

If you could read my mind:

Transforming Course Content to Student Learning



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The Lecture

A photograph of a lecture hall. In the foreground, the back of a person's head is visible, looking towards the front of the room. Several students are sleeping at their desks. One student in a blue shirt is lying back with their head on the desk. Another student in a pink shirt is also sleeping. In the background, there are bookshelves and a large stone sculpture.

1. Lecture on new content
2. Assess Students on lecture material.

Why doesn't this work?

Sample Lesson Plan

Homework: READ Moodle Book: Resumes (*emphasize two videos in Moodle Book*)

In Class:

1. Display/Talk about Infographic (first chapter of Moodle Book)

Traditional v Liz Ryan's version:

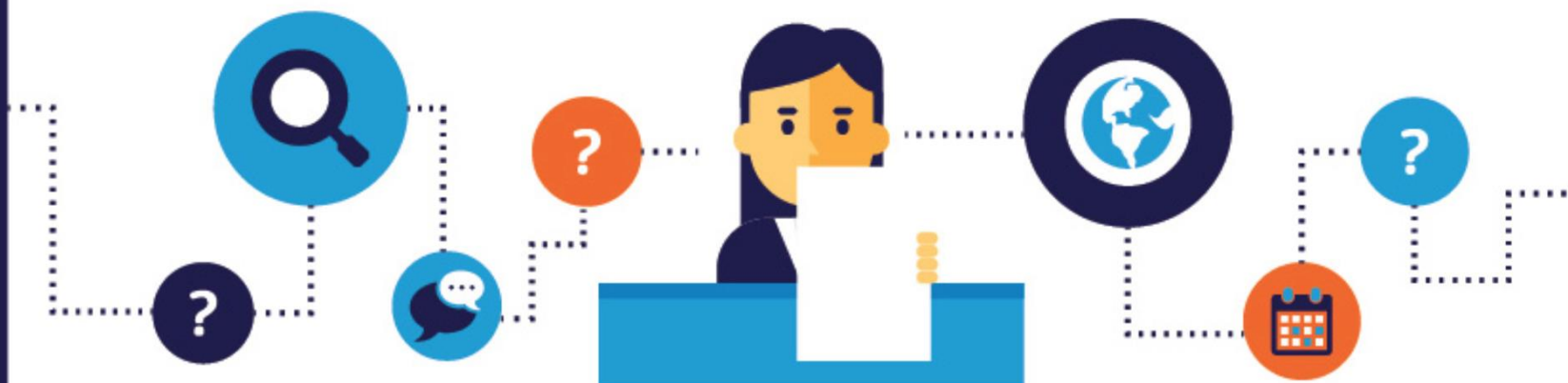
- How would they look different?
- What reactions from the audience(s) would each create?
- Which version for your profession? Why?

2. Group Work: Handout sample Job Ad/Resumes (different samples to each group)

- Determine best elements of the resume
- Decide which resume type would work best if you were advising the rhetor—Why?
- Make changes to the resume based on previous discussion
- Present analysis/revisions to the class

3. Discuss/Apply revisions/analysis of students' resumes for Career Docs Project assignment

Recruiters may ask these questions when reviewing your resume:



Most recent role

- Was this person **fired or laid off**?
- Has this candidate been in their role for **only a few months**?
- Is the most recent role **relevant to the position**?



Keyword search



Overall experience

- Is there a **career progression**?
- Do the **titles** make sense?
- Does the candidate demonstrate increasing levels of **responsibility**?
- Do the responsibilities listed match the responsibilities for the **new position**?



Make Every Second Count: Resume Dos

Recruiters tend to follow a consistent visual path when reviewing resumes, so an organized layout is very important:



