

Powerful Pedagogies Seminar
A workbook developed for
The Office of Faculty Development
Western Michigan University

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Foreword

This series and manual were developed for faculty at Western Michigan University under the auspices of the office of Academic Technology and Instructional Services (ATIS). The first session was held during the Spring of 2007, where the first set of participants helped to shape the seminar considerably. We are grateful to all of our previous participants for their excellent questions and ideas they were willing to share with us.

Our intent in developing this series was to offer faculty an opportunity to reflect on their instructional practice in a supportive environment. Adapted from the work on faculty learning communities, this series was designed as an introduction to thinking about our teaching and learning as a group of individuals engaged in similar pursuits. Together, we can draw from the collective experience to take new perspectives on our roles as teachers and learners.

To that end, the facilitators of this series rely heavily on the ideas, questions, and concerns of participants. We have designed this manual to serve as a workbook with questions and reflective tasks to prompt your thinking. We may not get to every single question, but they we will nearly always start with what you bring to our table. Collaboration is one of the main goals of this series.

This seminar is an eight-week series of two-hour sessions. It is cumulative in nature, with each session scaffolded upon previous sessions, so you'll need to be able to attend at least 6 of the 8 to make it a meaningful experience for yourself and for your colleagues. It is our expectation that you have considered your semester priorities and have the time to commit to this series. We understand that situations can arise during the course of a semester, but your commitment is important.

Objectives

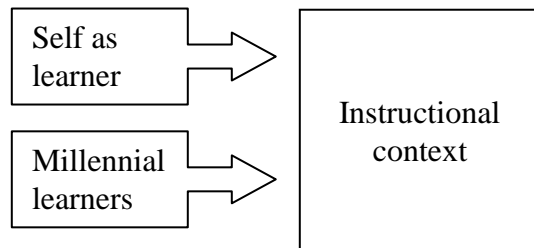
This series was designed to enable participants to revise a "focus course" by applying the principles and strategies we discuss in the series. In order to facilitate this goal, the series will pursue the following objectives:

Participants will be able to

- describe and discuss themselves as learners and teachers,
- describe and discuss the social and cognitive development of millennial students,
- use new information on learning and teaching to create more effective learning opportunities for students

Our seminar series is focused around learners and learning. It is important for us to consider ourselves as learners and to assess our beliefs about learning as well as teaching. Our beliefs about teaching are also informed by our beliefs about our learners. Not everyone learns the way we do and millennial students, with their exposure to technology, may have different learning needs than we did at their age. So before we can think about our teaching, we have to think a lot about learning.

Figure 1



Thinking about the instructional context can be a particular challenge. We will ask you to consider different ways of approaching your teaching, some of which may feel uncomfortable or unrealistic. Interrelated topics like course design, instructional strategies, and motivation will be discussed. We hope that you will remain open-minded throughout the process so that you can get the most from this experience.

Acknowledgments

Because we think of our work as a co-constructed process, we would like to acknowledge the ideas and work of the Spring 2007, Fall 2007, and Spring 2008 cohorts of the Instructional Strategies seminar. Their enthusiasm has been moving.

Special thanks to Elizabeth Bradburn, Susan Caulfield, and Gwen Tarbox for sharing their excellent ideas with us so that we could share them with you.

Facilitator Biographies

Dr. Andrea L. Beach

Andrea is the Director of the Office of Faculty Development and an Associate Professor in the department of Educational Leadership, Research, and Technology (ELRT). She teaches in the Higher Education Leadership masters and doctoral program. Her research centers on issues of organizational climate in universities, support of change and innovation in teaching and learning, and faculty development as an organizational change lever. She is co-author of *Creating the Future of Faculty Development: Learning from the Past, Understanding the Present* and has published on variations in faculty work across institutions, characteristics of faculty development field, faculty development priorities at Historically Black Colleges and Universities, and faculty learning communities. She is currently PI and Co-PI on two NSF-funded projects that address change strategies in undergraduate Science, Technology, Engineering, and Math (STEM) instruction.

Dr. Allison J. Kelaher Young

Allison is a Faculty Fellow with the Office of Faculty Development and a Professor in the department of Teaching, Learning, and Educational Studies (TLES), where she has been teaching since 1996. She works primarily with undergraduates in the secondary education program. During her undergraduate program, Allison studied Psychology at Swarthmore College as well as pursuing teaching certification in secondary social studies. These experiences led her to a doctorate in Education and Psychology from the University of Michigan, where she worked with Paul Pintrich and Bill McKeachie, well-known scholars in higher education. Allison's doctoral research studied the relations between motivational beliefs and perceptions of classroom context. Her current research involves exploring teacher candidates' beliefs about themselves as learners and their beliefs about teaching. Her articles have appeared in *Journal of Excellence in College Teaching*, *College Teaching*, and *Research in Higher Education*.

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Intrapersonal Context

Teacher Characteristics

Portrait of the Professor as a Young Learner

Think of your own experiences as a college student. What were you like then? What was important to you at the time? What were you like as a learner? Give some examples of what kind of student/learner you were:

Now we will ask you to consider yourself as a learner in more depth. Please take a moment to answer the questions on the Beliefs about Learning Survey on the next pages.

Self-Assessment Survey

Beliefs about Learning

The following questions ask about your attitudes about your own motivation and approaches to studying, particularly in your discipline/content area. Think of the following items as if you were taking a course now. **Remember there are no right or wrong answers, just answer as accurately as possible.** Use the scale below to answer the questions. If you think the statement is very true of you, circle 7; if a statement is not at all true of you, circle 1. If the statement is more or less true of you, find the number between 1 and 5 that best describes your opinion.

	1	2	3	4	5	6	7
	Not at all			Somewhat		Very true	
	True of me			true of me		of me	
1. I prefer course material that really challenges me so I can learn new things.	1	2	3	4	5	6	7
2. Getting a good grade in a course is the most satisfying thing for me.	1	2	3	4	5	6	7
3. I'm certain I can understand the most difficult material presented in the readings.	1	2	3	4	5	6	7
4. I want to do well in a class because it is important to show my ability to my family, friends, employer, or others.	1	2	3	4	5	6	7
5. I'm confident I can understand the most complex material presented by the instructor in this course.	1	2	3	4	5	6	7
6. The most satisfying thing for me in this course is trying to understand the content as thoroughly as possible.	1	2	3	4	5	6	7
7. I expect to do well in a course that I am taking.	1	2	3	4	5	6	7
8. The most important thing for me is to maintain or improve my overall grade point average, so my main concern in a class is getting a good grade.	1	2	3	4	5	6	7
9. In a course, I prefer course material that arouses my curiosity, even if it is difficult to learn.	1	2	3	4	5	6	7
10. When I study for a course like this, I go through the readings and my class notes and try to find the most important ideas.	1	2	3	4	5	6	7
11. When I study for a class like this, I pull together information from different sources, such as lectures, readings, and discussions.	1	2	3	4	5	6	7
12. When I study for a class like this, I practice saying the material to myself over and over.	1	2	3	4	5	6	7
13. Before I study new course material thoroughly, I often skim it to see how it is organized.	1	2	3	4	5	6	7
14. I try to relate ideas in this subject to those in other courses whenever possible.	1	2	3	4	5	6	7

