

# Teaching and Learning at Oakland University



Judith Ableser Ph.D.- Director

Center for Excellence in Teaching and Learning

# Think-Pair-Share

---

What does this mean to you:

Student Success

or

Less Teaching= More Learning

# Agenda

Welcome- Think/Pair/Share/Learning Outcomes/Agenda

Who are our Students?

Student Success

Supports for Faculty- CETL and Student Support Services

Effective Learning Environment

Less Teaching= More Learning- engagement of learning, higher level learning taxonomy, authentic activities, moving from teaching to learning

Wrap-Up and Debrief

# Learning Outcomes

---

Participants will be able to:

- Describe the demographics of OU students
- Explain what is “Student Success” and why it is important
- List supports for faculty to help with student success including teaching/learning support and student services supports
- Outline components of an effective learning environment
- Apply higher level learning taxonomy into own teaching
- Focus on ways to focus on student learning

# Who are our 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 savvy?

---

- 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”

# 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
  - WORK
  - FAMILY
  - STRESS

# Does this mean I can't give homework, readings, assignments, projects or group work?

---

- Of course you can, and should
- In fact, these activities are the most “effective” learning activities you can.

# How to balance course expectations with life demands?

- Realistic time that students should commit to a course = assume approximately **3-4 hours of work time per credit hour** (including class time and assignment/reading/study time) ( 4 credit course= **12-16 hours of total work/class time per week**)
- This is a guide for traditional face-to-face classes and on-line courses
- **This is only a guide, not a policy.** Some weeks will require more time, other weeks less time. Some courses will require more time than others.

# Reasonable work expectations- What can help?

---

- Provide syllabus that clearly outlines all expectations and due dates so all know and can plan what they need to do
- Provide reminders of when things are due
- Readings- if students can read approximately 25 pages of “textbook” material an hour- plan accordingly (i.e. do not expect them to read 200 pages in a week as that would take them 8 hours just to do the reading)
- Create assignments that students see as meaningful and relevant

# Student Demographics

---

- Enrollment

- 20,012 (Fall 2016)
- Avg. ACT = 23.6
- Avg. HS GPA = 3.4
- 13.5% Live On Campus
  - But 40% of new freshmen live on campus

- Race/Ethnicity

White	76.1%
African American	8.8%
Asian	6.3%
Hispanic	3.3%
Native American	1.0%
Native Hawaiian	0.2%
<u>International</u>	<u>4.2%</u>

# Where do our students come from?

---

<b>Location</b>	<b>N</b>	<b>%</b>
Oakland County	8,438	42.2%
Macomb County	6,202	31.0%
Wayne County	1,191	6.0%
Genesee, Lapeer and St. Clair	1,409	7.0%
Other Michigan counties	1,416	7.1%
County N/A	12	0.1%
<i>Total Michigan**</i>	<i>18,668</i>	<i>93.3%</i>
Other States	530	2.6%
Foreign Countries	814	4.1%

---

# Age of our Students

---

<b>Age</b>	<b>Grad</b>	<b>UG</b>
15-16	0%	0.1%
17-22	5.2%	70.1%
23-24	17.2%	12.4%
25-34	52.0%	13.4%
35-44	15.2%	2.6%
45-54	8.0%	1.1%
55 and over	2.4%	0.3%

# Special Needs at Oakland University

Disability Support Services (DSS) provides support to 500-600 students each semester

- In reality, approximately 10% of student population may have some type of special need/disability (however, either have not been diagnosed or select to not be identified and receive support)
- Currently the largest “category” of students with disabilities on campus are those who have mental health issues
- 2<sup>nd</sup> largest group- Learning Disabilities
- Smaller % of those with hearing, vision, mobility impairments

# New Strategic Plan for Oakland

---

## Strategic Planning



### GOAL #1

**Foster student success through a robust teaching and learning environment and comprehensive student services.**

# Student Success

---

- Partnership between “robust teaching and learning” and “student services” to increase student success