Put format first

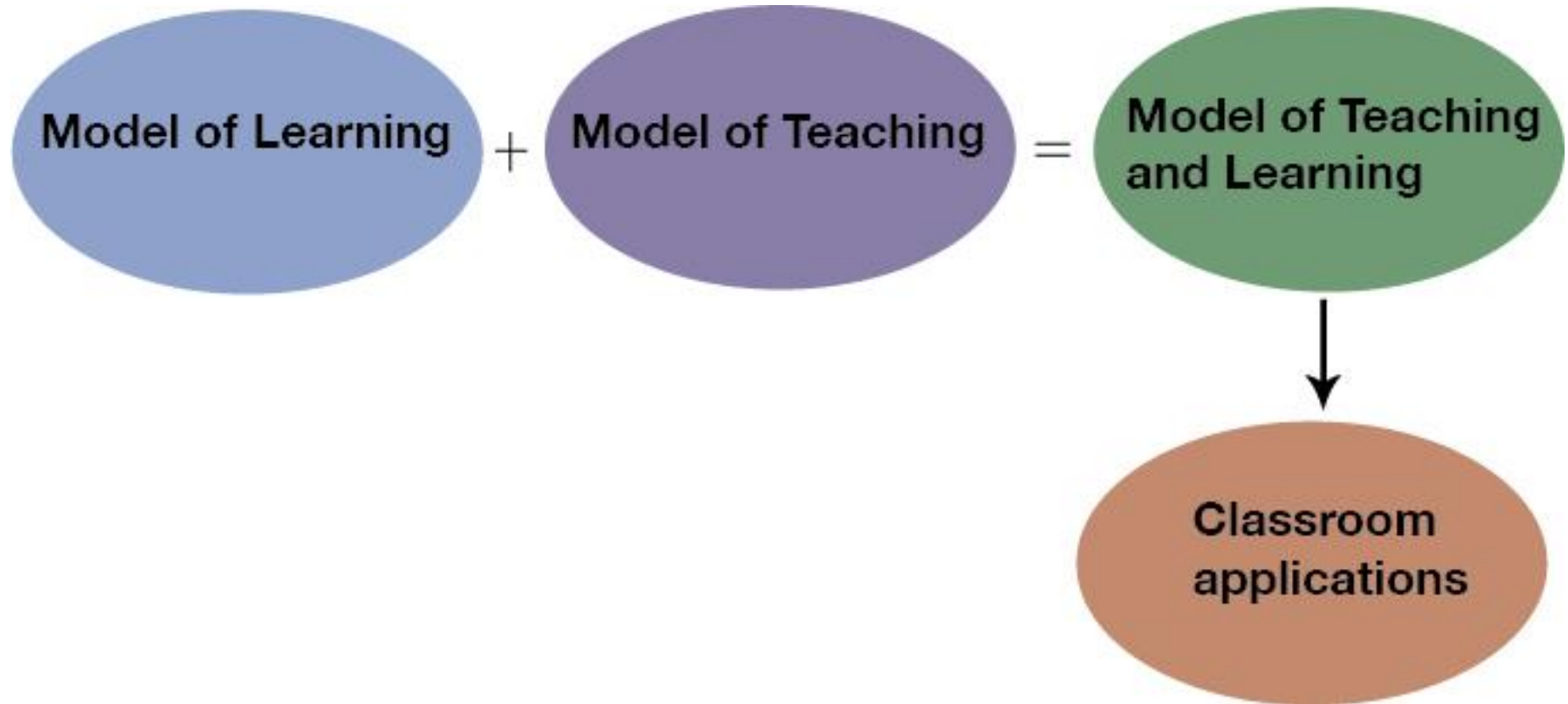
- Use a **strong** and **clean** visual layout
- Avoid **dense** blocks of text
- Use plenty of **white space**
- **Triple check** spelling and grammar



Get organized

- List your experience in **chronological order**, starting with your current job
- List your **skill sets** underneath the positions you used them in

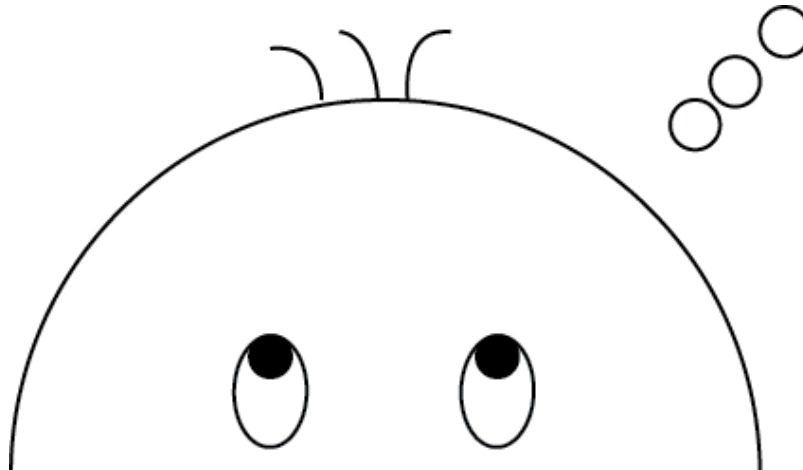
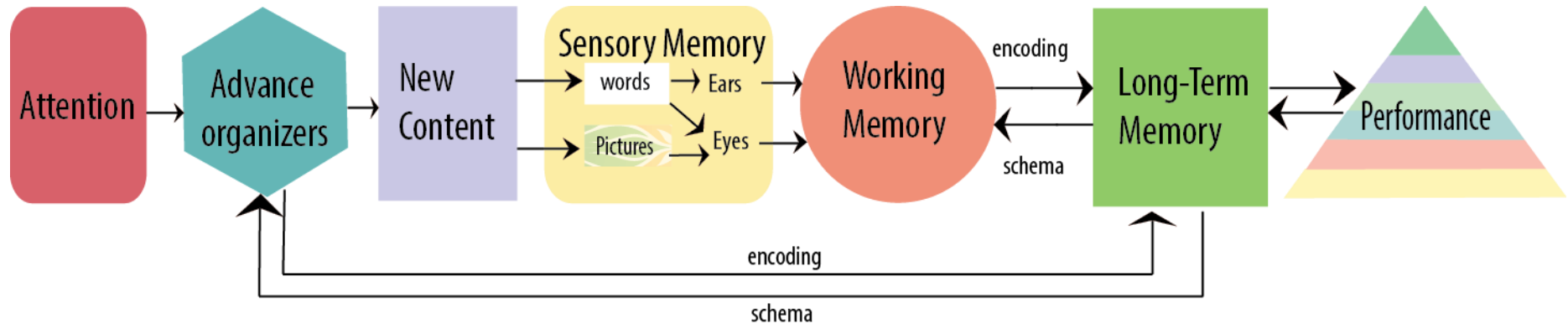
Tell you what I'll teach you:



