

Session 3: An introduction to Learning and Teaching

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Objectives

- Learning styles and models
- Tips for lectures / tutorials
- Feedback and assessment
- Evaluation and reflection

Themes of good/bad teaching

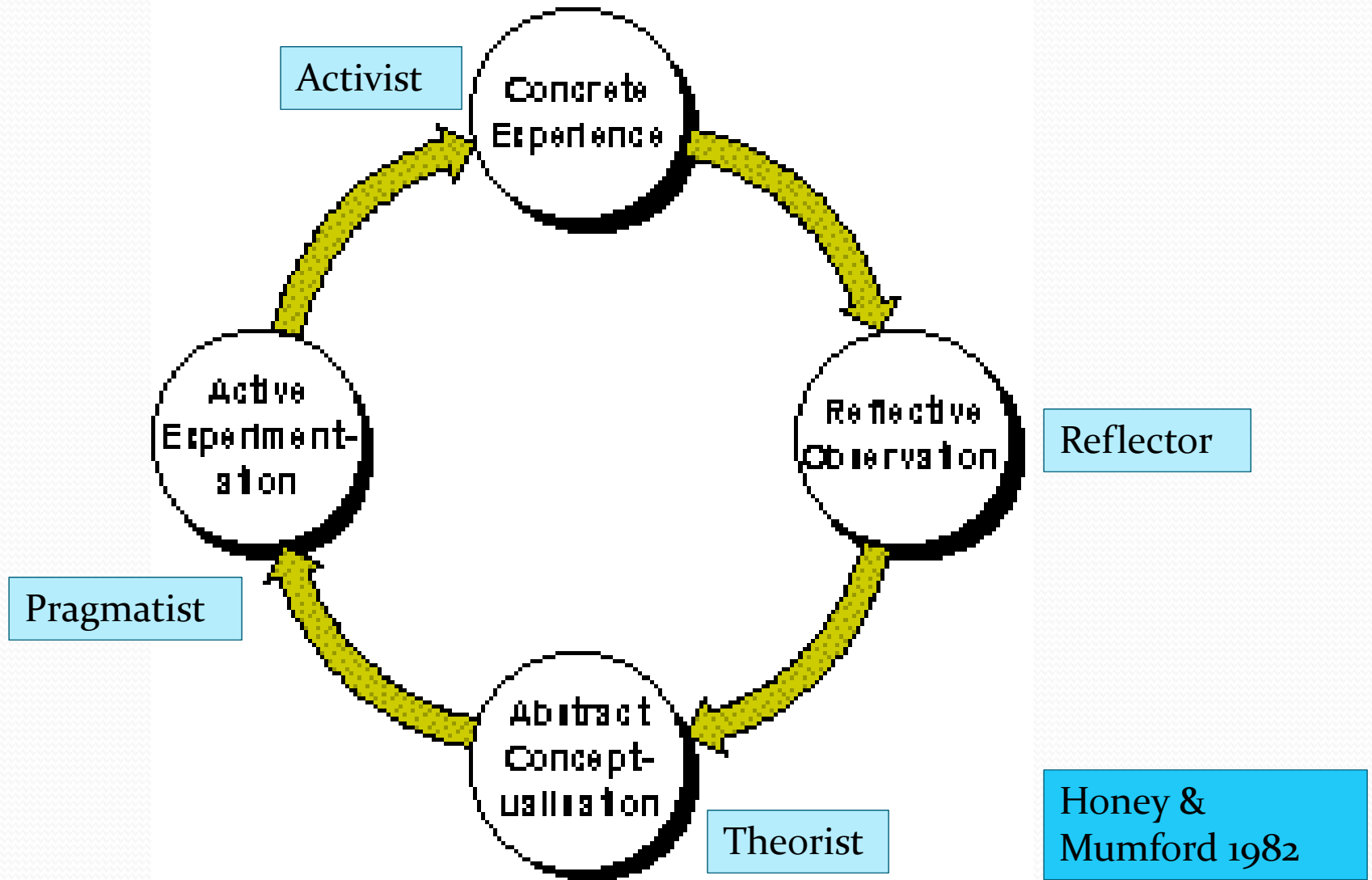
- Student
 - Learning styles, emotional/ affective impact, maturity, past learning etc
- Teacher
 - Learning styles, scholarship, experience, empathy and enthusiasm, etc
- Content
 - Is this theory/ concepts or learning of basic lists? etc, level of content knowledge
- Learning
 - Learning cycles, progression points, student-focussed

Learning Styles

- Kolb stages
- Diversity – VARK: www.vark-learn.com
- Affective/ emotional aspects of learning
- Student motivation and self-direction

