

# INTRODUCTORY REMARKS ON KNOWLEDGE, LEARNING, AND TEACHING pdf

## 1: Table of contents for Library of Congress control number

*Clear objectives, good structuring of learning materials, relevance to learners' needs, etc., apply to the use of any technology for teaching, and if these principles are ignored, then the teaching will fail, even if the unique characteristics of the medium are stylishly exploited".*

Second, that with increased esoteric teaching comes increased exoteric responsibility. Let each student with clarity therefore take stock of himself, remembering that understanding comes through application of the measure of truth grasped to the immediate problem and environment, and that the consciousness expands through use of the truth imparted. Third, that a dynamic adherence to the chosen path and a steady perseverance that overcomes and remains unmoved by aught that may eventuate, is a prime requisite and leads to the portal admitting to a kingdom, a dimension and a state of being which is inwardly or subjectively known. It is this state of realisation which produces changes in form and environment commensurate with its power. These three suggestions will merit a close consideration by all, and their significance must be somewhat grasped before further real progress is possible. It is not my function to make individual and personal application of the teaching given. That must be done by each student for himself. You have wisely guarded the teaching from the taint of superimposed authority, and there lies back of your [4] books no esoteric principle of hierarchical authority or support, such as has produced the narrow limits of certain ecclesiastical bodies and groups, differing as widely as the Catholic Church, Christian Science, those who believe in the verbal inspiration of the Scriptures, and numerous so-called esoteric organisations. The curse of many groups has been the whispered word that "Those who know wish They think thereby, through their misplaced devotion, to contact certain authoritative personages, and to get into heaven by some short cut. You have wisely guarded your books from the reaction accorded to those who claim to be masters, adepts and initiates. My anonymity and status must be preserved, and my rank be regarded as only that of a senior student and of an aspirant to that expansion of consciousness which is for me the next step forward. What I say of truth alone is of moment; the inspiration and help I can accord to any pilgrim on the path is alone vital; that which I have learned through experience is at the disposal of the earnest aspirant; and the wideness of the vision which I can impart owing to my having climbed higher up the mountain than some is my main contribution. Upon these points the students are at liberty to ponder, omitting idle speculation as to the exact details of unimportant personalities, and environing conditions. Our theme is to be that of the Magic of the Soul, and the key thought, underlying all that may appear in this book, is to be found in the words of the Bhagavad Gita which runs as follows: Let us study how we can become practical magicians, and in what way we can best live the life of a spiritual man, and of an aspirant to accepted discipleship in our own peculiar times, state and environment. I will comment on them, dealing not with their cosmic significance or with solar and other correspondences and analogies, but applying them to the work of the aspirant, and giving practical suggestions for the better development of soul contact and soul manifestation. I shall take for granted certain knowledges and assume the students can follow and comprehend certain technical terms that I may be led to use. I am not dealing with babes but with matured men and women who have chosen a certain way and who are pledged to "walk in the light. It is based, as regards its teaching, upon four fundamental postulates. These are intended to: Teach the laws of spiritual psychology as distinguished from mental and emotional psychology.