# So what is Student Success?

---

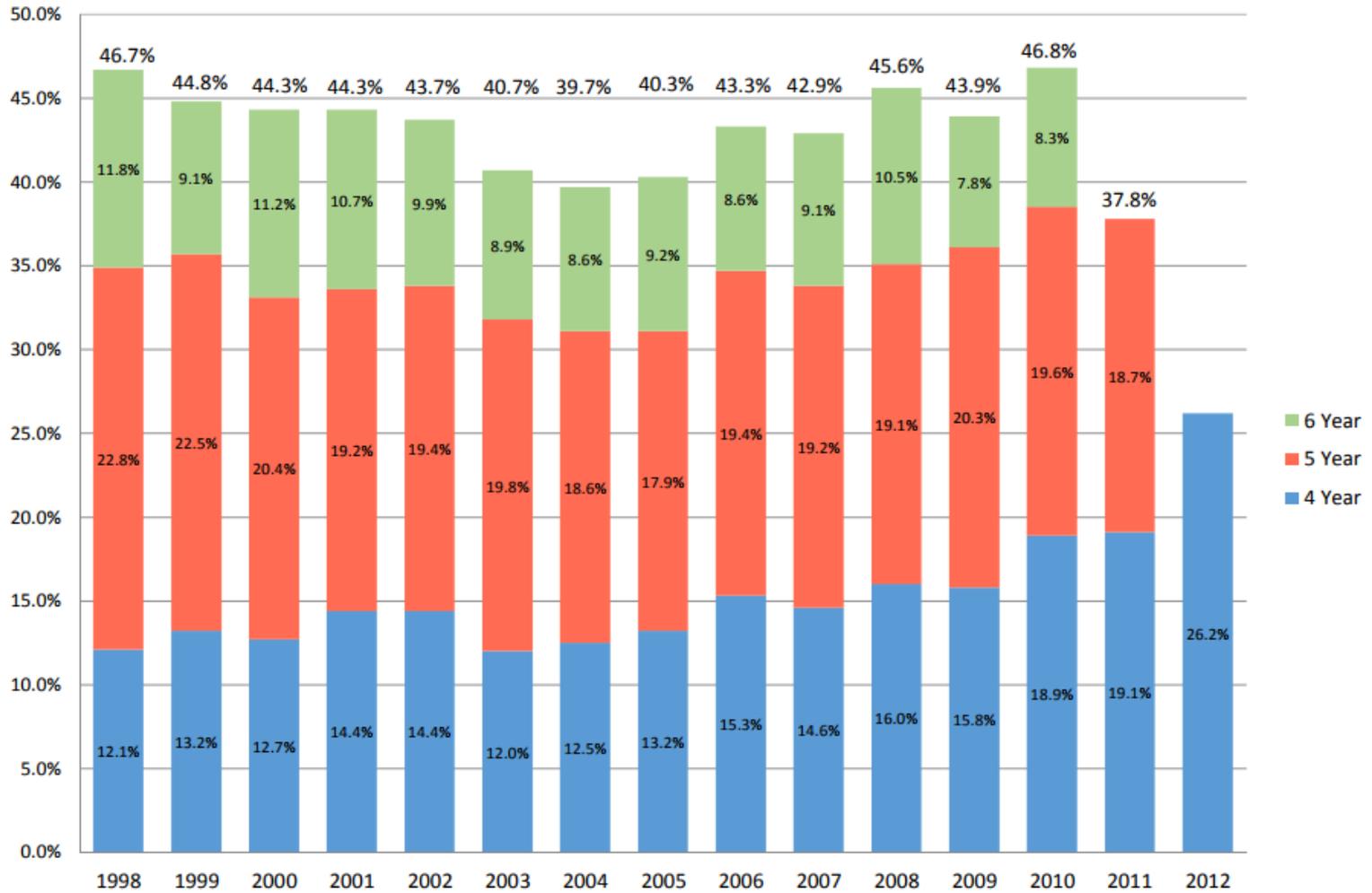
- Discuss- What is Student Success?
- Does this mean that all students should be successful in university?
- Does this mean that all students should get an “A” and no student should fail?
- What is our responsibility for student success?