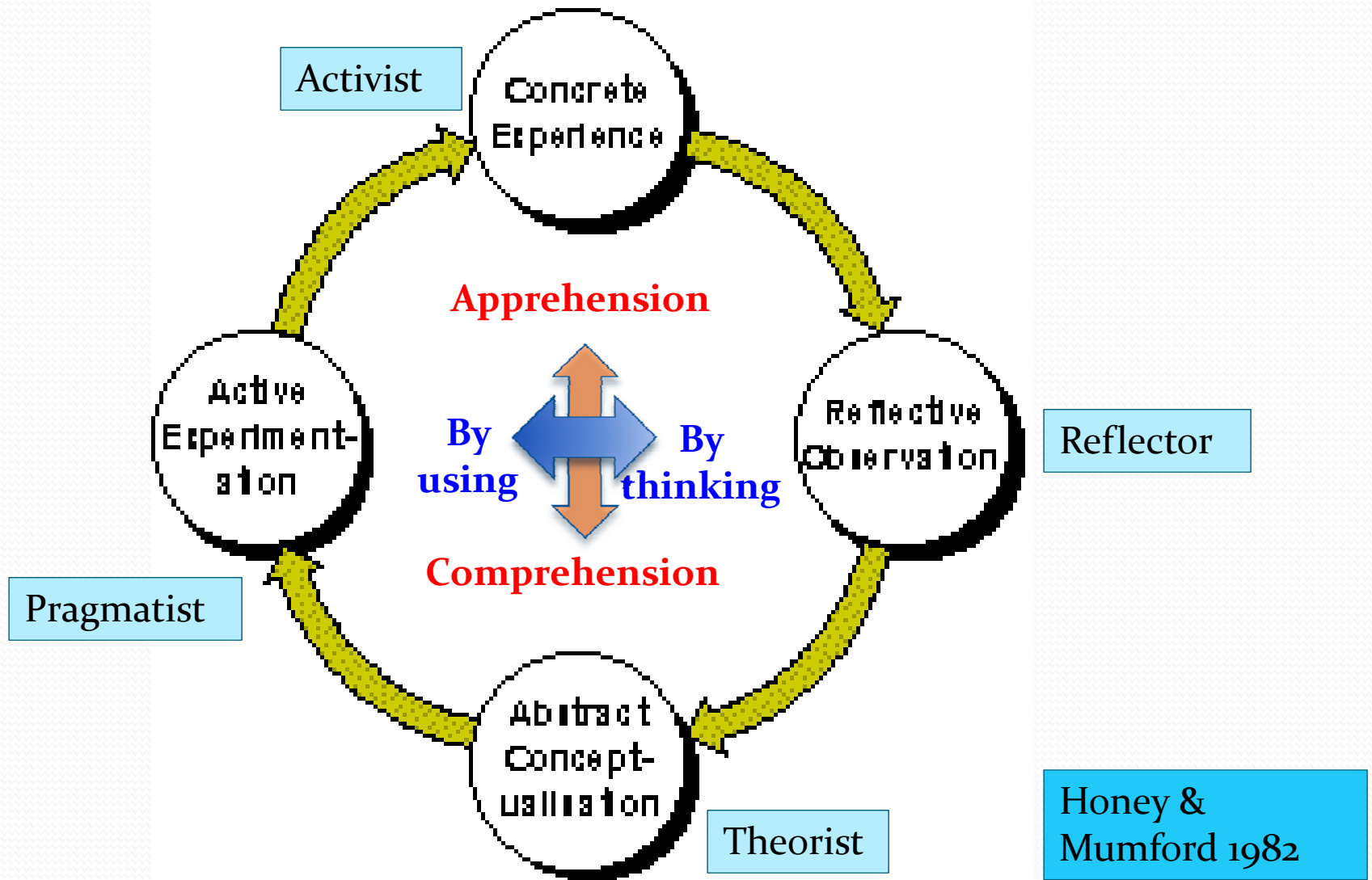
The Kolb Model 1984

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



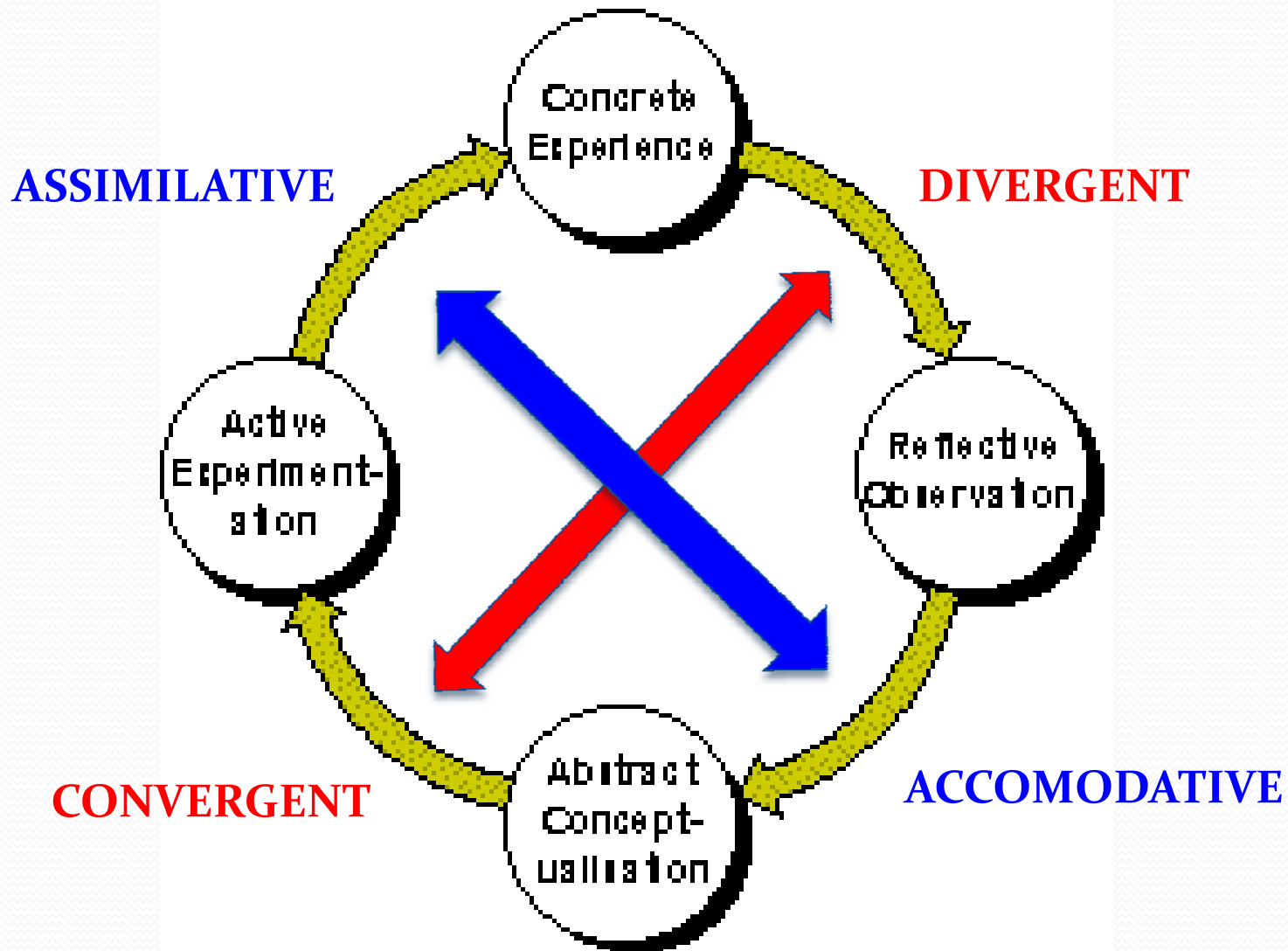
The Kolb Model 1984

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The Kolb Model

– The 4 quadrants



Experiential
Learning
Cycles

Act

Concrete Experience
Facts (What Happened?)
Theory of Action

Reflect

Reflective Observation
Feelings (What Did I Experience?)
Assess Behavior & Consequences

Conceptualize

Abstract Conceptualization
*Findings (Why Did
This Happen?)*
Revise Theory

Apply

Active Experimentation
Futures (What Will I Do?)
Implement Revised Theory

1. David Kolb
2. *Roger Greenaway*
3. Chris Argyris & Donald Schön

compiled by Andrea Corney

www.edbatista.com/2007/10/experiential.html

Experiential
Learning
Cycles

Apply

Act

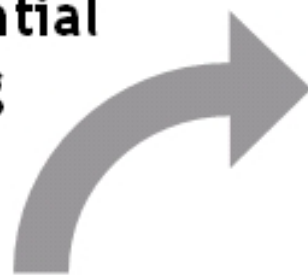
Reflect

Conceptualize

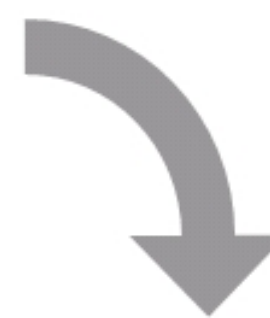
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www.edbatista.com/2007/10/experiential.html

The Simplest
Experiential
Learning
Cycle



DO IT.



