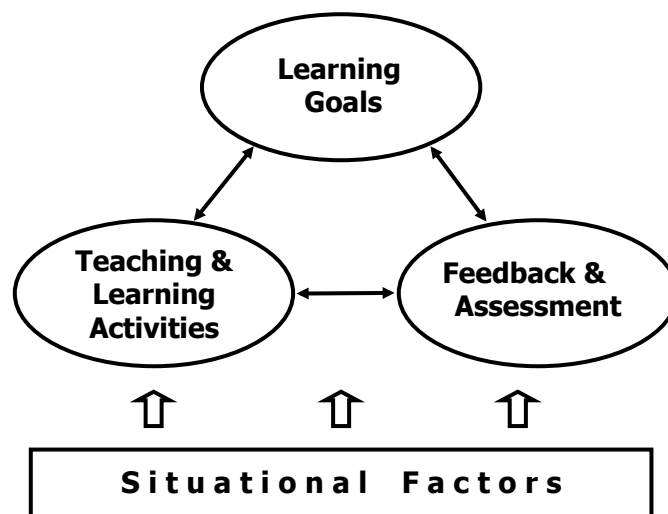
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In a course with **significant learning**, students will:

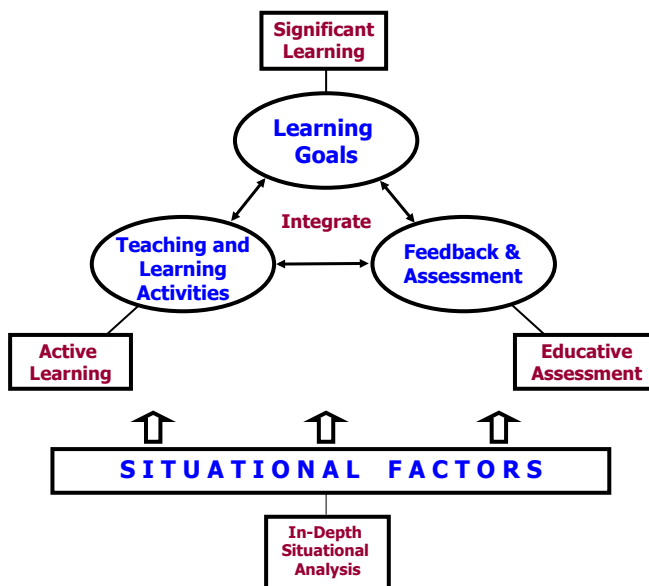
1. **Understand and remember** the key concepts, terms, relationship.
2. Know how to **use** the content.
3. Be able to **relate** this subject to other subjects.
4. Understand the **personal and social** implications of knowing about this subject.
5. **Value** this subject and further learning about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

INTEGRATED COURSE DESIGN:

Key Components



Criteria of "GOOD" Course Design



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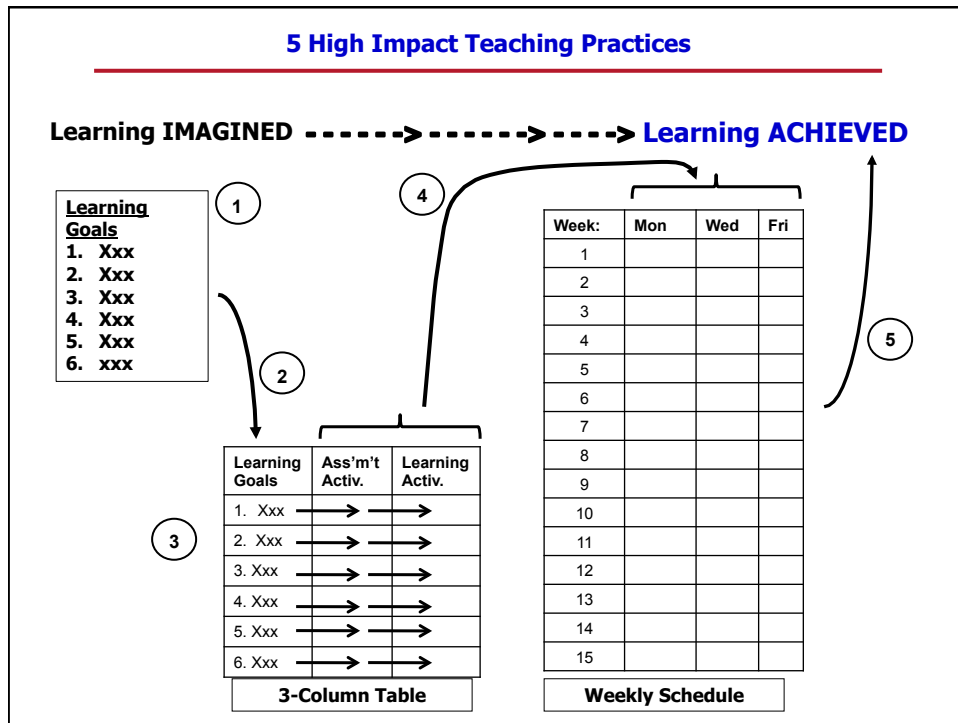
DEE FINK & ASSOCIATES

