

# Workshop: “Teaching Today’s Learners: Are You Ready?”

January 31, 2020  
12:30 to 4:30 pm

Christiane Herber-Valdez, Ed. D.  
Michele Williams, Ed. D.  
Oliana Alikaj-Fierro, Ph.D.





## Ice breaker



- 1) Your name and title
- 2) Years of teaching experience
- 3) Be ready to briefly (30 sec) share your **most memorable** instructor or lesson and why



# Workshop Learning Outcomes

## **You will be able to:**

...enhance your teaching approach with researched, best practices, that increase student success.

...create meaningful, appropriate assessments that support learning and provide timely feedback.

...integrate active and passive learning experiences, towards instructional goals, either delivered face-to-face or via Canvas



# Workshop Agenda

## **12:30pm Teaching Today's Learner's: Are you ready?**

An activity that examines faculty's beliefs regarding teaching and learning.

With a fine-tuned teaching mindset, we can begin to adapt our teaching approach for today's learners.

## **1:30pm Backwards Design: Begin with the End in Mind**

Overview of how backwards design works.

The key role of faculty's value added to the learning process.

The need to assess outcomes for continued program/course improvement.

## **2:15pm Break**

## **2:30pm Learning Theory**

Clarify how leaning occurs, in adults.

Differentiate passive from active learning, and stress the effectiveness of active learning.

## **3:00pm Integrating Passive and Active learning**

Explore simple strategies to implement in order to increase active learning opportunities in both, face-to-face and online instruction.

## **4:15pm Closing & Evaluation Forms**

# Teaching Today's Learners



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# Activity I: Sorting out your beliefs

Please take each statement provided and place it either under ‘**detrimental**’ or ‘**beneficial**’ to student learning, depending on your own beliefs of the teaching and learning process.

**5 minutes**



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[Pollev.com/olianaalikaj681](https://Pollev.com/olianaalikaj681)

Text: **Olianaalikaj681** to 22333

# To be a good teacher, one only needs an exceptional grasp of the material (Fang, 1996)

Detrimental to student learning **A**

Beneficial to student learning **B**

Not sure **C**



**To be a good teacher, one prepares intentional student engagement experiences (Graffam, 2000).**

Detrimental to student learning

Beneficial to student learning

Not sure



# The function of a teacher is to transfer knowledge to students (Fang, 1996)

Detrimental to  
student learning

Beneficial to  
student learning

Not sure

**The function of a teacher is to facilitate the learning process (Graffam, 2007).**

Detrimental to student learning **A**

Beneficial to student learning **B**

Not sure **C**



## Research informs that in Medical Education:

A good teacher, is not only about having an exceptional grasp of the material, and to be able to transfer it to students (Fang, 1996), but to prepare intentional student engagement experiences in order to facilitate the learning process (Graffam, 2007).

Your role is to facilitate student engagement  
with the content!

# Good teaching ensures that all content material to be taught to students in class (Smith, 1995).

Detrimental to student learning

Beneficial to student learning

Not sure

**Good teaching ensures that students reflect critically on pertinent material (MacLellan, 2005).**

Detrimental to student learning

Beneficial to student learning

Not sure

# Good teaching is about good lectures and good videos (Cohen, 2004).

Detrimental to student learning

Beneficial to student learning

Not sure

# Good teaching is about helping students construct knowledge (Fink, 2003).

Detrimental to  
student learning

Beneficial to  
student learning

Not sure



## Research informs that in Medical Education:

Good teaching is not about covering all content (Smith, 1995) with good lectures and videos (Cohen 2004), but about ensuring students reflect critically on pertinent content (MacLellan, 2005) to help them construct knowledge (Fink, 2003).

Students must reflect critically in order to  
construct knowledge.

# Adapting instructional practices will lessen academic quality (Hativa, 1998).

Detrimental to  
student learning

Beneficial to  
student learning

Not sure

# Adapting instructional practices include passive and active learning (Fink, 2003).

Detrimental to  
student learning

Beneficial to  
student learning

Not sure



## Research informs that in Medical Education:

Adapting instructional practices that include passive and active learning will benefit student learning (Fink, 2003) and will **not** lessen academic quality (Hativa, 1998).

The use of varied instructional practices support active student engagement with the content.

**Based on the student learning research  
(beneficial vs. detrimental claims), what  
surprised you?**



# Approach to teaching must shift

**From:**

*Teacher  
Centered*

Teaching is ...

- Only about content expertise
- to transfer knowledge
- covering all content in class
- with good lectures
- not using instructional practices in fear that they will lessen academic quality



**To:**

*Student  
Centered*

Teaching is ...