# “Student Success”

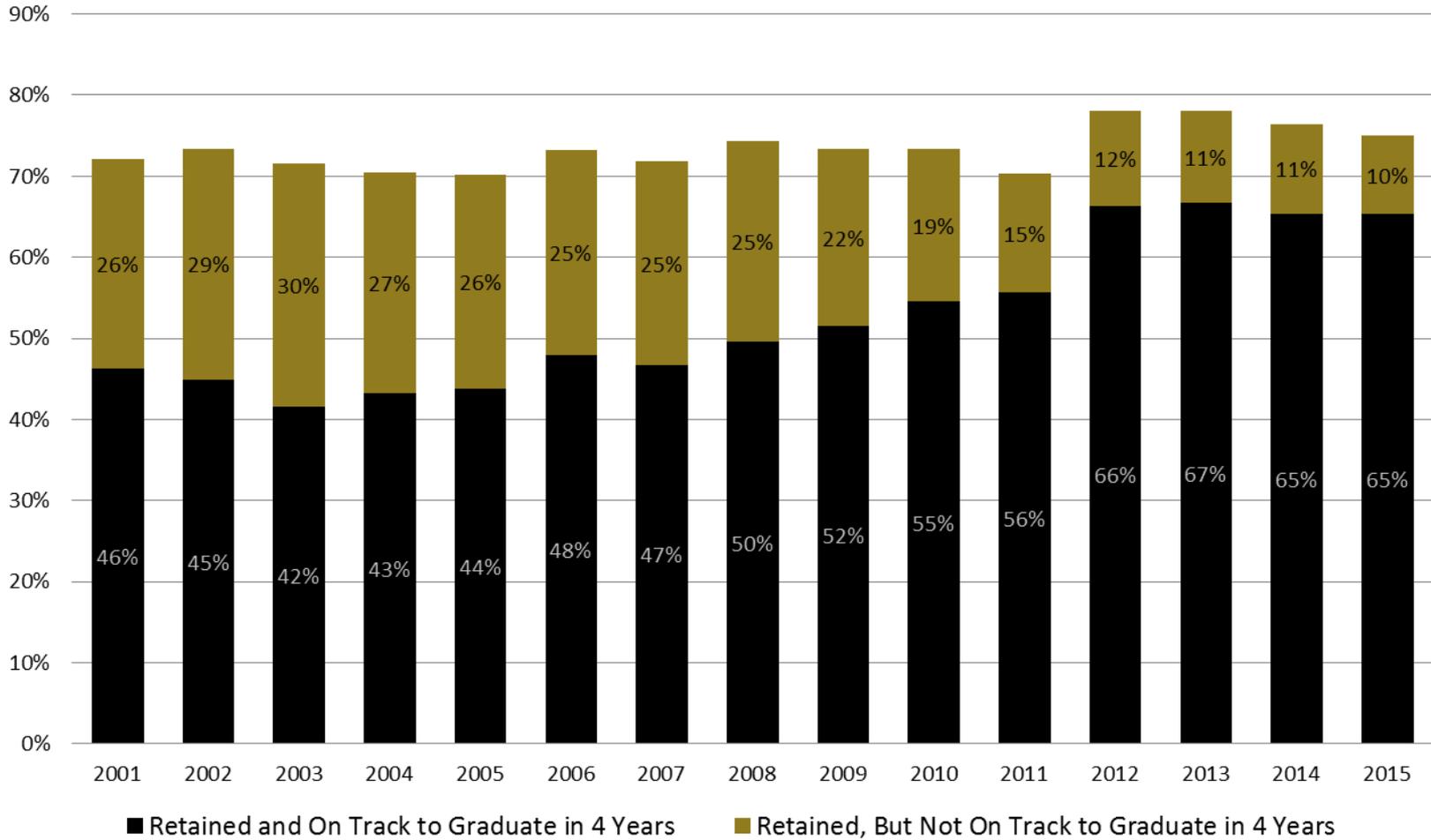
---

- “Student Success” from a university perspective often refers to “student retention/persistence” or increasing the percentage of students who graduate with an undergraduate degree in 4-6 years
- OU 4-year undergraduate graduation rate (2010) = 18.9%  
(note this is on the increase, however, last official data is 2010)
- Michigan- 4 year undergraduate graduation rate (2010)=17%