15. When reading for a course like this, I make up questions to help focus my reading.	1	2	3	4	5	6	7
16. I treat the course material as a starting point and try to develop my own ideas about it.	1	2	3	4	5	6	7
17. When studying for this course, I read my class notes and the course readings over and over again.	1	2	3	4	5	6	7
18. Before I study new course material thoroughly, I often skim it to see how it is organized.	1	2	3	4	5	6	7
19. When reading for a course, I try to relate the material to what I already know.	1	2	3	4	5	6	7
20. I make simple charts, diagrams, or tables to help me organize course material.	1	2	3	4	5	6	7
21. I memorize key words to remind me of important concepts in courses that I take.	1	2	3	4	5	6	7
22. Whenever I read or hear an assertion or conclusion in this class, I also think about possible alternatives.	1	2	3	4	5	6	7
23. When I study the readings in a course, I outline the material to help me organize my thoughts.	1	2	3	4	5	6	7
24. I ask myself questions to make sure I understand the material I have been studying in course.	1	2	3	4	5	6	7
25. I try to think through a topic and decide what I am supposed to learn from it rather than just reading it over when studying for a course like this.	1	2	3	4	5	6	7
26. I make good use of my study time for courses like this.	1	2	3	4	5	6	7
27. I work hard to do well in courses even if I don't like what we are doing.	1	2	3	4	5	6	7
28. I make sure that I keep up with the weekly readings and assignments in courses like this.	1	2	3	4	5	6	7
29. Even when course materials are dull and uninteresting, I manage to keep working until I finish.	1	2	3	4	5	6	7
30. I regularly review my notes or readings to prepare for exams.	1	2	3	4	5	6	7

Scoring Sheet for the Beliefs About Learning Survey
 (abridged MSLQ (Pintrich, Smith, Garcia & McKeachie 1991))

Construct	Sum of Items	Divided by	Your Score	Other Faculty	Student Norms
Intrinsic Goal Orientation	1+6+9=	3			
Extrinsic Goal Orientation	2+4+8=	3			
Self-Efficacy	3+5+7=	3			
Rehearsal Strategies	12+17+21=	3			
Elaboration Strategies	11+14+19=	3			
Organization Strategies	10+20+23=	3			
Metacognitive Strategies	13+15+18+24+25=	5			
Critical Thinking	16+22=	2			
Self-regulated Learning	26+27+28+29+30=	5			
Time/Space	26+28+30=	3			
Effort Regulation	27+29=	2			

Score Interpretation for Beliefs about Learning Survey

You completed a survey that included items from the Motivated Strategies for Learning Questionnaire (Pintrich, Smith, Garcia, & McKeachie 1991), the Teacher Beliefs Survey (McCombs & Wisler 1997), and the Patterns of Adaptive Learning Scales (Midgley, Maehr, Hruda, Anderman, Anderman, Freeman, Gheen, Kaplan, Kumar, Middleton, Nelson, Roeser, and Urda, 2000). These surveys have been used with a variety of individuals in education from college students to practicing teachers. Because of this, we have a sense of the average responses for many of these scales. Your individual score report will give your score for each of the constructs. We have provided the average (mean) score for each construct, as well as a very brief description. These averages are those of university students.

If your score is higher than the given mean, your beliefs are higher than average on that construct. For example, if your score is a 5.21 for the Rehearsal construct, you may be more reliant on rehearsal strategies than the average student. If your score is lower than the given mean, your beliefs are lower than average on that construct. For example, if you scored a 3.30 on the Critical Thinking construct, you may use critical thinking strategies less than the average student. Again, there is no right or wrong regarding your individual scores, the scale means are provided to help you locate yourself on some of these scales.

The following scale means are provided in VanderStoep and Pintrich (2003). If you are interested, this book is an excellent resource, providing more extensive descriptions and explanations for these constructs. It is easy to read and is very much like a workbook for college student learning.

Cognitive Components – Skills and Strategies

Rehearsal (scale mean = 4.53)

Rehearsal strategies are ones that assist in shorter term memory. Repeating a fact over and over in studying for an exam would be considered a rehearsal strategy.

Elaboration (scale mean = 4.91)

Elaboration strategies require you to link new information to previous understanding. Comparing your class notes with the textbook would be considered an elaboration strategy.

Organization (scale mean = 4.14)

Organization strategies require you to make sense of information by creating a structure for organizing it. Making a chart or diagram from your class notes would be considered an organization strategy.

Critical Thinking (scale mean = 4.16)

Critical thinking has a number of definitions. In this case, critical thinking refers to your ability to use information to take different perspectives on an issue. For example, being able to discuss strengths and weaknesses of an argument or idea would be considered critical thinking.

Metacognition (scale mean =4.54)

Metacognition refers to your awareness of your own thinking and your ability to control your own learning. Metacognition is literally “thinking about thinking.” The idea here is that if you can think about how you learn best, you can arrange your studying accordingly.

Motivational Components – Will & Resource Management

Intrinsic Motivation (scale mean = 5.03)

Intrinsic motivation refers to the extent to which you want to learn for the sake of learning. You may be genuinely curious about the subjects you are studying or you may enjoy the challenges of learning. Your sense of success may depend upon your understanding of complex material.

Extrinsic Motivation (scale mean = 5.03)

Extrinsic motivation refers to the extent to which achievement is defined by a reward or in out-performing others. Some people want to achieve in order to get a high grade point average or to have the highest grade in the class. Your sense of success may depend upon external factors.

Self-efficacy (scale mean = 5.47)

Self-efficacy is your own judgment about your abilities. Self-doubt and self-confidence are components of self-efficacy.

Time Management and Study Environment (scale mean = 4.87)

Time management and study environment refers to how you organize yourself to study effectively. Some people study efficiently – they take time after each class session to review their notes and to write down questions they may need to have clarified. Others may study inefficiently – they wait until the last minute to write a paper or cram for an exam. A lower than average score on this scale may mean your time management and organization of study environment could use some improvement.

Effort Regulation (scale mean = 5.25)

Effort regulation describes what you are likely to do in the face of difficulty – do you try different strategies, or do you give up? Effort regulation refers to how you handle your effort.

Now that you’ve had a chance to see your survey results, take a few moments to reflect on them. What do these scores mean to you? How do you think they reflect on you as a learner? How do you think your scores will compare to the averages for college students?

Complete the following prompt: For me, learning is...

What are your values and aims for learning and teaching?

How would you define “critical thinking?” What would that look like in your classroom/field of study?

What does effective problem solving look like in your field of study?

What do you think motivation is? What does it look like to be motivated?

Now that you've had a chance to think about learning and motivation more generally, we will ask you to consider your beliefs about teaching in greater depth.

Begin by completing the following prompt:
For me, teaching is...

Beliefs About Teaching

The next set of questions asks about your ideas about teaching. Think about the courses you currently teach as you respond to the following items. **Again, there are no right or wrong answers. Answer the questions about how you think about teaching as honestly as possible.** Use the following scale to answer the remaining questions.

If it is almost always true of you, circle 5; if it is rarely true of you, circle 1. If you somewhat true of you, find the number between 1 and 5 that best describes your opinion.

1 Only Rarely True of Me	2	3	4	5 Almost Always True of Me	
1. I design my teaching in this subject with the assumption that most of the students have very little useful knowledge of the topics to be covered.	1	2	3	4	5
2. I feel it is important that this subject should be completely described in terms of specific objectives relating to what the students have to know for formal assessment items.	1	2	3	4	5
3. In my class/tutorial for this subject I try to develop a conversation with students about the topics we are studying.	1	2	3	4	5
4. I feel it is important to present a lot of facts in classes so that students know what they have to learn for this subject.	1	2	3	4	5
5. I feel that assessment in this subject should be an opportunity for student to reveal their changed conceptual understanding of the subject.	1	2	3	4	5
6. We take time out in classes so that the students can discuss, among themselves, the difficulties that they encounter studying this subject.	1	2	3	4	5
7. In this subject, I concentrate on covering the information that might be available from a good textbook.	1	2	3	4	5
8. I encourage students to restructure their existing knowledge in terms of the new way of thinking about the subject that they will develop.	1	2	3	4	5
9. In lectures for this subject, I use difficult or undefined examples to provoke questions, discussion, or debate.	1	2	3	4	5
10. I structure this subject to help students to pass the formal assessment items.	1	2	3	4	5
11. I think an important reason for giving lectures in this subject is to give students a good set of notes.	1	2	3	4	5
12. When I teach this subject, I only provide the students with the information they will need to pass formal	1	2	3	4	5

assessments.