- Engaging students
- to facilitate the learning process
- With students reflecting critically on pertinent content to construct knowledge
- Using passive and active instructional learning practices



## Today's learners have:

- **Easy access** to a lot of content.
- This content comes in **many forms**: books, videos, articles, presentations, and so on.
- **Apps** to help them memorize and test themselves on large volume of content.
- Access to **free distance courses** from top institutions
- Today's conditions are very different...



## Reflection

When thinking about Today's learners: what is your view of your role in the teaching and learning process?

What is the value added of your interventions to student learning?

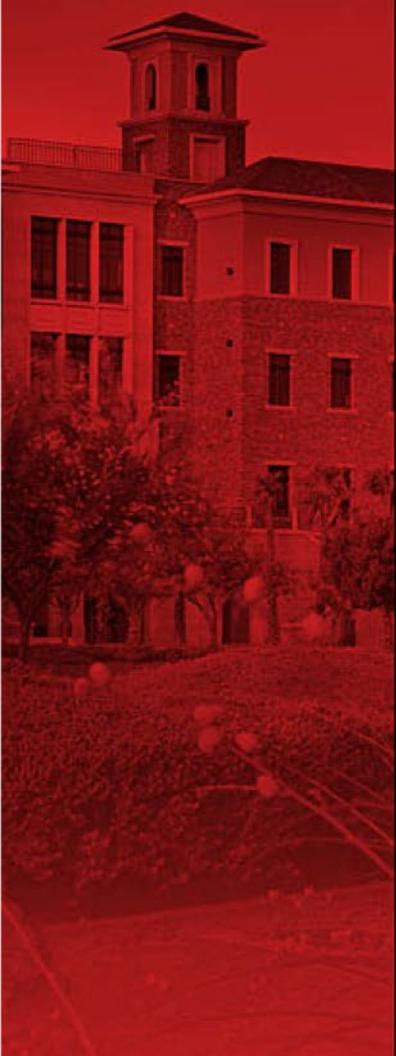
How can you adjust your approach to teaching to improve student learning?

**Be ready to share in 5 minutes.**



## References

- Cohen JC. Instituting improvement in medical education. Reporter 13(11):2. Publication of the AAMC. 2004
- Fang Z. A review of research on teacher beliefs and practices. Educ Res 1996; 8: 47–65
- Fink LD. Creating Significant Learning Experiences. Jossey-Bass, San Francisco 2003
- Graffam, B. (2007) Active learning in medical education: Strategies for beginning implementation, Medical Teacher, 29:1, 38-42, DOI: [10.1080/01421590601176398](https://doi.org/10.1080/01421590601176398)
- Hativa N. Lack of clarity in university teaching: a case study. High Educa. 1998; 36: 353–381
- MacLellan E. Conceptual learning: the priority for higher education. Br J Educ Studies 2005; 53: 129–147
- Smith RA. Reflecting critically on our efforts to improve teaching and learning. To Improve the Academy, E Neal. New Forums Press, Stillwater, OK 1995; 129–153



# Backwards Design: Begin with the end in mind





## Office of Institutional Research & Effectiveness (OIRE)

The **mission of the OIRE** is to ensure institutional data integrity, consistency and accuracy, and to **promote institutional effectiveness** through ongoing, systematic planning and evaluation efforts in order to support programs, faculty, and staff in achieving the institutional mission.



TIGER





Ask yourselves:

# Is my teaching effective?

**Let's define effective...**

From <https://www.merriam-webster.com/dictionary/effective>

Adjective / Definition of *effective*:

“Producing a decided, decisive, or desired effect”

**Effective** refers to producing a desired effect...



# Do you believe that your teaching is effective?

Yes

No

I do not  
know

## To be effective in teaching & learning process,

1. Be very clear what the 'desired effect' is... (Learning Outcomes)
2. Craft various forms of assessments that serve as:
  - 1) evidence of learning at the desired rigor
  - 2) feedback of your effectiveness in teaching and
  - 3) feedback to students on their progress
3. Select instructional experiences appropriate for students to be successful in planned assessments

# 1. 'desired effect' = Student Learning Outcome

SLO = Verb + Content + Context / Conditions

Cognitive rigor (verbs)

Content (skills / knowledge / values)

Context (conditions and standards/level of mastery)

Students will be able to <verb> <content> <to this standard and under these conditions>.



