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Successful teaching and learning:

- ✓ builds community,
- ✓ explores prior knowledge,
- ✓ assesses understanding,
- ✓ is relevant, and
- ✓ provides application.

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Teaching vs. Learning

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Community Building

Quick Write:
When I learn best, the learning environment is . . .

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Building Relational Capacity is Foundational

Dr. Joseph Cuseo

- Make intentional and proactive attempts to know student names
- Routinely refer to students by name
- Learn and remember information about individual students
- Share information about yourself with students
- Interact with students in a personable and empathic manner
- Provide personalized feedback to students
- Encourage student to make office visits or conference outside the class
- Be available to interact before and after class
- Communicate personally via email or social media
- Be seen at co-curricular experiences

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Explore students' prior knowledge!

- What do students know?
- How does the instructor know what understandings students are bringing to the classroom?
- Is the students' prior knowledge correct?
- What do students want to know about the topic?

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K—What do I know?
W—What do I want to know?
L—What did I learn?
A—How will I apply this knowledge?
Handout page 1

QuickWrites
Mind Mapping

One-Pagers

Entrance Tickets
Exit Tickets

D—What did we do?
L—What did I learn?
I—What interests me?
Q—What questions do I have?

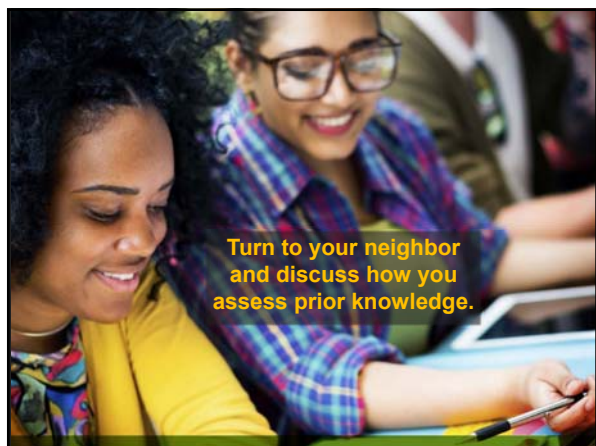
Minute Papers

Reflective Journals & Learning Logs

Carousel Brainstorming

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Assesses Understanding

- What is the best way to deliver this content?
- How can I engage students to interact with this content?

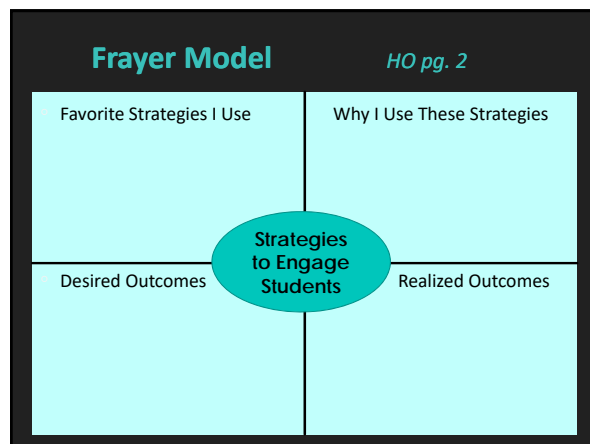
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Strategies to Engage with Content

- Focused Note-taking
- 10-2 Lesson Structure
- Think-Ink-Pair-Share
- Pairs-Squared
- Gallery Walks
- Jig-Saw
- World Café
- Socratic Seminars
- Philosophical Chairs
- Inside/Outside Circles
- Frayer Model (Handout page 2)

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WRITING

- Focused Note-Taking
- Writing Processes
- Writing as a Learning and Communication Tool
- Learning Logs
- Quickwrites and Reflections

READING

- Deep Reading Strategies
- Note-Taking
- Graphic Organizers
- Vocabulary Building
- Summarizing
- Reciprocal Teaching

INQUIRY

- Skilled Questioning Techniques
- Costa's Levels of Thinking
- Socratic Seminars
- Tutorials
- Investigations
- Guiding Questions
- Collaborative Study Groups

COLLABORATION

- Socratic Seminars
- Tutorials
- Philosophical Chairs
- Group Activities and Projects
- Peer Editing Groups
- Service Learning Projects

ORGANIZATION

- Binders
- Interactive Notebooks
- Calendars, Planners
- Graphic Organizers
- Focused Note-Taking
- Tutorials and Study Groups
- Project Planning and SMART Goals

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Arthur Costa's Levels of Thinking

- **Level One Thinking**
Information on the page—facts, definitions, etc.
- **Level Two Thinking**
Processing level one information—comparing, contrasting, examining connections, etc.
- **Level Three Thinking**
Creating and innovating; applying information in new ways

Handout pages 3-6

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Relevance

Why is this important to the student?

- Find connections to careers
- Identify relevant employability skills
- Find connections to previous/future learning

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Employability Skills

- Critical Thinking & Problem Solving
- Professionalism & Work Ethic
- Leadership
- Communication Skills
- Teamwork & Collaboration


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Critical Reading & Writing Strategies




Note-Taking



B Marking the Text



Writing in the Margins



Summarizing

Handout page 7

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Application

Looking for new ways to apply knowledge.

- o How can students experience this or apply this knowledge?

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Frameworks for Intentional Student Learning

Framework focuses on three tiers.

Tier 1 helps students to:

- ✓ Validate as potential scholars
- ✓ Situate learning in their experience
- ✓ Offer opportunities to mutually construct knowledge
- ✓ Learn who they are, teach how to ask scholarly questions, offer regular opportunities to offer input on learning material, work through problems together

Taylor, K. and Haynes, C. (2008). A framework for intentionally fostering student learning. *About Campus*, 13: 2-11. doi:10.1002/abc.265

Pintich, P. (2004). A conceptual framework for assessing motivation and self-regulated learning in college students. *Educational Psychology Review*, 16.4, p385

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Framework for Intentional Student Learning

In Tier 2:

- ✓ Invite in the discovery process,
- ✓ Offer + and - feedback on students' work
- ✓ Identify authentic problems or questions
- ✓ Students reflect on academic work
- ✓ Assign projects that require multiple perspectives and expertise
- ✓ Teach key methodological and scholarly processes

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Framework for Intentional Student Learning

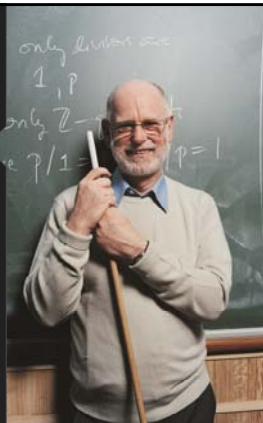
In Tier 3:

- ✓ Instructor assumes the role of mentor/coach and high expectations are set together
- ✓ Students undertake and assume responsibility for their own projects
- ✓ Consider social, cultural, ethical, or political implications of students' work
- ✓ Co-author work
- ✓ Students present scholarly work in public
- ✓ Students create life and career plans that build on previous work

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