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## 2: Learning Styles

### *Chapter Three TE.*

Guidelines for Evaluating Teaching Introduction Just as there is no simple system for evaluating the quality of faculty research, there is no simple system for evaluating the quality of faculty teaching. However, by thinking carefully about the purposes of evaluation, and by crafting multiple methods of evaluation that suit those purposes, one can devise evaluation systems that are reliable, valid, and fair. Equally important, the process of discussing and crafting evaluation systems focuses attention on the practice of good teaching and helps to create a culture in which teaching is highly valued. Some Principles of Teaching Evaluation Multiple methods. The most important consideration in teaching evaluation, both for improvement purposes and for personnel decisions, is the use of multiple methods of teaching evaluation involving multiple sources of data. Faculty, departmental and school responsibilities. To ensure that the evaluation system adopted is credible and acceptable, faculty members must have a strong hand in its development. Before departments and schools adopt teaching evaluation systems, the faculty members should determine their criteria for effective teaching. Departments and schools can then take responsibility for developing their own evaluation methods and evaluation criteria. Since different disciplines require different methods and settings for instruction, they require different methods and criteria for evaluation. This is also true for interdisciplinary instruction. Teaching evaluation systems can be flexible to accommodate diversity in instructional methods e. To promote compatibility within the university, standards should be reviewed, understood, and accepted by all groups involved in the promotion and tenure review process. Effective teaching evaluation must be individualized. A uniform system discriminates against some individuals, so a plan sensitive to individual variation should be developed. Consideration can then be given to changes in emphasis and interest that will naturally occur in an academic career. What may be assessed. Teaching evaluation has as its central element the assessment of the quality of classroom instruction. Since teaching includes activities broader than classroom instruction, evaluation of teaching must assess more than classroom performance. While departments and schools may identify additional items, among the teaching activities that may be assessed are the following: Some Sources of Data for Evaluating Teaching: Students, Colleagues, and Self-Reflection Students: Multiple Sources End-of-course rating forms and written comments. Generally, students are able to report on the extent to which a teacher appears prepared for class sessions, communicates clearly, stimulates interest, and demonstrates enthusiasm and respect for students; research shows that student responses on these dimensions are valid and reliable. Generally, students are less able to judge the knowledge of the instructor or scholarly content and currency of a course. When using student ratings for personnel decisions and teaching improvement, institutions often include the following among their guidelines: Questions about instructors and courses should be relevant. They should fit the instructors and courses being evaluated. Multiple sets of ratings of faculty courses over time should be considered; personnel decisions should be influenced only by ratings from several courses over several terms. Because global ratings of the teacher or course tend to correlate higher with student learning than do more specific items, personnel decisions should rely more on global items e. Comparative data such as departmental, school, or institutional norms should be provided so that individual evaluations can be interpreted within a meaningful context. For example, information about course characteristics e. When results from student evaluation forms are used in personnel decisions, it is essential that standardized procedures for administering the forms be followed. Procedures should indicate who will distribute, collect and return questionnaires; when the evaluations should take place; and when the evaluation results will be made available. Student rating results should be considered in personnel decisions only when most of the students in a class have completed the surveys. The use of optional items chosen by the instructor customizes and makes the forms more useful for teaching improvement purposes. Rating forms should include open-ended questions so that students can write their own comments. Written comments are particularly

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helpful in improving classroom performance. A knowledgeable colleague or teaching improvement consultant should be available to discuss evaluation results with individuals in order to help them interpret scores, provide encouragement, and suggest teaching improvement strategies. Alumni letters and surveys. Many institutions request information from recent alumni. Alumni have the additional advantage of being able to judge the relevance of course work to their present situation. Focus-group interviews, exit interviews, and surveys of students. Interviews can provide a depth and breadth of information, elicit unanticipated responses, and allow for clarification of student satisfaction and concerns. Mid-course and periodic student feedback. Feedback from students throughout the term is particularly helpful for teaching improvement purposes. Faculty may ask students to provide informal assessments of their teaching effectiveness at mid-semester by means of focus-group interviews with teaching consultants or through the use of student rating forms, especially ones that include open-ended questions. Throughout the term, faculty also may invite students to comment informally -- perhaps by e-mail or by writing short evaluations at the end of a class period. Mid-course feedback should not be used for summative evaluation unless an instructor chooses to include the feedback in a teaching dossier. Evaluation of student learning. Throughout the term, faculty members may act as "classroom researchers," gathering measures of student learning in order to improve their teaching. Faculty may also wish to provide examples of student learning as evidence of their teaching effectiveness for personnel decisions. Peer Review In most institutions, faculty and administrators have relied on student ratings of teaching effectiveness for teaching improvement purposes and for personnel decisions. Now, however, surveys about how teaching is evaluated on college and university campuses demonstrate an increase in use of faculty colleagues as raters of teaching effectiveness. Colleague review of teaching can play as significant a role as does peer evaluation of research. Colleagues who have expertise in the discipline being taught and training in what to observe can provide important evaluative information through classroom visits and review of course materials and instructional contributions. Evaluation of classroom teaching -- Colleagues can provide important evaluative information through classroom visits. There is consensus that peer observation has enjoyed more success as a strategy for teaching improvement than for personnel decisions. When used for personnel decisions, it is important to have explicit criteria by which colleagues make evaluations. A standardized observation form will yield systematic and comparable data, especially if participating faculty are trained in what and how to observe. The evaluation process is enhanced when, prior to classroom visits, colleagues review the syllabus and course-related materials and discuss course goals and class objectives with the instructor. Evaluation of course materials -- Colleagues can evaluate course materials, such as syllabi, textbooks, handouts, assignments, graded exams, graded papers, etc. Examination by colleagues offers several advantages: It properly uses faculty expertise, can be done in a reasonable period of time, and can be done anonymously just as is done with peer review of research. It is also appealing because it can be used for both personnel decisions and for teaching improvement purposes. Teaching Dossiers The development of a teaching dossier or portfolio is a method that allows individuals to collect and display multiple sources of information regarding their teaching effectiveness for examination by others. It contributes both to sound personnel decisions and to the professional development of individual faculty members. The purpose of the dossier will drive decisions about format and content. The purpose will also guide decisions about what materials will be reviewed and by whom. There is no single prescription for how a teaching dossier should be structured or what specific information it should contain. Each unit will need to decide what is important and relevant. Units might want to consider including information in the following three areas: The background of the faculty member. The dossier may contain reflective statements by the faculty member on the development of and changes in his or her teaching philosophy, strategies, and objectives; efforts to evaluate and improve teaching and changes resulting from having done so; ways in which he or she has kept up with the professional field in areas related to teaching performance; and his or her future teaching goals. The environment in which the faculty member works. For example, the faculty member may describe his or her current expectations regarding distribution of effort among teaching, research, and service activities; include a