VERB



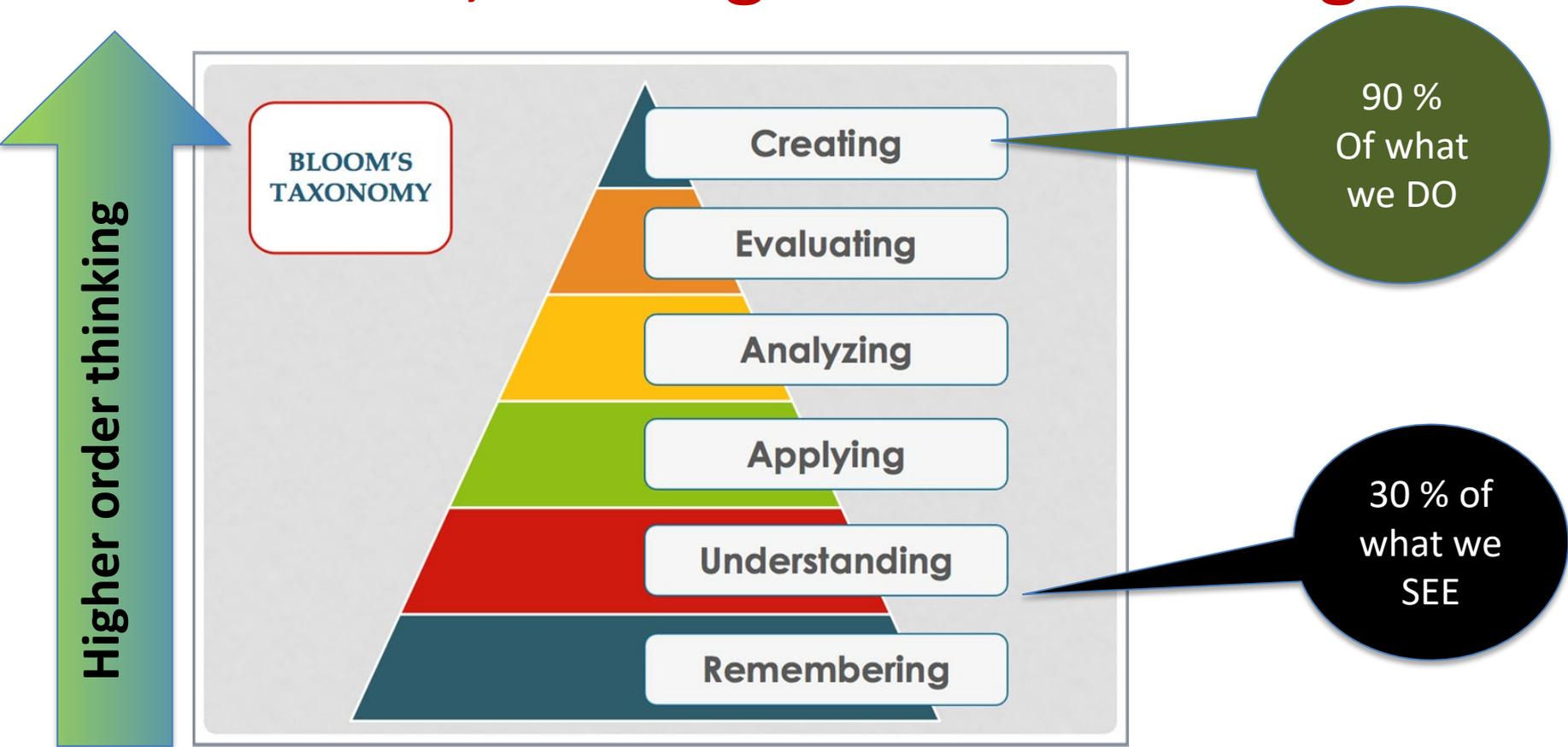
CONTENT

## Example:

Participants will be able to **increase** **active learning experiences** delivered with either face-to-face or online instruction.



# The higher order thinking **verbs** used, the higher the learning





## Examples of writing learning outcomes

Student learning outcomes at various cognitive levels of Bloom's Taxonomy:

1. Students will **list** drugs that treat asthma.

*2. Name the five causes of dizziness.*

1. Students will **explain** how drugs that treat asthma work.

*2. Given a patient case description, determine the three most likely causes of dizziness.*

Is this a skill that the students will actually use in their practice?  
Is this skill required in order to acquire another useful skill?



# Verbs guide RIGOR

Participants will be able to **increase** active learning experiences delivered with either face-to-face or online instruction.

Participants will be able to **understand** active learning experiences delivered with either face-to-face or online instruction.

Participants will be able to **evaluate** active learning experiences delivered with either face-to-face or online instruction.

Participants will be able to **create** active learning experiences delivered with either face-to-face or online instruction increasing student success.

