

County College of Morris- Center for Teaching Excellence



Tools for Your Teaching Toolbox

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Workshop Objectives:



- ❧ Learning Styles
- ❧ Student-Centered Learning
- ❧ “Instructional Tools”
- ❧ Assessments

Learning Styles:



☞ Active vs. Reflective Students

1. Active students tend to retain and understand information best by doing something active with it, such as discussing or actual manipulations.
2. Reflective students prefer to think about the new information quietly at first.

Learning Styles:



☞ Sensing vs. Intuitive Students

1. Sensing students tend to like learning facts.
2. Intuitive students usually prefer discovering possibilities and relationships.

Learning Styles:



∞ Visual vs. Verbal Students

1. Visual students remember best what they see: pictures, diagrams, flow charts, time lines, films, and demonstrations.
2. Verbal students retain more with spoken explanations.

Learning Styles:



∞ Sequential vs. Global Students

1. Sequential students gain understanding in linear steps, with each step following logically from the previous one.
2. Global students tend to learn in large jumps, absorbing material almost randomly without seeing connections, and then suddenly “getting it”.

Activity:

Small Group Discussion



In your small groups discuss, then compare and contrast, what “observable behaviors” you see in:

1. Active or Reflective Students
2. Sensing or Intuitive Students
3. Visual or Verbal Students
4. Sequential or Global Students

Learning Styles: Results



What kind of student are you?

Active or reflective?

Sensing or intuitive?

Visual or verbal?

Sequential or global?

Activity:

Think-Pair-Share



1. Reflect on the results of the learning style inventory.
 - Were you surprised at any of the results?
 - Does your teaching style reflect your learning style?
2. Share your reflections with a partner.
3. Share your reflections with the class.

Some Essential Questions:



1. What is your philosophy of education?
2. What is more important, curriculum or student learning? Why?
3. What is the role of the instructor? What is the role of the student?
4. What does student-centered learning mean to you? How would you approach your classes?
5. Presently, what is the basic structure of your classes? What in-class activities would you classify as student-centered?