Application Activity— Learning Outcomes; Application Activity— Assessments; Application Activity— Learning Activities

My Big Dream
for Student Learning

3-Column Table Design Form

	Learning Outcomes	Learning Assessments	Learning Activities
Foundational Knowledge			
Application			
Integration			
Human Dimension - Self			
- Others			
Caring			
Learning How to Learn			



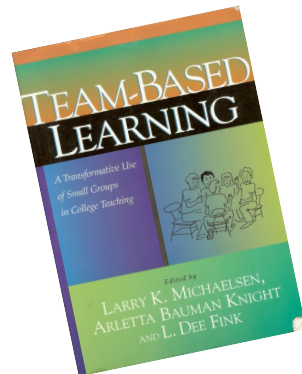
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5 High Impact Teaching Practices

**"Team-Based Learning:
A Special Way of Using Small Groups"**



Larry Michaelsen

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QUESTION:

Many colleges instructors are using small groups in recent years. WHY?

ANSWER:

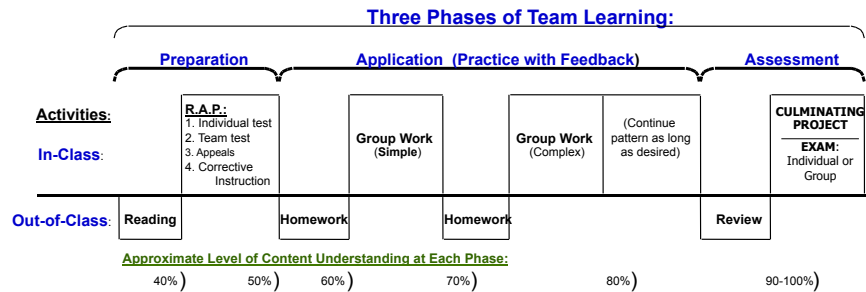
Social Constructivism

***But:* Not all ways of using small groups are equally good.**

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The Sequence of Learning Activities in Team-Based Learning

- Covering a 2-3 Week Block of Time
- Covering One Major Topic Within the Course



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Question:
What do professors and students think about Team Based Learning?

Video from Duke University:
<http://www.youtube.com/watch?v=WFdVfycAWg4>

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Engage Students in Service:

"Service Learning", "Civic Engagement":

What does that mean?

**Link courses to SERVICE to a
community group or organization.**

> Service

= Service + Reflection

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Engage Students in Service:

Service + REFLECTIONS:

➤ **Reflect on:**

- ✓ what they experienced
- ✓ The possible impact of those experiences on "My understanding of..."

1. The **SUBJECT** of this course, this discipline
2. **OTHER PEOPLE** – their background, their situation, their feelings, their behavior, etc.
3. **ME** – my beliefs, values, actions, life goals, career choices – How these need to change?

