

Valuing Teaching: What Matters Most?

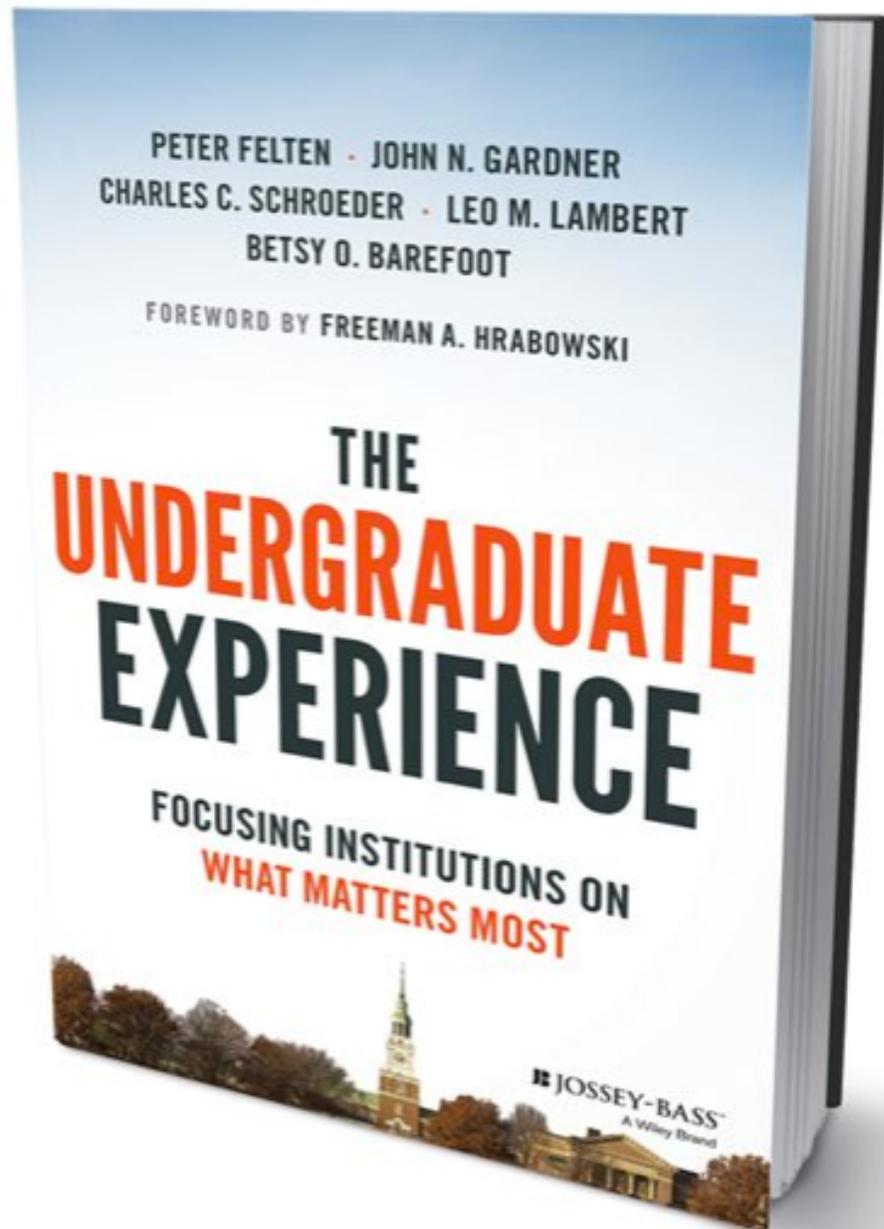
Peter Felten

“Since there are now innumerable other (& cheaper) ways to be educated, why are we doing this? ...

Deciding on a clear and important set of goals will not be easy, but [we] cannot afford to kick that can down the road.”

We each need to figure out what *our* teaching is for.

(Currell, 2013)



Learning
Relationships
Expectations
Alignment
Improvement
Leadership

“Learning results from what the student does and thinks and only from what the student does and thinks.

The teacher can advance learning only by influencing what the student does to learn.”

(H. Simon quoted in Ambrose et al., 2010)

what the student does and thinks

Time | Effort | Meaningful | Feedback | Practicing | Reflecting

“I belong here.” | “I can learn this.”

what the student does and thinks

Time | Effort | Meaningful | Feedback | Practicing | Reflecting

“I belong here.” | “I can learn this.”

3 examples

Time | Effort | Meaningful | Feedback | Practicing | Reflecting

“I belong here.” | “I can learn this.”

At the start of the term, in class have students practice disciplinary reading strategies – for example: predict, monitor, question, summarize, and synthesize.

Through the term, have student keep a **READING LOG** that includes not only their notes on the reading but also their reflections on the reading strategies they used.

Regularly discuss reading strategies in class.

