The JOY and RESPONSIBILITY of TEACHING WELL

Presentation by:
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Author: Creating Significant Learning Experiences

Center for Teaching Excellence
Suffolk University
“A Celebration of Teaching Excellence”
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“Tertiary education [i.e., higher education] is more critical, the flatter the world gets.”

-Thomas Friedman, *The World is Flat* (p. 289)

“[The new world economy] is highly knowledge-intensive - so you must be good at constantly learning. If you stand still, you fall back.”

-J .F. Rischard, *High Noon* (p. 30)
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I. **Sharing Our Planet Issues:** (some examples)
   - Global warming
   - Deforestation
   - Water deficits

II. **Sharing Our Humanity Issues:**
   - Fight against poverty
   - Education for all
   - Global infectious diseases

III. **Sharing Our Rule Book: Issues Needing Global Regulation**
   - Global financial architecture
   - Illegal drugs
   - International labor and migration rules
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Evidence That Students Are NOT Having Significant Learning Experiences:

- Employers
- National Study of Adult Literacy
- Derek Bok: “Our Underachieving Colleges”
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Derek Bok:

- Learning to communicate
- Learning to think
- Building character
- Preparation for citizenship
- Living with diversity
- Preparing for a global society
- Acquiring broader interests
- Preparing for a career

Derek Bok:

- ...lack of any overarching purpose in the undergraduate curriculum.
- ...allowing intellectual standards to deteriorate.
- ...colleges and universities...accomplish far less for their students than they should.

Issues We Need to Re-Examine

I. WHAT We Teach

II. HOW We Teach

III. How We “GEAR UP” to Teach

IV. WHO We Are
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Issues We Need to Re-Examine

WHAT We Teach

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Issues We Need to Re-Examine

I. **WHAT We Teach**

= What we want students to learn

- **NOW:** Primarily...
  - Knowledge about our discipline
- **NEW CHALLENGE:** Something more significant.
Taxonomy of Significant Learning

[Diagram of a flower with the following petals:
  - Caring
  - Human Dimension
  - Integration
  - Application
  - Foundational Knowledge
  - How to Learn]

[Central label: Significant Learning]
Taxonomy of Significant Learning

- **Learning How to Learn**
  - Becoming a better student
  - Inquiring about a subject
  - Self-directing learners

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

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

- **Integration**
  - Connecting:
    - Ideas
    - People
    - Realms of life

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

- **Human Dimensions**
  - Learning about:
    - Oneself
    - Others
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.
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Liberal Education - America’s Promise [LEAP]

ESSENTIAL LEARNING OUTCOMES:

I. Knowledge of Human Cultures and the Natural and Physical World
II. Intellectual and Practical Skills
III. Individual and Social Responsibilities
IV. Integrative Learning
ESSENTIAL LEARNING OUTCOMES:

I. Knowledge of Human Cultures and the Natural and Physical World
   - Sciences & math, social sciences, humanities, histories, languages, and the arts
   - Focused through engagement with big questions, both contemporary and enduring

II. Intellectual and Practical Skills

III. Individual and Social Responsibilities

IV. Integrative Learning
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Liberal Education - America’s Promise [LEAP]

ESSENTIAL LEARNING OUTCOMES:

I. Knowledge of Human Cultures and the Natural and Physical World

II. Intellectual and Practical Skills
   • Inquiry, critical & creative thinking
   • Written and oral communication
   • Quantitative literacy
   • Information literacy
   • Teamwork and problem solving

III. Individual and Social Responsibilities

IV. Integrative Learning
ESSENTIAL LEARNING OUTCOMES:

I. Knowledge of Human Cultures and the Natural and Physical World

II. Intellectual and Practical Skills

III. Individual and Social Responsibilities
   - Civic knowledge and engagement
   - Intercultural knowledge and competence
   - Ethical reasoning and action
   - Foundations and skills for lifelong learning

IV. Integrative Learning
ESSENTIAL LEARNING OUTCOMES:

I. Knowledge of Human Cultures and the Natural and Physical World

II. Intellectual and Practical Skills

III. Individual and Social Responsibilities

IV. Integrative Learning
   - Synthesis and advanced accomplishment across general and specialized studies
   - Capacity to adapt knowledge, skills, and responsibilities to new settings & questions
## The Joy and Responsibility of Teaching Well