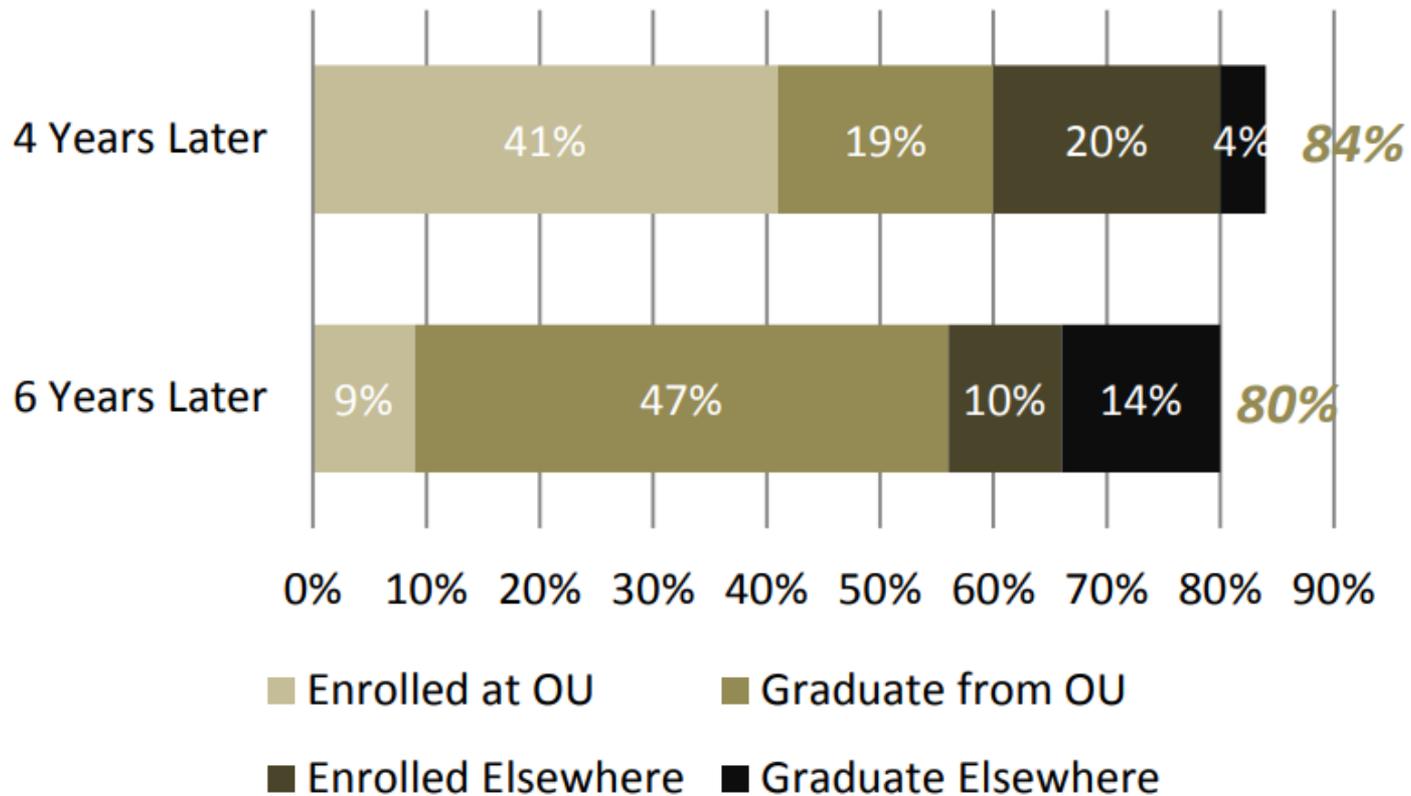
## FTIACs' Graduation Rate



## First Year Retention Rates



# Success Rate for First Year Students Entering in 2010



# Does this mean that all students should be successful in university?

---

No, there are some that are not mature enough or not ready to focus in at this time to be successful, (and perhaps may never be successful), however, there are many students who could be more successful with some additional support from student support services and from faculty.

Does this mean that all students should get an “A” and no student should fail?

