Teaching Academy   Center for Teaching Excellence

Spring 2015

Week Two Introduction

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Week 2: Introduction

Today's Big Idea: Beginnings are critical—we need to know what students know and don't know *before* we teach.

Quick Overview: After discussing how preconceptions and misconceptions interfere with students' learning, we will learn steps for planning a lesson. We will also discuss ways to uncover students' ideas using classroom assessment techniques, or CATs, and create concepts maps of Chapter 2.

Below you will find the SLOs, PowerPoints, and handouts for Week 2. If you have questions about CATs, concerns about student or administrative reactions to new ways of teaching, or how to plan a lesson, talk to me.

Week 2: Learning Outcomes

At the completion of this learning module, you will be able to:

- Recognize the role of preconceptions and misconceptions in learning.
- Identify the differences between novice and expert knowledge organization and connections.
- Plan and use a preassessment activity in a target course.
- Create a concept map.
- Identify the parts of a lesson plan and name the steps in the lesson planning process.

Week 2: Task List, PowerPoints & Handouts

Complete the following before you come to class:

- Bring a **list of common misconceptions**. One way to do this is to do a Google search— your discipline OR concept + misconceptions.
- **Read Chapter 1**, http://digitalcommons.georgiasouthern.edu/cgi/viewcontent.cgi?article=1022&context=teaching-academy, "Students Prior Knowledge." FYI. *If you click on the word Chapter, you can print Reading Guides for individual chapters.*

- **Read Chapter 2**, http://digitalcommons.georgiasouthern.edu/cgi/viewcontent.cgi?article=1023&context=teaching-academy,"Ways Students Organize Knowledge."

Reminders

- If you have not yet seen *Teaching Teaching, Understanding Understanding*, watch it online.
- If you are not sure how to write learning-centered objectives or what Bloom's Taxonomy is, read pp. 244-247 OR see me.

PowerPoints and Handouts

- PPTs for Week 2 - Active Learning, http://digitalcommons.georgiasouthern.edu/cgi/viewcontent.cgi?article=1015&context=teaching-academy
- Lesson Plan Assignment, http://digitalcommons.georgiasouthern.edu/cgi/viewcontent.cgi?article=1020&context=teaching-academy
- CATS Assignment Report Form, http://digitalcommons.georgiasouthern.edu/cgi/viewcontent.cgi?article=1016&context=teaching-academy
- CATS Examples, http://digitalcommons.georgiasouthern.edu/cgi/viewcontent.cgi?article=1017&context=teaching-academy

Extension. Additional readings, resources, and websites for you to explore and use.

- Strategies for Effective Lesson Planning - Printable webpage with a step-by-step guide to planning a lesson from the University of Michigan.
- "Curse of Knowlege" - Full article or short excerpt, http://digitalcommons.georgiasouthern.edu/cgi/viewcontent.cgi?article=1018&context=teaching-academy, and reading guide, http://digitalcommons.georgiasouthern.edu/cgi/viewcontent.cgi?article=1019&context=teaching-academy

- Reflection as the Key to Intuitive Knowing, http://digitalcommons.georgiasouthern.edu/cgi/viewcontent.cgi?article=1021&context=teaching-academy - a one-page overview of the three types of reflection: *reflection-IN-action, reflection-ON-action and reflection-FOR-action*
- Does Active Learning Work? - A 7-page review (PDF) of the research on active learning with an extensive bibliography.
- Concept Maps: What the Heck Is This? - How to use and evaluate concept maps, including examples of a variety of concept maps.
- *Understanding by Design* - PDF copy of the first chapter of Wiggins & McTighe's book
    - Webpage from Vanderbilt University with an overview of *Understanding by Design* and the Backward Design process.
    - Summary of *Understanging by Design* - Ten-page summary from Western Kentucky which contains helpful charts, templates, and resource you can use to plan lessons.
    - Backward Design - short YouTube video (6:24) with good overview

https://youtu.be/eJWTKclIZnY

    - Backward Design Framework - Longer video (9:36) from the Univesity of Wisconsin-Madison focusing on educational innovation — if you start at 1:00 you'll get to the important information sooner

https://youtu.be/cveylXCpUmw