- | | | | | | |
|---|---|---|---|---|---|
| 13. I feel I should know the answers to any question that students may put to me during the course. | 1 | 2 | 3 | 4 | 5 |
| 14. Formal teaching time is made available in this subject for students to discuss their changing understanding of the subject. | 1 | 2 | 3 | 4 | 5 |
| 15. I feel that it is better for student in this subject to generate their own notes rather than always copy mine. | 1 | 2 | 3 | 4 | 5 |
| 16. I feel a lot of teaching time in this subject should be used to question students' ideas. | 1 | 2 | 3 | 4 | 5 |

Scoring Worksheet for the ATI (Trigwell & Prosser 2004)

Scale	Sum of Items / 8	Your Score
ITTF	1+2+4+7+10+11+12+13=	
CCSF	3+5+6+8+9+14+15+16=	

ITTF=Information Transmission/Teacher-focused

CCSF=Conceptual Change/Student-focused

Beliefs about Teaching

Information Transmission/Teacher-focused beliefs about teaching revolve around the metaphor of “teacher as expert.” People who hold these beliefs feel that they need to know everything to be a good teacher and that as an expert, the teacher tells the students what they need to know. Instructional strategies tend to highlight the teacher and the content to be learned, rather than the students/learners.

Conceptual Change/Student-focused beliefs about teaching center on the metaphor of “teacher as facilitator.” People who hold these beliefs tend to focus on the learning process rather than on the content alone. Instructional strategies tend to emphasize student interaction with classmates, the instructor, and the content.

While these categories are not mutually exclusive, it is important to note if one score is markedly higher than the other. A discrepancy indicates that your beliefs may be more localized in either IT or CC. Either way, this just gives you one indicator as to your beliefs about teaching.

Now, review your beliefs about learning from page 11. How do you see your beliefs about learning affecting your beliefs about teaching?

How do you think about your subject? How familiar are you with the subject(s) you teach? How do you feel about your subject(s)?

What do you see as your strengths as a teacher?

What are some things you'd like to work on in terms of your instructional practice?

Interpersonal Context

Characteristics of Learners

Who are your students? What words come to mind when you think about the students in the classes you teach? List at least ten words.

How do these words compare to all the students at this university? What words come to mind when you think about our students at WMU?

Read and consider the articles under the heading “**Understanding Today’s Students.**” How do these inform your view of the students you work with?

Matrix Comparing Structuralist/Stage Theories of Development

	11	12	13	14	15	16	17	18	19	20	21	22	23	
Psychosocial														
Erikson	Identity vs. Role Confusion								Intimacy vs. Isolation					
Marcia	Identity Diffusion			Identity Foreclosure		Identity Moratorium		Identity Achievement						
Cognitive														
Piaget (Constructivist)	Formal Operational Abstract reasoning													
Perry (Post-Piagetian)	Absolutist							Multiplicity		Relativism		Commitment		
Belenky, Clinchy, Goldberger, Tarule***						Silence/received knowing		Subjective knowing		Procedural knowing		Constructed knowing		
Moral Reasoning														
Kohlberg	Conventional Moral Reasoning Concern for Prosociality							Post-conventional Concern for Ethical Principles						
	Approval orientation				Social conscience orientation			Social contract orientation						
Gilligan***	Concern for Caring and Responsibility							Concern for Interdependent Relationships						

***Feminist Theories which are typically not linear, but are used here to contrast their more structuralist counterparts.

Social Organizational Factors

Specific Course Context

Course Number and Title:

Course Description (from catalog):

Enrollment:

Frequency and duration of class meetings:

Physical elements of the learning environment:

How is this course designed to be delivered? How do you prefer to deliver it?

What are the learning expectations for this course? What does the department expect this course to be? Are there expectations of the course or curriculum set up by the university? The profession?

What are the prerequisites for this course? Are there any that should be but aren't?

What courses require your course as a prerequisite?

Look over your syllabus. Think about how your course works. What do you think are the strengths of this course? What strengths have your students mentioned? What are some things you'd like to change about your course? List at least three things in each column.

Strengths (+)	Areas for change (Δ)

Nature of the Subject

What is the nature of the subject?

Is this subject primarily theoretical (pure), practical (applied), or a combination? What are the important changes or controversies occurring within the field?

Developing and setting expectations

What are the objectives/goals as listed on your syllabus? Highlight those that are required for accreditation or by your department.

What are other things you would like students to know or be able to do? What do you want students to leave your course with?

What are your assumptions about what students enter your course knowing/being able to do? What prior knowledge do they have of your subject?

Mental (as Anything) Verbs – the Worksheet

Group these verbs based on similarities. Create as many or as few groups as you'd like, though you should have some rationale for each grouping. Please provide a title for each grouping. Some words can fit into multiple groups.

Apply	Figure out	Search
Appraise	Formulate	See
Argue	Guess	Score
Arrange	Hear	Sketch
Calculate	Identify	Solve
Check	Illustrate	Sort
Choose	Interpret	Support
Classify	Invent	Translate
Compose	Judge	Tell
Compare	Locate	Test
Construct	Match	Use
Contrast	Memorize	Value
Criticize	Notice	Write
Decide	Observe	
Defend	Organize	
Define	Pay attention	
Demonstrate	Plan	
Design	Postulate	
Describe	Practice	
Diagram	Predict	
Discover	Prepare	
Discuss	Propose	
Distinguish	Prove	
Employ	Question	
Estimate	Read	
Examine	Reason	
Explain	Recall	
Explore	Recognize	
Experiment	Remember	
	Respond	

Mental (as Anything) – Discussion

How would you study for the following kinds of tests or test items? What kinds of things would you do to prepare for such a test/quiz/task? What kinds of thinking would you do?

- a quiz requiring you to list the dates and places of major US wars
- an essay where you were asked to design an experiment to test the concept of photosynthesis
- a test on solving polynomial equations (e.g., $y=x^2+25x-47$)
- an essay where you were asked to decide whether or not Truman should have dropped the bomb on Nagasaki.
- Translating a song from French to English
- An essay where you were asked to compare and contrast the themes in *The Inferno* (Dante) and *The Aeneid* (Virgil).

Do these items bear any relation to the groups you constructed on your Mental as Anything worksheet? If so, how? If not, proceed to the next segment.