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list of classes taught; discuss important details about these classes that may affect teaching, such as class size and the characteristics, abilities, and motivations of the students; and provide a list of other teaching-related responsibilities and accomplishments. The faculty member may provide the following: Concluding Remarks Evaluation of teaching is not a science; there is still much to learn. However, as indicated in this brief set of guidelines, there is already a considerable body of knowledge about teaching evaluation. The academic community has a strong incentive to add to that knowledge since we will not be able to recognize and reward teaching adequately until we craft a better system for evaluating it. Selected Bibliography Benton, S. Challenging misconceptions about student ratings of instruction. Enhancing teaching and determining faculty effectiveness. A handbook for college teachers 2nd ed. Interpreting and using student ratings data: Guidance for faculty serving as administrators and on evaluation committees. Studies in Educational Evaluation, 54, Capturing the scholarship in teaching. American Association for Higher Education. How administrators can improve teaching: Moving from talk to action. The teaching portfolio 2nd ed. Anker Publishing Company, Inc.

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## 3: How to think about active learning and its benefits (opinion)

*They are one (significant) approach to understanding the complex ecosystem of teaching, learning, research, and knowledge generation. Numerous ethical concerns exist. And we haven't really fully defined situations and context of use - i.e. the different settings in which different approaches or analytics models are required.*

