Who are our students, and how do they learn?

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Think- Pair-Share

Describe yourself when you were a student

Agenda

Welcome

Think-Pair-Share

Today's students

Compare us to students

What is learning?

Theories of Learning

Diverse Learners

Seven Principles of Learning

Activity

Wrap-Up

Learning Outcomes

Participants will be able to:

1. Describe today's students
2. Compare self/academics to today's students
3. Define learning
4. Apply Constructivist theory into own teaching
5. List theories of learning
6. Describe diverse learners
7. Outline seven principles of learning
8. Apply seven principles into own teaching

Describe today's student

- Discuss

Demographics- Oakland Fall 2013

GENDER

- MALE 40.70%
- FEMALE 59.30%

AVERAGE AGE = 24 yrs. 6 mo.

STUDENT COUNTS

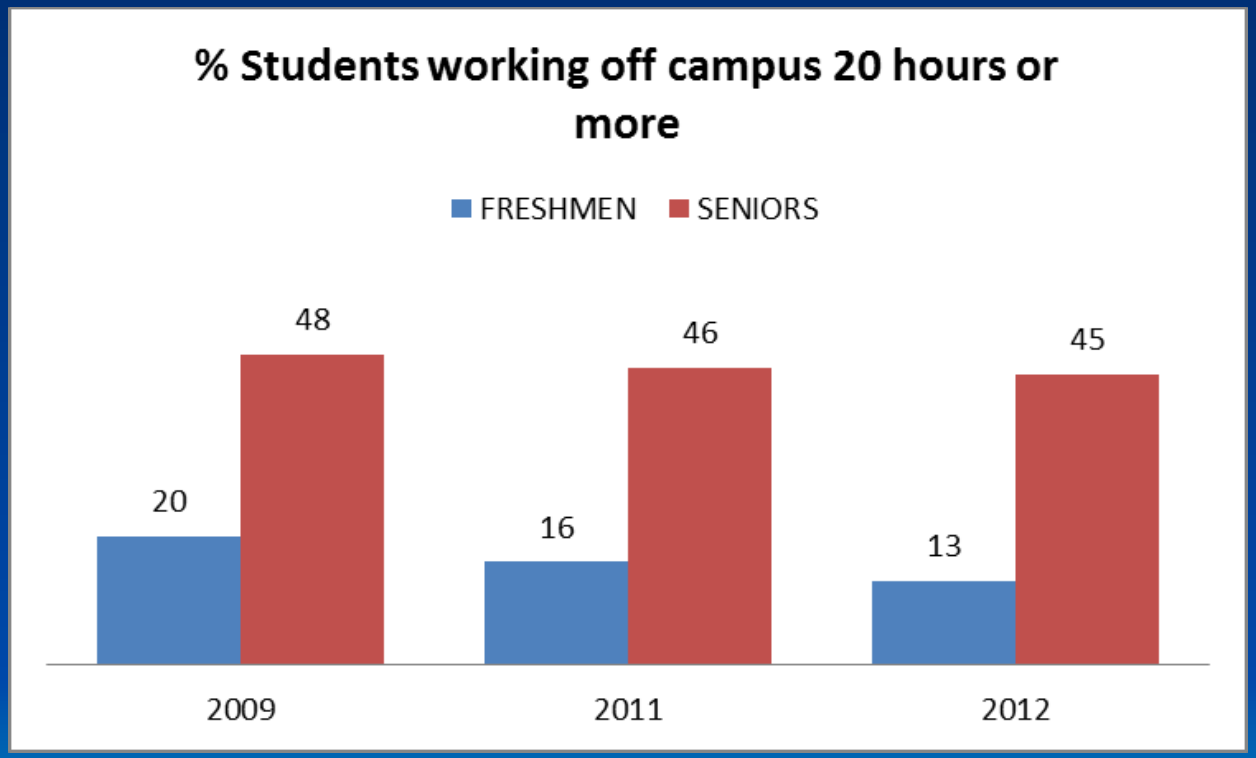
- UNDERGRAD 16594
- GRADUATE 3352

32.6% FTIACS - **FIRST TIME AT ANY COLLEGE**

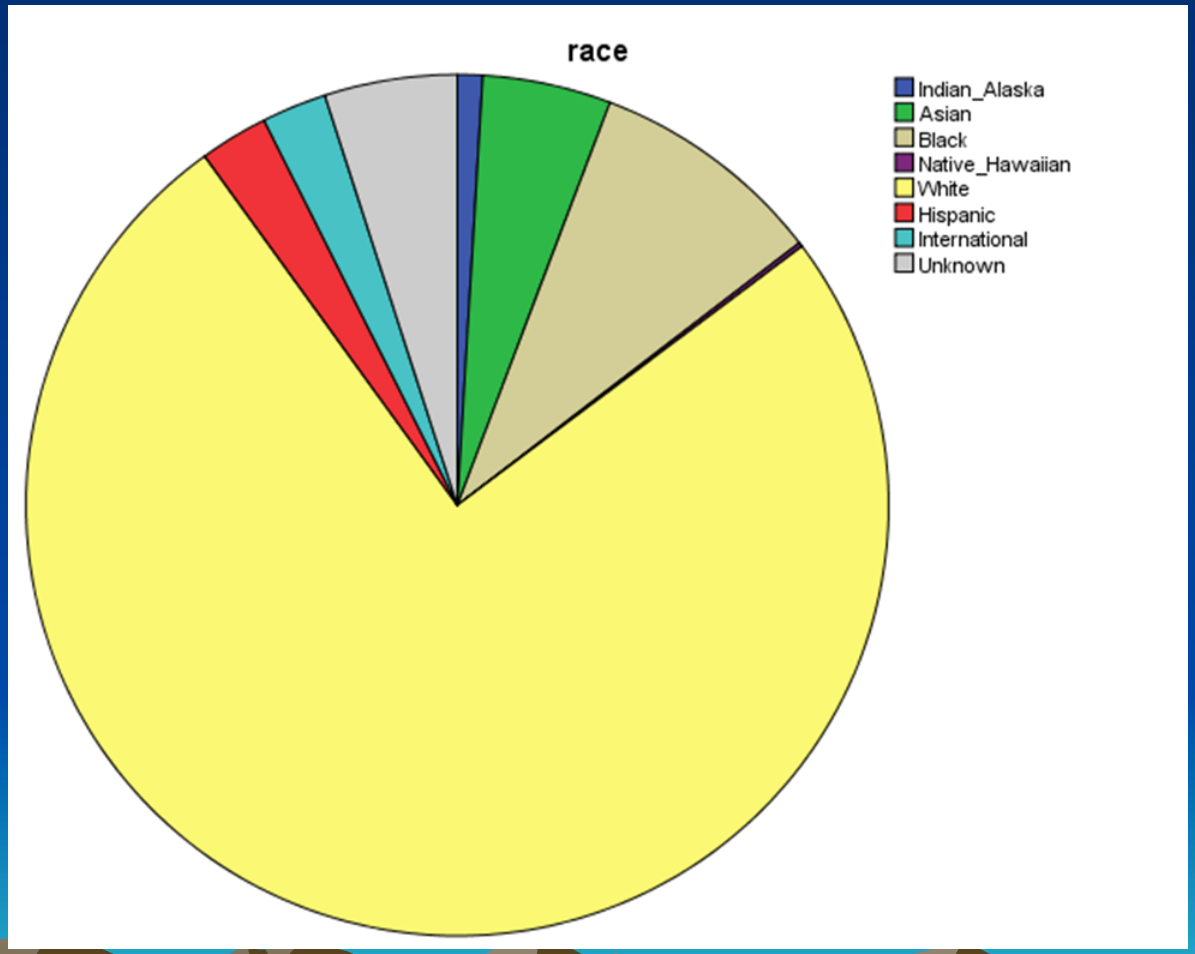
STUDENT STATUS

- FULL-TIME 13640
- PART-TIME 6306

Demographics



Oakland Demographics- Fall 2013



Today's students

- Young- transition into university from high school
- Mature- returning back after years of life experience
- May be first generation college student
- Commuting- live off campus
- Diverse- culturally, international, social class, race, religion, lifestyles, sexual orientation, political
- Diverse learning styles
- Disability and mental health issues

Today's students

- Multi-taskers
- Very tech savy
- Fast paced- use of technology, gaming
- Access to information
- Encouraged to question and think critically
- Some say "entitled"… I say "consumers"
- may use university as a "place holder"- gap filler- do not know what else to do
- Well aware that "learning" occurs all around them, not just in a classroom and not just from a book

Stress in today's student's life

- economy
- future prospect of jobs
- working while going to school
- student loans
- family pressures
- "getting that A"

Video Clip- “Grade Negotiations”

Discuss Video

- Obviously satirical but does ring a bell

Comparing us as students to today's students

- Older professor said to me "today's students aren't like we were when we were students"
- Younger professor pointed out "undergraduate students are not like the majority of us academics…we are intellectual geeks, who love to read, write, research and discuss a specific area in great detail"

Today's students

- Have a life outside of the university

What is learning?

