

Learning

is a hot topic!



Why is this new portable AC gaining popularity quickly in Canada and selling out everywhere....

EDIT-A-THON is here and now!!!



*Teaching and Learning Wiki
Fall, 2019*

See instructions for searching or browsing below.

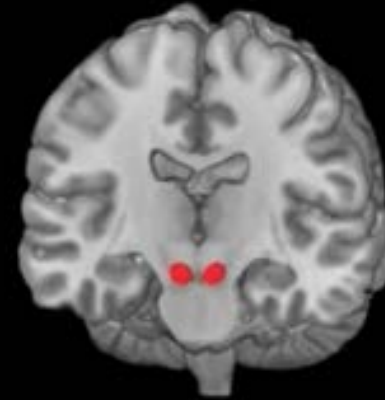
One hundred and twelve ways to engage your students with bliss-filled teaching activities

All messages taken from AOL news website on 18 June, 2020 (except last one)

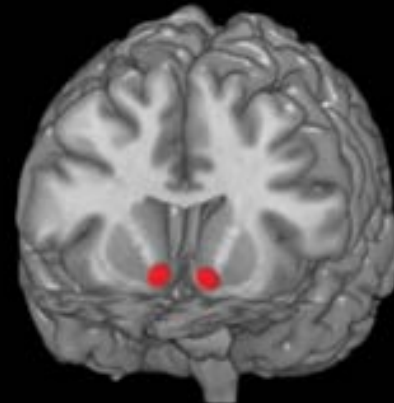
**Curiosity
activates the
“wanting
system.”**

[Video](#)

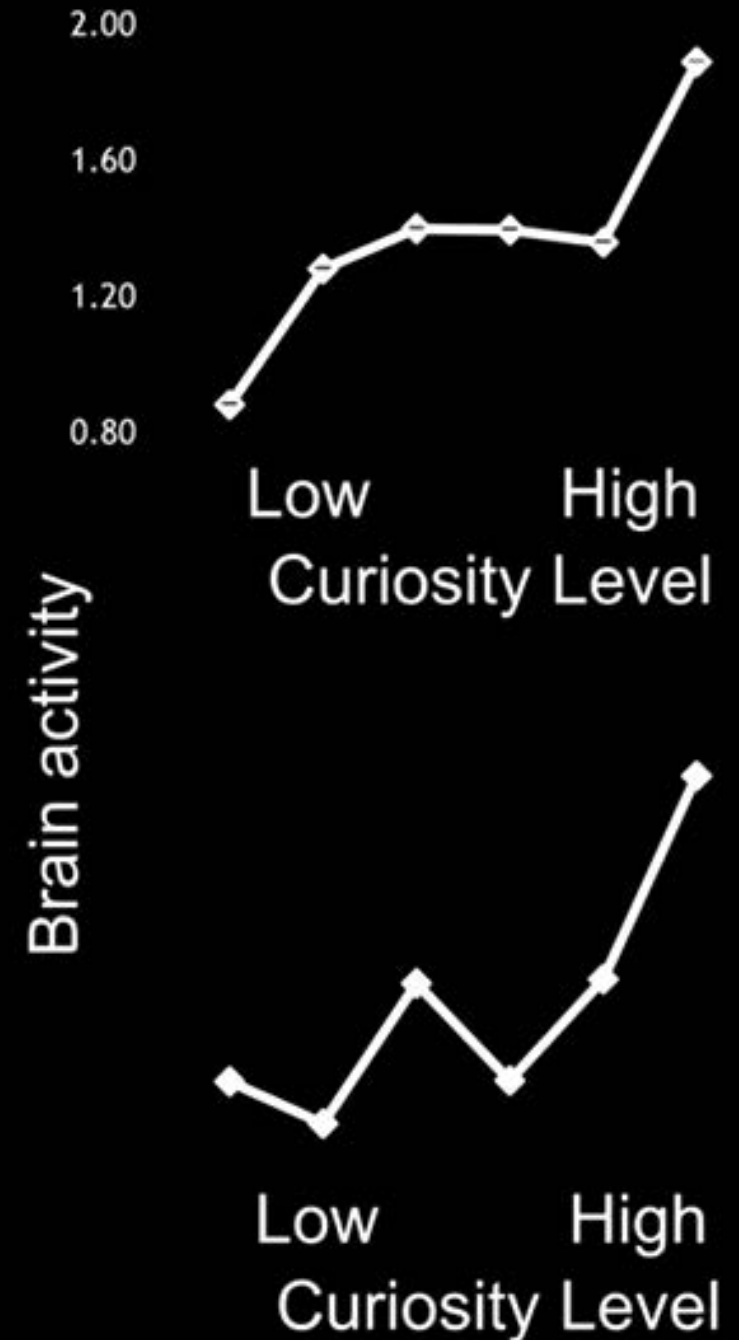
**by
Mathias
Gruber**



midbrain



nucleus
accumbens



Practice does not make perfect.

Practice **with appropriate feedback**
leads to improvement.

how to enhance student experience and engagement



AROUSE CURIOSITY



CREATE OPPORTUNITIES FOR PRACTICE



PROVIDE APPROPRIATE FEEDBACK

Perceptions differ

91 Faculty
1197 Students
(law & management)

University of Surrey

Adcroft, A. (2011). The mythology of feedback.
Higher Education Research & Development, 30(4),
405-419.

