JTFD

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Session 1

Introduction to JTFD

Today's Agenda

- JTFD project goals and process ~ 8 min
- Activity: Introductions ~ 11 min
- Overview of project and plans for 8 sessions ~ 4 min
- Session 1 Preparations and Learning Objectives ~ 4 min
- Activity: Chickering seven principles ~ 22 min
- Introduction to course design and delivery ~ 4 min
- Wrap up and plans for Session 2 ~ 4 min

1 min

Session 1. Objectives

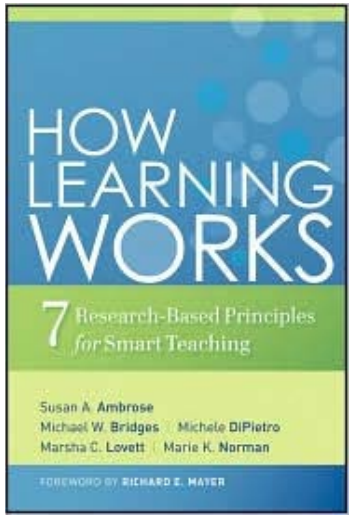
At the end of Session 1 you will:

- Understand goals of JTFD project and your role in the project
- Be familiar with project leaders & disciplinary pairs
- Understand Chickering's 7 principles of good practice
- Leave with a new idea that you can use in your course

2 min

Session 1. Preparation

- Complete the pre-workshop surveys
- Read (Bb)
  - *Seven Principles For Good Practice in Undergraduate Education* (Chickering and Gamson)
  - *How Learning Works* (Introduction and Chapter 1)
- Watch 15 minute interview of Eric Mazur:
  - http://tinyurl.com/JTFD-Mazur-Interview
- Get your own copy of *How Learning Works*



2 min

JTFD Project Goals

- **Develop** knowledge and skills on evidence based teaching and learning from research
- **Create** sustainable model that enables faculty members to work as a *community of practice* (CoP) to
  - Share knowledge
  - Develop Instructional strategies
  - Implement and evaluate approaches
  - Support implementation of innovative classroom practices
- **Measure** some stuff (and write some articles)