---

- Absolutely not.
  - We do not want to “dumb it down” as you often hear about higher education.
  - We need HIGH RIGOROUS STANDARDS+ SUPPORTS to meet those standards

# Big Picture Student Success

---

- “Student Success” refers to:
  - Successful in their university experiences (in courses, majors, programs, and extra curricular/out of class experiences) so that they become
    - Competent life long learners who can problem solve, communicate effectively and engage productively and ethically in their personal, professional, civic and global world.
    - Life, career, personal, civic, global

I have a degree/expertise in my field but I am not a trained “teacher” or “therapist”.

---

- We get that!
- You may have a PhD in Chemistry or Engineering but it doesn't mean you have a background in teaching chemistry or engineering.
- We are here to help support you.

# CETL- Center for Excellence in Teaching and Learning

---

- We are here to help you develop and improve your teaching and learning
- We are not the “teaching police”- all consultations are confidential
- Consultations, classroom observations, workshops, grants, conferences

# Oakland.edu/cetl

## Center for Excellence in Teaching and Learning

Contact Us

About CETL

Faculty Development

Workshops

Coffee & Conversation

Consultations

Faculty Resources

Promoting Teaching & Learning

Virtual Faculty Development

Graduate Teaching Assistant Series

New Faculty

Chairs' Corner

### Center for Excellence in Teaching and Learning

Elliott Hall, Room 200A  
275 Varner Drive  
Rochester, Michigan 48309-4485

(map)  
(248) 370-2466  
[cetl@oakland.edu](mailto:cetl@oakland.edu)



## Welcome New Faculty!

Welcome to the OU campus and community! CETL hosts New Faculty Orientation for all full-time and part-time faculty. For event dates, registration, and information to get you ready to join the OU community, visit our [New Faculty page](#).

## OU-Windsor Teaching and Learning Conference: Resources Available

We completed a successful conference on Transformative Teaching and Learning, which took place at OU May 18-19, 2016. Visit the [Conference Resources page](#) for links to session recordings and presentation materials. Many are currently available, and more will be added in the coming weeks.

**WORKSHOPS**

**COFFEE & CONVERSATION**

**HANDBOOKS & DOCUMENTS**

**CONFERENCES**

Is that really the responsibility of each individual faculty member to increase student success ?

---

- “It takes a Village”
  - Partnership with student support services
  - Commitment to student learning