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Engage Students in Service:

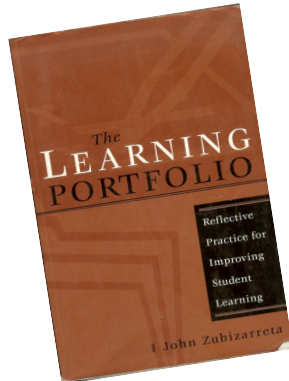
Service + REFLECTIONS:

➤ **These Reflections can occur in the form of:**

- ✓ One-minute papers
- ✓ Learning journals
- ✓ Learning portfolios

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"Students Reflecting on Their Own Learning"



John Zubizarreta

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Learning Portfolios: KEY QUESTIONS

- 1. WHAT** did you learn?
- 2. HOW** did you learn?
 - What helped and didn't help you learn?
 - What does this tell you about: **YOURSELF AS A LEARNER? About the NATURE OF LEARNING?**
- 3. SIGNIFICANCE FOR YOU**, of what you learned?
- 4. Plan for FUTURE LEARNING:**
 - **WHAT ELSE** do you want or plan to learn?
 - **HOW** will you learn that?

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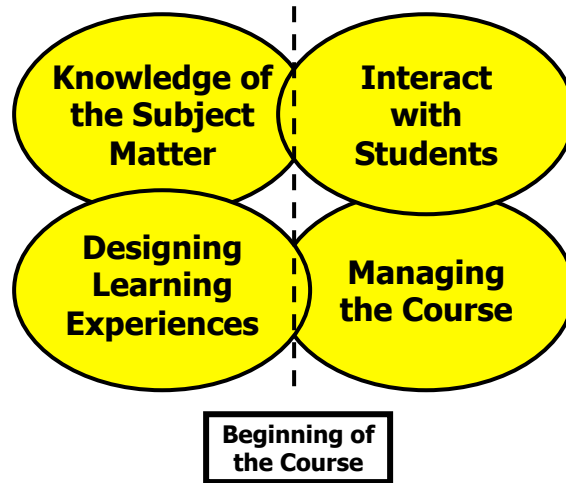
“Be a Leader With Your Students”



Ken Bain

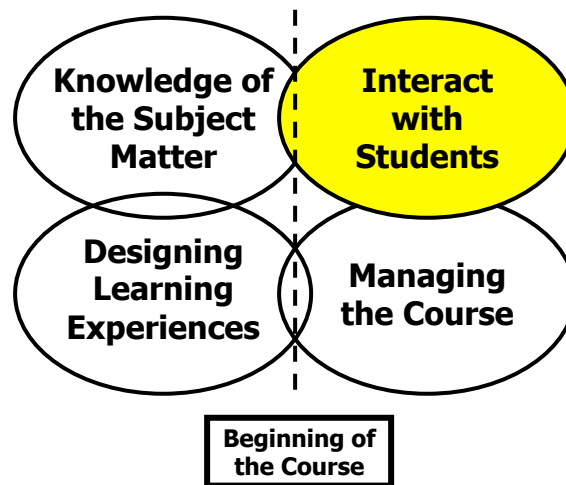
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FUNDAMENTAL TASKS OF TEACHING



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FUNDAMENTAL TASKS OF TEACHING



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LEADERSHIP:

“Motivating and enabling others to do something important well.”

Question:

What can teachers do, to LEAD students?

General Answer:

Create the right kind of relationship with students – caring, respectful, collaborative

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Creating the Right RELATIONSHIP

with Students: (Based on Bain)

1. Interact in a way that shows **YOU CARE!**
2. Interact in a way that **MOTIVATES** students.
3. Dynamic **COMMUNICATION SKILLS**
4. **TRUSTWORTHY** – in Power/Trust issues

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Creating the Right RELATIONSHIP

with Students:

1. Interact in a way that shows **YOU CARE!**
 - about students, student learning, teaching-learning process,
 - about the subject of the course(how many of you would like students to care more about the subject you care so much about?)

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Creating the Right RELATIONSHIP with Students:

2. Interact in a way that **MOTIVATES** students.

- Give praise in a way that motivates
- Listen well to the learners
- Motivate by interacting differently with different students

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Creating the Right RELATIONSHIP with Students: (Based on Bain)

3. Dynamic **COMMUNICATION SKILLS**

- Sense of drama, rhythm
- Good use of language
 - ✓ Use language of “promises” rather than “demands”
 - ✓ Express belief in students’ ability to learn
 - ✓ Celebrate achievements
 - ✓ Use warm language

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**Creating the Right RELATIONSHIP
with Students:**