- Learning is a *process* that leads to *change*, which occurs as a result of *experience* and increases the potential for improved performance and future learning
  - Process- not product
  - Change- in knowledge, beliefs, behaviors or attitudes
  - Not something done to students but something students do to themselves by how they respond to their experiences

(Ambrose, Bridges, DiPeitro, Lovett, Norman, 2010, Mayer, 2000)

Theories of learning

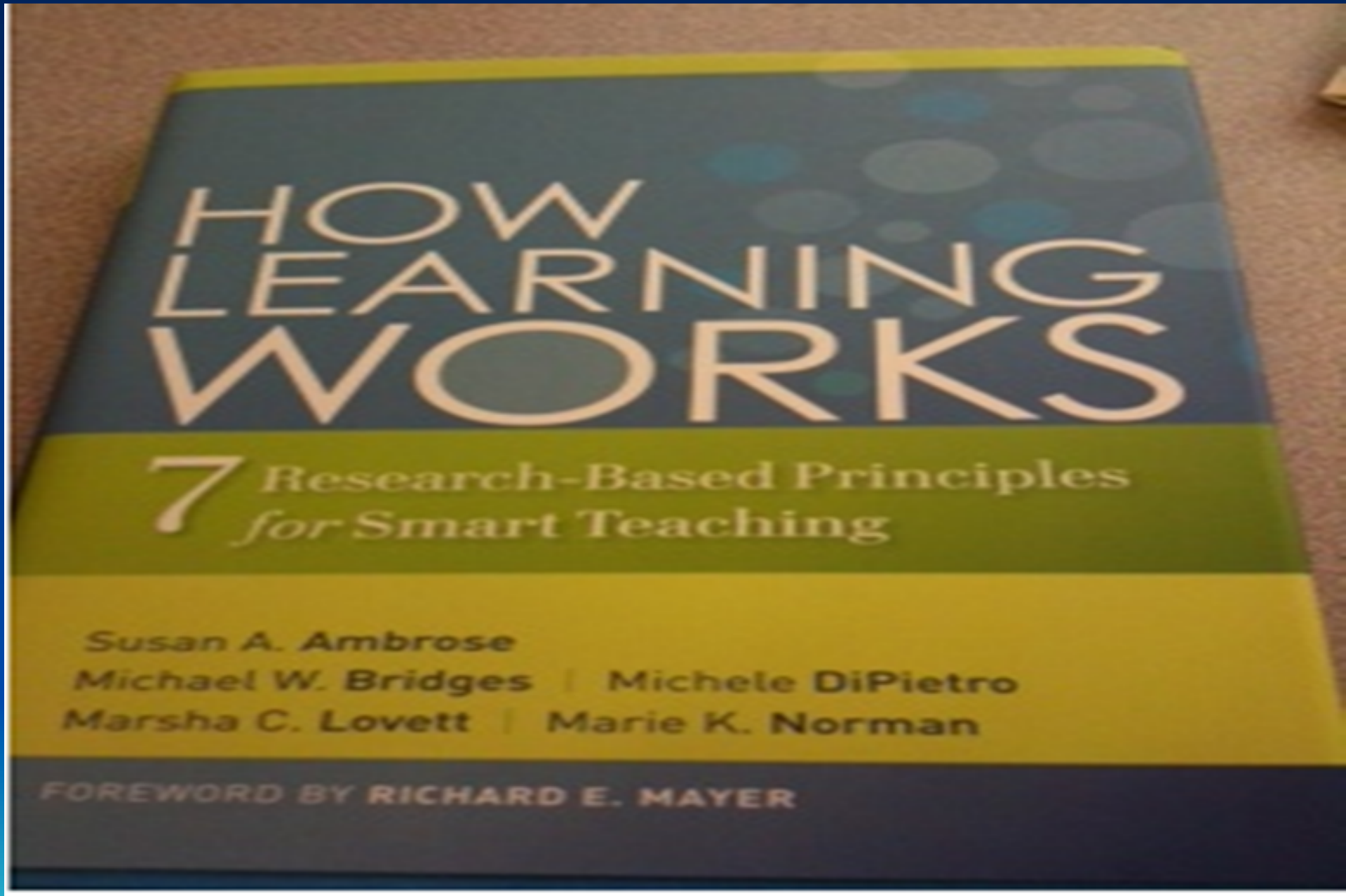
- Constructivism- Students create/construct their own meaning from linking their prior knowledge and experiences with new knowledge and experience (Vygotsky, 1978)
  - Personal
  - Different interpretations or understandings based on their own life experience
  - what one takes away from an experience, in part, is dependent on what they bring to the experience

