Keynote Presentation by Dr. L. Dee Fink

“5 High Impact Teaching Practices”

Thursday, June 18, 2015 | 8:45 – 10:00 AM | Westin Bayshore Hotel

This provides some brief comments about each of the five high impact teaching practices that Fink will discuss in his presentation at the 2015 STLHE Conference in Vancouver.

1. Changing Students’ View of Learning
In recent years, leading educators have been putting together ideas on how we can help students become more aware of and pro-active in shaping their own learning experiences. I will introduce two of these, one guided by the concept of “metacognition” and the other by the notion of “self-directed learning” – and show the impact of what they did.

Related resources:
- Carol Dweck, Mindset. Ballantine, 2007. This is the book that made the distinction between viewing our intelligence as “fixed” or “fluid” (meaning changeable). Most beginning college students come in with the former view; they need to change to the latter view, if we want them to believe they can learn how to improve their ability to learn.
- A YouTube video (with animation) on what Stephen Carroll does. He is the second of the two professors whom I mention in my presentation: www.youtube.com/user/LDeeFink

2. Learning-Centered Course Design
In his book on this topic (orig. 2003; updated ed. 2013), Fink introduced the Taxonomy of Significant Learning along with the model of Integrated Course Design as a way of designing significant kinds of learning into your course.

Related Resources:
  - This is a collection of 10 essay by people who used Integrated Course design: what they did and what happened when they used these ideas.
- www.designlearning.org – A website where information about Integrated Course Design is being archived. Has tips, forms, descriptions of good course designs, and a listserv.
  - On this website, viewers can read Fink’s “Self-Directed Guide...”. This relatively short document describes the main ideas involved in Integrated Course Design.
3. Team-Based Learning
Many professors are using small groups these days, but not all ways of doing this are equally good. In fact, some create very negative feelings among the better students.

Team-Based Learning (TBL) is a special way of using small groups that focuses much attention and effort into change the initial “groups” into high performance “teams”. The originator of TBL, Larry Michaelsen, figured out what is necessary to support this change and to avoid the problems that can occur when using small groups. He and other users have provided extensive document on the quality and quantity of student learning that occurs when TBL is used properly.

Related resources:
- Michaelsen et al., *Team-Based Learning for Health Professions Education*. Stylus, 2008.
- [www.teambasedlearning.org](http://www.teambasedlearning.org) – A website with a wealth of resources and a very active listserv, to help people get started and continue to refine their ability to use this teaching strategy.

4. Service Learning – with Reflection
Professors have known for some time that getting students out into the community, providing a valued service for an individual or an organization, can be a transformative experience for the students as well as beneficial for the recipient.

But the very richness of this experience can also be a problem: students are “learning” but they are frequently unaware of what all they are learning. This is where some guided reflection is very important, in bringing all their learning up into their consciousness.

Related Resource:
- Several years ago, Edward Zlotkowski rendered college professors a major service by editing a series of 20 booklets describing ideas for doing service learning in different disciplines. This series is now available from Stylus Publisher, at this website: [https://sty.presswarehouse.com/Books/BookDetail.aspx?productID=117882](https://sty.presswarehouse.com/Books/BookDetail.aspx?productID=117882)
- One major tool for prompting student reflection on their own learning is learning portfolios. A major resource of learning more about this is:

5. Be a Leader with Your Students
Fink’s definition of Leadership is: “Motivating and enabling others to do important things well.” This goal applies to teachers as they work with and interact with their students as much as it does to a person in the public or commercial sector. We need to “motivate and enable” our students to achieve “important kinds of learning” well! How can we do that?

In this section, I will draw a few lessons from the portraits of teachers described by Ken Bain in his bestselling book, *What the Best College Teachers Do*. These teachers clearly had learned how to be good leaders with their students, i.e., how to motivate and enable their students to learn well.

Related Resource:
“5 HIGH IMPACT TEACHING PRACTICES”

Presentation by:
L. Dee Fink, Ph.D.
Educational Consultant in Higher Education
Author of: Creating Significant Learning Experiences

STLHE Annual Conference
Vancouver, BC
June 18, 2015

QUESTIONS I WILL TRY TO ANSWER:
1. What are “High Impact Teaching Practices”?
2. Why are they important?
3. Will they really make a difference?
4. What should I try to incorporate them into my teaching?