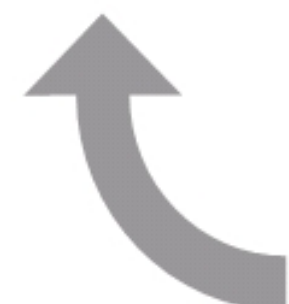
What?

What happened?
What were the results?



So What?

What do these
results imply?
How did I influence
the outcome?



Now What?

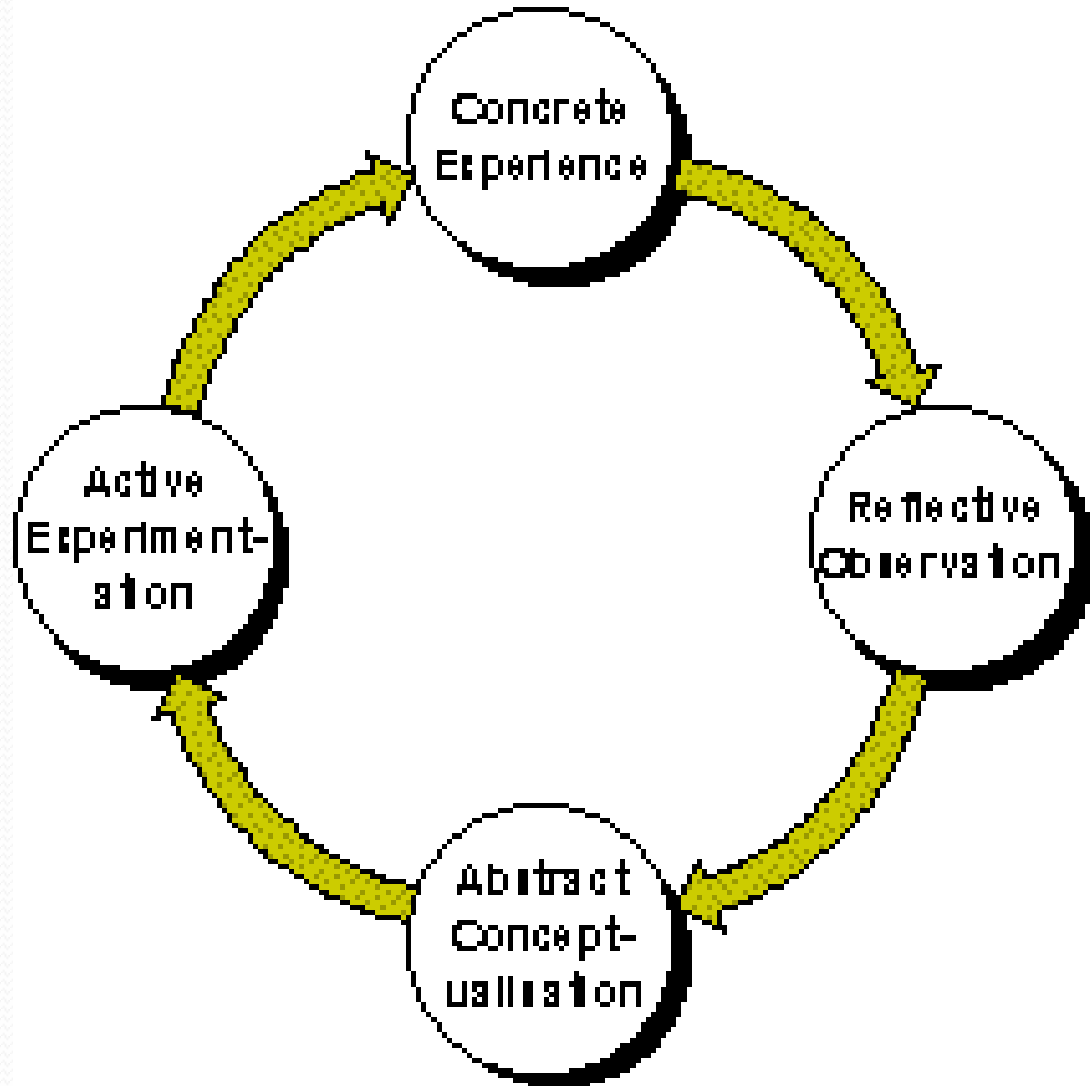
What will I do differently next time?

