

WHY DO YOU TEACH?

AAA/Deloitte Foundation/J. Michael Cook Doctoral
Consortium

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WHY DO YOU TEACH?

- **Think:** Individually, spend 5 mins writing down the answer to the question. There are no wrong answers.
- **Pair:** Discuss with a partner your answers. What similarities and differences are there in your answers? What do you think drives these differences?
- **Share:** Be ready to share your observations with the rest of the room

WHY DO YOU TEACH?

- **Inspiration:**

- Desire to have a positive influence on students
- Someone in our past was inspirational
- Education unlocks so much for people (either self or students)

- **Brings Joy**

- The satisfaction of watching things “click” for students
- It’s fun to be in a classroom

- **Connection to Research**

- Never-ending source of research questions
- Venue to teach our research

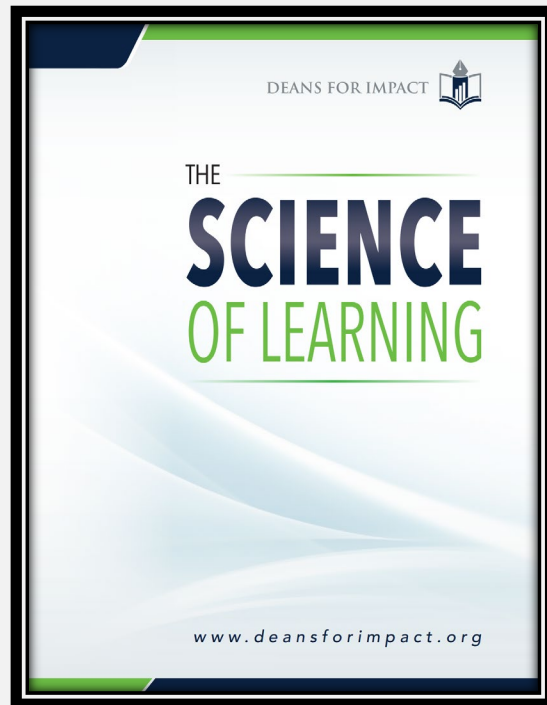
- **Impact on Practice**

- Keeps us up to date on practice developments

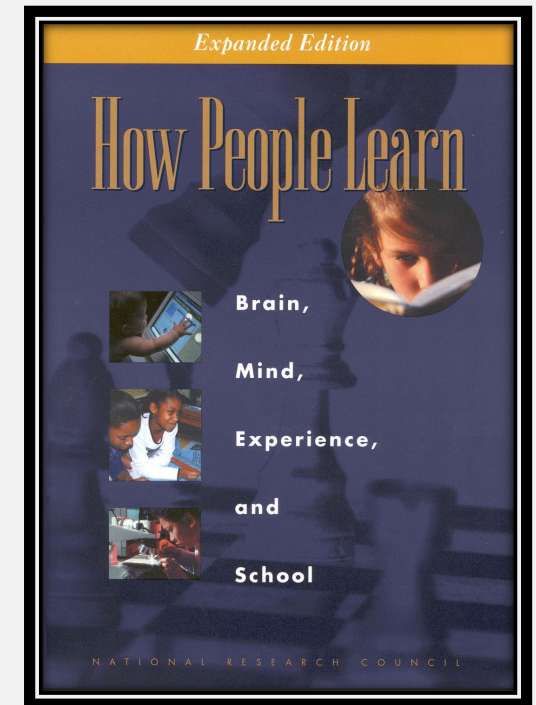
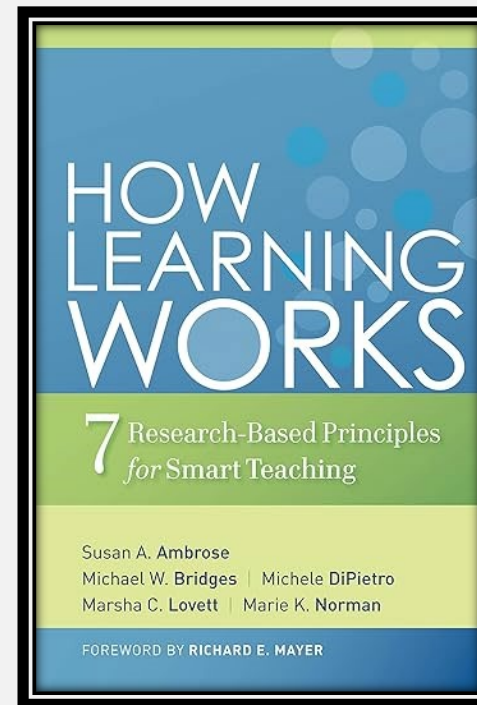
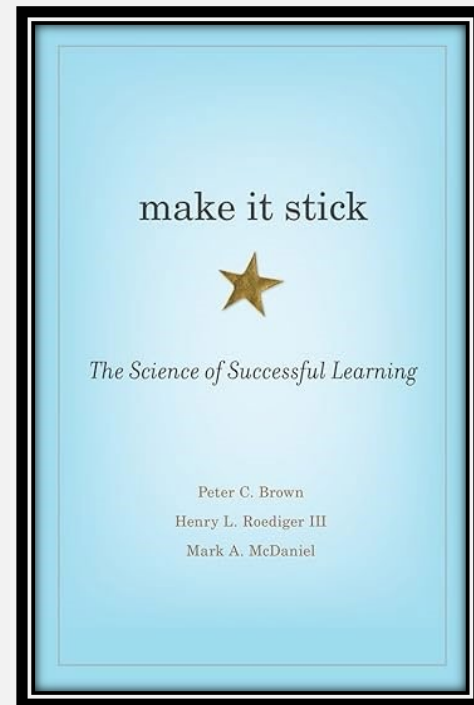
**BUT WHAT ABOUT
OTHER PERSON, ARE
THEY LEARNING....**