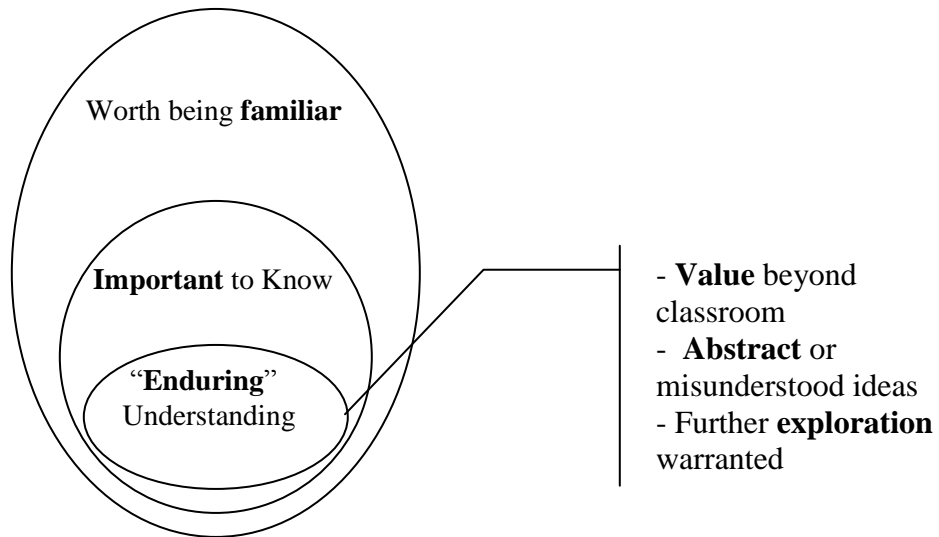
Consider the categories you constructed. Are any of these groups related? If so, how? How do you think you “learn?” How does our brain store information? Your group will have twenty minutes to create a map/model/diagram/picture of how you think learning happens.

Topic Distillation Process

This process is informed by Wiggins & McTighe's (1998) work on something called "backward design." Let's start by identifying what you would like students to know or be able to do upon leaving your course.

What are the major topics in your course currently? List out all topics you are expected to "cover" in the course. Feel free to add things that you would like to address but feel that you don't have time. Write above the line, as you will use the lower part of the page during the workshop process.

Another way to think about all this comes from a diagram in Wiggins & McTighe (1998) in their discussion of curricular priorities (p.15).



Consider your topics and how you might prioritize them. By now, you've identified your 2-5 over-arching topics. Can you explain the enduring understanding you'd like to see? Use the space below to map two of the topics you've identified.

Now that you've identified the things worthy of understanding, you'll think about what constitutes acceptable evidence of the things you want students to leave your course with. What are the academic tasks that you currently have students do? What are the relative "weights" of each task? Which tasks are done in class? Outside of class? On-line?

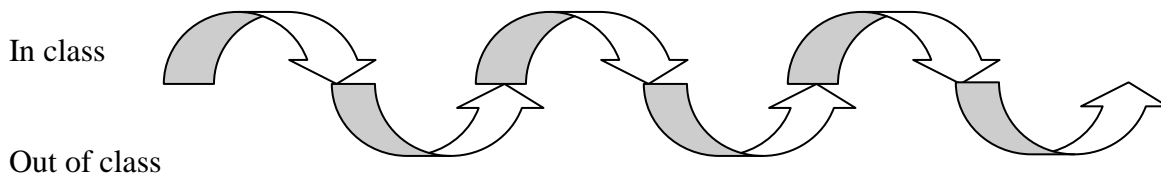
How do these tasks give evidence of students' knowledge? Are there other ways you might find evidence of students' understanding?

Instructional Strategies

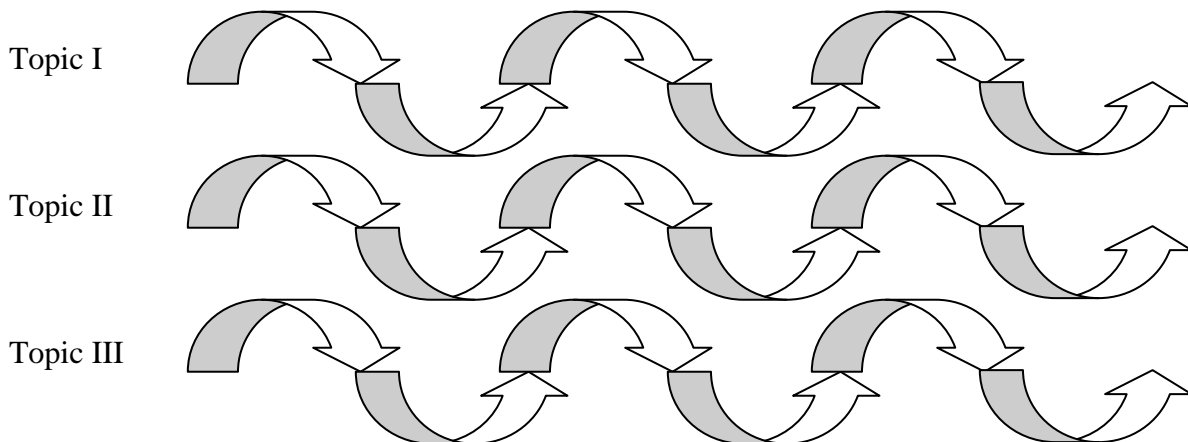
Finally, now that we know where we're going, we'll need to devise a roadmap on how to get there. Fink defines (2003) instructional strategies in terms of four types of activities:

- Preparation – activities that set up future tasks or ideas
- Practice with feedback – low stakes tasks that allow students to do the
- Quality assessment – ways to check on understanding or performance
- Reflection – look back on the learning and self-assess

Instructional strategies should have a *flow*, so that students use “homework” as part of an in class assignment and use . An example of this would be for students to prepare reading questions (Henderson & Rosenthal, 2006) that they then use as part of a classroom discussion.



An effective roadmap has a sequence of strategies that lead students toward the major assignments and goals for the course. There should be increasing complexity throughout the semester and more challenging tasks may require scaffolding for students to get the most from them. This does not mean that we dumb things down. What it means is that we break them down into smaller chunks where we can provide feedback and have students reflect on their own performance. For instance, if there is a large research paper due for your class, you can have students identify the topic and thesis early on in the semester. A few weeks later, you can ask them to identify several sources they will use for the paper. You can then have the paper due toward the end of the semester, knowing that students have performed some of the work already and knowing that you've given them feedback at each point in the process. This helps students learn the process of writing as well as learning about the topic. Also, there should be a flow for each major course topic.



Feedback and Assessment

What kinds of feedback do you currently give to students? How do you help students to understand how they measure up?

Formative and Summative Assessments

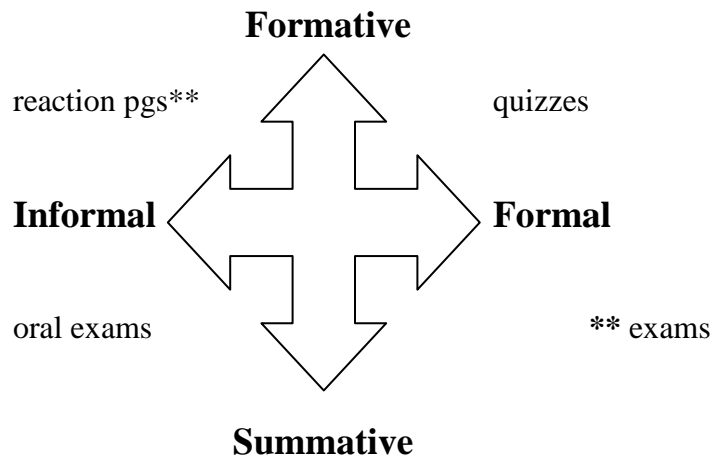
Assessment should always be a part of the instructional process. It can be informal or formal. We might assign points or percentages, or we might write comments. It can also be formative or summative. *Formative* assessment is the kind of feedback that is given along the way to help form the ideas and artifacts to follow. The most typical form of formative assessment would be quizzes, but reaction pages and other assignments can have the same effect. Formative assessment can be as easy as asking students clarifying questions in class. This is also the place where corrective feedback is the most useful to students. What can they change to better understand the concepts or theories? How can they improve their work? Formative assessment and feedback is the most important kind of assessment.