Issues with the model and kite

- An oversimplification of a complex process
- The inventory forces your hand
- Leads to a tendency to generalise about the process and the learning approach of individuals

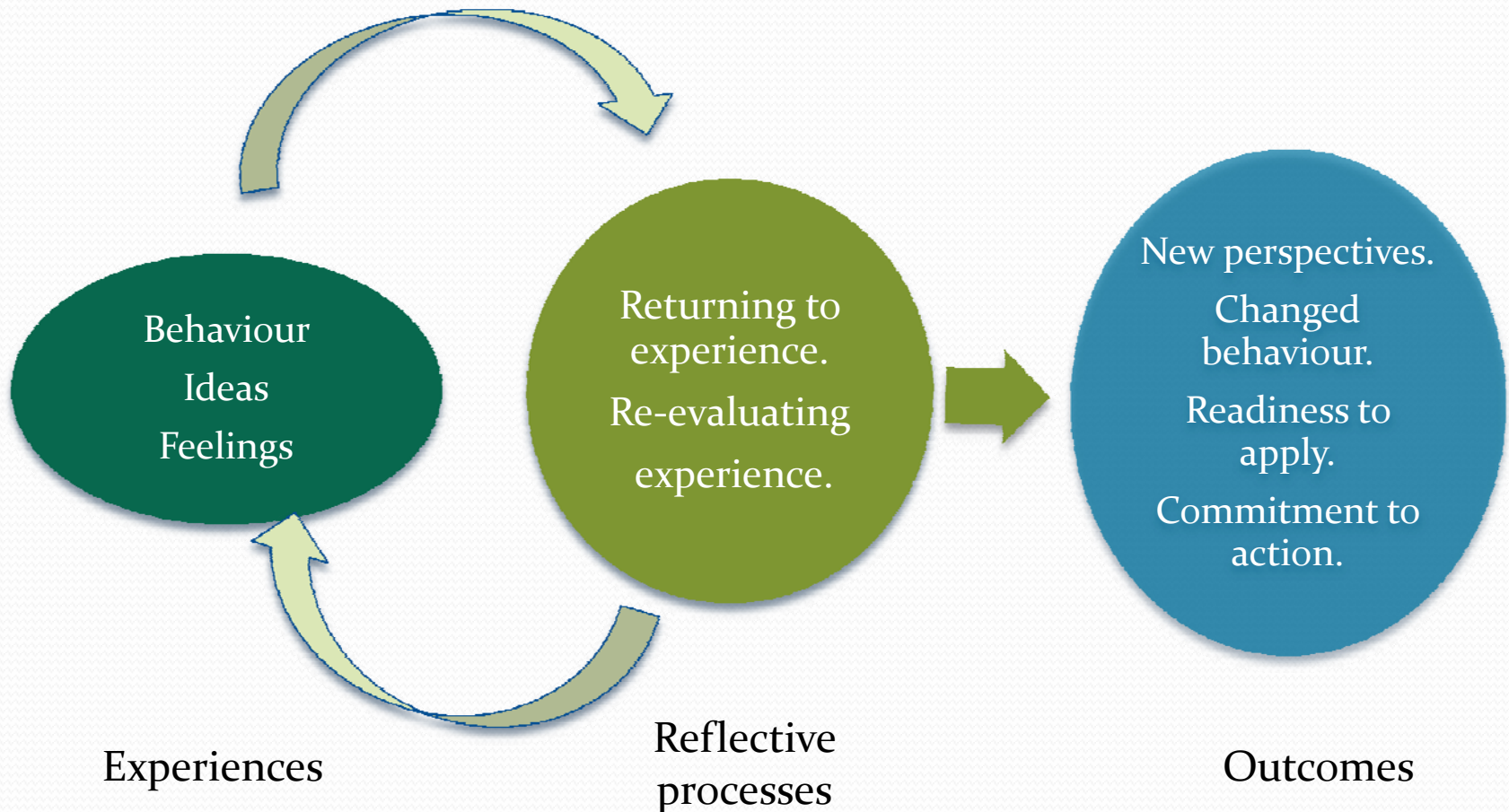
Why are these preferences important?

1. How students learn = reflection essential for deep learning
2. How we teach = we start and finish at different stages of this cycle and miss some out
3. Students (and teachers) have learning styles that influence their engagement and progress in learning



Accentuate the reflection...

Boud, Keogh and Walker (1985)



How can a teacher adapt to different learning styles?