Additional relevant theories

- Learning theory- behaviorism
- Transformative
- Cognitivist
- Brain-based learning theory
- Motivational theory
- Developmental theory

Diverse Learners

- Learning styles
- Learning preferences
- Life experiences
- Personality
- Internal vs. external motivation


HOW LEARNING WORKS
7 Research-Based Principles for Smart Teaching
Susan A. Ambrose
Michael W. Bridges | Michele DiPietro
Marsha C. Lovett | Marie K. Norman
FOREWORD BY RICHARD E. MAYER

Seven Principles of Learning

1. Students' prior knowledge can help of hinder learning.

2. How students organize knowledge influences how they learn and apply what they know.

3. Student's motivation determines, directs and sustains what they do to learn.

4. To develop mastery, students must acquire competent skills, practice integrating them, and know when to apply what they have learned.

5. Goal-directed practice coupled with targeted feedback enhances the quality of students' learning.

6. Students' current level of development interacts with the social, emotional and intellectual climate of the course to impact learning.

7. To become self-directed learners, students must learn to monitor and adjust their approaches to learning.

(Ambrose, Bridges, DiPeitro, Lovett, Norman, 2010)

Activity

- After reviewing each principle together (guided practice)
- In groups, select one of these principles and brainstorm ways in which you as a professor can facilitate and promote learning in your course/class.
- What do you need to do to increase the probability that this learning will occur?

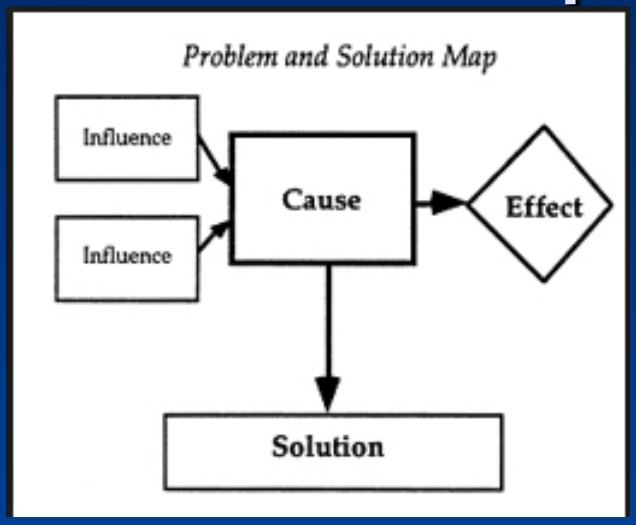
1. Students' prior knowledge can help of hinder learning.

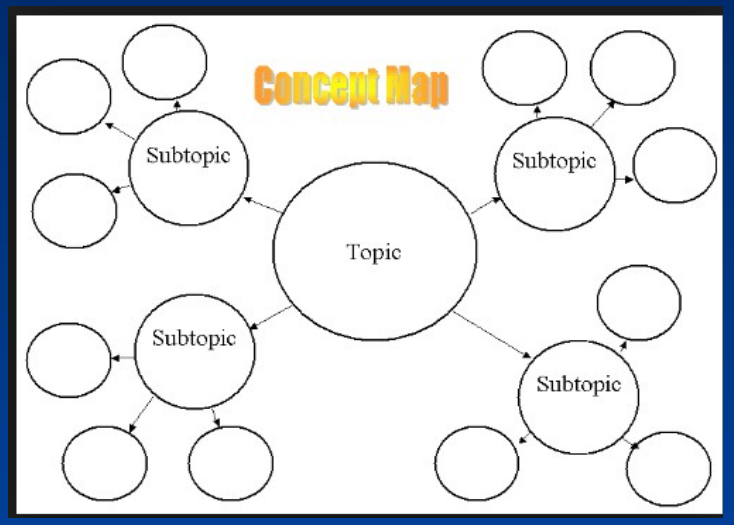
- Debate at beginning of course- debate at end of course