HOW DO YOU PEOPLE LEARN



Deans for Impact (2015)



National Academy of Sciences (2000)
National Academy of Sciences (2018)

THEORIES OF LEARNING

- We know quite a bit but we still lack a unified theory of learning
- **Behaviorism:** This theory suggests that learning occurs through the interaction between the learner and their environment.
 - Behavior can be shaped through reinforcement (rewarding desired behaviors) and punishment (discouraging undesirable behaviors).
 - Example: Pavlov's dog
- **Constructivism:** This theory suggests that learning builds understanding by integrating new information with existing knowledge and experience.
 - Learners construct their own understanding of the world by actively engaging with and making sense of new information
 - Example: Problem-based learning
- Other theories include cognitive learning and social learning

HOW PEOPLE LEARN

(A VERY BRIEF OVERVIEW)

- Experts differ from novices in more than just their general abilities (i.e. memory and intelligence) and the use of general strategies
- Skills and knowledge must be extended beyond the narrow contexts in which they are initially learned in order for deeper learning to occur.
 - The development of a sense of the application of knowledge—when the knowledge can be used—is an essential component of learning.
 - Learning transfer—the capacity to apply learning in a new context— most likely occurs when the learner knows and understands the underlying general principles that can be applied to problems in different contexts.
- The construction of conceptual understanding of abstract ideas promotes learning.
- Learners are most successful at learning and will sustain their own learning if they are mindful of themselves as learners and thinkers (i.e., use a metacognitive approach to learning and instruction).

HOW PEOPLE LEARN

- Motivation is critical
 - Students must have a sense of belonging
- Engage the student in directing their own learning
 - Giving targeted feedback
 - Support the development of the students metacognition skills
- Think about education as an asset-based model rather than a deficit-based model
 - Value and support all learners, don't emphasize deficiencies
- Assessment is critical tool for advancing and monitoring students' learning

IMPLICATIONS FOR HOW YOU TEACH

- Learning is an active verb
 - It's a process that requires someone else other than the instructor
- Being an expert on a topic does not imply ability to instruct others effectively on the topic
 - Expert brains are structurally different from novice brains
- Actively think about how you can create a space where students belong
 - Feelings of belonging help students feel motivated to learn
- Ultimately you want students to be engaged in their learning

HOW TO DO THIS SO IT IS NOT ALL CONSUMING?

Teaching prep can expand into any time you allow it. Planning is important. Invest in doing it well the first time through. Some things to think about:

- How to improve students' metacognition?
 - Purposefully thinking about one's own thinking strategies
- Who are your audience?
 - We are nearly all teaching Gen Z.
 - Who are they?