- Depends on the setting, discipline, aim and stage of learning
- Content and context is key

Three Levels of Feedback

Interactive Feedback Based on Mutual Goals

- Agree on goals with learner
- Involve learner in self-assessment
- Give learner feedback on performance and self-assessment
- Ask for students thoughts on feedback
- Develop an action plan with feedback

Behavioral Feedback Based on Instructor Goals

- Use objective words that describe how the student behaved
- Give reasons for agreement or disagreement
- Offer behavioral suggestions for improvement

Minimal Feedback Based on Undefined Goals

- Use subjective words like great or ok when students complete a task
- Agree or disagree with learner's opinions without explaining why
- Use nonverbal cues like frowning

Based on the work of Jennie Hsu-Lumetta, M.D.

Giving students feedback

1. Encourage the student to be reflective
1. Start by reacting positively to good things you have observed
2. Focus on behaviour which you actually observe
3. Offer specific and feasible suggestions/ alternatives
4. Don't overload the student with excessive information
5. Feedback needs to be well timed
6. Check the student has understood what they need to do to improve

Edna Koritschner, UNSW, 2009

Threshold Concepts (Mayer & Land 2003,2005)

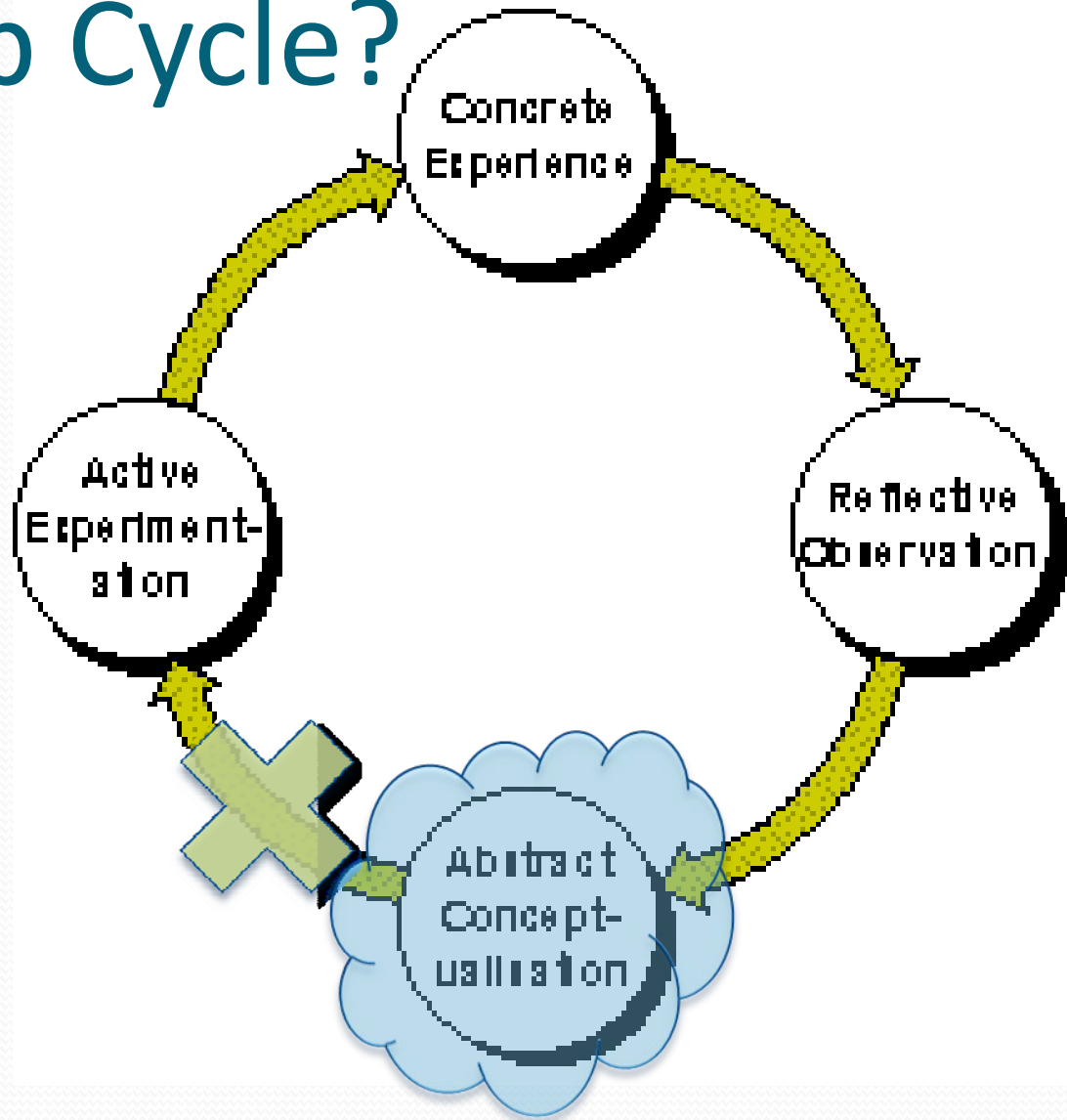
- A TC “represents a transformed way of understanding, or interpreting, or viewing something without which the learner cannot progress” (2003, p.1)

Characteristics:

- Transformative
- Integrative
- Irreversible
- Potentially troublesome
- Often boundary markers



In the Kolb Cycle?