Origin of Idea of “High Impact Practices”
• 2000: National Survey of Student Engagement (NSSE)
• “High Impact Educational Practices”
  1. First-Year Seminars
  2. Learning Communities
  3. Service Learning
  4. Undergraduate Research
  5. Capstone Courses and Projects

Two Basic Perspectives:
1. Paradigm Shift: From “Teaching” to “Learning”
2. Continuous Improvement

Basic Argument:
We cannot improve student learning without improving our own teaching!
BOOKS WITH REALLY GOOD IDEAS ON T&L:

1991 – ACTIVE LEARNING
1991 – COOPERATIVE LEARNING
1992 – LEARNING STYLES
1993 – CLASSROOM ASSESSMENT TECHNIQUES
1995 – CRITICALLY REFLECTING ON YOUR OWN TEACHING
1995 – EVALUATING YOUR OWN TEACHING
1995 – EMOTIONAL INTELLIGENCE

1996 – TEACHING STUDENTS HOW TO ENGAGE IDEAS
1997 – TEACHING PORTFOLIO
1997 – DEEP LEARNING
1998 – EFFECTIVE GRADING RUBRICS
1998 – IN-DEPTH UNDERSTANDING OF ONESELF AS A PERSON/TEACHER

1998 – SERVICE LEARNING
1998 – STRUCTURED ASSIGNMENTS FOR SMALL GROUPS
1999 – PEER REVIEW OF TEACHING
1999 – LEARNING COMMUNITIES

2001 - PROBLEM-BASED LEARNING
2002 – HOW THE BRAIN WORKS
2002 – LEARNER-CENTERED TEACHING
2003 – A TAXONOMY OF SIGNIFICANT LEARNING
2003 – INTEGRATED COURSE DESIGN

2004 – THEORIES OF LEARNING AND MOTIVATION
2004 – TEAM-BASED LEARNING
2004 – LEARNING PORTFOLIOS
2004 – INQUIRY-GUIDED LEARNING
2004 – FORMATIVE FEEDBACK
2004 – WHAT THE BEST COLLEGE TEACHERS DO
2005 – 2006
- Teaching Inclusively
- Leading Discussions
- Finding Joy in Teaching
- Constructing College Courses
- Skillful Teaching

2007 – 2012
- Teaching Large Classes
- Teaching Creativity
- Examples of "Integrated Course Design"
- Student Engagement Techniques
- How Learning Works: 7 Principles
- Teaching for Critical Thinking
- Using Technology Outside of Class

2013 – 2015
- Creating Self-Regulated Learners
- Engaging Students as Partners
- Teaching Students How to Learn

"5 HIGH IMPACT TEACHING PRACTICES"
1. Change Students’ View of Learning
2. Learning-Centered Course Design
3. Team-Based Learning
4. Engage Students in Service – With Reflection
5. Be a Leader with Your Students

Saundra McGuire, Louisiana State Univ.
Stephen Carroll, Santa Clara Univ.
Saundra McGuire: Using ‘METACOGNITION’ to Help Students Learn How to Learn

Students’ Big Needs:
1. Change their views about “Intelligence”
2. Change the way they study, i.e., what they do when they try to learn something

Counting Vowels in 45 seconds

A E I O U

How accurate are you?
Count all of the vowels in the words on the next slide.

Dollar Bill, Dice, Tricycle, Four-leaf Clover, Hand, Six-Pack, Seven-Up, Octopus, Cat Lives, Bowling Pins, Football Team, Dozen Eggs, Unlucky Friday, Valentine’s Day, Quarter Hour

How many items in the list do you remember?

1. 2 or less
2. 3 – 5
3. 6 – 8
4. 9 – 12
5. 13 or more
What are the words arranged according to?

| Dollar Bill | Cat Lives |
| Dice       | Bowling Pins |
| Tricycle   | Football Team |
| Four-leaf Clover | Dozen Eggs |
| Hand       | Unlucky Friday |
| Six-Pack   | Valentine’s Day |
| Seven-Up   | Quarter Hour |
| Octopus    | |

NOW how many words or phrases do you remember?

1. 2 or less
2. 3 – 5
3. 6 – 8
4. 9 – 12
5. 13 or more

What were two major differences between the 1st and 2nd attempts?