Summative assessment is usually a way of assessing a students' understanding across the entire course or unit. It is a summary of their achievement. These types of assessments often take the form of a cumulative exam or a final project, paper, or performance. Summative assessments are a place where the student can bring it all together for themselves. How do all these course concepts fit together? What is the big picture for this course? How can I demonstrate this synthesis? Summative assessment and feedback is a way of providing closure for a course, though it can also be a way of linking students to their next course.

Which of your assessments are formative? Which are summative? Why?

Most often, we see informal/formative and formal/summative in combination, but that need not always be the case. Figure 2 provides a graphic organizer for this issue.

Figure 2



Rubrics

Rubrics can be used as part of either a formative or summative assessment strategy. They are a way to communicate with students about their work. There are two kinds of rubrics that you will find: *analytic* rubrics break things down into component parts for assessment, *holistic* rubrics review the entire product or artifact at once. Either way, a rubric provides information about the criteria to be assessed and the various degrees of meeting that criteria.

There is always a dilemma about whether or not to provide students with a rubric prior to them doing the assignment. It seems fairly intuitive to provide a rubric if you want students to perform effectively. Show them what you want and they will do it. However, there is merit in not disclosing a rubric until later or better yet, having the students develop the rubric after they do the assignment. Usually, the criteria that will be used to assess are presented in the assignment.

	Pros	Cons
Rubric pre-assignment	<ul style="list-style-type: none"> • Students can see what's expected • students can address the 	<ul style="list-style-type: none"> • Students may only perform to rubric and not exceed expectations • students may learn to rely on rubric
Rubric post-assignment*	<ul style="list-style-type: none"> • students can write more freely 	<ul style="list-style-type: none"> • students may not be able to identify what is important about assignment

*may require opportunity to revise and resubmit

Sample Rubric - Holistic

Developed by Elizabeth Bradburn, English Dept., WMU – Initially developed Fall 2007

English 3XXX

Bradburn

Essay #1 Comments and Grade

Student name	Paper title
Content	
Organization	
Style and mechanics	
Grade	

In this holistic rubric, Professor Bradburn provides students with qualitative feedback to support her overall assessment of the paper. Her three criteria are presented to students at the time of the assignment. This rubric provides her with a formula to approach grading and also helps students to understand where their grade comes from. She reports that students have appreciated this kind of rubric.

In contrast, an analytical rubric provides students with criteria and specific descriptions of how each is scored. Here, Professor Beach provides a qualitative description for each point value so that students clearly see how their project was assessed. She also shows the grading scale, which accounts for the idea that if 4 out of the 6 criteria are at the “excellent” level, the overall grade is an “A.”

Sample Rubric – Analytical

Developed by Andrea Beach, Dept. of Educational Leadership, Research and Technology, WMU

Rubric for EDLD 602 (Introduction to Educational Leadership) - Final Examination

Group # _____

Student Names _____

Final Exam Points _____ Exam Grade _____

Point Value	<i>Thesis/Problem/Question</i> <i>How did you address the question/problem?</i>	<i>Information Seeking/Selecting and Evaluating</i> <i>Did you provide adequate depth & breadth of Research?</i>	<i>Analysis</i> <i>Did you use theories/concepts properly?</i>	<i>Synthesis</i> <i>Is your research logical and organized? Does it make sense?</i>	<i>Documentation</i> <i>Correctness of APA & Formatting</i>
4	Group posed a thoughtful, creative question that engaged them in challenging or provocative research. The question breaks new ground or contributes to knowledge in a focused, specific area.	Group gathered information from a variety of quality electronic and print sources, including appropriate licensed databases. Sources are relevant, balanced and include critical readings relating to the thesis or problem. Primary sources were included (if appropriate).	Group carefully analyzed the information collected and drew appropriate and inventive conclusions supported by evidence. Voice of the student writer is evident.	Group developed appropriate structure for communicating product, incorporating variety of quality sources. Information is logically and creatively organized with smooth transitions.	Group product shows all sources, visual aids, annotations, and are properly formatted both in product and Works Cited pages. Documentation is error-free.
3	Group posed a focused question involving them in challenging research.	Group gathered information from a variety of relevant sources--print and electronic	Group product shows good effort was made in analyzing the evidence collected	Group logically organized the product and made good connections among ideas	Group sources are cited with care, sources are cited, product is properly formatted in Works Cited pages. Documentation is error-free.
2	Group constructed a question that lends itself to readily available answers	Group gathered information from a limited range of sources and displayed minimal effort in selecting quality resources	Group conclusions could be supported by stronger evidence. Level of analysis could have been deeper.	Group could have put greater effort into organizing the product	Group product shows greater effort into documentation of sources. Documentation is poorly formatted or absent.
1	Group relied on teacher-generated questions or developed a question requiring little creative thought.	Group gathered information that lacked relevance, quality, depth and balance.	Group conclusions simply involved restating information. Conclusions were not supported by evidence.	Group work is not logically or effectively structured.	Group product shows plagiarism or other material errors.
Totals					

Grade Scale: 24-22 = A; 21-19 = B; 18-16 = C; Below 15 = E

Participation Structures

Once you've set the road map for your course, the next question is "how to get there from here?" This is the final step in backwards planning (Wiggins & McTighe, 1998). The method with which we have the most familiarity is lecture. Often, we adopt an approach that involves telling students what we want them to know and then asking them to do something with the new information. This is a familiar pattern for students and it is one of the reasons they may not engage with a discussion or an activity.

There are a number of other options and approaches that we can recommend, many of which allow students to play a more active role in the learning process. Discussion, collaborative group work, and individual work can support the active intellectual engagement students.

Discussion and engagement

Some courses are designated as discussion sections while others may be designated as lectures. Discussions require several things to be successful. The first is a set of social guidelines – how should students relate to one another? It's particularly important to draw up guidelines when you are teaching something that can be considered controversial, or where students are likely to have strong opinions. For example, courses that deal with gender issues, race and ethnicity, and other issues of social justice are likely to raise opinions and sometimes tempers. This is due to the fact that these kinds of issues create one kind of epistemological crisis for students at a point in their development when they are faced with different ways of thinking what they may be accustomed to. There are a few other elements to consider in organizing for effective discussion.

Questions, questions everywhere and not enough to think...

Question-posing is one of the more important skills in teaching and often one of the more difficult to learn. Initially, new teachers ask questions that have right or wrong answers. For students, these can turn into "guess-what-the-prof-is-thinking" questions and this is not a lucrative game. It is fraught with risks to motivation and thinking. Some students are great at this type of question, but most are not. Right-wrong questions don't leave room for student-to-student interaction, either.

Effective discussions start with open-ended questions. Wiggins and McTighe (1998) refer to these as "essential questions" and describe them as "...questions [that] cannot be answered satisfactorily in a sentence...we need to use provocative and multilayered questions that reveal the richness and complexities of a subject." (p.28). Essential questions are broadly worded ones that may have multiple answers. These types of questions can get the cognitive juices flowing – they are sometimes referred to as "advanced organizers." Essential questions have several characteristics:

- Reside at the heart of the discipline
- Recur naturally in the field of study
- Provide doorways to other topic-specific questions.
- Have no obvious "right" answer

They are fundamental, sometimes almost philosophical questions that will lead to enduring understandings. Examples of essential questions would be "Does biology

define who we are?” and “Is human nature inherently good or evil?” and “What does ‘relationship’ mean?” These are questions that cross disciplines and have multiple layers. There may be one or two essential questions per course.

The next layer of questions are ones that lead to essential questions. We’ll call these *framing* questions, as they are conceptually related and frame the development of enduring understanding. These still have the same characteristics of essential questions, but they may be more specific to the course. For example, if you are assigned to teach a course on research methods, you may want to use the question about relationship. Then, you might ask “how do we know when two things are related?”, “what evidence can we provide for this relationship?” and “if there is a relationship, what might it mean?” There should be somewhere between three and five of these framing questions per course.