### Fink’s Taxonomy: AAC&U Categories:

<table>
<thead>
<tr>
<th>Fink’s Taxonomy:</th>
<th>AAC&amp;U Categories:</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Foundational Knowledge</td>
<td>Knowledge of: Human Cultures, Natural &amp; Physical World</td>
</tr>
<tr>
<td>2. Application</td>
<td>Intellectual and Practical Skills</td>
</tr>
<tr>
<td>3. Integration</td>
<td>Integrative Learning</td>
</tr>
<tr>
<td>4. Human Dimension</td>
<td>Individual and Social Responsibilities</td>
</tr>
<tr>
<td>• Self</td>
<td>• Teamwork</td>
</tr>
<tr>
<td>• Interacting with others</td>
<td></td>
</tr>
<tr>
<td>5. Caring</td>
<td>• Ethical Reasoning and Action</td>
</tr>
<tr>
<td>6. How to Learn</td>
<td>• Foundations for Life-Long Learning</td>
</tr>
</tbody>
</table>
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Issues We Need to Re-Examine

WHAT We Teach

HOW We Teach

How We “GEAR UP”

WHO We Are
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Issues We Need to Re-Examine

WHAT We Teach

HOW We Teach

How We “GEAR UP”

WHO We Are
TWO REASONS
We Need New Ways of Teaching:

A. Current understanding of how people learn

B. More powerful kinds of learning will require more powerful kinds of teaching
TWO REASONS

We Need New Ways of Teaching:

A. Current understanding of how people learn

B. More powerful kinds of learning will require more powerful kinds of teaching
HOW DO PEOPLE LEARN?

1. Transmit Knowledge?
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Transmission of Knowledge
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HOW DO PEOPLE LEARN?

1. Transmit Knowledge?

2. Constructivism
Constructivist View of Learning

- We can transmit “INFORMATION.”
- But people have to take that information and CONSTRUCT their own understanding of it, and figure out what they can do with it.
HOW DO PEOPLE LEARN?

1. Transmit Knowledge?
2. Constructivism
3. Social Constructivism
Social Constructivism:

- We *can* construct our understanding of anything by ourselves, but...

- it usually works much better to collaborate and dialogue with others
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TWO REASONS

We Need New Ways of Teaching:

A. Current understanding of how people learn

B. More powerful kinds of learning require more powerful kinds of teaching
II. HOW We Teach

• **NOW:** Primarily...
  
  • Lecture/ textbook/ homework, plus:
    
    • whole class discussion
    
    • lab

• **NEW CHALLENGE:**
  
  • More powerful kinds of learning require more powerful kinds of teaching.
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FUNDAMENTAL TASKS OF TEACHING

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

Beginning of the Course
INTEGRATED COURSE DESIGN:

Key Components

Learning Goals

Teaching & Learning Activities

Feedback & Assessment

Situational Factors
Criteria of “GOOD” Course Design

- **Significant Learning**
- **Learning Goals**
- **Teaching and Learning Activities**
  - Active Learning
- **Feedback & Assessment**
  - Educative Assessment

**Situational Factors**

- In-Depth Situational Analysis
Criteria of “GOOD” Course Design

![Diagram]

- Learning Goals
  - Significant Learning
  - Teaching Strategy
  - Feedback & Assessment
    - Educative Assessment
    - In-Depth Situational Analysis

- Teaching and Learning Activities
  - Active Learning

- Situational Factors
Taxonomy of Significant Learning
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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.

