Learner-Centered Teaching

New Faculty Orientation
Friday, August 18, 2017
Pre-orientation Goal

Answer your time-sensitive questions
(Pages 17-20 of your New Faculty Guide)

• How do I find my class roster, and how do I contact my students?

• How do I gain access to my classroom & the technology equipment?

• What is Blackboard, and how do I use it?

• Where do I find instructional media equipment to use in my class?
Goals for Today

- Share research findings that undergird our beliefs about instruction
  - ...and a few strategies
- Introduce you to FIU students, and to our primary teaching & learning units
- Invite you to join us!
Plans

- Cognition & its implications for teaching
- Supporting FIU student learning
  - Including a student panel!
- Physics identity research & effective instruction
- Teaching support & programming
- Q&A
One opportunity to understand a new concept isn’t enough for students to master it. Why is that?

a. You have a certain amount of natural ability, and you can’t really do much to change it.

b. Students have different learning styles, so it’s unlikely any one type of lesson will work for all students.

c. Rewiring the brain generally requires repeated and directed attention and practice toward the desired change.

d. Millennials don’t pay attention. They are all so busy with their phones and fidget spinners. 

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Neuroplasticity
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Clicker Question
Neuroplasticity shifts the conversation from whether students can learn to how we can support their learning.

Our charge is to create environments and opportunities that facilitate the formation of rich, interconnected networks of knowledge.

“The one who does the work does the learning”

(Doyle, 2011).
Supporting FIU Student Learning
Reflecting on Your Experiences as a Student

1. Write responses to both questions on page one of the handout (5 minutes).

2. Discuss your response to the second question with your colleagues (5 minutes).
Student Panel

- Gabriela Diaz, English & History major, will graduate in Spring 2018 & study Rhetoric in grad school
- Latravia Etheridge, Interdisciplinary Studies major, transfer student, will graduate this Fall
- Robert Wood, Chemistry major, graduated in Spring ‘17, headed to Medical School
Getting to Know Your Students

1. Write responses to the questions on the bottom of page two and the top of page 3 of the handout (5 minutes).

2. Discuss your responses with your colleagues (10 minutes).
Implications of Physics Identity Research for Effective Instruction

Geoff Potvin, Ph.D.
Department of Physics and STEM Transformation Institute
Teaching Support and Programming
Pre-term Prep:
4 Ways to Get the Most Out of Your Grading Scheme

With only ten days until the start of the fall term, we hope you had the opportunity to relax, recharge, and reflect this summer! We, in turn, asked ourselves: Which aspect of instruction is so integral to students’ overall success that it warrants a full pre-term tip? And we decided on the course grading scheme, because grading is such a powerful lever for student motivation and learning—and because for many of us, it’s the most tedious part of teaching!
Fall Fundamentals Workshops

- Motivation and Engagement
- Authentic Learning
- Innovative Technology
- Strategies for Small Groups in the Classroom
- Teaching with Writing
- Culturally Responsive Teaching
- Civility in the Classroom
Faculty Book Groups

We have a great lineup of faculty reading and working groups coming up for the Fall term, and we hope you can join us for one of them!

To register, please review the descriptions below, select your favorite, then click here.

After you register, please come by PC 237 to pick up your complimentary copy of the book. We're open from 9:00 AM to 5:00 PM.

BBC book group participants will receive their copy via campus mail.

To ensure productive discussion, participants should be able to commit to all scheduled meetings; please review your calendar to confirm you can attend before signing up.

What The Best College Teachers Do

Wednesdays: 9/13, 9/20, 9/27 > 1 PM - 3 PM > MMC: PC 237
NEW TO TEACHING ONLINE?

This course was designed by a team of expert faculty, teaching and learning experts, and faculty developers from across units at FIU. It will provide you with an introduction to backward course design and research-based teaching techniques, tips, and interventions aimed at maximizing the online space for student learning.

To enroll in this self-paced course visit go.fiu.edu/otn to enroll. While there, you will also be able to browse the 30+ other on-demand courses available that span across various topics and technology tools.
Foundations of Good Teaching: A brief guide to How Learning Works: 7 Research-Based Principles for Smart Teaching


What is learning?

Learning is a process, not a product; but because this process takes place in the mind, we can only infer that it has occurred from students’ products or performances.

Learning involves change in knowledge, beliefs, behaviors, or attitudes. This change unfolds over time; it is not fleeting, but has a lasting impact on how students think and act.
## Learning-Centered Syllabus Checklist

### Course Information: Am I in the right place?

- Course name and number
- Semester and year offered
- Pre- and co-requisites (if any)
- Course modality (hybrid, online, face-to-face)
- Classroom location and times of class meetings (if any)

### Who will help me learn?

- Instructor name and contact information
- Instructor department, office location, and office hours
- TA names, contact information, and office hours (if any)
- LA names, contact information, and office hours (if any)

### How will I learn in this course?

- Clear descriptions of the kinds of activities students will do to accomplish the learning goals
- A schedule that shows the order in which students will build their knowledge and skills through practice and feedback
- An explanation of the purpose of the various learning activities and the rationale for the sequencing and pacing of those activities

### When and how will we measure my progress?

- A list of major assessments that will measure students’ progress toward the learning goals (e.g. exams, projects, performances) with due
Teaching & Learning Support for FIU Faculty

Academic Integrity
Contact: Valerie George, georgev@fiu.edu; Logan Hanna, lhanna@fiu.edu; 7-1892; integrity.fiu.edu
Aims to foster Academic Integrity at FIU as a reflection of the University’s core values and in consideration of the cultural diversity of our FIU community. See website for policies and procedures related to academic misconduct and grievances, and for resources on how to teach in ways that promote both learning and academic integrity.

Center for the Advancement of Teaching
Contact: teach@fiu.edu; Hybrid@fiu.edu; 7-4214; cat.fiu.edu; PC 237
Seeks to recognize and cultivate learner-centered teaching and culturally-responsive throughout the university. Services include faculty book groups, weekly teaching tips, consultations, course observations, mid-semester student interviews, course design workshops, and more! CAT also provides programming, consultations, and support for online and hybrid course development. 30+ on-demand, self-paced courses include Introduction to Online Teaching and varied Blackboard tools. Talk to your department about participating in FIU’s hybrid program and/or teaching online. Stop by PC 237 or email teach@fiu.edu with all of your teaching questions or ideas.

College of Arts, Sciences & Education
Contact: Jennifer Gebelein, gebelein@fiu.edu; 7-1859; case.fiu.edu; ECS 322
Supports CASE Dean’s Office Online Initiatives, Programs, and Faculty. Supports program growth and attainment of goals. Approves new online courses for CASE and assists faculty in obtaining additional technical and pedagogical support required to engage, teach and support students in an online environment.

FIU Online
Contact: 7-3630; online.fiu.edu
Collaborates with faculty members to design, develop, manage, and maintain FIU’s fully online and hybrid course offerings. Instructional design teams work closely with instructors to provide students with effective and engaging learning experiences. An instructional designer will be assigned and will reach out to you when you are scheduled to teach an online course.
Contact Us

teach @ fiu . edu

PC 237

We look forward to working with you!!

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FLORIDA INTERNATIONAL UNIVERSITY

Center for the Advancement of Teaching
FIU Faculty Lunch Guests

Heather Blatt, Department of English
Phillip Carter, Department of English
Kristopher Fennie, Department of Epidemiology
Marcy Kravec, Department of Biological Sciences
John Makemson, Department of Biological Sciences
Roneet Merkin, Department of Mathematics & Statistics
Janewa Osei Tutu, College of Law
Joerg Reinhold, Department of Physics