Practical Application of Threshold Concepts in Teaching

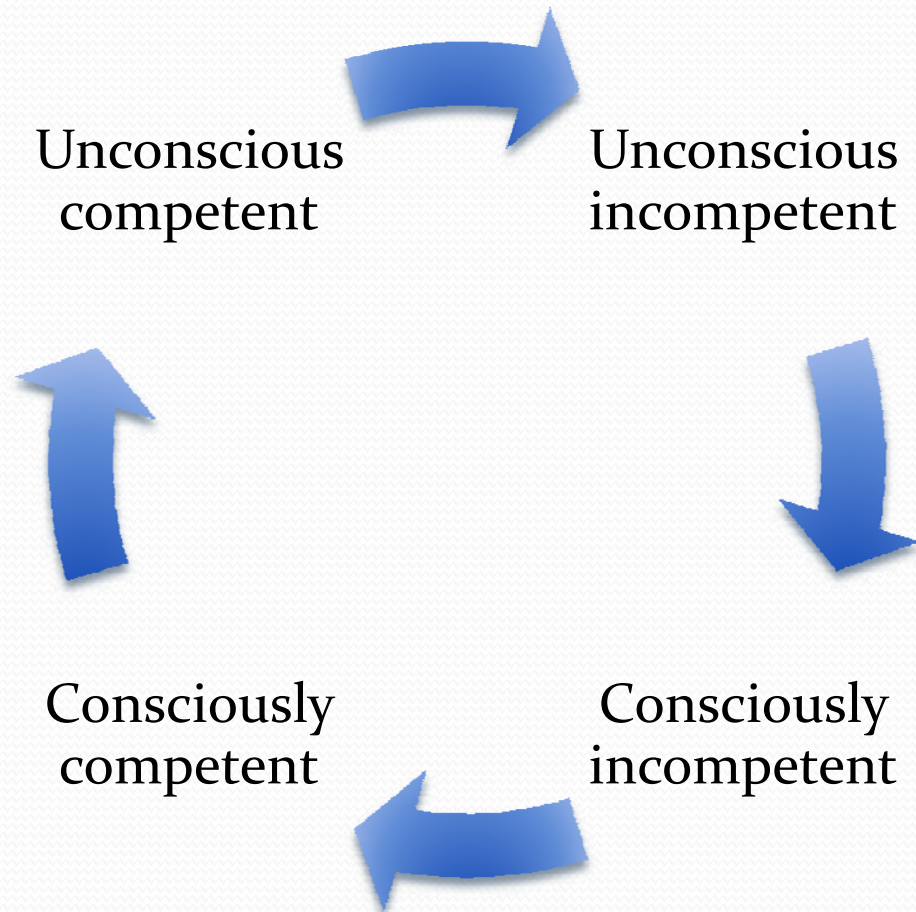
- Cinderella subject (Sinclair, 1997)
- Major points where students stumble and lose engagement
- Stats = numbers = algebra = formulae = math
 - “Numerophobia”

The Sampling Lens

My own experience of discovering this lens was a revelation, akin to the experience I had when I put on my first pair of eyeglasses- suddenly everything was sharp and clear.

(Kennedy, 1998, p.487)