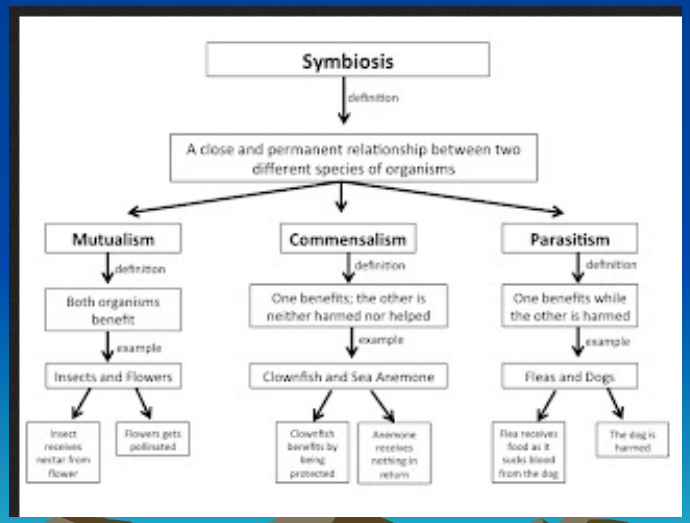
2. How students organize knowledge influences how they learn and apply what they know.

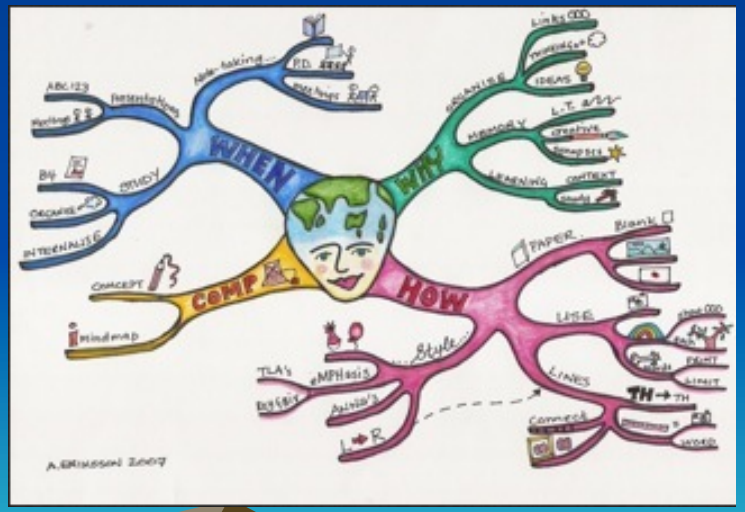
- Graphic organizers- schematic maps

Graphic Organizers









3. Student's motivation determines, directs and sustains what they do to learn

- Set tone at beginning of course
  - Learning for life- to prepare you for job/real world-not just to get "A" on test
  - Show how and why relevant

4. To develop mastery, students must acquire competent skills, practice integrating them, and know when to apply what they have learned.

- Anticipatory Set- Getting ready
- Objectives- state what will you learn + outcomes
- Modeling, explain, demonstrate- professor directed
- Guided practice- example with professor
- Independent practice- practice at home- activity/ assignment
- Application- major assignment

(traditional Hunter model)

5. Goal-directed practice coupled with targeted feedback enhances the quality of students' learning.

- Detailed assignments with Rubrics + opportunities for revision

6. Students' current level of development interacts with the social, emotional and intellectual climate of the course to impact learning.

- KWL

KWL

Topic _____ date _____

Know What I *think* I know	Wonder What I *want* to know	Learn What I *learned*

mywarriorkids.com

7. To become self-directed learners, students must learn to monitor and adjust their approaches to learning.

- Meta-cognitive Note Taking- Stephen Carroll

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.

Date: **Course/Event:** **Topics:**

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.

Reflections/Comments

Reflections:
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.

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.

Notes

Notes: *Use this space for taking traditional notes on what is being presented, in whatever way you already like using.*

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.*

What will you take away and implement?

- What?
- How?
- When?
- Set your own goals

Wrap-Up and Debrief

Are you now able to:

1. Compare self/academics to today's students
2. Define learning
3. Describe today's students
4. Apply Constructivist theory into own teaching
5. List theories of learning
6. Describe diverse learners
7. Outline seven principles of learning
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References

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