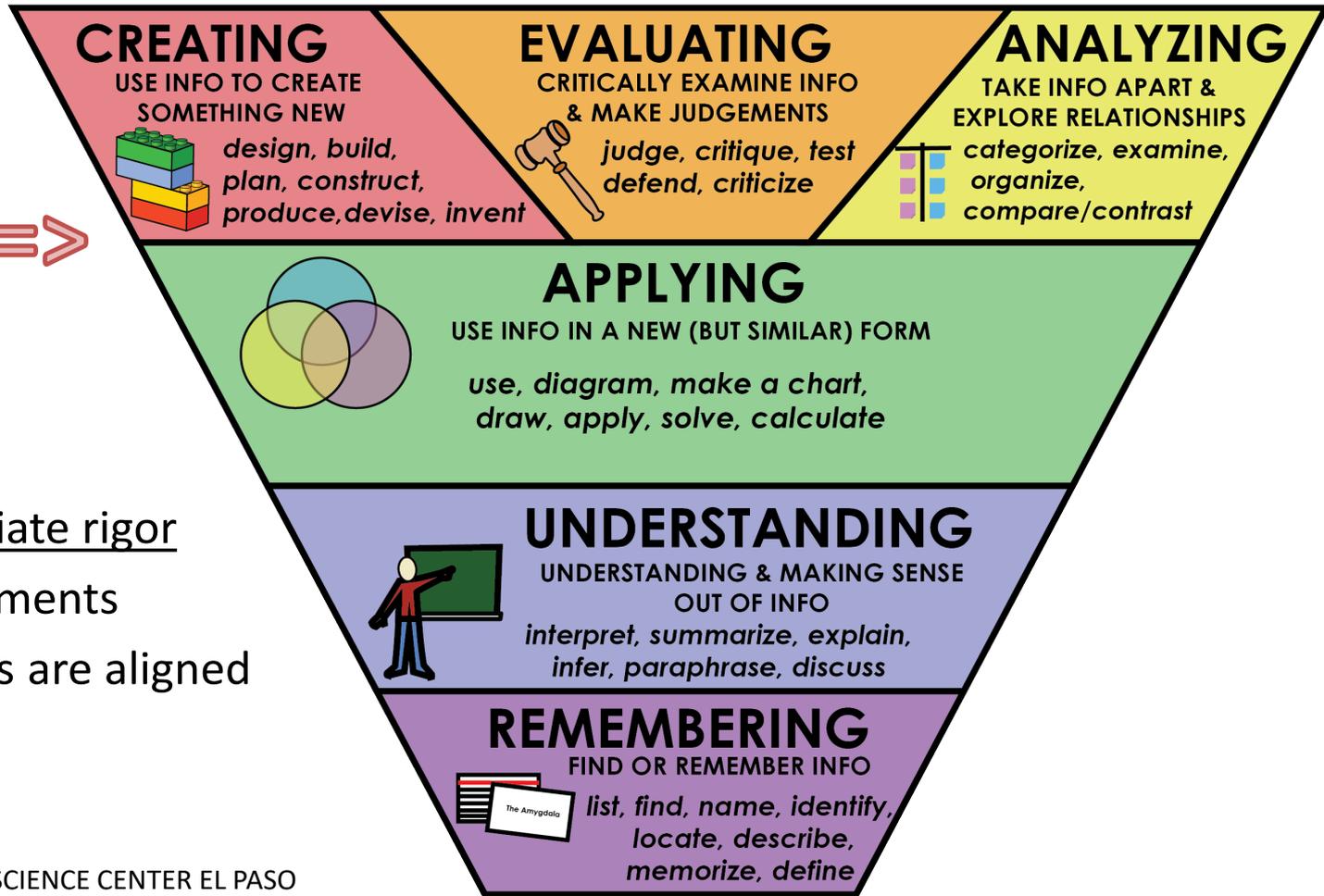
Consider the differences in assessments required in each case...

Consider the differences in instruction required in each case...

# Why Use Bloom's Taxonomy?

## BLOOM'S TAXONOMY

Active Learning =>



- Instruct at appropriate rigor
- Design valid assessments
- Ensure assessments are aligned with the SLO.



# Your turn: Write a learning outcome

Pair up,

- 1) Select one of the broad topics provided
- 2) Write a learning outcome:

**VERB** + **CONTENT** + **Context**

- 3) Be ready to share in 5 minutes

Is this a skill that the students will actually use in their practice?  
Is this skill required in order to acquire another useful skill?