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Criteria of “GOOD” Course Design

- Significant Learning
- Learning Goals
  - Teaching Strategy
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    - Active Learning
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Situational Factors
- In-Depth Situational Analysis
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Holistic Active Learning

Experience
- Doing, Observing
- Actual, Simulated
- “Rich Learning Experiences”

Information & Ideas
- Primary/Secondary
- In-class, out-of-class, online

Reflection
- About the…
  - Subject
  - Learning Process
- Via: Journaling, Learning Portfolios
## Multiple Activities that Promote Active Learning

### GETTING INFORMATION & IDEAS

<table>
<thead>
<tr>
<th>DIRECT</th>
<th>INDIRECT, VICARIOUS</th>
<th>ONLINE</th>
</tr>
</thead>
<tbody>
<tr>
<td>Original data</td>
<td>Secondary data and sources</td>
<td>Course website</td>
</tr>
<tr>
<td>Original sources</td>
<td>Lectures, textbooks</td>
<td>Internet</td>
</tr>
</tbody>
</table>

### EXPERIENCE

<table>
<thead>
<tr>
<th>&quot;Doing&quot;</th>
<th>&quot;Observing&quot;</th>
<th>Self</th>
<th>Others</th>
</tr>
</thead>
<tbody>
<tr>
<td>Real Doing, in authentic settings</td>
<td>Direct observation of phenomena</td>
<td>Reflective thinking</td>
<td>Live dialogue (in or out of class)</td>
</tr>
</tbody>
</table>

### REFLECTIVE DIALOGUE, with:

<table>
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<tr>
<th>&quot;Doing&quot;</th>
<th>&quot;Observing&quot;</th>
<th>Self</th>
<th>Others</th>
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<td>&quot;Doing&quot;</td>
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</tr>
</tbody>
</table>

- "Doing" activities include direct data, sources, and observation.
- "Observing" activities include case studies, gaming, simulations, role play, and stories.
- "Reflective thinking" activities include journaling.
- "Live dialogue" activities can be in or out of class.
Criteria of “GOOD” Course Design

- Significant Learning
- Learning Goals
  - Teaching Strategy
  - Teaching and Learning Activities
    - Active Learning
    - Feedback & Assessment
      - Educative Assessment
- Situational Factors
  - In-Depth Situational Analysis
Feedback and Assessment: “EDUCATIVE ASSESSMENT”

- Forward-Looking Assessment
- Self-Assessment
- Criteria and Standards
- “FI DeLity” Feedback
Feedback and Assessment: “EDUCATIVE ASSESSMENT”

- Forward-Looking Assessment Task
- Criteria and Standards
- Self-Assessment
- Feedback
Criteria of “GOOD” Course Design

Significant Learning

Learning Goals

Teaching and Learning Activities
  Active Learning

Feedback & Assessment
  Educative Assessment

Teaching Strategy

Situational Factors
  In-Depth Situational Analysis
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TEACHING STRATEGY:

- A particular combination of learning activities...
- arranged in a particular sequence

Two Examples:
- Problem-based learning
- Team-based learning
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“CASTLE-TOP” DIAGRAM:
A Tool for Identifying Your Teaching Strategy

<table>
<thead>
<tr>
<th></th>
<th>Mon</th>
<th>Wed</th>
<th>Fri</th>
<th>Mon</th>
<th>Wed</th>
<th>Fri</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>In-Class Activities:</strong></td>
<td>?</td>
<td>?</td>
<td></td>
<td></td>
<td></td>
<td>Assessm’t &amp; Feedback</td>
</tr>
<tr>
<td><strong>Out-of-Class Activities:</strong></td>
<td>?</td>
<td>?</td>
<td></td>
<td></td>
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</tbody>
</table>
## TEACHING STRATEGIES

<table>
<thead>
<tr>
<th>In-class:</th>
<th>Lecture</th>
<th>Lecture</th>
<th>Lecture</th>
<th>Exam</th>
</tr>
</thead>
<tbody>
<tr>
<td>Out-of-class:</td>
<td>Read text</td>
<td>Homework exercises</td>
<td>Review</td>
<td></td>
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**QUESTION:**

- This strategy creates a high likelihood that most students will...

1. Be *exposed to* the content.
2. *Understand* the content.
3. Be able to *use* the content.
4. *Value* the content.
## TEACHING STRATEGIES

| In-class: | Readiness Assurance Test:  
|          | • Individual  
|          | • Group  
|          | Application problems (Small Groups)  
|          | Exam:  
|          | • Content  
|          | • Application Culminating Project  
| Out-of-class: | Read text  
|             | Homework exercises  
|             | Review  

### QUESTION:

- This strategy creates a high likelihood that most students will…

  1. Be *exposed to* the content.
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Issues We Need to Re-Examine

- **WHAT** We Teach
- **HOW** We Teach
- How We “GEAR UP”
- **WHO** We Are
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Issues We Need to Re-Examine

WHAT We Teach

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WHO We Are
III. How We “GEAR UP” to Teach

• NOW: Primarily…
  • Increase our knowledge of our discipline.

