

Seven Principles

- ▶ Emphasize time on task
- ▶ Communicate high expectations
- ▶ Respect diverse talents and ways of learning

Chickering, A. W. & Gamson, Z. F. (1987). Seven Principles for Good Practice in Undergraduate Education. *AAHE Bulletin*, 39 (7), 3-7.

Seven Principles - Sample Syllabus

To provide you with a learning experience I am proud to be a part of, the seven principles for good practice in undergraduate education developed by Chickering and Gamson (1987):

1. **Good practice encourages student faculty contact** - That contact comes in several ways. One of the primary ways will be through my office hours to you, but I will encourage them by working with you, one-on-one and provide you with suggestions. If you need more time with me, please let me know. There is nothing in my teaching I enjoy more than working one-on-one with motivated students who care about what they are learning. I put my office hours before mine that I also plan to be in the library for a kind of "open access" hour each week, if that is more convenient for you. If you need to meet some other time, let me know and I will do my best to accommodate your schedule.
2. **Good practice encourages cooperative learning** - There will be times when you will need the work of your peers and provide some with feedback. Your classmates and provide honest but helpful responses. And support each other in the process.
3. **Good practice encourages active learning** - I hope that you have already sensed the importance of this point as what I have written on the first page. You will have the most when you are actively engaged in your own learning, applying what you are learning from class discussions and reading to your own writing. You have to be conscious of what you are doing and difficulties in doing it for you to really learn.
4. **Good practice gives prompt feedback** - This class will be one or more days. I will do the best I can to get comments on at least one paper that you have written for Thursday's class back to you so that you can immediately have a revision and do a re-write based on those comments. This is a deliberate effort on my part to provide you with feedback that comes while you are still working on a story.
5. **Good practice emphasizes time on task** - It takes time to do the most important of the principles for this class. You have to spend time writing and you have to spend time reading to develop good writing. That means writing and reading well; you have a story you believe to be your best effort.
6. **Good practice communicates high expectations** - I hope you have sensed that in what I wrote on the first page. I expect you to do your best work and to make the effort necessary for you to show improvement in your own judgment and writing.
7. **Good practice respects diverse talents and ways of learning** - This is always a hard one. We will need to hear one our perspective or experience or opinion on something and find a way to approach things in ways in which we are all familiar. This is where you can help me the most-if you have any suggestions on what I can do to help you learn in your class, please let me know.

1 Identify a Need

1 If I could fix one thing . . .

- ▶ What is your need?

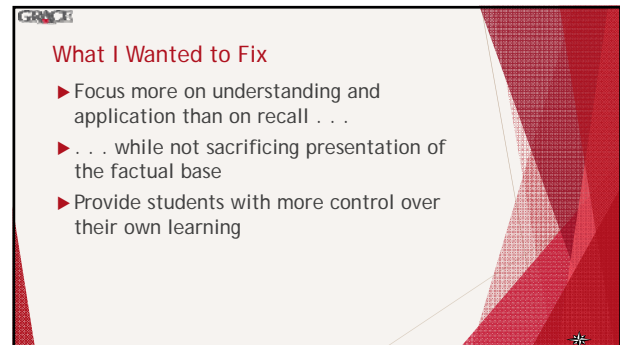


GRACE

What I Wanted to Fix

- ▶ Find an approach to move from “stage” to “side”
- ▶ Reduce time spent on lecturing
- ▶ Open up class time for active learning

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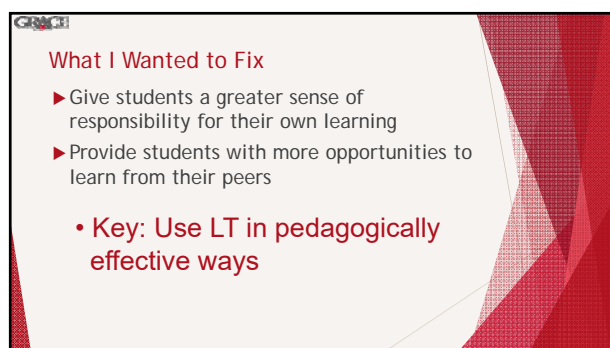


GRACE

What I Wanted to Fix

- ▶ Focus more on understanding and application than on recall . . .
- ▶ . . . while not sacrificing presentation of the factual base
- ▶ Provide students with more control over their own learning

