Taking our Classes from Learning to Thinking

Using Rigor and Engagement
Presenters

- Encarna Rodriguez...
- Mary D. Applegate..
- Eileen Sabbatino.....
- Terry Furin...
- Encarna Rodriguez..

Introduction
Assessment
Multiple Pedagogies
Reflection
Philosophy
Introduction

Encarna Rodriguez
SUBJECT

Knowledge generated by the discipline
Current relevance of the subject area
Specific areas of the discipline addressed in the course
Goal: To promote high expectations based on High order thinking

Traditional
Emphasis on measurable end results
Examples: teacher made tests and Standardized tests.

Alternative
Emphasis on the process as well as end result, it provides authentic learning contexts, it allows for individual ways of demonstrating knowledge.
Examples: Papers, presentations, Research projects, interviews, Concept maps, behavioral Charts, etc.
MULTIPLE PEDAGOGIES

Goals:
To address the needs of all students.
To provide different pedagogical contexts for learning

Methodology
Variety of assignments, students’ participation in designing class assignments, group projects, class discussions, outside class projects, etc.
REFLECTION

Goals:
To foster students’ understanding of their own learning.
To promote higher order analysis of the subject.
To promote application of the knowledge deemed important by the discipline.

Methodology
Portfolios, exhibits, presentations, reflective papers, journals, group discussions, group projects, generating questions to discuss in class, research projects, interviews, etc.
Beliefs on
the role of the discipline in current society
the best way to provide students with the
content knowledge how students learn
What is important for students to know
what students should do with the knowledge acquired in class.
Higher-level thinking

Mary D. Applegate
Foster higher-level thinking

- Power of meaning is strengthened with intrinsic motivation.
Match level of thinking for teaching and testing
Bloom – a linear model

Concern: knowledge that is not understood is acquired. Theories of cognition suggest we process information in meaningful units.

Response: modification of its linear nature
Example: Pre-reading discussion issues to show how competition could lead to cooperation and how cooperation could result in control.
Multiple Pedagogies

“If all you’re given to work with is a hammer, everything begins to look like a nail.” ..... Howard Gardner

Eileen Sabbatino
Student Perceptions

- Power point was very clear and helpful for understanding the concepts presented. vs.
- Too much power point, interfered with note taking.

- I would have liked more notes displayed and less discussion. vs.
- More time for discussion would have been helpful.

- Small group activities helped me to process the information presented. vs.
- Small group discussions took away from the professor’s lectures.

- The text was powerful and very enlightening. vs.
- The text was boring and did not help my understanding of the material.
“Students are more likely to internalize, understand and remember material learned when intellectual engagement is high, when instruction is pragmatic, interactive and applied, and when material is introduced through a variety of modes.”

Dana & Floyd, 1993
# Retention Rates Over a Twenty-four Hour Period

<table>
<thead>
<tr>
<th>Activity</th>
<th>Retention Rate</th>
</tr>
</thead>
<tbody>
<tr>
<td>Oral Presentation (lecture)</td>
<td>5%</td>
</tr>
<tr>
<td>Reading text</td>
<td>10%</td>
</tr>
<tr>
<td>Auditory-visual presentation</td>
<td>20%</td>
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<tr>
<td>Demonstration</td>
<td>30%</td>
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<tr>
<td>Discussion Group</td>
<td>50%</td>
</tr>
<tr>
<td>Practice by doing</td>
<td>75%</td>
</tr>
<tr>
<td>Teaching others</td>
<td>90%</td>
</tr>
</tbody>
</table>

Sousa, 1995
Effective Instructional Approaches

- Peer conferences
- Small and large group discussions
- Teacher-student conferences
- Peer conferences
- Cooperative activities
- Demonstrations
- Role-play
- Journal dialogues
- Case studies
“This style of teaching was really good for the way I learn. Struggling with ADD and learning disabilities it helped to have a Dewey like (progressive) classroom where there was a great deal of discussion and student involvement.”
Some Students Need More Direct Accommodations

Equal = Fair
Reflection

Terry Furin
Selected Points of John Dewey’s Democratic Pedagogy

- Honor the significance of each individual.
- Recognize the central importance that personal experiences play in an individual’s continuous education.
- Connect goals of social worth to educational processes
To Dewey...

- "The Child is the Starting-point, the center, and the end. His development, his growth, is the ideal. It alone furnishes the standard. To the growth of the child all studies are subservient; they are instruments valued as they serve the needs of growth."
“A society which makes provision for participation in its good for all its members on equal terms and which secures flexible readjustment of its institutions through interaction of the different forms of associated life is in so far democratic. Such a society must have a type of education which gives individuals a personal interest in social relationships and control and the habits of mind which secure social changes without introducing disorder.”
Dewey’s main ideals are based upon the idea of experience – students should be provided with experiences that are immediately valuable and better enhance certain skills that will allow them to contribute to society.
“Dewey’s ideal classrooms would be democratic, collaborative, creative, student-centered, interactive, and would expose students to other cultures.”
“The best way to teach students is to engage them by living the experiences first-hand.”
According to John Dewey, education should be a “hands-on” engaging experience. Dewey’s philosophy of education was one that stressed the importance of teaching children skills, and offering them experiences that they could take out into the real world, and use in their community.
Philosophy of Education

Encarna Rodriguez
I believe:

- Educators are public intellectuals (*Critical theory in Education*)
- Students construct knowledge while engaging in the learning process (*Constructivism*)
- Knowledge is socially constructed (*Social Constructivism*)
Students’ work:

- Are not just individual assignments to be presented to the teachers
- Should benefit the entire class
- Should contribute to create a community of learners
Example

- Student presentations
  Assignment:
  - Concept map of a theory of learning
  - Lesson plan based on that specific theory of learning
- Student feedback to their classmates regarding their presentations
  Tool: rubric for presentations
<table>
<thead>
<tr>
<th>Clear and well organized</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Evidence of group work</td>
<td></td>
</tr>
<tr>
<td>Concept map is clear and well organized</td>
<td></td>
</tr>
<tr>
<td>Concept map addresses the main ideas of the chapter</td>
<td></td>
</tr>
<tr>
<td>Concept map shows evidences of group work</td>
<td></td>
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<tr>
<td>Lesson plan is fully developed and clearly written</td>
<td></td>
</tr>
<tr>
<td>Lesson plan is based on the theoretical assumptions of the chapter</td>
<td></td>
</tr>
<tr>
<td>Comments/observations:</td>
<td></td>
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</table>
“Teaching involves a highly complex sequence of ongoing actions... Each of these interactions requires a decision: what to do, what to say, how to react, where to go next... The most useful of your beliefs as a teacher are those that relate to how students change, how they learn, what motivates, reinforces, and punishes them, and what is interesting and important for them. This falls under the umbrella of psychology and thus you have the special education for teachers of Educational Psychology Today. Enjoy!!!
ASSESSMENT

PHILOSOPHY OF EDUCATION

MULTIPLE PEDAGOGIES

REFLECTION

SUBJECT
Taking our Classes from Learning to Thinking

An Invitation to Dialogue