# You are not the “therapist” or “full time tutor”

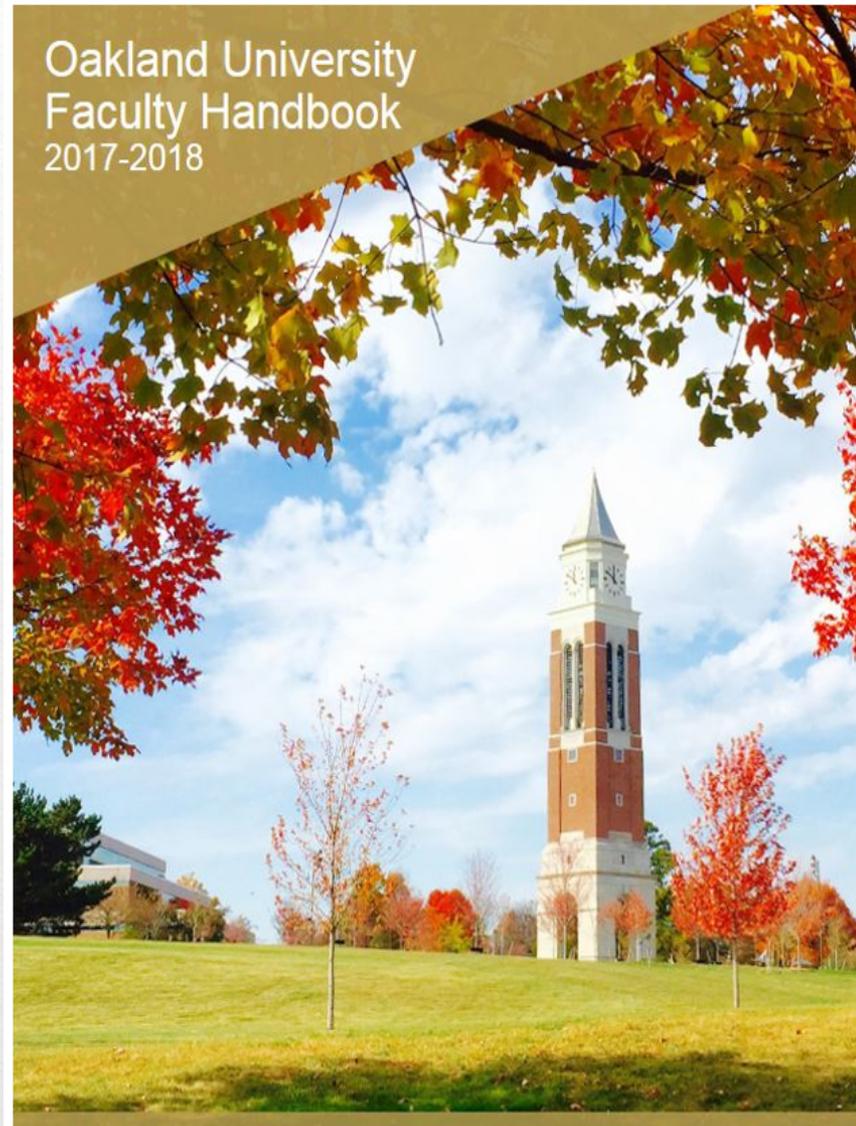
---

- When you see student is struggling we encourage you to reach out and encourage them to contact an appropriate student support service.
- You can also contact Dean of Students, Disability Support Services, etc. for some “pointers” and advice
- Campus Police- in case of “threat” to safety due to student behavior
- All resources and supports are listed in the New Faculty Handbook

Can be found on our website  
at [www.oakland.edu/cetl](http://www.oakland.edu/cetl)  
under “faculty resources”  
documents and handbooks

---

You will be receiving a hard  
copy of this Handbook at the  
New Faculty Orientation



# Student Support Services

---

- Writing Center
- Tutoring Center
- Disability Support Services
- Dean of Students
- Student Advising
- Graham Health and Counseling Center
- Campus Police

# The most effective learning environment:

- Sets relevant, meaningful, measurable learning outcomes that are assessed
- Focuses more on students learning (activities, assignments, ownership of learning) rather than simply “teaching” or disseminating information and facts
- Sets high standards
- Provides clear expectations of how to reach those standards. (communicates clear directions for success, rubrics or marking criteria)
- Supports for improvement (feedback, revisions)
- Encourages students to seek assistance through student support services

# Win-Win Situation

---

- If we create this type of effective learning environment we will increase student success as it:
  - relates to the “university perspective” of increased retention
  - and
  - and the “big picture of student success” of competent life long learners who can problem solve, communicate effectively and engage productively and ethically in their personal, professional, civic and global world.

# Activity- What will you do to: Discuss at your tables

- 
- Sets relevant, meaningful, measurable learning outcomes that are assessed
  - Focuses more on students learning (activities, assignments, ownership of learning) rather than simply “teaching” or disseminating information and facts
  - Sets high standards
  - Provides clear expectations of how to reach those standards. (communicates clear directions for success, rubrics or marking criteria)
  - Supports for improvement (feedback, revisions)
  - Encourages students to seek assistance through student support services

# Less Teaching = More Learning

---

- What does this mean?

# Teaching vs. Learning

---

- Teaching= Input
- Learning= Output
- Our goal as professors should be to engage students in learning.

# Less is More

- Good news for us is that LESS is MORE
- 

- As professors, we should be spending less time and energy in our “teaching” (presenting content) and more time and energy in engaging our students in “learning activities”

# Providing Information vs. Accessing and applying Information

---

- Information age- more information than can possibly store
- Easily available
- Changing and growing
- Key is not for students to “know” and store facts but rather...
  - HOW TO ACCESS INFORMATION
  - HOW TO DETERMINE IF IT IS ACCURATE/APPROPRIATE=  
DECISION-MAKING
  - HOW TO APPLY AND USE THE INFORMATION

# What do we want our students to “know” and “learn”

- **KNOWLEDGE**-content
- **SKILLS**
- **PROFESSIONAL DISPOSITIONS**
- **HOW to LEARN**- Metacognitive strategies for accessing, organizing, analyzing, problem solving, creating