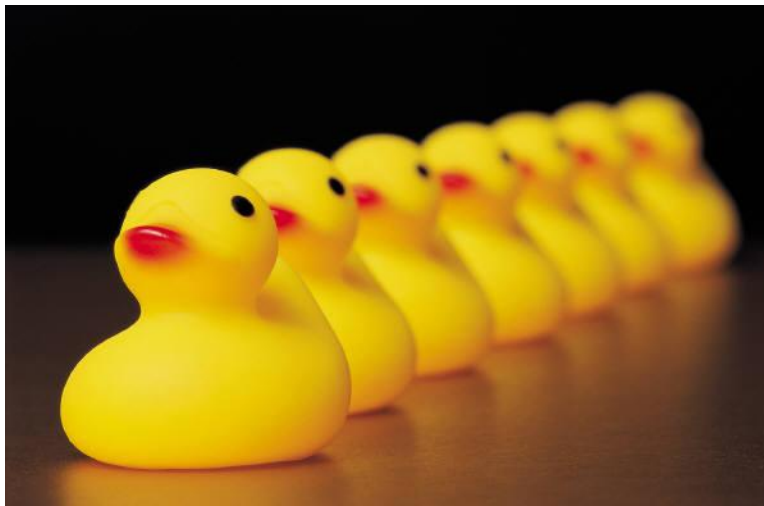
Finally, there are provocative questions are the ones that you can use to engage students in the major units or themes of the course. These can be called *grabbing* questions, because they can grab students’ attention. A question like “What do you know about colonies?” or “What words come to mind when you hear the word ‘colonize’?” are two examples of a grabbing question. Some of the best questions can be drawn from current events. You could ask students if they consider Iraq a colony of the U.S. This would get students involved in a discussion of both current events as well as the definition of the concept of *colonization*. Personally, I like to think of these questions as ones that address the concerns and interests of the average 14 year old boy – “what is this all about and why should I be bothered?” When thinking of grabbing questions, try to think of your content like a high school freshman.

Thinking time

Some people are good at “thinking on their feet.” Most of us, though, could use a minute or two to gather our thoughts, scratch a few ideas down. When a question leaves students staring at you with their mouths open, you can give them a moment for a quick write or a minute to talk it over with their neighbor. Either way, you are giving them no more than a literal minute or two to collect their ideas before they put them to the larger group. In addition, if everyone has had a minute to think, you can call on anyone in the room without feeling as though you might embarrass someone.

Sharing structure

Generally, students know the drill for sharing in a discussion – that one person talks and others listen until that person is finished. In some classes, students raise their hands to be acknowledged to speak next. In others, it's more free-form where students respond to one another freely. Either way, this is what we all hope for, but that's not always how it works. Occasionally, we have a class where a few people have taken over the discussion or worse yet, no one will even try. More rarely, there are classes where people are talking over one another. This situation may call for a more formal structure for sharing. One way is to use an item to denote when a student has the floor to speak. This item, a ball or a rubber duck, is then passed to the next student, who the speaker would like to hear from or a student who has their hand raised. In one class I worked with, I had to make a rule that students couldn't have seconds with the duck until we had heard from everyone in the room!



Teacher as secretary

The role of the teacher in a discussion must shift because students will often continue to look toward the teacher for affirmation. Unfortunately, after many years of right-wrong questions, students aren't always sure that their ideas are worthwhile. Effective discussions require the teacher to be the secretary, to take notes on the various points in the discussion and perhaps summarizing or tying major themes together toward the end of the class session.

In large section classes, this might be as simple as writing down the ideas that come from a brainstorm. In a smaller section class, you may need to physically move yourself away from the front of the room or you may want to sit "out" of the circle, so that students can no longer focus on you. It will all depend on the group you have. But taking notes helps you to see how they understand the material, the connections they are making, and places where there might be some erroneous thinking. You can raise these at the end of class as you use their thoughts to tie into the main issues of the course.

Collaborative Groups

Group work is a good way to help students become more interactive. It takes a bit more planning and organization to do this kind of work and there must be a purpose for group work. Effective group work involves a task that is best accomplished with multiple perspectives, so that group members can all contribute to it. One thing to keep in mind is that many college students have had previous experience with group work that has not been positive. In fact, some of the experiences they bring with them are downright negative. Difficulty scheduling meetings, overbearing group members, and slackers are just a few of the issues. Their experience working in groups needs to be acknowledged before you get started (see *Pros and Cons of Group Work worksheet*).

The next step is to help students to set positive expectations for their present group work (see Group Conduct Policy worksheet). Having students talk how they think their group should operate is an opportunity for them to work out some policies on their own, giving them ownership over the process. If a group falls apart, and one or two inevitably do, I can turn to this document to help us discuss what to do. Some groups work better when students have roles, so there is also a description of different

To this point, I have described collaborative group work. Cooperative learning is a subset of collaborative group work. For a task to be considered cooperative learning, a few criteria need to be in place (Aronson & Patnoe, 1997, Cohen, 1994, Johnson & Johnson, 1991, Slavin, 1990). I concentrate on five dimensions in my classroom: Social norms and expectations, heterogeneous groups, positive interdependence, individual accountability, and reflection on group process.

Social norms and expectations

Developing social norms and expectations in the post-secondary classroom is only slightly different from a secondary classroom. We assume that students know how to work in groups. However, they need to review effective group operating practices. What do people know about themselves that might affect their work in a group? What does it take for a group to work effectively?

Heterogeneous groups

Creating groups for group work is the first step. Heterogeneous groups allow students to learn to rely on each others' strengths, so it is important to combine students based on particular skills or characteristics, if possible. This involves knowing your students before they are assigned to groups. If that's not possible, then random selection is preferable. In larger classes, I sometimes use students' zodiac signs to assign them to groups – earth, fire, air, and water. Of course, students can self-select their groups, but that rarely results in *heterogeneous* groups. Groups should be between 3-5 members to be most effective.

Positive interdependence

Positive interdependence involves finding ways of having students develop a shared goal and continuing to work toward that goal. They need to need each other. You can promote positive interdependence by drawing on students' diverse knowledge bases, or by having them rely on the same set of resources.



Individual accountability

It is important for students to have the opportunity to show you what they can do as an individual as well as part of a group. Often, when students have group work assigned, there is one group product or artifact. When a group artifact is the only assessment of student progress, we may not be able to see clearly what each individual is bringing to the group in terms of their strengths and weaknesses. We may see a product that reflects more about the process than about what students have learned.

We may want students to work together, but relying solely on a group product can play into some of the worst behaviors – slacking, bulldozing, division and explicit separation of labor, and more. These are the kinds of behaviors that students dislike about group work and are often what makes it difficult for them to continue to engage in group work. Thus it is important to plan in some kind of individual accountability when you design group work. This can be done in a number of ways, depending on the objectives and purposes of the group work.

Reflection on group process

Structured reflection can help students to learn about themselves as well as how to communicate with others (see Group Reflection Forms #1 and 2). In my practice, I use form one to help students put their thoughts on paper. Then I teach them two communication strategies, the *I statement* and the *feedback sandwich*. The *I-statement* is a strategy in which the speaker takes responsibility for what he or she says, usually by using a feeling word. An example of the I-statement might be something like, “I feel like I learn a lot when I work with you.” The *feedback sandwich* is a communication strategy where one presents a positive comment, a constructive criticism, followed by a positive comment. An example of this would be “I liked a lot of your ideas during this project. I think letting people know when you can’t make a meeting would be really helpful in future group work, but I think you did a really good job with your section of the paper in the end.”