1. We knew what the task was
2. We knew how the information was organized

The Story of Three LSU Students

- Travis, junior psychology student
  - 47, 52, 62, 86
  - B in course
- Joshua, first year chemistry student*
  - 68, 50, 50, 87, 87, 97, 90 (final)
  - A in course
- Dana, first year physics student
  - 80, 54, 91, 97, 90 (final)
  - A in course

*2010 Summer Scholar

The Study Cycle

1. Set a Goal
2. Study with Focus
3. Reward Yourself
4. Review

- Preview
-Attend Review
Study Assess

*Intense Study Sessions
- Set a Goal (1-2 min)
- Study with Focus (30-50 min)
- Reward Yourself (10-15 min)
- Review (5 min)

- Intense Study Sessions* - 3-5 short study sessions per day
- Weekend Review – Read notes and material from the weekend

Assess your Learning

- Periodically perform reality checks
  - Am I using study methods that are effective?
  - Do I understand the material enough to teach it to others?

Center for Academic Success
LSU
225.578.2872
www.cas.lsu.edu
“PRIMING STUDENTS FOR SELF-DIRECTED LEARNING”

http://www.youtube.com/user/LDeeFink

“Priming for Self-Directed Learning: DOES IT MAKE A DIFFERENCE?

1. Dean’s List (Top 10% of each class)
   - Juniors: ~40% of his students make this list
   - Seniors: ~45%
2. Elected to honor societies: More than 3 times the rate of the general population.
3. Campus Leadership Positions: Significantly over-represented in peer tutoring, EMT group, editor of Santa Clara Review, etc.

“The quality of the work my students do now is better in every way than the work my students did before I started using these methods.”

5 High Impact Teaching Practices

1. Change Students’ View of Learning
2. Learning-Centered Course Design

“5 HIGH IMPACT TEACHING PRACTICES”

5 High Impact Teaching Practices

“Learning-Centered Course Design”

Taxonomy of Significant Learning
Taxonomy of Significant Learning

- **Learning HOW to Learn**
  - Becoming a student
  - Engaging with the subject
  - Self-directing learners

- **Caring**
  - Developing new...
  - Interests
  - Values

- **Human Dimensions**
  - Learning about...
    - Oneself
    - Others

- **Integration**
  - Connecting...
    - Ideas
    - Bodies of Knowledge
    - Realms of life

- **Foundational Knowledge**
  - Understanding and remembering:
    - Information
    - Ideas

- **Application**
  - Skills
  - Thinking: Critical, Creative, & Practical
  - Managing projects

In a course with significant learning, students will:

1. Understand and remember the key concepts, terms, relationship, etc.
2. Know how to use the content.
3. Be able to relate this subject to other subjects.
4. Understand the personal and social implications of knowing about this subject.
5. Value this subject and further learning about it.
6. Know how to keep on learning about this subject, after the course is over.

**INTEGRATED COURSE DESIGN:**

- **Key Components**
  - Learning Goals
  - Teaching & Learning Activities
  - Feedback & Assessment

**3-COLUMN TABLE:**

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<td>2. Application</td>
<td>• Case studies</td>
<td>• In-class problem solving, with fdbk.</td>
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<td>3. Integration</td>
<td>• Essays, focused on Integration</td>
<td>• Discussion (small group?)</td>
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<td>4. Human Dim.:</td>
<td>• Reflective essays</td>
<td>• Reflections, essays</td>
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<td>• Self, Others</td>
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<td>• Community projects</td>
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<td>5. Caring</td>
<td>• Statements of preferences</td>
<td>• Project: learn something new</td>
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### Criteria of “GOOD” Course Design

1. Learning Goals
2. Assessment Activities
3. Learning Activities
4. Active Learning
5. Feedback & Assessment
6. Integrate
7. Teaching and Learning Activities
8. Educational Assessment

### 5 High Impact Teaching Practices

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<tr>
<th>Learning IMAGINED</th>
<th>Learning ACHIEVED</th>
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### Weekly Schedule

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### 5 High Impact Teaching Practices

2009: “New Directions for Teaching & Learning”

- Issue #119: “Designing Courses for Significant Learning: Voices of Experience”

1. Accounting
2. Spanish
3. Economics
4. Music Analysis
5. Multiple courses at one university
6. Special Education (2)
7. Philosophy and Art History
8. Biology
9. Engineering
10. College Teaching
“5 HIGH IMPACT TEACHING PRACTICES”
1. Change Students’ View of Learning
2. Learning-Centered Course Design
3. Team-Based Learning

TEAM-BASED LEARNING:
A Special Way of Using Small Groups
Larry Michaelsen

QUESTION:
Many teachers are using small groups these days.

ANSWER:
Social Constructivism

But: Not all ways of using small groups are equally good.