Another learning cycle



Teaching

<http://sessional.Int.unsw.edu.au/content/who-are-my-learners>

- A performance / presentation of content
- Engagement
- Expectations

Lectures /Tutes

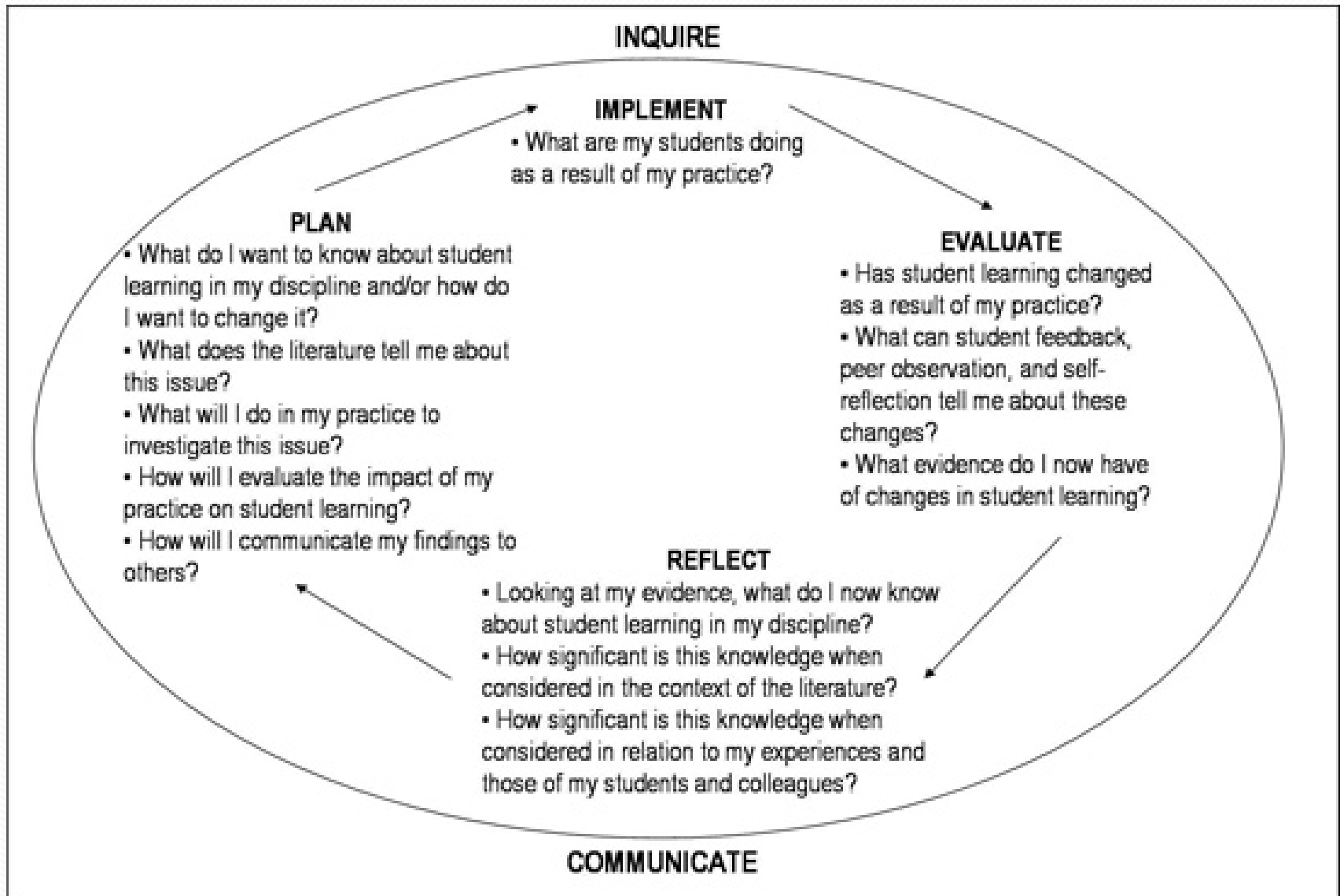
- Structure – content
- Performance – engagement
- Presentation
- Diversity, difficult students, crowd control

Assessment setting and marking

- Alignment = **Graduate capabilities**
- Reducing the risk of plagiarism, detecting plagiarism
www.lc.unsw.edu.au
- Giving **effective** feedback
- Self-reflection or self-evaluation section
- Marking

Evaluation - reflection

<http://learningandteaching.unsw.edu.au/content/RandI/solt.cfm?ss=2>



Evaluation

- Critical reflection = diary / notes
- Peer evaluation / Mentoring
- Clinical teaching evaluation h.scicluna@unsw.edu.au
- Informal review – eg post-its, Brookfield's Critical Evaluation Questionnaire (CEQ)= one page
- CATEI
<http://www.med.unsw.edu.au/medweb.nsf/page/Course+and+Teaching+Evaluation+and+Improvement>
- More formal evaluations (ethics approval probably required)

Wind up

- Learning styles and models, Importance of Feedback
- Tips for lectures / tutorials
- Assessment
- Evaluation
- **Support –**
 - Within department
 - Within school
 - MedEd group
 - L&T@UNSW, Library, Books, Websites
 - FULT and GCULT training = free to staff and very valuable

Web Resources

- www.lc.unsw.edu.au
- <http://learningandteaching.unsw.edu.au/content/LT/development.cfm?ss=2>
- <http://sessional.lnt.unsw.edu.au/>
- www.vark-learn.com
- www.learningandteaching.info/learning/index.htm