

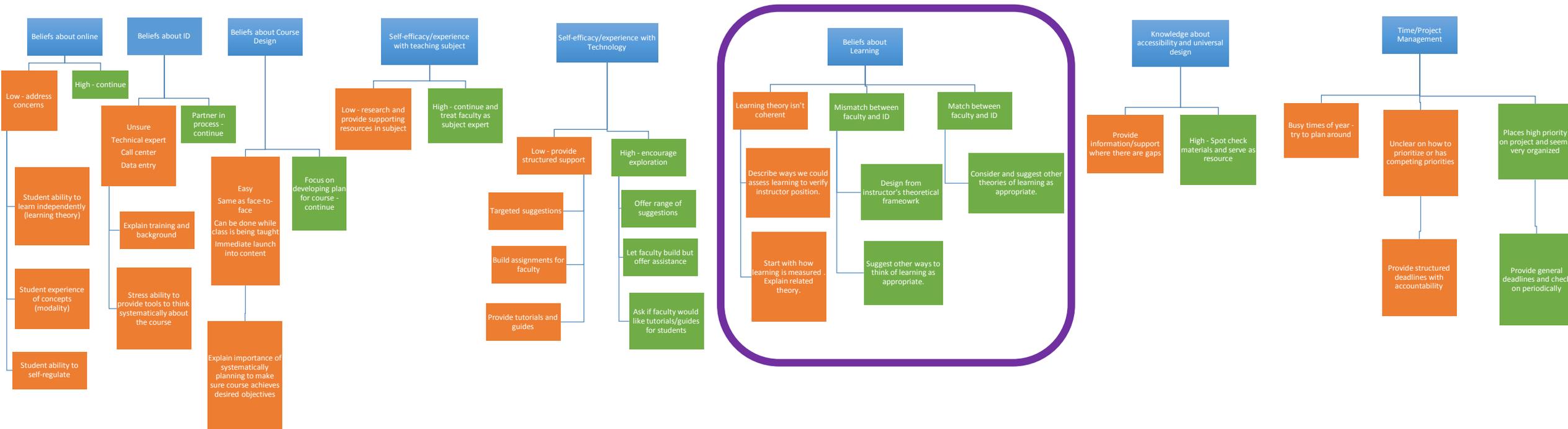


The Faculty and Instructional Designer Partnership

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The Initial Consultation: Understanding Faculty Perceptions



If we ask the right questions, we'll have a better idea of how to support faculty.

Theories of Learning

Theory	What is learning	What we measure	Teaching strategies	Emphasis on...
Behaviorism	Acquired behavior Consistent responses to a stimulus	Verbal recall Skill application	Prompt desired behavior Break into incremental steps Reward desired behavior Drills	Practice
Information processing/ Cognitivism	Integration of new knowledge into long-term memory	Recall Connections between concepts	Direct instruction Reading Concept maps Metacognition	Lectures Tests
Social cognitive theory	Adopted behaviors	How students act in a situation	Attention Modeling Reinforcement	Modeling Rewards and consequences Self-efficacy
Constructivism	Development of new knowledge structures	Transfer of ideas to new situations	Problem solving	Active learning
Social constructivism	Development of new knowledge structures	Transfer of ideas to new situations	Modeling Assisted problem solving	Group work Examples
Situated Learning	Ability to utilize the environment to achieve goals	Problem solving	Demonstrations Problem solving	Tools Context
Humanism	Self-actualization	Goal attainment	Self-exploration Mentoring Facilitation	Student-centered learning

Asking the Right Questions

	Behaviorism	Information Processing	Social Learning	Constructivism	Social Constructivism	Situated Learning	Humanism
How will you know that your students have learned the subject?	Key Terms: Do _____ Make the correct choice	Key Terms: Remember/explain Relate ideas Use ____ to solve problems	Key Terms: Imitate behavior Follow a model/pattern	Key Terms: Explain concepts and use information in new situations	Key Terms: Explain concepts and use information in new situations Work with a team	Key Terms: Use tools/resources to solve problems Apply ____ in the real world	Key Terms: Meet personal goals
What are some strategies you use to teach this subject in your face-to-face courses?	Key Terms: Break into steps Practice Recitation	Key Terms: Teach/lecture I explain... Have students read Ask students to think about what they know	Key Terms: I model... Use examples from my own life	Key Terms: Students solve problems Do and reflect I don't tell them how	Key Terms: Students solve problems in groups Provide assistance as needed	Key Terms: Problem solving Provide tools/resources Authentic situations	Key Terms: Ask guiding questions Facilitate Let students decide/choose Answer questions
Using an exemplar: Suppose you taught a class on _____. The following scenarios take place a month after the class. Which of the scenarios would make you feel most successful about the class?							
Exemplar 1: Suppose you taught a class on being a critical consumer of media advertising.	Whenever a commercial comes on television, the student automatically feels skeptical and does more research before buying the product.	The student accurately explains to a friend about many of the persuasive techniques used in advertising.	The student imitates your approach to analyzing and responding to commercials.	The student accurately identifies persuasive techniques in company memos at her place of work which helps her better understand corporate's agenda and motives.	The student works with a team of people at her office to improve the company newsletter based on effective persuasive techniques in order to improve company morale.	The student feels she can make informed purchases when confronted with product advertising.	
Exemplar 2: Suppose you taught a class on economics.	The student can quickly and accurately construct and solve economic functions from memory.	The student can explain the components of key economic functions and their relationship to one another.	The student follows the process you demonstrated in class to help a friend determine what she should charge in her new business.	Although it wasn't discussed in your class, the student uses the concepts covered to construct and solve a function for maximizing office space.	The student doesn't have all of the functions memorized, but when given an authentic economic problem, she can find the relevant information and solve the problem.	The student doesn't remember all of the economic principles covered in class, but is able to successfully launch a business based on personal goals.	

Using the Results

- No “right” theory
- Biggest concern – when the instructor doesn’t have a coherent learning theory
 - ▶ In this case, start with what learning means to the instructor and use that as the basis for explaining relevant learning theory
- When the instructor follows a different learning theory from the ID
 - ▶ Try to plan from the instructor’s perspective
 - ▶ Make suggestions on other theories to consider as appropriate, especially if it fits the subject
- When the instructor ascribes to the same learning theory as the ID
 - ▶ That’s great! Take time to consider whether other learning theories might be useful for teaching the subject as well.