In various classes, my students take the role of leaders in the instructional design, participating in shaping some or all of the syllabus, pedagogical experiments, individual and collaborative research projects, class presentations, and assessment methods. Active learning means shifting some of the leadership of the course to the students and creating a situation where they will be responsible, in a significant measure, for their own learning. It means rethinking the purpose of higher education not simply as the mastery of content and the attainment of a grade for a course, or even the awarding of a diploma, but as helping students prepare for all the rest of life -- both in college and beyond. For a serious, lifelong educator, sharing authority in the classroom as active learning requires can be frightening. Here are things I wish I knew when I started down this exciting, productive, rewarding and, ultimately, better path for higher education. Students are as afraid of active learning as we professors are. The fact is that sometimes students want us to lecture at them, tell them what will be on the final, say what the outcomes will be and then just give them a grade. I assume it and make that hesitancy part of the conversation about the purpose of education. Despite their fears, students always come through. At times, when I let students design a unit, a final project or an entire class, I worry that I might be going too far. In 15 years of engaging in active learning, students have never failed me. They have set goals for themselves that have exceeded my expectations, and they have surprised and delighted me in every imaginable setting -- whether they are middle schoolers in an after-school program in inner-city Chicago or doctoral students at an Ivy League university -- and in small groups as well as huge lecture courses. Almost nothing about the way we learn in school is natural. If we really want to learn something outside school at any level, from kindergarten through professional school, we never go about it the way one learns things in school. I might read the book, take the practice test, see what I missed, read those sections again, take another practice test and over and over. The critical race theorist and poet Fred Moten recently noted that if you were looking down on education from on high, you would just assume its purpose was evaluation -- that its primary function was to show someone with less power how much power someone else was given, institutionally, to evaluate them, to show them their place. I even heard a story perhaps apocryphal about an Oberlin student who once took every single class this way. His transcript then became a list of all the classes he had taken that he had passed. I heard this guy went on to a high-prestige medical school. In an active learning class, the preparation is front-loaded. Active learning takes lots of scaffolding. You need to take a lot of time thinking deeply and carefully before you then have the right setting where students can take the lead. You must know not just the content but also how to design challenging readings, learning experiments, maker exercises, interactive experiments -- all kinds of ways that students can step in and take responsibility for the course. Will they be designing the syllabus? Some of it or all? Will they be contributing to assessment and helping to determine standards for the course? Will they be publishing their work on a public website? Each of those takes serious planning and design before the course begins. My co-teacher and I have scaffolded a syllabus in advance for a course called Black Listed: On the first day of class, Professor Shelly Eversley and I will leave the room and students will organize themselves into groups, choose from among the array of topics we have proposed and select dates for the classes they will lead. During the term, they will develop their topic, assign readings and come up with a distinct pedagogical experience for our graduate class. And since they are almost all instructors themselves, they will apply this active learning exercise in their own undergraduate classes that week and report back on how it worked. All this takes a lot of structuring in advance. We have a private class website on which we will communicate with one another, and we have a public HASTAC Humanities, Arts, Science and Technology Alliance and Collaboratory site where anyone can watch how we build this course

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together. Here, students will recap the exercises they crafted for the class and publish research that the class as a whole has peer reviewed. Anyone can join this group. But grading, in general, is a snap. The final should be really just an affirmation or confirmation of a process mastered throughout the term. If it is contract grading, the student may even know in advance what that final grade is, assuming they have done all they contracted to do. A scaffold needs to be steady. When I plan a student-led class, the first thing I do is to get down all the annoying details of calendaring. That allows all of us to focus on learning. I learned the hard way that taking the time to plot out the semester helps students to self-organize effectively and creatively into groups. Now, I buy huge Post-it notes and tack them around the room. If an week course is going to have four project groups with two classes per group, I put up four posters and include the dates of the two classes. The other dates are for field trips, speakers, holidays, working sessions and the like -- things the students need not worry about. I then leave the room and assign them the tasks of figuring out what group they will be in, which dates among those posted work for them and what topics to study -- I usually give them half a dozen or more options to choose from, modify or remix, with a few sample texts for each. They have never failed to design a fantastic course. But it took those Post-it notes and that preplanning before this became a productive, rather than a futile and frustrating, exercise. Someone recently asked me the single biggest difference between a course my students design and one I might design for them. That means that, by the time their project rolls around, if something major is happening in the world, they well might tilt their reading of the work to that issue rather than worry about covering every aspect of the work. And I learn from my students every time I teach. Everything we know about learning shows us that, when we overassign, we inspire skimming and cheating, not learning. We have more than years of research emphasizing that learning for life is about finding what is relevant and applicable in all the vast array of material covered and finding out how that helps one to understand oneself or the world. On the September retests: Boredom and irrelevance not laptops are the biggest source of distraction in any class. One reason active learning is so effective is because it is, well, active. It engages attention because students take responsibility for their own learning. So what does count? Attention is highly selective -- but powerful. Basically, what counts for learning is how one enfolds important content into new ways of acting in the world -- a new skill that one uses and relies on, a new understanding of a complicated text or problem, a new approach to problem solving, a new paradigm that changes the way one views the world. We pay attention, in an educational setting, to what is meaningful to us. In a course, what is meaningful is that which literally grabs our attention and has an impact beyond the class itself. When we learn something that is meaningful to us, something we know we will need to succeed in our future, something that changes how we think or act in the world, something where we actually apply knowledge to a real-life experience or by making something or by doing original research and finding an important conclusion -- in those situations all active learning , we can remember and apply our knowledge over and over for the rest of our lives, building on it, letting it grow inside us and letting it help us to grow. One of my students came up with a wonderful total-participation exercise that shows how, even reading the same text, we all pay attention differently. When she ran our class, she had each student write down one sentence that had disturbed or moved or confused them from the required reading assignment. We went around, and everyone read their sentence. In a class of 25, not one person had chosen the same sentence. She had us do the same thing next with a line poem. Again, the range of lines we selected was astonishing. We think we all read the same text. In fact, we read the text of our lives in everything we read. I read about how we learn. That, after all, is what active learning is.