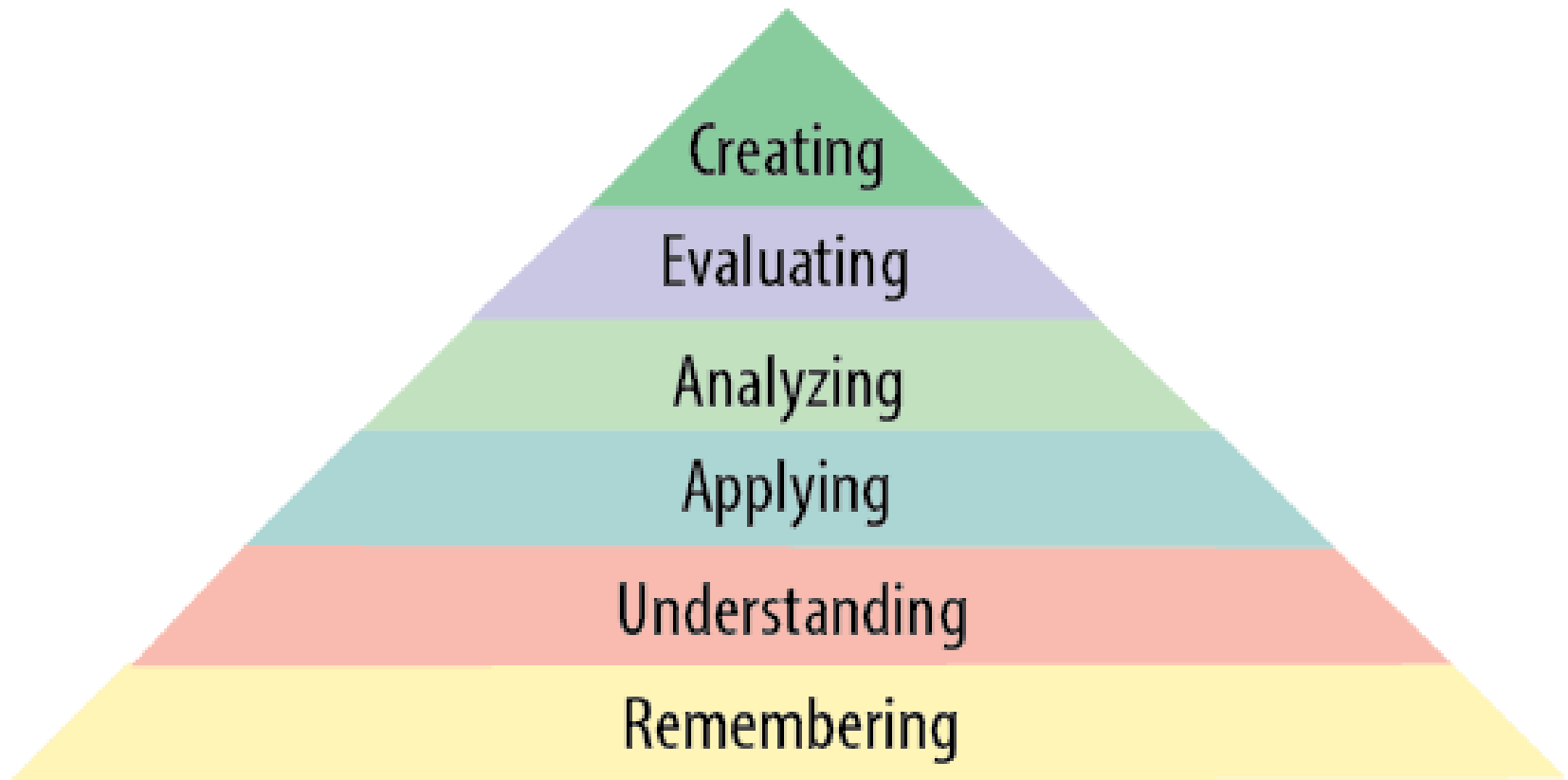
How we Learn



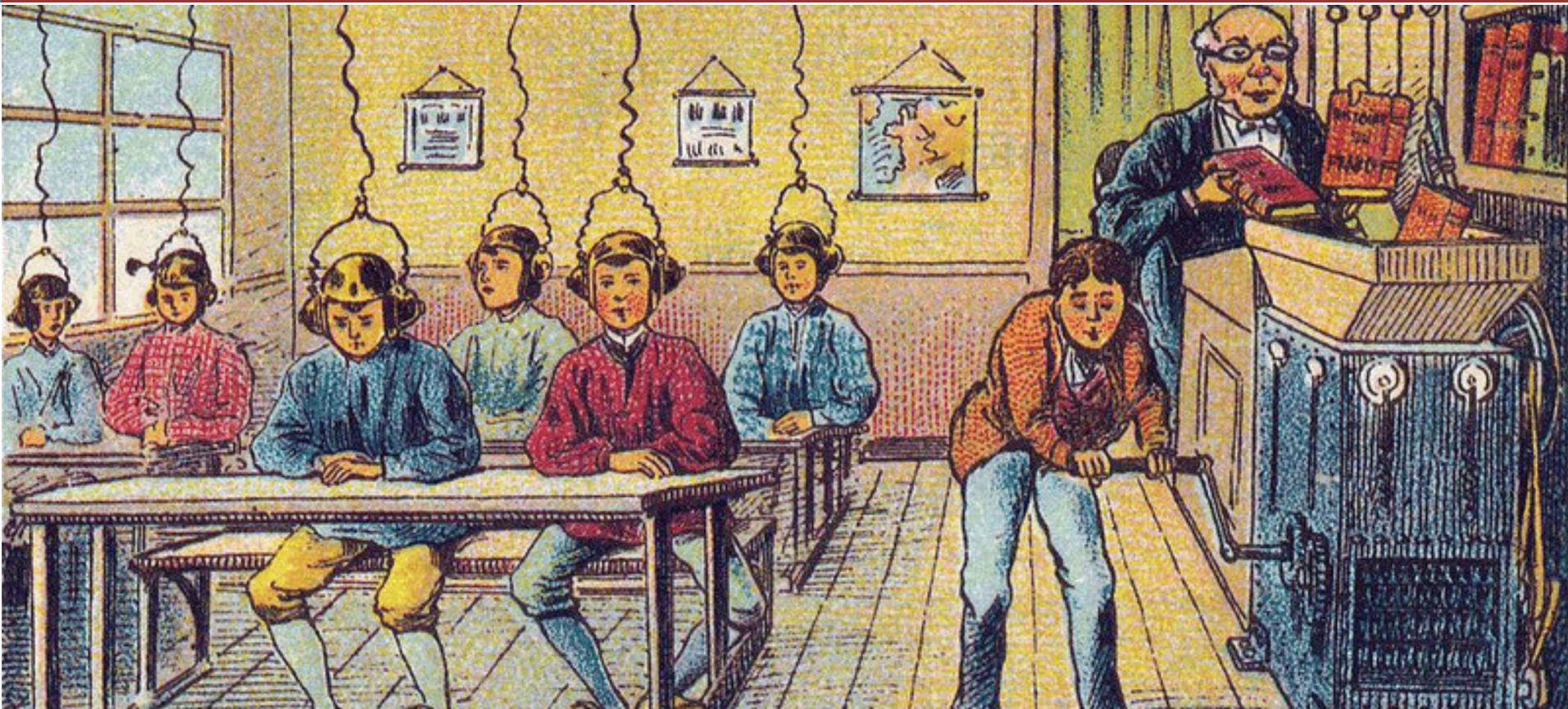
Model of Learning



Bloom's Revised Taxonomy



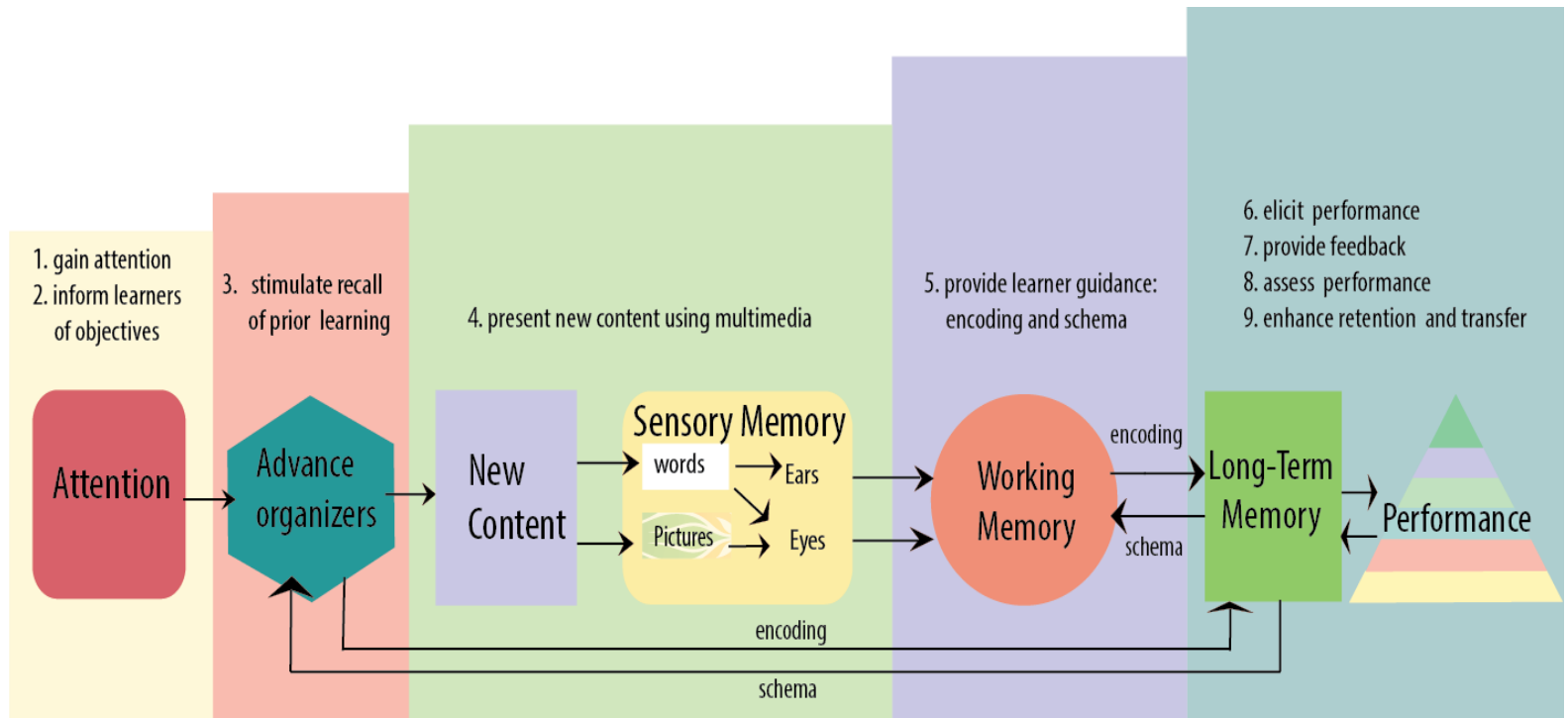
How We Teach



Model of teaching and learning

GAGNÉ'S INSTRUCTIONAL PROCESS:

COGNITIVE THEORY OF MULTIMEDIA LEARNING



Lesson Plan:

Homework: READ Moodle Book: Resumes (*emphasize two videos in Moodle Book*)

In Class:

1. Display/Talk about Info-graphic (first chapter of Moodle Book)

Traditional v Liz Ryan's version:

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- Which version for your profession? Why?

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3. Discuss/Apply revisions/analysis of students' resumes for Career Docs Project assignment

Lesson Plan

Attention/Advance Organizers:

Homework: READ Moodle Book: Resumes (*emphasize two videos in Moodle Book*)

In Class:

Present new content using multi-media

1. Display/Talk about Infographic (first chapter of Moodle Book)

Traditional v Liz Ryan's version:

- How would they look different?
- What reactions from the audience(s) would each create?
- Which version for your profession? Why?

Encode new knowledge from working memory to long term memory

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Elicit performance/ transference of knowledge from long term memory.

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Classroom Applications



That's all Folks!