Feedback...	Greater agreement
Is important	Faculty
Improves performance	Faculty
Clarifies criteria and standards	Neither
Explains gaps in knowledge/understanding	Faculty
Identifies appropriate study practices	Faculty
Helps self-assessment, self-correction	Faculty
Motivates/encourages students	Students

So,

Discuss the kinds of feedback you will provide and how to use it.

Seek student input regarding the kind of feedback they value.

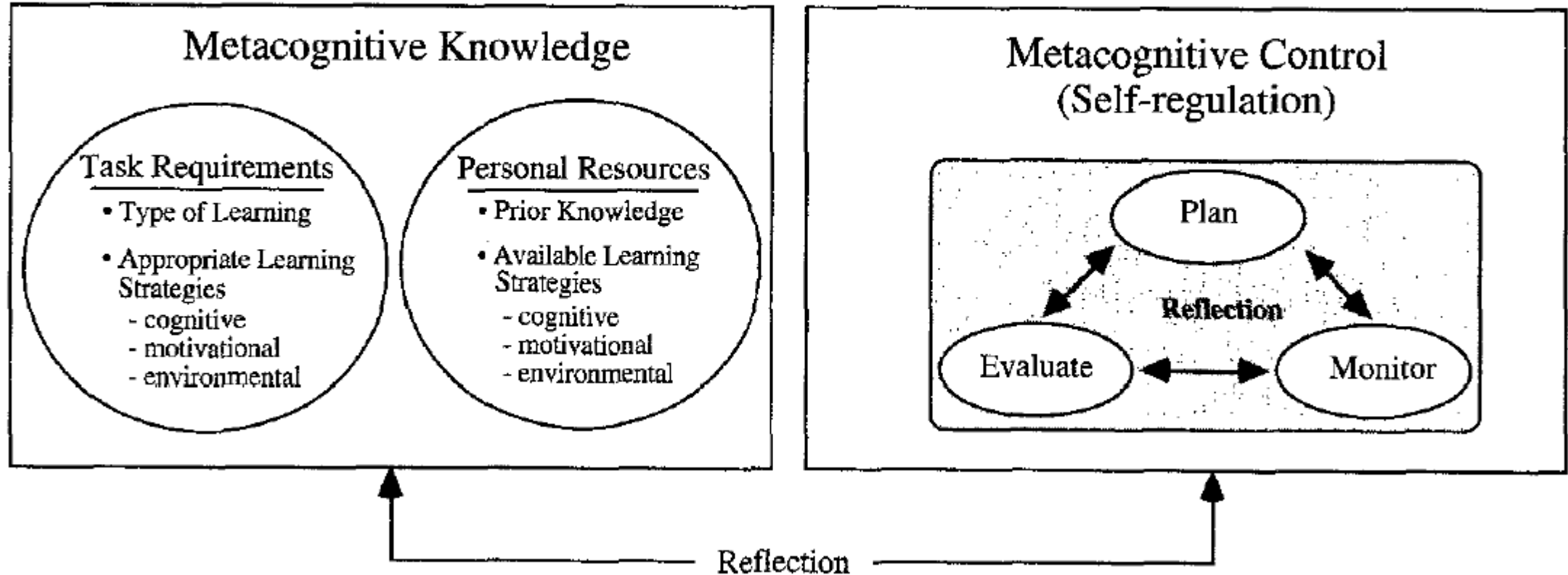
Emphasize the importance of acting on feedback—strongest approach would be to allow/encourage revision.

Provide clear information on standards (rubric).

Build in peer feedback system (PeerScholar, Joordens)

Explain learning strategies for your area.

Expert Learning



Ertmer, P. A., & Newby, T. J. (1996). The expert learner: Strategic, self-regulated, and reflective. *Instructional science*, 24(1), 1-24.

Great irony

- 1. To differentiate Ontario Tech University in the face of this crisis, we need to genuinely accept that better learning outcomes depend on students being more engaged and self-regulated, and**
- 2. To attain that end will require that faculty re-design classes in ways that foster and support active learning.**

Resolving this irony not only involves disruption of the notion that teaching is synonymous with telling, it also involves modelling the kind of self-regulated inquiry that characterizes expert learners.

The *College Quarterly* invited me to write about teaching for engagement a few years ago. The following pieces are meant to provide practical advice for postsecondary instructors.

Hunter, B. (2015a). Teaching for Engagement: Part 1--Constructivist Principles, Case-Based Teaching, and Active Learning. *College Quarterly*. 18(2), <http://collegequarterly.ca/2015-vol18-num02-spring/hunter.html>

Hunter, W. J. (2015b) Teaching for Engagement: Part 2: Technology in the Service of Active Learning. *College Quarterly*, 18(3). Available: <http://collegequarterly.ca/2015-vol18-num03-summer/hunter.html>

Hunter, W. J. (2015c). Teaching for Engagement: Part 3: Designing for Active Learning. *College Quarterly*, 18(3). Available: <http://collegequarterly.ca/2015-vol18-num04-fall/hunter.html> (Invited)

Lastly, we are blessed with a superb instructional support team at the Teaching and Learning Centre that are only too eager to help faculty teach for engagement.