# Engagement of Learning

---

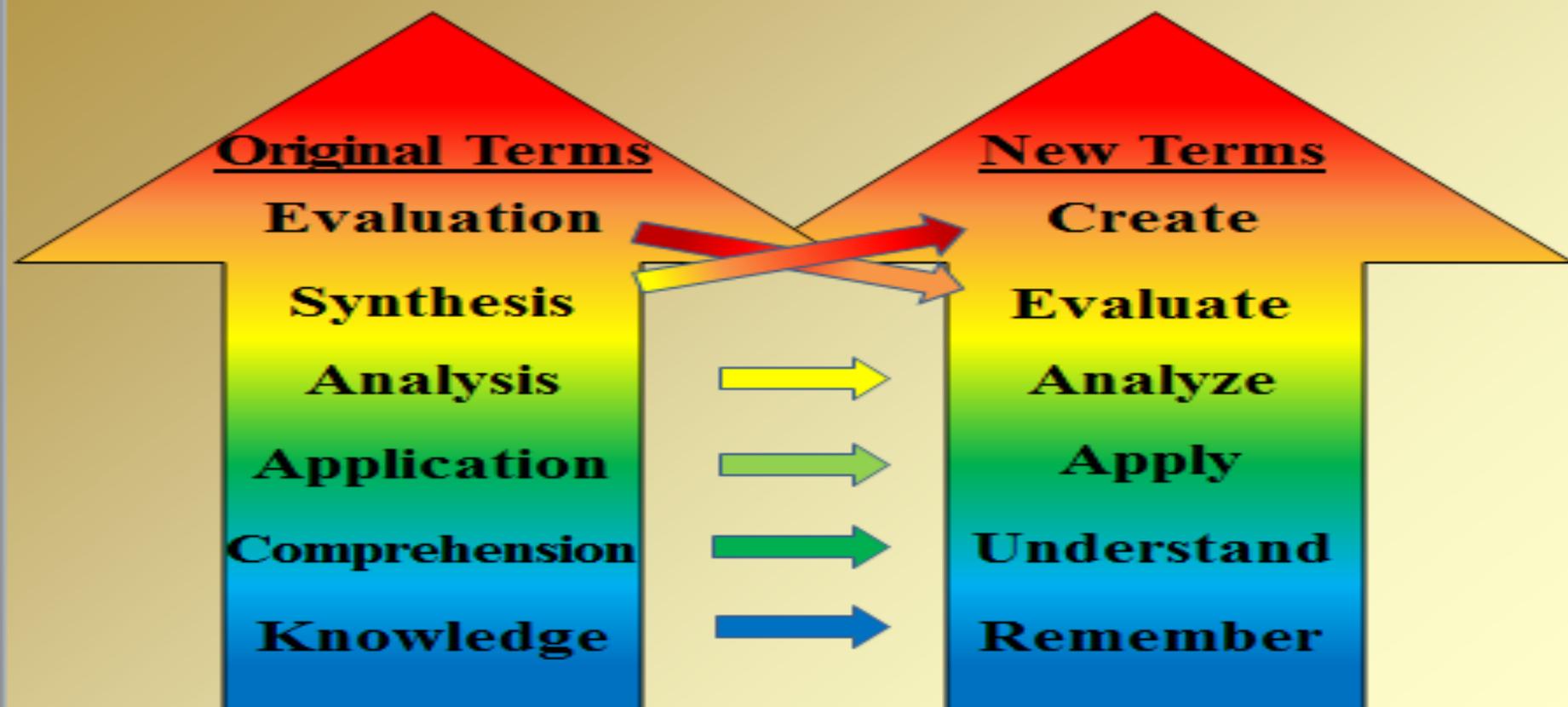
- Ownership by students in their own learning
- Relevant, meaningful, purposeful learning
- Higher level, critical thinking
- Active participation in the learning process
- Reflective practice

# Reality is...

---

- We actually will be spending as much/more time planning, marking and facilitating learning....but far less time....lecturing and providing information

# **Bloom's Revised Taxonomy of Educational Objectives: Higher Level Thinking & Learning**



(Based on Pohl, 2000, *Learning to Think, Thinking to Learn*, p. 8.)