• NEW CHALLENGE:
  • Finding more powerful ways to teach, requires MORE TIME LEARNING new ideas about teaching and learning.
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Getting Better Over Time

Quality of Teaching

Everyone's Potential

(now) Time

A

B
The Learning Cycle:

3 WAYS OF LEARNING

LEARN ➔ REFLECT ➔ ASSESS ➔ USE ➔ SHARE ➔ COLLEAGUES

Ideas/Literature on COLLEGE TEACHING
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
1996 – 2000 (cont.)

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 - TEACHING INCLUSIVELY

2005 - LEADING DISCUSSIONS

2005 - FINDING JOY IN TEACHING

2006 - CONSTRUCTING COLLEGE COURSES

2006 - SKILLFUL TEACHING
The Learning Cycle:

3 WAYS OF LEARNING

1. USE
2. SHARE
3. LEARN

Ideas/Literature on COLLEGE TEACHING

ASSESS → REFLECT → LEARN → USE → SHARE → COLLEAGUES
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RATE of Improvement from:
DIFFERENT WAYS of Learning About Teaching

1: Only from Own Experience

1 + 2: Learning from Others

1 + 2 + 3: Ideas from Literature on College Teaching

Quality of Teaching

(now)

Time
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FACULTY MEMBERS:

Who Are We? What Qualities Do We Value?

1. NOW: We primarily see ourselves as..
   - SUBJECT MATTER SPECIALISTS

2. NEW CHALLENGE: We need to also see ourselves as...
   - PROFESSIONAL EDUCATORS
   - All professionals value their own Professional Development very seriously.
FACULTY as “PROFESSIONAL EDUCATORS”:

What would that mean?

That faculty members, as college teachers, will:

1. Be familiar with the literature on college teaching,

2. Use the ideas of “best practice” in their own teaching, and

3. Engage in continuous improvement regarding current ideas on teaching and their teaching.
**Question:**
How much time **should** faculty members spend each year, learning about “teaching and learning”? 

**Observation**

*Jet Blue Airlines:* People who do their reservation work:
- Spend **4 hours every month** (=48 hours a year), in professional training
  - Learning new skills
  - Keeping up with changes in the industry

**Question:**
Is not “College Teaching” at least as complex as making reservations for an airline?
OUR JOB AS “PROFESSIONAL EDUCATORS”?  

• To be: HUMAN ALCHEMISTS  

• Change something *ordinary* into something *special*  

• Possible??
“Accepting Responsibility Is the Beginning of Succeeding At Anything.”
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REVIEW
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WHO We Are - WHAT We Value

1. We are Professional Educators.

2. We value being First-Rate Professionals.

3. We value learning how to do our work as well as possible.
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Issues We Need to Re-Examine

WHAT We Teach

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WHO We Are
How We “GEAR UP” To Teach

• We spend substantial amounts of time - every year - learning about teaching and learning.

• We get ourselves on a rapid growth curve professionally.

• As a result, we become substantially more capable in our role as professional educators - year after year after year.
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Issues We Need to Re-Examine

WHAT We Teach

HOW We Teach

How We “GEAR UP”

WHO We Are
As a result of what we learn, we develop new and more powerful ways of teaching, e.g.:

- Significant learning goals
- Active learning
- Educative assessment
- Dynamic teaching strategy
- Leadership in the classroom
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Issues We Need to Re-Examine

WHO We Are
HOW We “GEAR UP”
WHAT We Teach

How We Teach
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WHAT We Teach/ WHAT Students Learn

DURING COLLEGE:

• Students will be more engaged in their learning activities;

• They will have learning experiences that are much more significant.

AFTER COLLEGE: Our graduates will leave college MUCH MORE CAPABLE of...

• Leading rich personal and social lives

• Acting as informed, thoughtful citizens

• Doing high quality work in their profession
Higher Education:

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