## To be effective in teaching & learning process

1. Be very clear what the 'desired effect' is... (Learning Outcomes)



**UNPACKED Verb** + **Content** + **Context / Conditions**

2. Craft various **forms of assessments** that serve as:

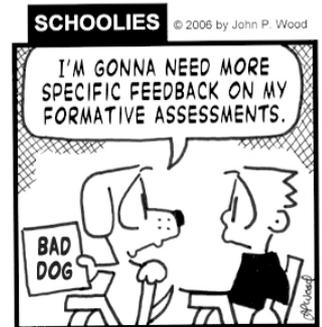
- 1) evidence of learning at the desired rigor
- 2) feedback of your effectiveness in teaching and
- 3) feedback to students on their progress

3. Select **instructional experiences** appropriate for students to be successful in planned assessments



## 2. Assessments/feedback

- Be **aligned to learning outcomes** (desired effects)
- **Appropriate rigor** or mastery level (standard)
- Must be more **authentic** (real-life) to yield significant learning.
- Because **assessments guide instruction**, the instructional experiences often mimic the assessments. **Rubrics** provide criteria for scoring/feedback.
- **Various forms** of formative & summative can provide the necessary evidence of learning level and timely feedback to evaluate process.





# Example of aligned assessment

**Student Learning Outcome:** Given a case of an infant with bronchiolitis, the students will correctly assess the child's physiology and select the appropriate tests to support or confirm the assessment.

**Non-Appropriate Assessment Item:** List the most common symptoms of bronchiolitis in an infant.

**Appropriate Assessment Item:** Answer the following questions based on the given scenario (infant with bronchiolitis):

1. What do you already know about this child's physiology (air movement and gas exchange)?
2. What laboratory tests should you consider in order to support or confirm your assessment?



# Your turn: Select an assessment

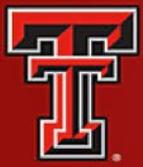
Review your learning outcome:

**VERB** + **CONTENT** + **Context**

- 1) Select an appropriate form of assessing learning.  
Making sure it measures the rigor/verb appropriately.
- 2) Be ready to share in 5 minutes.

Does your assessment provide:

- evidence of learning at the desired rigor?
- feedback of your effectiveness in teaching?
- and feedback to students on their progress?



# Reflection: Muddiest Point

What needs more clarification?

What questions do you have on the topic?

Quickly jot it down in the “Muddiest Minute Paper” and pass it down.

**1 minute!**



## To be effective in teaching & learning process,

1. Be very clear what the 'desired effect' is... (Learning Outcomes)

UNLACKED Verb + Content + Context / Conditions

2. Craft various forms of assessments that serve as:

1) evidence of learning at the desired rigor

2) feedback of your effectiveness in teaching and

3) feedback to students on their progress

3. Select instructional experiences appropriate for students to be successful in planned assessments

## 3. Select instructional experiences

- When assessment is authentic, instruction is based on preparing students for such assessment
- Online vs. face-to-face delivery or hybrid
  - Lecture? If so, how much?
  - Projects: individual/pairs/groups
  - Problems
  - Readings
  - Questionnaires
  - Assignments
  - Research paper
  - Multi-media Presentations
  - Role playing
  - Case studies
  - Field Work
  - Journaling
  - Observations / Reports



# Your turn: Select instructional strategies

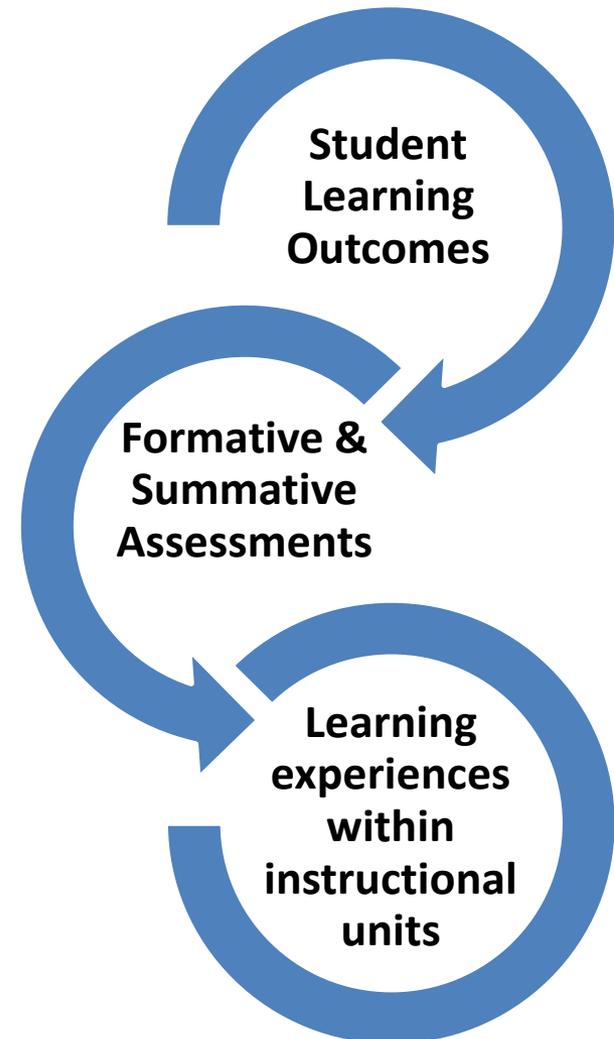
## How can it be taught?