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## 4: Learning Styles - Triangle Kayak

*This resource discusses the relationship between knowledge, learning, teaching, and the nature of media, and shows how this information should inform the use of technology in a teaching environment. The authors introduce a decision model that is based on key criteria for selecting appropriate technologies for teaching in higher education.*

In this study, triangulation was achieved through the various techniques of data collection as in Patton, Electronic surveys were sent to teachers four times during the program. To find what, when, and how teachers used technology tools and inquiry-based teaching during the fall semester, we sent a survey at the end of the semester. Finally, after completing the online course, teachers received another survey that included questions about their overall experience in the program, what they learned, and how they applied their knowledge in their instruction. Interviews were conducted at the beginning and end of the summer program. Questions included were a How do your students learn science best? Teachers were required to write a technology integration plan at the end of the summer course. In their plans, teachers explained in what ways, when, and how they could use technology tools in their classrooms during the upcoming school year. In addition, in their plans teachers talked about the constraints they might face while integrating technology into their teaching and how they could overcome these obstacles. Teachers were observed in their classrooms at least two times during the school year. Observations were deliberately scheduled during a time when the teacher was using technology. Teacher artifacts such as lesson plans and student handouts were also collected. During spring , each teacher designed and conducted action research studies. Teachers reflected on their practices by identifying their own questions, documenting their own practices, analyzing their findings, and sharing their findings with university educators and other teachers. A range of topics were addressed by the teachers. Many teachers, for example, focused on impact of a particular technology tool e. As the incidents were coded, we compared them with the previous incidents that coded in the same category to find common patterns, as well as differences in the data as in Glaser, As discussed in Merriam , categories emerging from the data were exhaustive, mutually exclusive, sensitizing, and conceptually congruent and reflected the purpose of the study. For example, the following categories were created for participant Cassie: At this time, we wrote case studies for each teacher based on the most salient categories that provided memos. The emergent salient categories were previous experiences with technology; beliefs about teaching, learning, and technology; the use of technology in classroom instruction; and the implementation of inquiry-based teaching. Case studies were written as recommended in Yin In the last phase of the analysis, we defined major themes derived from the data. Results At the end of the program, the participant teachers of this study, Jason, Brenna, Matt, and Cassie met all the requirements for completing the program. However, teachers were each found to integrate technology into their teaching to various degrees. He taught 9th- and 10th-grade biology. Before participating in the program, Jason had some experience with technology tools. He felt comfortable using concept mapping tools CMap and Inspiration , temperature and pH probeware, and digital microscopes. Jason was excited to use VeeMaps and CMap tools in his classroom. They are much better at helping students clarify their previous knowledge, experimental procedure and implications of their work. As a beginning teacher Jason could not make effective decisions about how and when to use VeeMaps. TEC had been his first experience with the concept of VeeMaps, and he did not feel comfortable using them in his classroom. On the other hand, Jason used CMaps once a month in his instruction. Results of this study encouraged Jason to use this tool more frequently in the next teaching year. In addition to these tools, Jason created a Web site on his school server. He posted all his notes online for students to access. His students submitted their homework electronically. Jason was an advocate of inquiry-based teaching. Whether small guided activities or full inquiry labs, inquiry-based instruction is important to implement in place of typical cookbook labs. During the program, Jason learned how to turn the cookbook labs into inquiry activities. Jason had a rigid conception of inquiry. For him, all inquiry lessons, technology integrated or not, should allow students to ask their own questions