Learning happens when it is

RELEVANT



Learning happens when

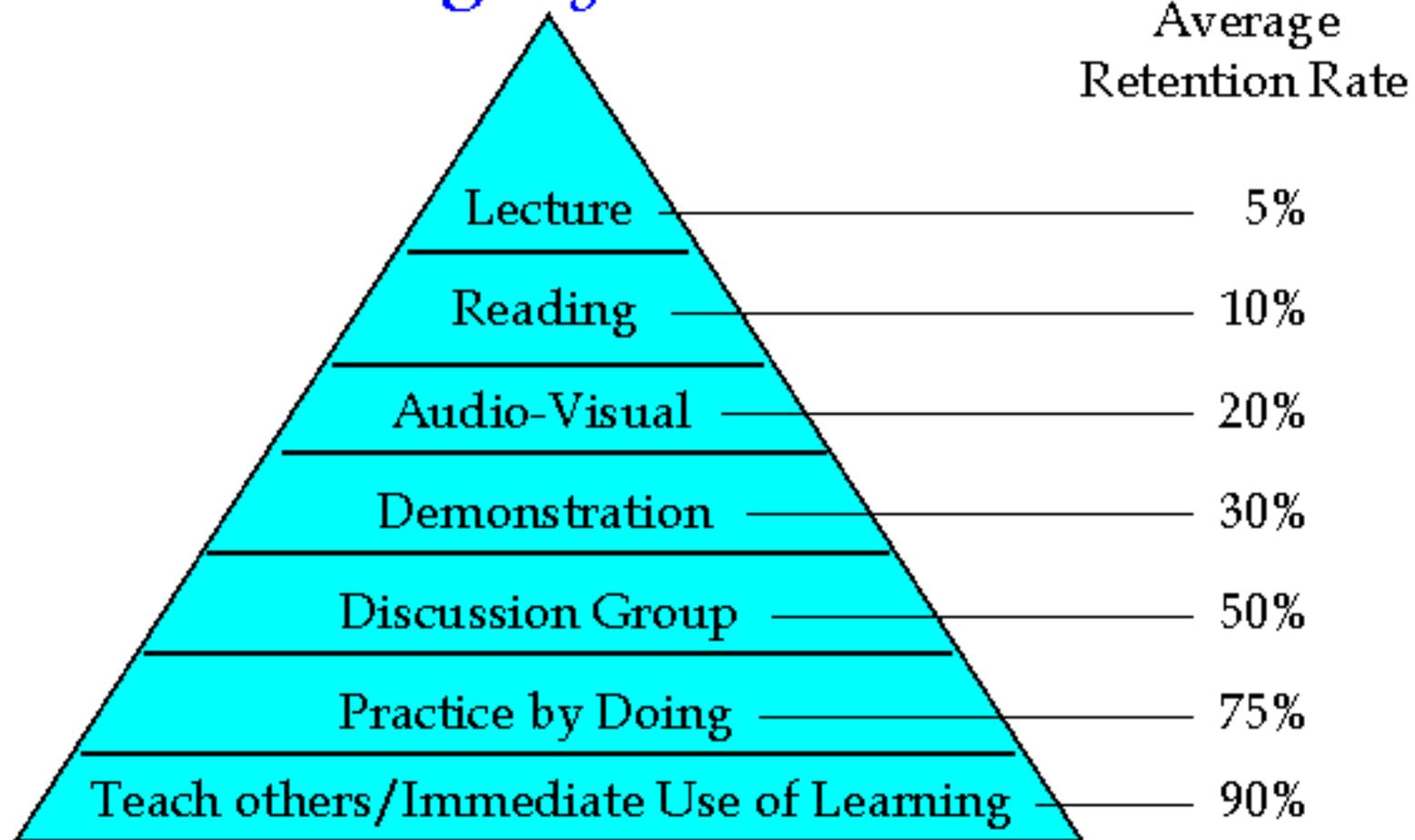
**STUDENTS ARE
ACTIVELY INVOLVED**

Student-Centered Learning:



- ☞ Student-Centered Learning = Higher Motivation = Increase in Learning & Performance
- ☞ Creates a sense of accountability and ownership of learning

Learning Pyramid



*Tell me and I'll forget. Show me, and I
may not remember. Involve me, and I'll
understand.*

Native American Saying

The Learning Pyramid: Reflection



Look back at your answers to the essential questions.

1. Where do most of your in-class activities fall in the Learning Pyramid?
2. What do you think is the average retention rate for your learners?
3. What can you do to improve the retention rate?

Cooperative Learning:



- ❧ Philosophy: Small team activities to enhance learner understanding of a subject. Each team member is responsible not only for learning what is taught, but also for helping teammates learn.

Cooperative Learning:



∞ Purposes

1. Promote student learning and academic achievement
2. Increase student retention
3. Enhance student satisfaction with their learning experience
4. Help develop oral communication skills
5. Develop social skills
6. Promote self-esteem
7. Promote positive diversity relations
8. Student -centered learning

Cooperative Learning:



☞ Sample Activities

1. Jigsaw
2. Think-Pair-Share
3. Three-Step Interview
4. Round Robin Brainstorming
5. Three-minute Review
6. Numbered Heads
7. Team-Pair-Solo
8. Circle the Sage
9. Partners

Activity: Team-Solo



As a team:

1. Determine a topic
2. Discuss the types of cooperative activity(s) that would enhance the learning of the chosen topic

Independently:

1. Design an activity for the chosen topic

Activity: Three-minute Review



1. Review what has been said.
2. Ask team members to clarify any questions.
3. At the end of the three-minutes ask the facilitators any questions that have not been answered.

What are your questions?



Resources:



❧ *Learning Styles*

http://www.funderstanding.com/learning_styles.cfm
<http://www.engr.ncsu.edu/learningstyles/ilsweb.html>

❧ *Deep vs. Surface Learning*

<http://www.learningandteaching.info/learning/deepsurf.htm>

❧ *Student-Centered Learning*

http://www.wcer.wisc.edu/steop/ep301/Fall2000/Tochonites/stu_cen.html
<http://www.ncsu.edu/felder-public/Papers/Resist.html>

❧ *The Learning Pyramid*

<http://www.coe.uncc.edu/maps/wspowerpoint/ws3pp/img019.gif>

❧ *Cooperative Learning*

<http://edtech.kennesaw.edu/intech/cooperativelearning.htm>
http://www.funderstanding.com/cooperative_learning.cfm