

EFFECTIVE TEACHING AND LEARNING

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CONE OF LEARNING (EDGAR DALE)⁹

**AFTER TWO WEEKS
WE TEND TO REMEMBER...**

**NATURE OF
INVOLVEMENT**

10% of what we READ

READING

VERBAL RECEIVING

20% of what we HEAR

HEARING WORDS

30% of what we SEE

LOOKING AT PICTURES

50% of what we
HEAR and SEE

WATCHING A MOVIE
LOOKING AT AN EXHIBIT
WATCHING A DEMONSTRATION
SEEING IT DONE ON LOCATION

VISUAL RECEIVING

70% of what we SAY

PARTICIPATING IN A DISCUSSION
GIVING A TALK
DOING A DRAMATIC PRESENTATION
SIMULATING THE REAL EXPERIENCE
DOING THE REAL THING

RECEIVING/
PARTICIPATING

90% of what we
SAY and DO

DOING

PASSIVE

ACTIVE

Active Verbs

Active verbs developed based on Bloom's Taxonomy

| Knowledge | Understand | Apply | Analyze | Evaluate | Create |
|-----------|---------------|-------------|---------------|--------------|-------------|
| define | explain | solve | analyze | reframe | design |
| identify | describe | apply | compare | criticize | compose |
| describe | interpret | illustrate | classify | evaluate | create |
| label | paraphrase | modify | contrast | order | plan |
| list | summarize | use | distinguish | appraise | combine |
| name | classify | calculate | infer | judge | formulate |
| state | compare | change | separate | support | invent |
| match | differentiate | choose | explain | compare | hypothesize |
| recognize | discuss | demonstrate | select | decide | substitute |
| select | distinguish | discover | categorize | discriminate | write |
| examine | extend | experiment | connect | recommend | compile |
| locate | predict | relate | differentiate | summarize | construct |
| memorize | associate | show | discriminate | assess | develop |
| quote | contrast | sketch | divide | choose | generalize |
| recall | convert | complete | order | convince | integrate |
| reproduce | demonstrate | construct | point out | defend | modify |
| tabulate | estimate | dramatize | prioritize | estimate | organize |
| tell | express | interpret | subdivide | find errors | prepare |
| copy | Identify | Manipulate | survey | grade | produce |
| discover | indicate | Paint | advertise | measure | rearrange |
| duplicate | Infer | Prepare | appraise | predict | rewrite |
| enumerate | relate | produce | Break down | rank | role-play |

Primacy - Recency

- ◎ We remember best what comes first and last
- ◎ Solution : Divide class into short segments
- ◎ Quick- write
- ◎ Think-pair-share-square
- ◎ 10% Summary
- ◎ Question for next days quick write

Student Engagement Strategies

- ◎ **Numbered Heads**
- ◎ **Post-test Analysis/Student Accountability**
- ◎ **Closing the Course Reflection**



Strategy: Numbered Heads

- ◎ Objective: Establishing Rapport
 - How do you remember names?
- ◎ Strategy:
 - Have students form small groups (4/5)
 - Count off so that each group member has a number.
 - Call out a number and have each respective group member provide response to posed question.

Strategy: Post-test Analysis/Student Accountability

- Predict score prior to exam
- List study strategy: memorize definitions, review lecture notes, create outlines, re-read text etc..
- Rate the time and effort they will put forth in studying for the exam on a scale of 1-10

AFTER the Exam:

- Identify what was easiest and most difficult about the exam and why. Describe what you will do differently next time.

Strategy: Closing the Course Reflection

- ◎ Objective: To provide feedback and information about the course.
- ◎ Strategy: Have students write anonymous letters based on prompts provided.
 - Letter to future student describing how to do well in the course
 - Letter to instructor on which assignment was most/least meaningful

**Most common type of formative
assessment:**



Creating a Climate for Effective Feedback

- Articulate feedback and evaluation principles.
- Post exemplars.
- Provide frequent, focused feedback.
- Provide opportunities for peer feedback.

I had him for EGP 402 last semester and did great.

Does he make it clear how to get the most points on the rubric?



Resource Fair

- ◉ Mentoring: Select a Mentor
- ◉ Contemplative Center Flyer
- ◉ CELT: Flyer for future Book Clubs
 - CELT Tank/PD Grant
- ◉ Reception

Looking Ahead:

- September 13 : Levante New Class of 2017 Collegial Connections 4:30- 8:30
- September 15: 11:-00- 12:00: Temporary Faculty Workshop and Drop In Hours
- October 13: Engagement Strategies
- November 10/11: CELT Tank