(Manarin et al., 2016)

Time | Effort | Meaningful | Feedback | Practicing | Reflecting

“I belong here.” | “I can learn this.”

FIRST-YEAR SEMINAR

Keep notes in your log about when and how you used each of these strategies, and how they helped you learn.

Predict: Before you read, think about what the text is likely to say by looking at the title, sections, images, etc.

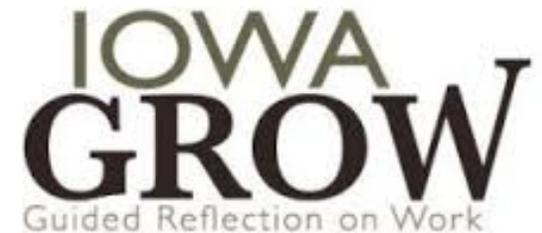
Monitor: As you read, notice when you do or don't understand

Question: As you read, write down at least one question per page

Summarize: After you read, write down the most important ideas and points, leaving out supporting details

“I belong here.” | “I can learn this.”

1. How is this job fitting in with your academics?
2. What are you learning here at work that is helping you in your academics?
3. What are you learning in class that you can apply here at work?
4. Can you give me a couple of examples of things that you are learning here at work that you will use in your future profession?



Time | Effort | Meaningful | Feedback | Practicing | Reflecting

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Exam Wrappers (1/3)

How much time did you spend doing each of these:

- __ Reading class notes
- __ Reworking old homework problems
- __ Working additional problems
- __ Reading the textbook

Time | Effort | Meaningful | Feedback | Practicing | Reflecting

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Exam Wrappers (2/3)

Now that you have looked over your graded exam, estimate the percentage of points you lost due to each of these:

___ % from not understanding a concept

___ % from careless mistakes

___ % from not being able to formulate an approach to a problem

___ % from other reasons (please specify)

“I belong here.” | “I can learn this.”

Exam Wrappers (3/3)

Based on the estimates above, what will you do differently in preparing for the next test?

(Ambrose et al., 2010)

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**What do you do to enhance
what students do and think?**

Time | Effort | Meaningful | Feedback | Practicing | Reflecting

“I belong here.” | “I can learn this.”

“Then one day we happened on the subject of teacher and student responsibilities, and *wham!* The realization hit me: **What were my own responsibilities for my education?** It was such an odd question. Why had I not thought of this before?”

(Cook-Sather et al., 2014)

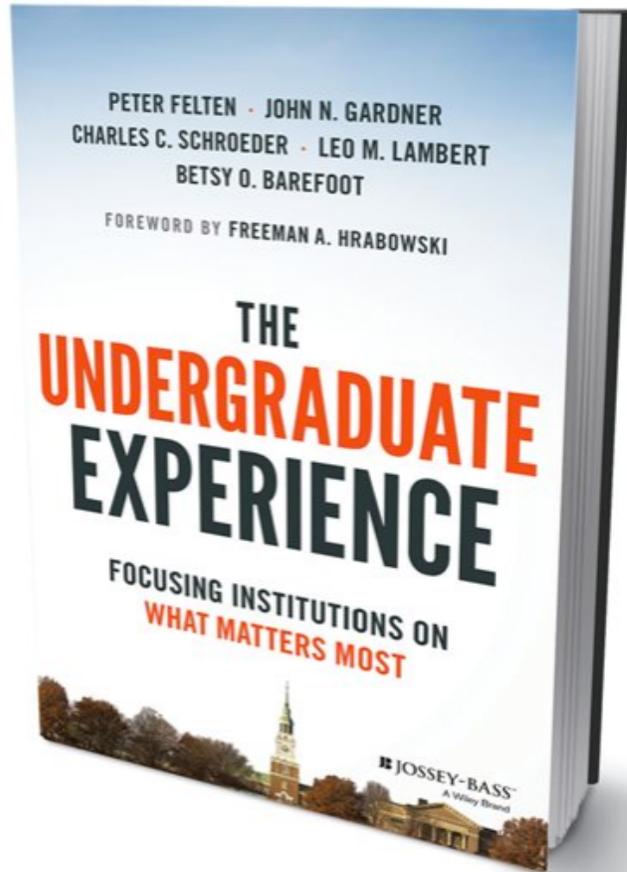
Time | Effort | Meaningful | Feedback | Practicing | Reflecting

“I belong here.” | “I can learn this.”

“The future is already here –
it’s just not evenly distributed yet.”
(Gibson, 1992)

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Learning Relationships

Expectations
Alignment
Improvement
Leadership

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“I belong here.” | “I can learn this.”

“Relationships shape in detail students’ experience: what courses they take or majors they declare; whether they play a sport or join an extracurricular activity; whether they gain skills, grow ethically, or learn what they are taught.... **Relationships are important because they raise or suppress the motivation to learn.**”

(Chambliss & Takacs, 2014)

Time | Effort | Meaningful | Feedback | Practicing | Reflecting

“I belong here.” | “I can learn this.”