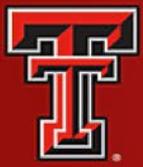
- (Lecture, Projects (individual/pairs/groups), Problems, Readings , Questionnaires, Assignments,
- Research paper, Multi-media Presentations, Case studies, Field Work, Observations / Reports)

**When designing instruction...begin with the end in mind:**

# Backwards Design

- 1) Begin with the **desired SLOs**: The blueprint for course design (**SLOs**)
- 2) Carefully select **assessments** (forms of evidence of learning) and **as feedback** to guide your instruction effort
- 3) Plan **learning activities or experiences** making sure that scope, sequence, depth and rigor are appropriate for students to be successful in planned assessments





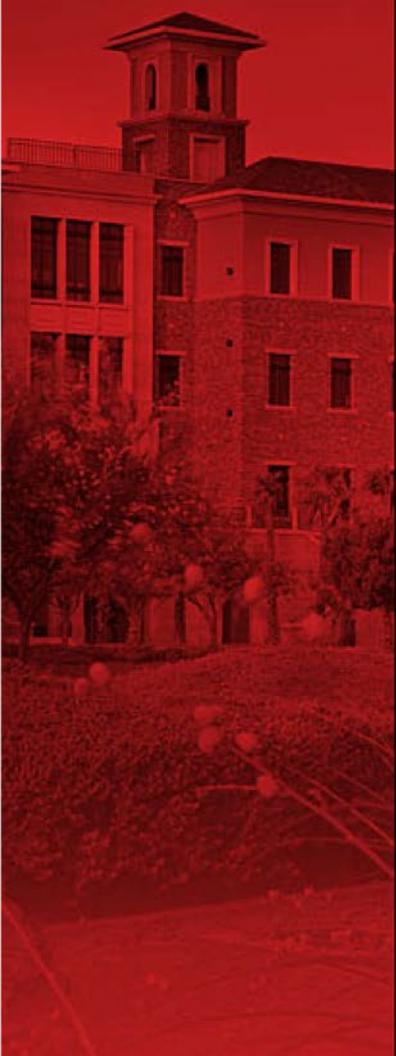
# Reflection

How can your instruction be more effective?

Think of at least ONE thing you can adjust to make a positive difference in learning outcomes.

Quickly jot it down in the “Minute Paper” and pass it down.

**1 minute!**



# Learning Theory



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# Domains of Learning

Bloom, et al (1956) identified that all learning can be classified within one of these three *domains* of educational activities or learning objectives:

<p><b>Cognitive:</b> mental skills</p> <ul style="list-style-type: none"><li>• Knowledge</li><li>• Comprehension</li><li>• Application</li><li>• Analysis</li><li>• Evaluation</li></ul>	<p><b>Psychomotor:</b> manual or physical skills</p> <ul style="list-style-type: none"><li>• Imitation</li><li>• Manipulation</li><li>• Precision</li><li>• Articulation</li><li>• Naturalization</li></ul>	<p><b>Affective:</b> growth in feelings or emotional areas</p> <ul style="list-style-type: none"><li>• Receiving</li><li>• Responding</li><li>• Valuing</li><li>• Organizing</li><li>• Characterizing</li></ul>
<b>Knowledge</b>	<b>Skills</b>	<b>Values</b>



## Learning occurs when:

- Students **connect** new knowledge to what they already know
- Students **construct** new knowledge by engaging with content in **critical reflection**.
- Students feel safe, included, and have **diverse ways** of learning available.
- Greater focus is given to the **process** and less on the content being taught.
- Students work on **authentic** assignments (e.g. case studies, role playing, simulations, analysis, discussions, etc.)
- Students know how to **self-evaluate** and **self-regulate**.



# Andragogy: Adult Learning Theory

By Malcolm Knowles (1984)

- Adults need to be involved in planning and evaluation of their instruction
- Experience (learning from mistakes) is the basis for their learning activities
- Most interested in learning what is immediately relevant to their job/life
- Learning is PROBLEM-centered rather than content-oriented.



## More About **Adult Learners**

- Have both: positive & negative **experiences**, doubts & fears about the educational process
- **Learning style** is usually set & have resistance to change
- **Value self** as an adult more than a program
- Educational interests reflects **vocational** concerns
- “**Adult goals**” with an established family



## Reflection

- When thinking about the Adult Learning Theory: what is one thing you can change or adjust?
- What are some challenges? How can adult learners be involved in planning and evaluation?
- Be ready to share!