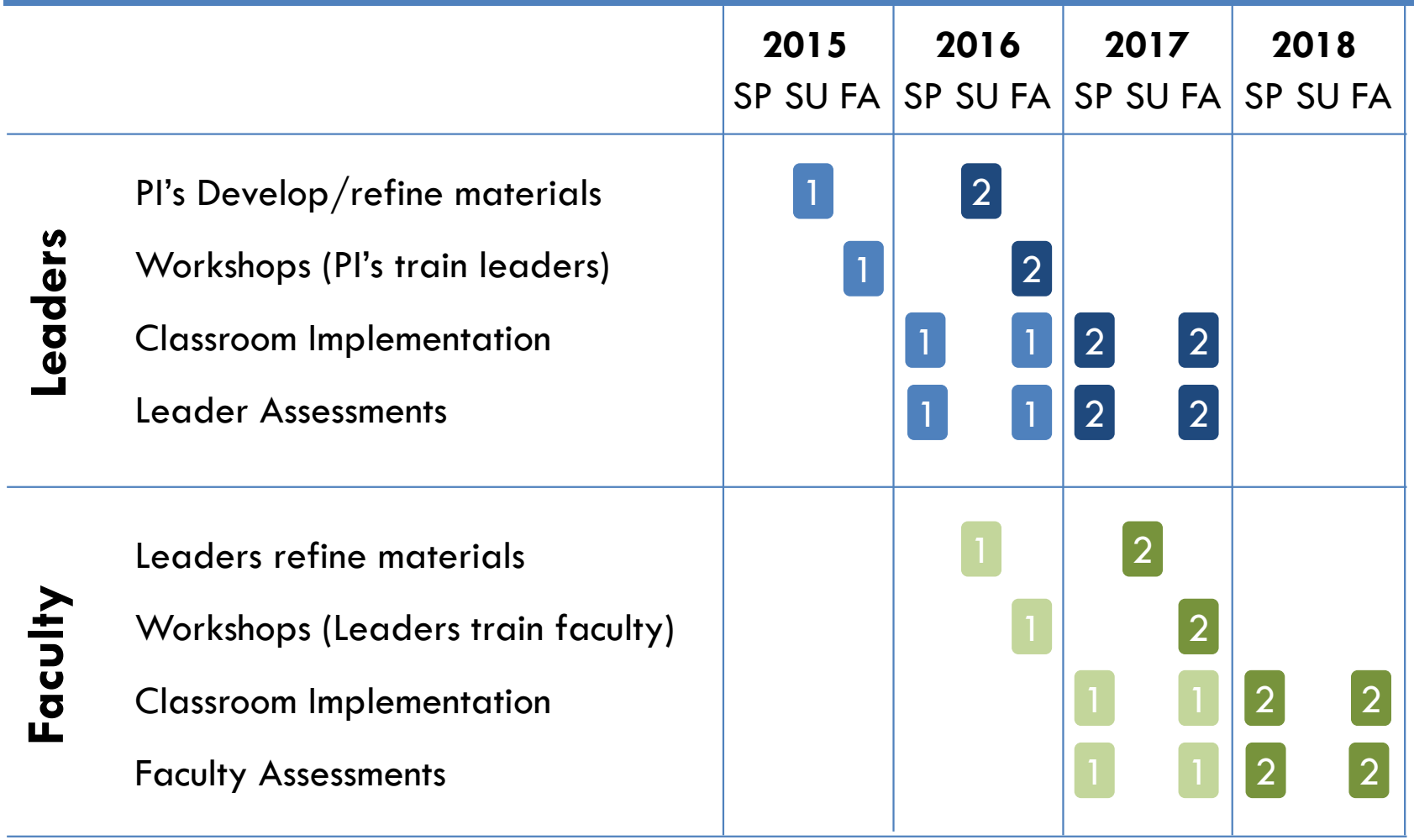
2 min

Workshop Session Goals

- Introduce research-based principles of teaching and learning that can be used in everyday classroom practice
- Prepare participants with examples, strategies and resources to:
  - Effectively create and develop a Community of Practice (CoP) with faculty colleagues
  - Foster and grow each CoP so that it learns, problem-solves, and provides support for innovative classroom practice

2 min

Timeline



1 min

Process

- **Learn:** In a Community of Practice
  - Professional development for you
- **Try:** In your own classes
  - New practices, tools and technologies that you feel will support better learning and engagement of your students
- **Lead:** In your Disciplinary Communities of Practice
  - Help others through example
  - Meet and discuss implementation and its effects
  - Spread engagement practices to a broader base of implementation

1 min

Information on Bb

- Blackboard Site: **JTFD Faculty Development**
  - Readings and videos
  - Homework assignments
  - Muddiest points

Example for today:

View a 15-min interview of Eric Mazur, where he recounts his own struggles and triumphs in his classes:

http://tinyurl.com/JTFD-Mazur-Interview

1 min

Activity: Introduce your Partner

Think–Pair–Share Activity

- **Think:** What questions will you ask your partner to be able to meaningfully introduce them to this community?
- **Pair:** Interview your partner
- **Share:** Introduce your partner to the community.

11 min

JTFD Workshop Sessions Overview

- Session 1. Introduction to JTFD ← You are here
- Session 2. Learning objectives & Bloom's taxonomy
- Session 3. Overview of active learning
- Session 4. Active learning in lecture
- Session 5. Cooperative learning
- Session 6. Student motivation
- Session 7. Creating a positive learning environment
- Session 8. Reflection/Getting ready for next semester CoP*

* CoP: Communities of Practice guided discussions on practice and implementation

4 min

Chickering's 7 Principles for Good Practice

1. Encourage interaction between students and faculty
2. Develop engagement and cooperation among students
3. Encourage student reflection during active learning
4. Give prompt feedback
5. Effectively manage students' time on task
6. Communicate high expectations
7. Respect students diverse talents and ways of learning

Chickering & Gamson, 1987. *Seven Principles for Good Practice in Undergraduate Education.*

2 min

Activity: Chickering's 7 Principles

Focus: Chickering's 7 principles of good practice

Activity: ~ 10 min

- Form groups and choose a recorder and a reporter
- Discuss one or two of the 7 principles you use or want to use
- Discuss challenges you see in using the 7 principles

Report Back: Summary ~ 5 min

Discussion: What new ideas can you use? ~ 5 min

Understanding by Design*

Stage 1. Identify desired results.

