Variations on … ‘Good’ Teaching: Awakening to our teaching biases

Each way of seeing
is also a way of not seeing.

Kenneth Burke 1935
Guiding Questions

1. What makes our teaching biased?
2. How might we understand the different teaching biases in this room?
3. How can we discover our own teaching bias?
A General Model of Teaching

LEARNERS

VALUES

TEACHER

CONTEXT

X

Y

Z

KNOWLEDGE
## Commitments in Teaching

<table>
<thead>
<tr>
<th>Commitment</th>
<th>Perspective</th>
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<td>Content</td>
<td>Transmission</td>
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## Commitments in Teaching

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Transmission Perspective

LEARNERS

VALUES

TEACHER

CONTEXT

X

Y

Z

KNOWLEDGE
Strategic Activities

- Flipped classes
- Team-based learning
- Test-enhanced learning
- 2-stage testing
Potential (transmission) ‘Difficulties’

Tendency to believe good performance = good teaching

‘Cover the content’ without organizing structure
Overload with information (too much; too fast)
See every question as an opportunity to talk more
Equate talking with teaching
Not engage learners with the content
A very practical Recommendation

Sharon Bowman
Flipping the College Classroom: *Practical Advice from Faculty*

Teaching Science

Improving How Universities Teach Science

Carl Wieman
Test-enhanced …

**Make it Stick: The science of successful learning**

They Emphasize Particular Goals & Commitments

Knowledge: acquiring an appropriate base of knowledge
Developmental Perspective

LEARNERS

VALUES

CONTENT

TEACHER

CONTEXT

X

Y

Z
Developmental Perspective

REASONING

Less (talking) can yield more (understanding)
What would increase good reasoning?

Most common difficulty expressed by students?

• Can’t understand the structure.
• Don’t know what’s important and what’s not.
• Can’t figure out how the pieces fit together.
An Organizing Framework

When proper framework established, cognitive load is reduced. Learning and reasoning are much better.
Prior Knowledge

Process of Learning

✓ Learners search for familiar associations
✓ Prior knowledge influences their search
✓ Move back-and-forth between part & whole
✓ Attempting to build a sense of the ‘whole’
Activating Prior Knowledge

A simple presentation on a familiar procedure. This should be easy.

But first…

WASHING CLOTHES
Organizing Frameworks

Principle:

Reasoning is better when prior knowledge is activated by an organizing framework

Strategic Activities

• Orient with BIG questions
• Create cognitive dissonance
• Use productive failure
• Reason aloud for learners
• Have learners reason aloud
Answers vs. Questions

Ignorance: How it drives science

Facilitating learning with Big Questions

Seven Principles of Learning

How Learning Works:
7 Principles For Smart Teaching

They Emphasize Particular Goals & Commitments

Knowledge: acquiring an appropriate base of knowledge

Reasoning: developing better forms of reasoning
On Two Metaphors for Learning and the Dangers of Choosing Just One


Anna Sfard

Apprenticeship Perspective

LEARNERS

VALUES

CONTENT

TEACHER

CONTEXT
Self-Regulation of Learning (SRL)

Interpreting tasks/activities

Helping them engage the CONTEXT

- Adjusting Goals & Strategies
- Self-monitoring & Self-assessing
- Perception of Expectations
- Setting Personal Goals
- Interpreting Feedback
Putting expertise into words:

• Articulating habituated procedures
• Explaining intuitive leaps in reasoning
• Demonstrating without articulating thinking

Remembering that:

The ‘rules of engagement’ change dramatically when learners are in busy work sites
Learning in a Chaotic Environment

For understanding learning & teaching in chaotic environments...

Workplace Learning: Stephen Billett


2011 - Subjectivity, self and personal agency in learning through and for work. The SAGE handbook of workplace learning: 60-72.


They Emphasize Particular Goals & Commitments

Knowledge: acquiring an appropriate base of knowledge

Reasoning: developing better forms of reasoning

Performance: development of professional or technical skills
Effective Nurturing Perspective

LEARNERS

VALUES

Y

TEACHER

CONTENT

X

Z

CONTEXT
Nurturing Perspective

RELATIONSHIP

Everything is interpreted from within a relationship.
Feedback that is ...

- Frequent
- Formative (for learning)
- Focused
- In advance of high stakes accountability
And, takes place with an ...
Does my teacher ...

- care about me as a person?
- know and care about my goals?
- understand where I’m starting from?
- have my best interests at heart?
- have another agenda besides my success?

Feedback is always interpreted within a relationship
Feedback and the educational alliance: examining credibility judgements and their consequences.

Medical Education vol. 50, 2016.
Educational Alliance Inventory

Summer TELIO

Medical Education
vol. 50, 2016

Appendix S-1

36 items; 3 Factors
- Task
- Bond
- Goal
Teaching Adults
A Practical Guide for NEW TEACHERS
Jossey-Bass, 2015

Ralph G. Brockett
They Emphasize Particular Goals & Commitments

Knowledge: acquiring an appropriate base of knowledge

Reasoning: developing better forms of reasoning

Performance: development of professional or technical skills

Relationship: believing everything is interpreted through relationship
Effective
Social Reform Perspective

LEARNERS

VALUES

TEACHER

CONTENT

CONTEXT

X

Y

Z
Social Reform Perspective

Critique

Critiquing beliefs and assumptions
Go to www.menti.com and use the code 60 49 60

Enter 2 words describing an effective teacher
The Highlander Research and Education Center – *Myles Horton*
A Couple of Recommendations

Transformative Learning in Practice: Insights from...

And of course ...

*Understanding and Promoting Transformative Learning: A guide to theory and practice*

Sample chapters:

1. The shifting discourses of competence
2. Rethinking competence in the context of teamwork
7. The competent mind: beyond cognition

Hodges and Lingard (Eds), 2012 Cornell University Press.
They Emphasize Particular Goals & Commitments

Knowledge: acquiring an appropriate base of knowledge

Reasoning: developing better forms of reasoning

Performance: development of professional or technical skills

Relationship: believing everything is interpreted through relationship

Propriety: doing the right thing, for the right reason
Teaching: What is it?

- Intellectual act
- Relational act
- Moral act
- Cultural act
What is ‘Good’ Teaching?

An orthodoxy of the good
A plurality of the good
Five Perspectives on Teaching: Mapping a Plurality of the Good, 2016

Pratt & Smulders
Krieger Publishing
Q-3: Discovering our BIAS?

Take: “Teaching Perspectives Inventory”

www.TeachingPerspectives.com
APPRENTICESHIP PROFILE

Perspective totals on or above this line are DOMINANT for you.

Mean: 25.6
SD: ±11.9

Perspective totals on or below this line are RECESSIVE for you.

B = Beliefs  What you believe about teaching and learning.
I = Intentions  What you try to accomplish in your teaching.
A = Actions  What you do when you're teaching.
Interpreting a TPI Profile: Four part video

TPI Home page

Take the TPI! It's Free!

Summarize Your Views and Perceptions about Teaching

Why Take the TPI?
The "Five Perspectives" Book
What Are the 5 Perspectives?
Reflecting on TPI Results

English
Español
Pilipino
Pycreek
Français
العربية
עברית
Deutsch
Português

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Thank You!