The Sequence of Learning Activities in Team-Based Learning

PREPARATION

PRACTICE APPLICATION

EXAMINATION

Three Phases of Team Learning:

In-Class:
1. Individual test
2. Team test
3. Appeals
4. Corrective Instruction

Out-of-Class:
Reading Homework
 Homework Review

Approximate Level of Content Understanding at Each Phase:

60% 70% 80% 50% 90-100%

CULMINATING PROJECT

EXAM:
Individual or Group

Question:
What do professors and students think about TBL?

Video from Duke University:
http://www.youtube.com/watch?v=WfdVfyCAWug

“5 HIGH IMPACT TEACHING PRACTICES”
1. Change Students’ View of Learning
2. Learning-Centered Course Design
3. Team-Based Learning
4. Engage Students in Service – With Reflection
Engage Students in Service:
“Service Learning”, “Civic Engagement”:
What does that mean?
Link courses or co-curricular actions to
SERVICE to a community group or
organization.
> Service
= Service + Link to Course + Reflection

Service + REFLECTIONS:
➢ Reflect on:
✓ what they experienced
✓ The possible impact of those experiences on “My understanding of...”
1. The SUBJECT of this course, this discipline
2. OTHER PEOPLE – their background, their situation, their feelings, their behavior, etc.
3. MYSELF – my beliefs, values, actions, life goals, career choices – How these have changed or need to change?

Engage Students in Service:
Service + REFLECTIONS:
➢ These Reflections can occur in the form of:
✓ One-minute papers
✓ Learning journals
✓ Learning portfolios

“Students Reflecting on Their Own Learning”

“TAKING CHARGE OF ONE’S OWN LEARNING”

Meta-Learner:
5 High Impact Teaching Practices

Meta-Learner: One Who Takes Charge of their... Own Learning/Development

Own Knowing/Beliefs
- Own Thinking
- Own Performance
- Own Caring/Values

Teacher/Coach

Learning Portfolios: KEY QUESTIONS
1. WHAT did you learn?
2. HOW did you learn?
   - What helped and didn't help you learn?
   - What does this tell you about: YOURSELF AS A LEARNER? About the NATURE OF LEARNING?
3. SIGNIFICANCE FOR YOU, of what you learned?
4. Plan for FUTURE LEARNING:
   - WHAT ELSE do you want or plan to learn?
   - HOW will you learn that?

"5 HIGH IMPACT TEACHING PRACTICES"
1. Change Students’ View of Learning
2. Learning-Centered Course Design
3. Team-Based Learning
4. Engage Students in Service – With Reflection
5. Be a Leader with Your Students

"Be a Leader With Your Students" by Ken Bain

FUNDAMENTAL TASKS OF TEACHING

Knowledge of the Subject Matter
Interact with Students
Designing Learning Experiences
Managing the Course

Beginning of the Course
LEADERSHIP:
"Motivating and enabling others to do something important well."

**Question:**
What can teachers do, to LEAD students?

**General Answer:**
Create the right kind of relationship with students – caring, respectful, collaborative

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**Creating the Right RELATIONSHIP with Students:** (Based on Bain)

1. **Interact in a way that shows YOU CARE!**
   - about students, student learning, teaching-learning process,
   - about the subject of the course

2. **Interact in a way that MOTIVATES students.**
   - Give praise in a way that motivates
   - Listen well to the learners
   - Motivate by interacting differently with different students

3. **Dynamic COMMUNICATION SKILLS**
   - Sense of drama, rhythm
   - Good use of language
     - Use language of "promises" > "demands"
     - Express belief in students' ability to learn
     - Celebrate achievements
     - Use warm language

4. **TRUSTWORTHY** – in Power:Trust issues
   - Don’t use classroom to demonstrate power.
   - Build trust relationships
   - Give power to students to make decisions about their own learning
   - Interact fairly (same policies for all)
Creating the Right RELATIONSHIP with Students:

1. Interact in a way that shows YOU CARE!
2. Interact in a way that MOTIVATES students.
3. Dynamic COMMUNICATION SKILLS
4. TRUSTWORTHY – in Power: Trust issues

“5 HIGH IMPACT TEACHING PRACTICES”

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SUMMARY

BENEFITS TO...

- Society
- Our Institution
- Our Students
- Ourselves

Getting Better Over Time
High Impact Teaching Practices

THE END! ??

Higher Education:
Let’s make it all that it can be and needs to be!

OR, A NEW START??

Teaching for the 21st Century...
Let’s Get Started!!