

EFFECTIVENESS IN TEACHING & STUDENT SUCCESS

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Center for Innovative Teaching & Learning (CITL)

CENTER FOR INNOVATIVE TEACHING & LEARNING

- Supports faculty in the teaching & learning mission of the university
 - Assist with design of courses and course content
 - Traditional face-to-face, Online, Hybrid, Flipped classes
 - Facilitate professional learning communities (PLCs), webinars, small conferences on topics such as
 - Student learning and engagement (High Impact Practices, Active Learning Strategies)
 - Classroom management
 - Instructional alignment (learning objectives, activities, assessment)
 - Instructional technologies (Clickers; MediaSite; Blackboard; Collaborate)
 - Accessibility
 - Online teaching (OTC)
 - Graduate Assistant Teaching Institute (GATI)

STEREOTYPICAL COLLEGE COURSE

- Instructor lectures for 55/80/160 minutes each class session
- Students take an exam/assessment every couple of weeks
- Students receive a final grade that reflects their performance on these summative assessments
- This stereotypical model is entirely **passive**
- **Learning requires effort and practice**

THE SCIENCE OF LEARNING

- Hattie & Yates (2013) *Visible Learning and the Science of How We Learn*
- Brown et al. (2014) *Make it Stick: The Science of Successful Learning*
- Lang (2016) *Small Teaching: Everyday Lessons from the Science of Learning*

THE SCIENCE OF LEARNING

- Learning requires time, effort and motivation
- Concentration spans are short
- The effects of prior knowledge are powerful
- The human mind responds well to multimedia input
- Distributed practice is more effective than cramming
- To learn, the human mind must be **active**

[Hattie & Yates 2013](#)

QUALITIES OF EXCELLENT TEACHING

- Excellent teaching promotes a student-centered, active-learning environment
 - Moving beyond passive dissemination & retrieval of information
 - Dissemination & retrieval are important - one cannot do anything active until information is in memory
 - Dissemination and retrieval are the beginning of the learning process, not the end
- Excellent teaching is also growth centered
 - Developing new skills; testing innovative practices or technologies; experimenting with active-learning techniques; incorporating high-impact practices

QUALITIES OF EXCELLENT TEACHING

- How can an instructor promote active-learning?
 - Provide opportunities for students inside & outside of class to practice using new information and concepts using **micro-activities**
 - Administer low stakes quizzing and assignments
 - Try interleaving
 - Require frequent, low-stakes writing and reflection (1 minute papers/reflections)
 - Provide feedback
 - Help students see the relevance of course information
 - Create opportunities for students to engage in High-Impact Practices

MICRO-ACTIVITIES

- Small, low-stakes in-class activities that last 5-10 minutes
- Forces students to “do something” with information presented in class
 - Move information from short-term to long-term memory
- Break up long lectures into several mini-lectures (15-20 min in length)
- Examples
 - Think-Pair-Share
 - 1 Minute Reflection
 - Multiple-choice questions (for retrieval or prediction); use of classroom response system
 - iClicker or Kahoot

GROWTH CENTERED

- Utilize On-Demand Resources
 - <http://www.wku.edu/citl/resources/newfaculty/>
- Participate in professional learning communities or PD events offered by CITL
 - <https://www.wku.edu/citl/calendar/>
- Meet with a CITL Instructional Designer
 - Open drop-in meetings on **Monday, August 20 from 2:00-4:30pm** in Garrett Conference Center 105
 - [Schedule an appointment anytime](#)

GROWTH CENTERED

- Attending professional conferences focused on teaching & pedagogy
 - Kentucky Pedagogicon (May 17, 2019 at EKU)
 - The Teaching Professor (June 7-9, 2019 in New Orleans)
- Attending teaching & pedagogical sessions at discipline specific conferences
- Request CITL to visit your course or to evaluate your online course
 - classroom observations, 4th week check-in
- Over time, revise courses & content; experimenting with new/different instructional techniques

GROWTH CENTERED

- Use feedback for improvement
 - Peer evaluations; student evaluations; evaluation of student learning through formative and summative assessments
- Document efforts to improve one's craft
 - continuance; tenure/promotion; annual reviews – all provide opportunities for reflection and growth
 - document specific steps and strategies you have employed to grow as a teacher

SUMMARY

- Please do all you can to promote student success in your courses
 - Adopt active-learning strategies and techniques whenever and wherever possible
 - Seek out help/support from CITL
 - Be informed about and participate in student success initiatives here at WKU
 - Embedding High Impact Practices

WE'RE HERE TO HELP

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