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about a topic and taking the necessary steps to research and set up an experiment to test their ideas. Student experiments should reduce their investigation into a single variable. In the observed inquiry lesson on bacteria, students investigated antibacterial products on strains of bacterial colonies. Students posed their own research questions; they set up experiments and then tested variables such as detergent, soap, and toothpaste on bacterial growth. This inquiry activity did not involve any technology tools. She taught eighth-grade Earth science. Prior to participating in the program, Brenna did not have much previous experience with many of the basic technology tools. She was not comfortable with using computers for sharing and collaboration. However, she knew about probeware, Google Earth, and CMap tools. She had not used many of the tools previously since she did not know how to solve technology-related problems. Before participating in the program, Brenna used only Powerpoint presentations and some Google Earth demos in her teaching. After learning various tools in the program, Brenna decided to create a 3-year technology integration plan. For example, in an observed lesson, Brenna asked her students to design their density lab in which they compare the density of different materials of their choice. Brenna provided many materials, such as vinegar, vegetable oil, and irregular shapes of solids like pennies and rocks. In their VeeMaps students wrote hypotheses, a list of new words, procedures, results, and conclusions of their experiments. Brenna was also observed while she used clickers in her teaching. Clickers, also known as student response systems or classroom response systems, help teachers create interactive classroom environments. In her classroom, Brenna used clickers to get information about student learning. This approach allowed Brenna to see student feedback in real time and address the areas where students had difficulty understanding. She was not comfortable with using many of the tools. For example, during one of the observed classes, Brenna used a PowerPoint presentation when suddenly the computer screen turned black. Brenna could not figure out how to solve the problem. Ten minutes later, she sent a student to the administration office to find the technology teacher and asked him for help. While waiting for the technology teacher to come and fix the problem, a student offered Brenna help to figure out the problem. The student found that the computer turned off since Brenna forgot to plug in the power cord. After the minute long chaos, Brenna fixed the problem and then continued her lesson. Another concern that Brenna had was that she needed more time creating technology-enhanced curriculum units. Brenna thought that collaboration among her colleagues might help her to create technology-rich lesson plans because it was time consuming otherwise. Brenna implemented a few inquiry activities in her classroom. According to her, she took the ordinary labs that she implemented before and changed parts of them to be more inquiry based. In addition, during the inquiry activities rather than facilitating students Brenna was mostly directing them on what to do and what not to do. He taught eighth-grade physical science and life science. Prior to participating in the program, Matt had previous knowledge and experience with many technology tools. As Matt put it, I taught in a method that used shared CMaps to elicit student understandings about concepts I was teaching about. After engaging students in activities that challenged their understandings we had a class discussion that built a class consensus around the results of the activity. Matt uploaded many of these maps to his class Web site. Matt valued online discussions since he believed that they encourage students to participate in and more deeply analyze the course materials. In addition to concept mapping and online student discussion boards, Matt also implemented probeware several times in his teaching after he participated in the program. Students were involved in a multiday environmental study at a local creek, and they made quick measurements of temperature and pH using probeware. Another tool that Matt gave priority to in his teaching was simulation. He believed that students learn science best while they are doing it. Thus, he frequently used inquiry activities in his classroom. Although some of these activities were long term science projects such as testing water quality in the creek, others were one-class-period-long inquiry activities. At the beginning of the spring semester, Matt taught students about organisms, and students conducted various directed inquiry activities about cabbage white butterflies, Wisconsin fast plants, and wow bugs. Matt provided the research question on all these activities, and students made observations to answer his questions. For example, students did a long-term project to investigate how cabbage white butterflies hatch. She taught

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9th-, 10th-, 11th-, and 12th- grade Earth science, physical science, and life science. Before she participated in the program she had basic computer skills e. In her teaching, Cassie did not use many of the tools such as probeware and simulations that she learned in the teacher education program, since she did not feel comfortable using them in her classroom. During a classroom observation in fall , Cassie expressed that she had already forgotten how to use CMap tools that she learned two months prior in the summer course. She did not feel comfortable using them with her minority students who had limited English skills. Cassie did not incorporate any of the technology tools that she learned in the program into her teaching. In an interview, she expressed that she had limited access to these tools, and she taught in a school environment that did not give her many choices but lecturing. Most of her students came to the U. In addition to limited language skills, her students had a conception of science different than Western science. For example, in an observed class, Cassie taught students about cell organelles in an animal cell. Since she did not even have an overhead projector in her classroom, Cassie gave her students photocopied papers that showed the organelles of an animal cell. After explaining the role of each organelle Cassie asked her students to make cells using plastic plates, candies, and jelly.