Group Conduct Policy worksheet –adapted from G. Tarbox

Group Name/Society _____

Groups work most productively when members attend class, take part in out of class meetings, stay in contact with other group members, and hold each other accountable for the entire group’s performance.

In order to avoid conflict or confusion, your group needs to create a policy that the members can follow in order to dismiss a person if he/she fails to perform at an acceptable level. Please fill out the Group Conduct Policy below and turn it in for Dr. Kelaher Young’s approval. This document will be placed in your Group’s Portfolio and will be used in the event that problems arise because of a group member’s absences or refusal to participate. Be as specific as you can in this policy, as it is used to negotiate difficulties in the group, should any arise.

Group Conduct Policy

We, the members of Group _____, have written, read, and understood the above policy, and we agree to abide by its terms. We understand that if a group member becomes a candidate for dismissal, he/she has the right to make an appeal to Dr. Kelaher Young. We also acknowledge that Dr. Kelaher Young will not deviate from the terms of this Group Conduct Policy when she listens to appeals. Moreover, we agree that this agreement in no way absolves a student from his/her regular responsibility of attending class. We know that a student may FAIL the course if he/she accrues excessive absences. We recognize that if a student is dismissed from a group, he/she will still have to complete the course assignments, but will have to do so on his/her own.

_____ Name	_____ Date	_____ Name	_____ Date
_____ Name	_____ Date	_____ Name	_____ Date
_____ Name	_____ Date	_____ Name	_____ Date

I have read and approved this Group Conduct Policy.

Dr. A.J. Kelaher Young Date

Group Roles for ED3000

Captain: This person is in charge of managing the overall team process. He/she needs to keep the team on task and is responsible for making sure that each team member is contributing equally well. The Captain needs to be able to give direction without hurting others' feelings.

Reflector: This person is in charge of observing and commenting on the team's interactions. He/she should inform the Captain of any operational problems, and he/she should also be in charge of time keeping during meetings. The Reflector produces a weekly report that summarizes his/her findings.

Recorder: This person is in charge of taking notes during meetings and making sure that a good record of what is being learned/discussed is available for reference by the other team members. The Recorder produces a weekly report that summarizes the group's academic growth.

Editor: This person is in charge of proofreading and editing the group's documents all through the process. The Editor should possess good writing and organizational skills.

Information Specialist/Spokesperson: This person is in charge of organizing library and Internet research for the group. This person is also in charge of representing the group to the public, especially during class. The Spokesperson should work closely with the Recorder to make sure that he/she understands the group's current position on any issue that they may be working on.

Society Names

Each group will belong to a Society named after a pioneer in education. You are encouraged to research the person for whom your society is named. The names of the Societies are as follows:

Elizabeth Almira Allen Society (EAAS)
Mary McLeod Bethune Society (MMBS)
Prudence Crandall Society (PCS)
Rachel Davis DuBois Society (RDDS)
Helen Heffernan Society (HHS)
Emma Hart Willard Society (EHWS)

Group Reflection Form #1

This group reflection is adapted from S. Caulfield, formerly of Sociology

Group Name and Number _____

We are interested in the process your group is using to work on the Annotated Bibliography assignment. In a paragraph or two, please tell us how your group has approached this assignment so far. What kinds of things have worked well? Why? What do you need to work on? Why?

We are also interested in having you respond to the following questions regarding each of your group members (including yourself). Please address each of the questions in the columns below, writing the names of your group members in the top row. We will not share this info with your group members.

	Self			
What has been your group members' greatest contribution?				
Where does your group member need to do work?				
What have you done to engage each group member?				

Group Reflection Form #2
Group Project Member Rating Scale

Name of Team Member Being Rated _____

Reviewer's Name _____

To What Extent Did the Group Member:	Rating
a. Participate in group discussion?	_____
b. Assume work load?	_____
c. Complete tasks assigned?	_____
d. Make worthwhile contributions to progress?	_____

Commentary (Mandatory):

Specific behaviors that made positive contributions to the group were....

Specific recommendations for being a more helpful group member...

This form must be completed for each team member after the group project, and comments must be typed (may be on a separate sheet of paper)).

Rating Scale: 3=equal to or greater than others
 2=somewhat less than others
 1=significantly less than others

Group member's attendance practices (sessions missed) – Circle One
0-1 Session Very Good
2-3 Sessions Not Good
4-5 Sessions Totally Not Acceptable

Instructional Strategies for Literacy Motivation: Creating the Need to Read

Allison J. Kelaher Young

One of the difficult things for us as college teachers is that we expect people to read material that can be perceived as horribly boring (textbooks), horribly esoteric (primary sources), and/or horribly useless/pointless (“you’ll just tell me about it anyway, so why should I read it?”). We understand that reading is part of the preparation process, but our students do have a point. Let’s break this down.

Textbooks are tertiary sources and are really reference books. They give a *general* overview of information and are probably best used to help orient students to vocabulary and main ideas. Textbooks are tools. Since much of the information in them is removed from the particular context in which it was generated, it becomes more of a list of facts or ideas. They are helpful, but certainly not scintillating reads.

Primary sources, such as journal articles, are much more *specific*. However, they are often written in academe-ese, a language form selected for its mind-numbingly confusing style. Each of us has a different “language” we hope students will learn – mine uses APA format and has peoples’ names and years inserted in the midst of otherwise obtuse sentences. Yours may have mounds of footnotes or endnotes. Either way, these readings can be intimidating to students, yet another reason to not bother doing the reading.

This is not an indictment of either textbooks (well, maybe...) or primary source material. I believe it is useful to offer both to students, but to use each wisely and meaningfully. Any class reading can easily be seen as useless or pointless. The trick is what we do with it.

First, you’ll need to create a “*need to read*.” Sometimes I introduce a concept or issue in class with a big question that we throw around as a discussion. Then, when students go to do the readings, they find answers in the readings. An example of this is when I open my adolescent development course with the question “What is adolescence?” I have students brainstorm a list of words that come to mind when they think about adolescence and we talk about them for a few minutes. Then, they read a journal article that describes how adolescence was “invented.” In this way, they have something to hang the reading on, a context of their own creation on which to examine what the author has to say.

This may seem counterintuitive from the way we would normally use readings, but think about it. Take the first few chapters of most textbooks. Usually, the author has chosen to put what he or she believes is foundational knowledge about the subject of study in these chapters. The intention is to be helpful, certainly, to set the scene so to speak. But reading a chapter on research methods and design before you’ve done any reading about research can be mentally deadly.

Second, you'll need to consider what you want students to "do" with the reading. Instructional strategies that encourage students to actively use what they've read. I have used a few different strategies to elicit and engage student response. One way to go is the 3X5 card. You can ask students to create 3-5 questions for discussion. Or you can ask students to identify their clearest point and their "muddiest" point in the reading. These are both strategies that make questions acceptable and useful – you can base a class discussion on the questions or muddiest points. And, as a bonus, you will have a sense of how students engaged with the reading.

Another option is called the Reaction/Response paper. These were developed from research in the area of literacy called "Reader Response." You can ask students to write a one page, informal paper that asks for their ideas and opinions. Here is an example of an assignment I use in my Adolescent Development course:

For each reaction page, you will write an informal paper that requires you to consider your own ideas about specific course concepts/questions. Basically, the question is "what does this reading make me think of?" Think about what seems to make sense and what you still have questions about once you've finished the reading. Some suggestions for approaching a reaction page are:

- 1) agree/disagree with an idea*
- 2) consider an application (i.e., instructional methods, policy implications, etc.)*
- 3) compare/contrast one of the main ideas to another idea you've heard of*
- 4) suggest other ways to study the phenomenon*
- 5) suggest other related phenomenon to study*

You are not limited to these suggestions. However, you may not comment on the length of the article, nor on the general interestingness of it. You are looking for specific ideas to work with and react upon. Reaction pages should be no longer than one page, typed, single-spaced.