- What outcomes do you want to stick?
- What should students know and be able to do?
- What should students be familiar with and able to apply?

Stage 2. Determine acceptable evidence.

Stage 3. Plan class learning experiences and instruction.

Are the desired results, assessments, and learning activities **aligned** with *Learning Objectives*?

2 min

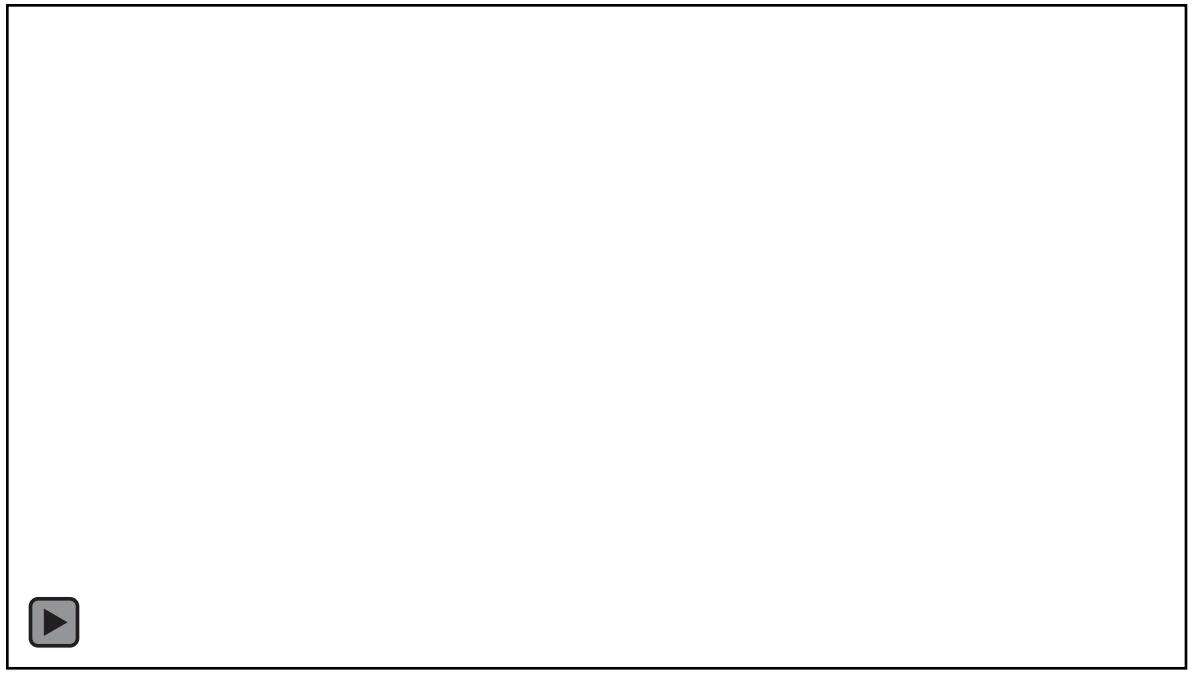
*Wiggins & McTighe. 2005. *Understanding by Design*. Alexandria, VA. ASCD.

Who is at the center?