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## 5: INTRODUCTORY REMARKS - Online Books â€œ Lucis Trust

*Find Learning and Teaching Initiatives, Support Sites and Outstanding Lecturers. Selected Readings on Curriculum. Introductory remarks on knowledge, learning.*

The following small but powerful set of principles can make teaching both more effective and more efficient, by helping us create the conditions that support student learning and minimize the need for revising materials, content, and policies. While implementing these principles requires a commitment in time and effort, it often saves time and energy later on. Effective teaching involves acquiring relevant knowledge about students and using that knowledge to inform our course design and classroom teaching. When we teach, we do not just teach the content, we teach students the content. A variety of student characteristics can affect learning. Although we cannot adequately measure all of these characteristics, gathering the most relevant information as early as possible in course planning and continuing to do so during the semester can inform course design. Effective teaching involves aligning the three major components of instruction: Taking the time to do this upfront saves time in the end and leads to a better course. Teaching is more effective and student learning is enhanced when we, as instructors, articulate a clear set of learning objectives. Effective teaching involves articulating explicit expectations regarding learning objectives and policies. There is amazing variation in what is expected of students across American classrooms and even within a given discipline. For example, what constitutes evidence may differ greatly across courses; what is permissible collaboration in one course could be considered cheating in another. Thus, being clear about our expectations and communicating them explicitly helps students learn more and perform better. Articulating our learning objectives. Similarly, being explicit about course policies. Altogether, being explicit leads to a more productive learning environment for all students. Coverage is the enemy: Too many topics work against student learning, so it is necessary for us to make decisions â€” sometimes difficult ones â€” about what we will and will not include in a course. This involves recognizing the parameters of the course. Effective teaching involves recognizing and overcoming our expert blind spots. We are not our students! As experts, we tend to access and apply knowledge automatically and unconsciously. They need instructors to break tasks into component steps, explain connections explicitly, and model processes in detail. Though it is difficult for experts to do this, we need to identify and explicitly communicate to students the knowledge and skills we take for granted, so that students can see expert thinking in action and practice applying it themselves. Effective teaching involves adopting appropriate teaching roles to support our learning goals. We can take on a variety of roles in our teaching. These roles should be chosen in service of the learning objectives and in support of the instructional activities. For example, if the objective is for students to be able to analyze arguments from a case or written text, the most productive instructor role might be to frame, guide and moderate a discussion. If the objective is to help students learn to defend their positions or creative choices as they present their work, our role might be to challenge them to explain their decisions and consider alternative perspectives. Such roles may be constant or variable across the semester depending on the learning objectives. Effective teaching involves progressively refining our courses based on reflection and feedback. We need to continually reflect on our teaching and be ready to make changes when appropriate. Knowing what and how to change requires us to examine relevant information on our own teaching effectiveness. Much of this information already exists. Based on such data, we might modify the learning objectives, content, structure, or format of a course, or otherwise adjust our teaching. Small, purposeful changes driven by feedback and our priorities are most likely to be manageable and effective.

## 6: 10 Definitions of Learning

*A Handbook for Teaching and Learning in Higher Education A Handbook for Teaching and Learning in Higher*

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*Education is sensitive to the competing demands of teaching, research and scholarship, and academic management.*

## 7: Guidelines for Evaluating Teaching | CRLT

*Approaches to learning: Literature review 3 Although the IB programmes are coherent and consistent in their educational philosophy and major educational objectives, many challenges exist in the smooth transition across the programmes.*

## 8: Teaching Principles - Eberly Center - Carnegie Mellon University

*This introductory course considers the three domains of being a teacher: Professional Knowledge and Understanding; Professional Practice; and Professional Values, Relationships and Engagement. Enhance your course by joining the Commonwealth teaching community on our website, Facebook and Twitter.*

## 9: Selected Readings on Curriculum | Learning & Teaching

*Psychology Learning and Teaching (PLAT) is an international peer-reviewed journal devoted to enhancing knowledge of how to improve learning and teaching of psychology. To this purpose, PLAT publishes research articles, reviews, target articles and corresponding comments as well as reports on good and innovative learning, teaching and assessment.*

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