**5 minutes!**



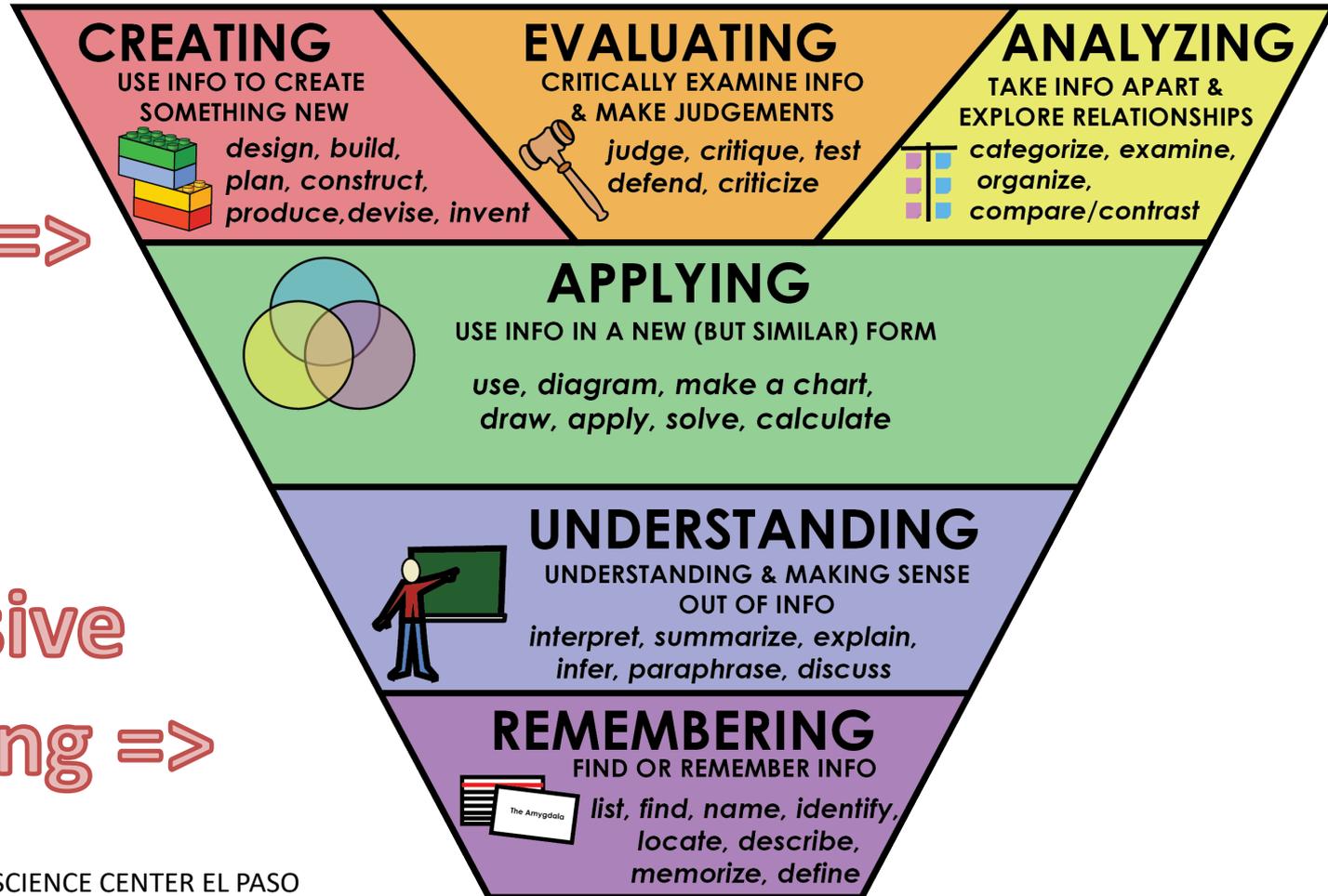
# Integrating Passive and Active Learning





## BLOOM'S TAXONOMY

Active Learning =>



Passive Learning =>



# Assumptions of Passive vs. Active Learning

<b>PASSIVE LEARNING</b>	<b>ACTIVE LEARNING</b>
Instructor has total mastery of content	Instructor is current in knowledge and attempts to master content
Any such content expert can teach	Instructor learns and employs pedagogy
Instructor is “verbal textbook”	Instructor is a facilitator, coach and mentor
Student is “empty vessels” to be filled	Students are expected to read, review, look-up information before and after class
Student is passive “tape recorder”	Students practice applying skills/knowledge
Student expected to absorb and record	Students develop skills in discovering and constructing knowledge
During assessment, student regurgitates	Students learn to monitor and discuss own learning



# Passive Learning

- Passive learning **“BENEFITS”**
  - Quickly presents a variety of information.
  - Allows lecture notes to be pre-planned and reused.
  - Gives the instructor more control over course delivery.
  - Instructor can repeat course with little or no effort.
- Passive learning **DISADVANTAGES**
  - Can be boring and/or unrelatable.
  - Presents fewer opportunities to assess student comprehension.
  - Students are less involved in the learning experience.
  - Students are more likely to shy away from voicing a misunderstanding or opinion.