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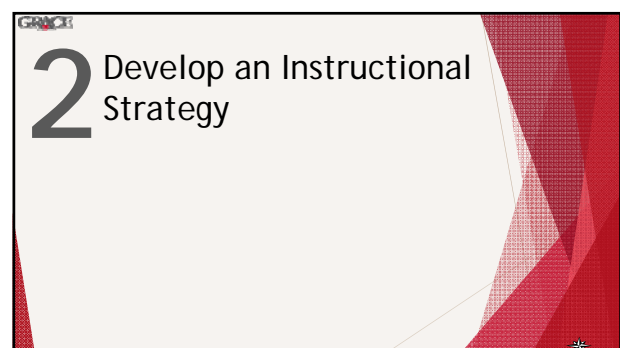
GRACE

What I Wanted to Fix

- ▶ Give students a greater sense of responsibility for their own learning
- ▶ Provide students with more opportunities to learn from their peers

• **Key: Use LT in pedagogically effective ways**

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2

Develop an Instructional Strategy

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2 Pedagogy to Practice

- ▶ Needs to be a relationship between

Your Instructional Need

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Selection of an appropriate instructional strategy
(with an eye to the Principles for Effective Practices)

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2a Active Learning

(The in-class component)

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2a Active Learning

- ▶ Defining
- ▶ Examples
- ▶ Barriers

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2b The Classroom Flip

(Facilitating the in-class change)

The Classroom Flip

- ▶ Move lecture material out of the classroom through online delivery
- ▶ Move "homework" into the classroom where faculty can serve as guide
- ▶ Extend conversation
- ▶ Use opened up time for application and practice
- ▶ Do text quizzing online
- ▶ Have more time for active learning
- ▶ Hand in homework electronically

The Classroom Flip

▶ My first memo on how to change class (Fall 1995):

Here is my vision for what I would like to see accomplished during class time:

- CLARIFY by discussing any questions you have while reading a class slides
- EXPAND on the material by just adding to the "text" material from your own reading on things covered in other classes which inform the current topic (e.g., some of the students have read some research articles for Electronic Media Research which deal with experiments on screen design; we should have the benefit of those findings for our discussion)
- REVEAL the material by looking at and analyzing sample documents based on the principles discussed in the text and slides
- REINFORCE the application by spending time in design groups working on the project steps (this will come more once we can past the mid-term exam)

Slides from last term

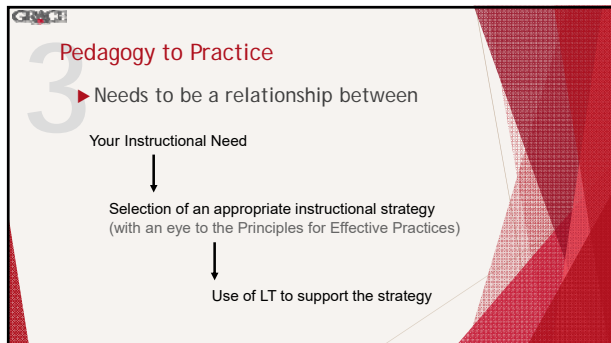
Opening Questions

Discussion Question

- TTYP – What are the five approaches? Take turns with your partner naming and describing each, as best you can.

3 Working with your CMS

(The out-of-class component)



Need->Strategy->LT

Need	Strategy	LT Support
<p>My student's aren't prepared for class discussion because they haven't kept up with the reading.</p> <ul style="list-style-type: none"> Application of 7 Principles <ul style="list-style-type: none"> Encourage Active Learning Emphasize Time on Task Communicate High Expectations 	<p>Use more frequent quizzes over the text readings.</p>	<p>Online quizzes can be set up to be made available right up to the time class starts and then turn off. Students must read the material & take the quiz before class.</p>
	<p>Encourage their engagement with the readings through discussion of key points with others in the class.</p>	<p>Set up discussion groups for the class in the Threaded Discussion area in which regular discussion of text reading can be done.</p>

Moodle Survey

- ▶ Fill in the survey on the tools in Moodle.
- ▶ Hand it in before leaving.
- ▶ We will start with the results in tomorrow's session.