# Bloom's/Krathwohl's Taxonomy of Educational/Learning Objectives

---

## Old Version- *nouns*

- Knowledge-low level
- Comprehension
- Application
- Analysis
- Synthesis
- Evaluation

(Bloom, 1956)

## New Version- *action verbs*

- Remembering – low level
- Understanding
- Applying
- Analyzing
- Evaluating
- Creating

(Anderson & Krathwohl, 2001)

# But this doesn't apply to my courses!

---

- Often hear in the sciences and medical fields that this “doesn't apply to my courses because my students must know the correct content in order to”
  - Do well on standardized tests to get into graduate school or medical school
  - So much content that we must cover
  - They have to get it right because it could mean the difference between life and death

# But it is through Higher Level Learning...

- Yes, students must know facts and information
- However, it is through higher level learning (applying, analyzing) that they will truly learn (internalize and understand) lower level information
- Memorization can only go so far...”playing with information, manipulating, analyzing” will allow the information to solidify
- More information in today’s information age than ever before- information overload
- Students need to know **how** to access and determine what is relevant, accurate and important information

# Authentic Activities and Assessments

- Authentic Assignments/Activities and Assessments engage students in “real life” learning experiences that can be directly applied in purposeful, meaningful, relevant ways

---
- Directly measure students’ performance through “real life tasks” or “situations” that resemble “real life situations” (Wiggins, 1989)
- Often used synonymously with “alternative assessments” or “performance assessments”
- Examples include demonstrations, debates, field work, simulations, problem solving

# Activity

- Truthfully, reflect on your own teaching, how much time is devoted to:

---

  - You providing information rather than the students accessing information to be used and applied?
  - You focusing on facts and low level thinking rather than you facilitating students to apply, analyze, create, etc?
  - You assessing your students' knowledge of facts and low level thinking (i.e. tests) rather than using performance based authentic assessments?

# Does this apply to you?

---

- Can and will you do this?
- How will you do this?
- Not suggesting to totally throw out what you are doing...simply make some subtle shift in your approach and focus.

# Activity: Moving from Teaching to Learning

---

- In pairs-
  - Discuss how you can subtly “transform” your teaching moving away from “providing information” to “engaging students to apply information in relevant, meaningful ways”.

or

Discuss how you are already doing this type of engagement with learning

# Activity: Setting an Action Plan

Take the % that you wrote down for the following, and come up with a goal of some shift toward more higher level learning

---

- You providing information rather than the students accessing information to be used and applied?
- You focusing on facts and low level thinking rather than you facilitating students to apply, analyze, create, etc?
- You assessing your students' knowledge of facts and low level thinking (i.e. tests) rather than using performance based authentic assessments?

# Wrap-Up and Debrief

---

- Are you able to:
  - Describe the demographics of OU students
  - Explain what is “Student Success” and why it is important
  - List supports for faculty to help with student success including teaching/learning support and student services supports
  - Outline components of an effective learning environment
  - Apply higher level learning taxonomy into own teaching
  - Focus on ways to focus on student learning

WHAT is your TAKE-AWAY?

## References

- Ableser, J. (2007) "Life beyond multiple choice tests: Alternative and Authentic Assessment" in *Teaching, Learning, Assessing: Guide for Effective Teaching at College and University* Niagara Falls, N.Y.: Mosaic Press
- Anderson, L. W., & Krathwohl, D. R. (eds.) (2001). *A taxonomy for learning, teaching, and assessing: A revision of Bloom's taxonomy of educational objectives*. New York: Longman.
- 
- Bloom, B., Englehart, M. Furst, E., Hill, W., & Krathwohl, D. (1956). *Taxonomy of educational objectives: The classification of educational goals. Handbook I: Cognitive domain*. New York, Toronto: Longmans, Green.
- Oakland University (Office of Institutional Research and Assessment) *Focus on the Finish Line*
- Pohl, D. (2000) *Learning to think: Thinking to learn*. Victoria, Australia: Hawker Brownlow Education
- Smith, K (2007) ed. *Teaching, Learning, Assessing: Guide for Effective Teaching at College and University* Niagara Falls, N.Y.: Mosaic Press
- Wiggins, G. (1989) "A true test: Toward a more authentic and equitable assessment" *Phi Delta Kappan*. May 1989, 703-713