2 examples

Time | Effort | Meaningful | Feedback | Practicing | Reflecting

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“Constructive Criticism”

1. We have high standards for academic work.
2. This work does not meet those standards in these specific ways.
3. I know you are capable of meeting those standards.
4. I will support you in doing the work necessary to achieve those standards.

(Cole, 2008)

“I belong here.” | “I can learn this.”

Transfer United seminar

1. Interview successful students in the program you are entering. What do they do that helps them succeed?
2. Write an autoethnography of your own experience entering the university. What do you do on a day-to-day basis to be successful at the university?



Time | Effort | Meaningful | Feedback | Practicing | Reflecting

“I belong here.” | “I can learn this.”

**What do you do to enhance
educational relationships?**

Time | Effort | Meaningful | Feedback | Practicing | Reflecting

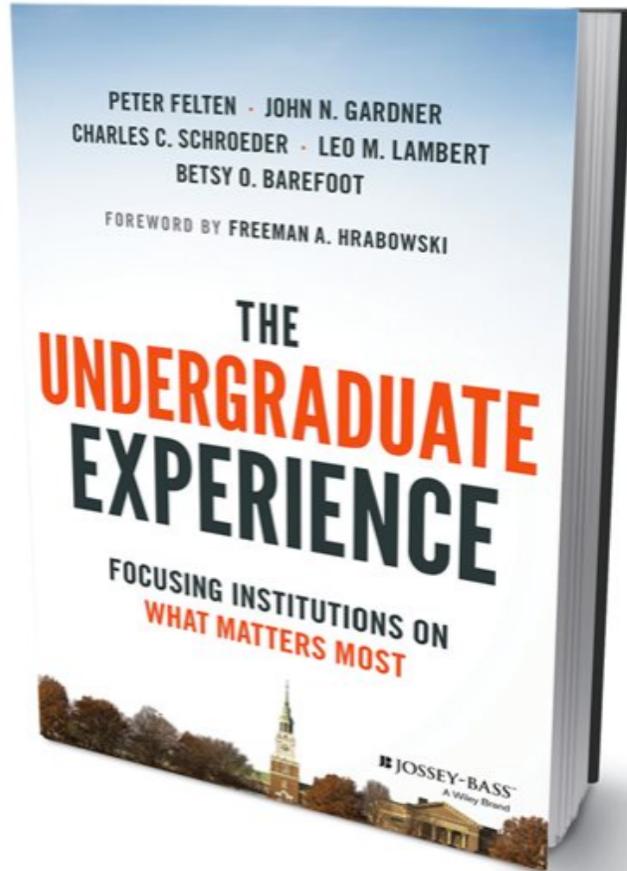
“I belong here.” | “I can learn this.”

“I was really surprised to realize how much more connected I feel to the [university] now that I have interacted with the community in a new and different way.... **I am no longer just a student who takes classes here.**”

(Cook-Sather et al., 2014)

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“Organizationally and operationally, we’ve lost sight of the forest.... **A whole new mindset is needed to capitalize on the inter-relatedness of the in- and out-of-class influences on student learning.**”

(Pascarella & Terenzini, 1995)

Time | Effort | Meaningful | Feedback | Practicing | Reflecting

THE GRADUATION GAP



(Carnevale & Strohl, 2010)

“I belong here.” | “I can learn this.”

Who Gets to Graduate?

By PAUL TOUGH MAY 15, 2014



Vanessa Brewer Bill McCullough for The New York Times

For as long as she could remember, Vanessa Brewer had her mind set on going to college. The image of herself as a college student appealed to her — independent, intelligent, a young woman full of potential — but it was more than that; it was a chance to rewrite the script to a family story that went off track 18 years earlier, when Vanessa’s mother, then a high-achieving high-school senior in a small town in Arkansas, became pregnant with Vanessa.

Vanessa’s mom did better than most teenage mothers. She married her high-school boyfriend, and when Vanessa

Texas Interdisciplinary Plan University of Texas - Austin

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Alignment and the value of teaching?

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Narratives of constraint

Narratives of growth

(O’Meara et al., 2008)

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“A generative culture of teaching and learning provides a crucial environment for ongoing **faculty learning** that benefits students, faculty, and the institution as a whole.”

(Condon et al., 2016, p. 6)

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What can we do **together** to better value teaching, learning, and relationships for students *and faculty/staff*?

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Higher education develops “a craft or a skill or a way of being in the world that frees us to act with greater knowledge or power. But [it also must] remind us of obligations we have to use our knowledge and power responsibly exercising our freedom in such a way as to **make a difference in the world for more than just ourselves.**”

(Cronon, 1998)

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