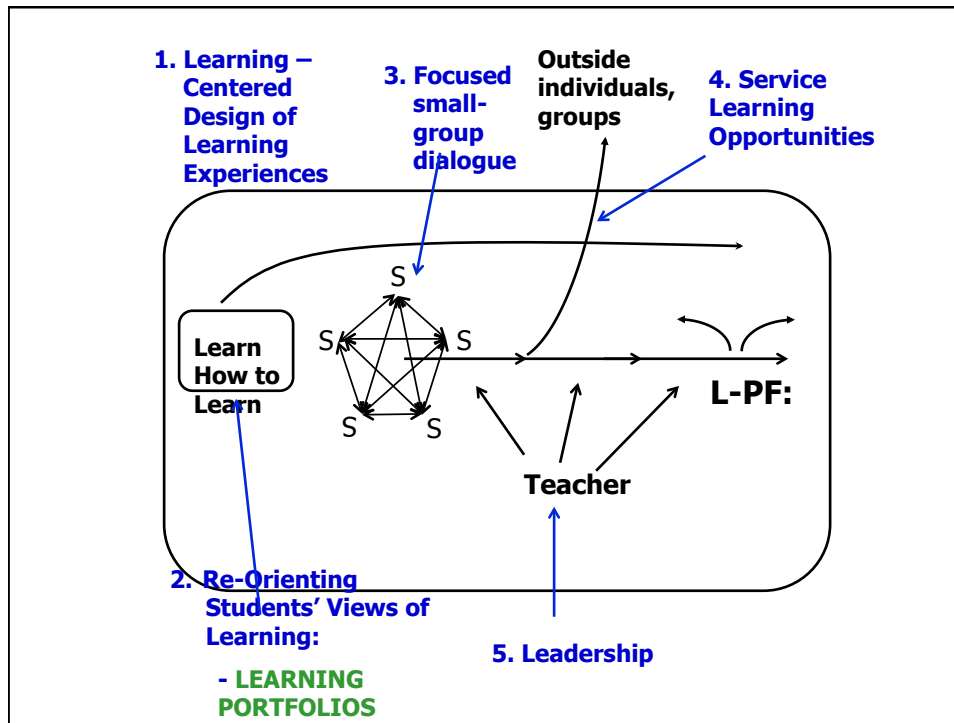
4. TRUSTWORTHY – in Power/Trust issues

- **Don't use classroom to demonstrate power**
- **Build trust relationships**
- **Give power to students to make decisions about their own learning**
- **Interact fairly (same policies for all)**

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5 Transformative Teaching Practices:

1. Help students build a more dynamic view of learning and of themselves as learners
 - Re-Orient Students' Views at start of course
 - Also supported by use of Learning Portfolios
2. Focus all course activities on significant learning goals
 - Learning-Centered Course Design
3. Create intense small-group dialogue around significant problems
 - Team-Based Learning
4. Provide new experiences serving others – and reflecting on the meaning of this experience
 - Service Learning + Learning Portfolios
5. Build a trusting, respectful community of engaged learners
 - Develop Leadership Skills

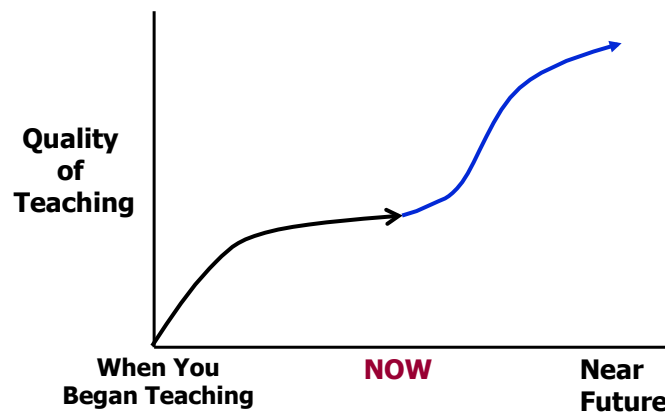
5 High Impact Teaching Practices

BENEFITS TO...

- **Society**
- **Grand Valley
State University**
- **Our Students**
- **Ourselves**

5 High Impact Teaching Practices

Getting Better Over Time



5 High Impact Teaching Practices

TEACHING IN THE 21ST CENTURY



Let's Continue to Get Better!!

Stewart Ross, Ph.D.

Senior Consultant, Dee Fink & Associates

stewart.ross@mnsu.edu