# Active Learning

- Active learning **BENEFITS**
  - Increases critical thinking.
  - Provides frequent feedback on a student's comprehension of the material.
  - Creates a learning environment
  - Gives the student a larger role in their learning environment.
  - Increases student attention.
  - Stimulates thought and discussions.
- Active learning **CHALLENGES**
  - Requires more spontaneous and flexible lesson plans.
  - Limits the amount of material that can be presented at once.
  - Requires planning, structure and guidance



# 4-Step Principles for Making Learning Active

## 1. Identify learning objectives for the lesson/unit.

- Ensure activity aligns with course objectives and lesson
- What should students be able to do or know/know how to do after the lesson?

## 2. Identify core concepts students need to learn before engaging in the activity

- List theory, frameworks, formulas, etc. students need to know prior to lesson
- Determine breadth and depth of knowledge required
- Consider students' current knowledge level to determine how to present information

## 3. Consider options: Select activity and tools

- Determine types of activities (consider class size, space, time available, etc.)  
Ex.: debate, role play, mind map, small discussion, group project, group presentations
- Identify tools needed to conduct activity (consider access to tool, skill level, etc.)

## 4. Articulate activity instructions in detail

- Communicate goal, purpose, and expected outcome of activity
- Details of assignment (requirements, due dates, concepts to incorporate, format for product, etc.)
- Execution details (group or individual, group assignments, rules/etiquette for group work, collaboration strategies, tools and platforms to use)



# Example

- Nursing class of 150 students
- Learning goals
  - 1) identify symptoms associated with disordered eating, and 2) determine a patient's symptoms on the eating disorder continuum.
  - Aligns with course objectives "Analyze patient behaviors to determine presence of disordered eating on the eating disorder continuum"
- Core concepts
  - 1) Symptoms of disordered eating and 2) know which patient behaviors are normal and ones associated with eating disorders.
  - Students need to know characteristics of eating disorders and be familiar with the 'eating disorder continuum'
  - Assignment: 1) textbook reading prior to class 2) short video to show prior to the activity that illustrated key concepts.
- Chosen in-class activity: Concept Board
- Students work in small groups after watching video of woman struggling with binge eating
- Instructor introduced activity with guiding questions for discussions
- Groups collaborated using white board to create concept maps
- Online version: use Google Draw on Google Drive (asynchronous or synchronous)



# School of Nursing University of Wisconsin-Madison



‘Active learning’  
takes center stage at  
School of Nursing

“The level of engagement they  
have here transforms to the  
level of engagement they have  
with a patient.”

*Earlise Ward, Assoc. Prof.*



## So far, you have:

1. Written what the 'desired effect' is... (Learning Outcomes)
2. Crafted various forms of assessments that serve as:
  - 1) evidence of learning at the desired rigor
  - 2) feedback of your effectiveness in teaching and
  - 3) feedback to students on their progress
3. Selected instructional experiences appropriate for students to be successful in planned assessments



# Design an In-class Activity

- Pair up
- Integrate passive and active learning strategies into your selected instructional experiences.
- Include learning strategies for face-to-face and online instruction.
- Be ready to share!



# Teaching: What's in it for me?

- Annual evaluations
- Course evaluations by students
- Teaching awards & honors: Dept/Univ/  
Community
- Scholarly work: publications/presentations
- Mentoring
- Peer recognition
- Promotion and tenure (Level 2 & 3)



## Teaching Philosophy Example

- It is a privilege to teach and my mission is to guide students into effective life-long learners.
- Everyone can learn and it is my job to facilitate the learning process through guided experiences.
- Timely feedback and assessments guide improvements in my teaching and student learning.
- Everything I do is centered in student learning and their success.



## Final Thoughts...

- To create a course: Start at the end! (Wiggins, 1998).
- From the course goals/outcomes, we prepare lower level goals, or objectives (scaffold curriculum).
- Prepare assessments, both formative and summative aligned to the goals/objectives that will provide timely feedback regarding student learning and also guide your teaching.
- These lower level objectives guide the scope, sequence, and experiences for each unit/session. This is where students get fundamental knowledge to meet higher-order goals.