Instructor-centered learning

1 min

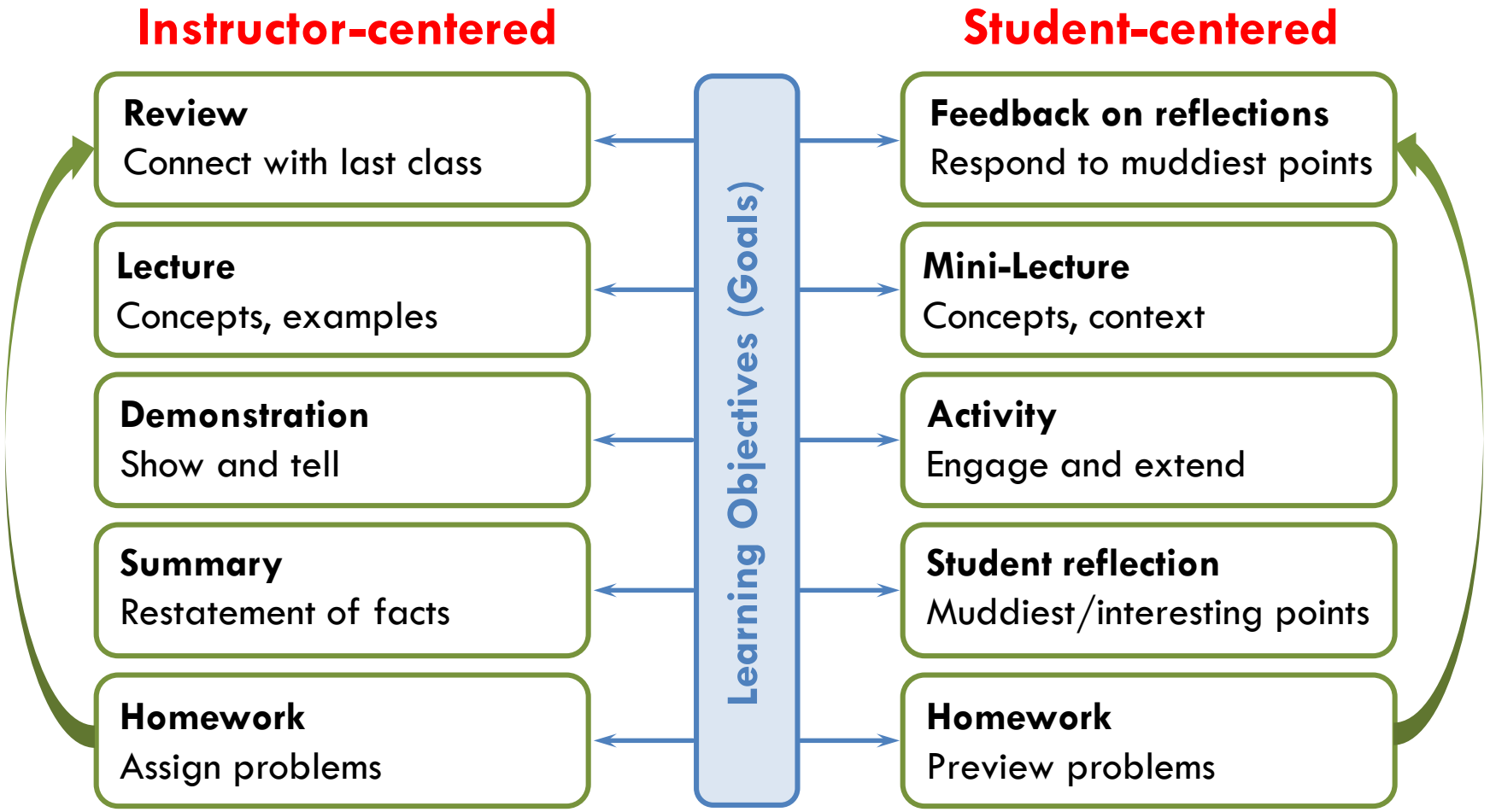
Who is at the center?



Student-centered learning (video)

1 min

Aligning Learning Goals with Instruction



2 min

Preparation for Session 2.

Creating Measurable Learning Objectives with Bloom's Taxonomy

- Read (Bb):
  - *Objectively Speaking* (article by Felder)
  - *What are learning objectives and how can we use them?* (Appendix D of *How Learning Works*)
- Review two websites about Bloom's Taxonomy:
  - www4.uwsp.edu/education/lwilson/curric/newtaxonomy.htm
  - www.celt.iastate.edu/pdfs-docs/teaching/RevisedBloomsHandout.pdf
- **Homework:** Take a topic from one of your classes and…
  - Write a learning objective for it using Bloom's taxonomy
  - Post to Bb by noon a day before next workshop

2 min

Wrap-Up & Reflection

- What aspect of this session was most useful to you?
- What idea from this session will you take to your classroom?
- What could be done to improve this session ?

2 min