I then use reaction papers as a jumping off point for discussion. Students read each other's papers and are allowed to write substantive comments in the margins. Then, you can have students work with a partner or in a group to discuss their ideas about the reading. Or if you have a class of 25 or so, you can dive right into a class discussion. Either way, you have an artifact that helps you to see how students think about a particular issue. Basically, you can think about these strategies as a reading accountability system.

Another way to do this is to give students a quiz on the reading. This is not necessarily a bad idea, but you also want to try to make the quiz pull double duty some way. It's best if you can use a quiz to foster some study skills or habits along with giving a quiz. One example is that I allow my students to bring a page of notes to class the day of the quiz. They are allowed to use their notes to address five open-ended questions from the reading. However, they must take notes a different way each time (see Appendix A). Each kind of note taking mirrors the way that chapter is organized. Chapter three, for

instance, compares four major theories of curriculum and there is a matrix right in the chapter. Students may need some support in using these strategies because many of these are foreign to them. But once they try them, some find them quite useful and may begin to use them in other classes. I do collect notes and review them briefly because that helps me to understand how students may approach the chapter as well as their study skills. And occasionally, I will go back and re-teach a strategy that seemed to be problematic for many students.

These kinds of assignments ought to be low-stakes and not about grammar, punctuation, or spelling. They are about ideas and arguments and helping students to learn to develop their own thinking. These assignments must be worth their attention, but not so much that students feel pushed back into the box.

In my work with undergraduates, I tend to lean towards journal articles and away from textbooks. Even my 2000-level students are asked to read some pieces that are considered fairly heady in my field. However, once I remove the idea that there is one correct answer or interpretation, I find that students are generally willing to at least try. I received this email about four years ago from one of my students who had openly struggled with some of the readings in an upper division course I was teaching. She had complained about how difficult the readings were, though she did a fine job on her assignments. She wrote:

I started Grad. school at Oakland University, and I am getting my degree in Ed Leadership with an administrative certification. I wanted to thank you for every thing you made me do during under-grad. Sure I may have complained about McClaren, but now the readings we had to do in my first class were a joke, while people in my class struggled. With only one class done, I realized how much I learned in your class, and how much you prepared me for the next level – Thanks

We all teach a particular discipline, but we also teach people reading, writing and learning. We may have to help them develop skills they need to become life-long learners. In turn, as they develop these skills, they may see more value in learning as well as feel more confident in their abilities to learn. To do this, we absolutely cannot “dumb things down.” We have to set a high bar and then help them over it.

I encourage you to experiment and share ideas that you develop around reading and literacy in your classroom. I do not have all the answers and am always looking for new ways to approach my work in the classroom.

Quiz Preparation/Study Strategies – taken from A.J. Kelaher Young

You will be taking notes in preparation for chapter quizzes in this course. Each chapter has an assigned strategy based on the content in the chapter. All note-taking strategies involve being selective, identifying main ideas, and providing supporting facts (Zimmerman, Bonner, & Kovach, 1996). The following strategies have been shown to be useful in taking notes and remembering information.

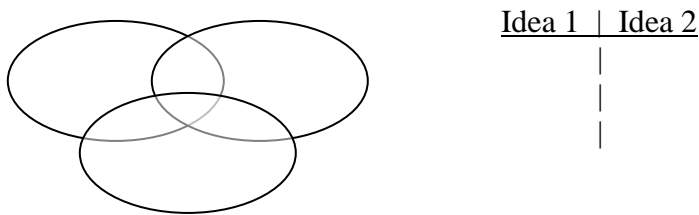
- Chapter 12 Informal outline (linear/hierarchical)
- Main idea number one
 - supporting idea number one
 - supporting idea number two

- Chapters 1&2 Formal outline (linear/hierarchical)
- I.
 - A.
 - 1.
 - 2.

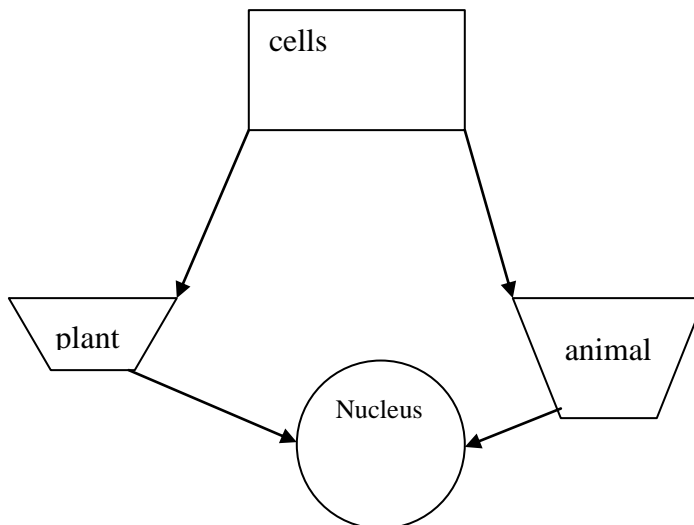
- Chapter 3 Matrix (mapping/non-hierarchical)

	Criteria 1	Criteria 2	Criteria 3
Idea/concept 1			
Idea//concept 2			
Idea/concept 3			

- Chapter 4 Venn diagram/T-chart (mapping/non-hierarchical)



- Chapter 6 Concept map (mapping/non-hierarchical)



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Powerful Pedagogies Seminar Series
Readings

Understanding Today's Students

Oblinger, D. - Boomers, Gen-Xers & Millennials: Understanding the New Students.

Barnett Terry, R., Dukes, C.M., Valdez, LE., & Wilson, A. - Changing demographics and diversity in higher education.

Small, C. - My year as a freshman: Connections to the path ahead.

Perry, W.A. - Different worlds in the same classroom: Students' evolution in their vision of knowledge and their expectations of teachers.

(Optional... but good!)

Dalton, J. & Crosby, P. (2007). The hidden world of college students: Five reasons we know less about students than we should

Oldfield, K. (2007). Humble and hopeful: First-generation poor and working-class students.

Assignment - What kinds of questions did these readings bring to mind? What do you want to know more about?

Bring a 3x5 card with three to five questions for discussion based on your readings.

Students as Learners

Chickering, A.W., & Gamson, Z.F. - Development and adaptations of the seven principles for good practice in undergraduate education.

Baxter Magolda, M.B. - Intellectual development in the college years

Wilson, M.E. - Teaching, learning and Millennial students

Pollard Cole, R., Goetz, E.T., & Willson, V. - Epistemological beliefs of underprepared college students.

Pitts, J.M., White, W.G., & Harrison, A.B. - Student academic underpreparedness: Effects on faculty.

Cukras, G.G - The investigation of study strategies that maximize learning for underprepared students

Richards, J.T.E. - Students' approaches to learning and teachers' approaches to teaching in higher education

Assignment – What was your response to these readings? Write a one page reaction to these readings.

Students as Readers

Kelcher-Young, A.J. – Creating the need to read.

Henderson, C., and A. Rosenthal. - Reading questions: Encouraging students to read the text before coming to class.

Understanding the Syllabus

Singham, M. - Moving away from the authoritarian classroom.

Altman, H.B., & Cashin, W.E. - *Writing a syllabus*.

D'Antonio, M. - If your syllabus could talk

Assessment Strategies