IMPROVING METACOGNITION

- Pre-assessment of content
 - Finding out what students already know about a topic can help students begin to think about how learning works
- Ask them questions about their approach to learning
 - Students aren't going to learn how to be good learners unless we engage them in activities and discussions about how they perceive themselves as learners
- Have the students “think aloud” about a problem
 - Model “think aloud” for students
- Use some classroom assessment tools
- After class, have the students engage in some reflective writing
 - What did they learn? What questions do they still have? How does this connect to previous learnings?

Classroom Assessment Tool	Description	How to use
One-Minute Paper	During the last few minute of class, students write response to “Most important thing I learned today” and “What I understood the least today”.	Review/read all before next class and use to clarify, correct or elaborate more for students.
KWL Chart	Label three charts K (What I KNOW Already), W (What I WANT to Know) and L (What I have LEARNED). Complete the first two before a unit/topic and the last one at end.	Discuss with students perceptions of what they thought they knew, what they have come to know etc.
Think-Pair-Share	Give the class a question.Allow everyone to think on own for a few minutes jotting down some thoughts.Then ask students to pair up with a peer and discuss thoughts for another few minutes. Can do groups of 4 as well.Ask to share with whole class	Use when you want to have a better discussion by a greater number of students. By thinking alone first and with small groups of peers, shared responses should be richer and more varied.
Classroom Opinion Polls	Using ‘clickers’, or online polling questions, ask students a variety of questions about a topic and seek their anonymous opinion	Often polling devices can present immediate results back to the class to provide discussion and next steps.

GEN Z: WHO ARE THEY?

- 75.9 million born between 1995 and 2012
 - Incoming freshmen were born in 2006/2007
- Most racially and ethnically diverse generation America has ever seen
 - There are more multiracial Gen Z'ers than any previous generation
 - Likely the last generation where any one racial group is the majority
- Gen Z's concept of gender is more fluid than any generation before them
- Less likely to use the words than older generations:
 - class, status, nation, religious, or spiritual
- More likely to use:
 - stressful, relatable, gender identity, free, true, honest, fake, cancel, ghost, block, fam, and squad
- Gen Z in a nutshell:
“Concerned about authenticity, confronting free speech issues, pushing the norms of gender, and struggling with mental health”

GEN Z: WHO ARE THEY?

- Digital natives who have had access to real-time content, unfiltered, since basically birth
- Experienced the realities of economic, health, and social crises
 - 69% worried about running out of food
 - 47% know someone who died of COVID-19
 - 28% either lost a job or someone in their family lost a job
- Three words can define this generation
 - **Activism:** 36% participated in a political rally in 2020
 - **Mental Health:** 42% usually or always felt anxious or depressed during COVID
 - **Meaning:** 92% indicate that being authentic and true to oneself is extremely or very important

GEN Z: WHO ARE THEY?

- 25% of Gen Z use “fear” to describe their feelings about the future and 34% express anger, disgust and sadness (Legers Youth Survey, 2021)
 - Incoming freshmen will have lived through financial crisis, racial unrest, global pandemics and wars
- As a generation, Gen Z are the most nostalgic, with 15% thinking about the past rather than the future (GWI Zeitgeist January 2023)
 - Over a third of Gen Z are nostalgic for the 90s, despite the majority being born in 00s
- Gen Z is the loneliest generation (Future Care Capital)
 - More than 50% of college students report feeling lonely (Sodexo Lifestyle Study 2022)



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I'm 25 and I Have No Friends.



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As the years go on, my friendships seem to dwindle. That could be for any number of reasons, but perhaps it's a normal and even necessary part of life. Everything is not meant to be eternal, and that's ok. ...more

GEN Z: WHO ARE THEY?

- Gen Z desire meaning in their lives with “the unapologetic desire to change a system they believe isn’t working anymore” (Twenge, 2023, pp450)

FINAL REFLECTION

- Spend a couple of minutes reflecting on the following questions. Jot down some high-level notes:
 - What have you learned today?
 - What is most surprising to you about today?
 - What questions do you still have?
 - How will you change your teaching?
- Be ready to share with the bigger group