

Learning Design Conversations

Part 1: Paradigm Shift

Guidelines for the conversation...

**Before talking, please
kindly acknowledge
what was said before.**

- ⇒ Listen carefully
- ⇒ Be mindful of the 'space' you take up
- ⇒ Be respectful of people and ideas
- ⇒ Be aware of your words, tone and gestures

Think back at a time in your life...

...when you had a ‘significant’ learning moment.

What made it significant?

Share your story of learning with your colleagues.

Distill the key points of your story in 1-2 phrases at the end.

What is 'significant' learning?

What is learning?

What makes it significant?

Learning Paradigm

There is a paradigm shift from instruction paradigm to learning paradigm. (*Tagg and Barr 1995.*)

Role of the faculty: “primarily designers of learning methods and environments”

What's Different?

Knowledge: Transfer from faculty to student	➡	Jointly constructed by students and faculty
Student: Passive	➡	Active
Mode of Learning: Memorizing	➡	Relating
Student Growth: Complete requirements	➡	Focus on lifelong learning
Context: Competitive	➡	Cooperative
Climate: Cultural uniformity	➡	Diversity
Power: Faculty holds power and authority	➡	Students are empowered
Assessment: Norm referenced, tests	➡	Criterion-referenced, portfolios
Epistemology: Reductionist (facts)	➡	Constructivist (inquiry)

Responses



High Impact Practices

*Ex. First Year Seminar,
Writing intensive courses,
Project-based learning,
Learning Communities,
Reflective ePortfolios*



Lion Gardner: Redesigning Higher Education

*Ex. Personal Responsibility,
Respect for Diversity, Desire
lifelong learning*



Liberal Education and America's Promise Initiative

*Ex. Knowledge of human
cultures, Intellectual and
practical skills, Social
responsibility, integrative
learning*



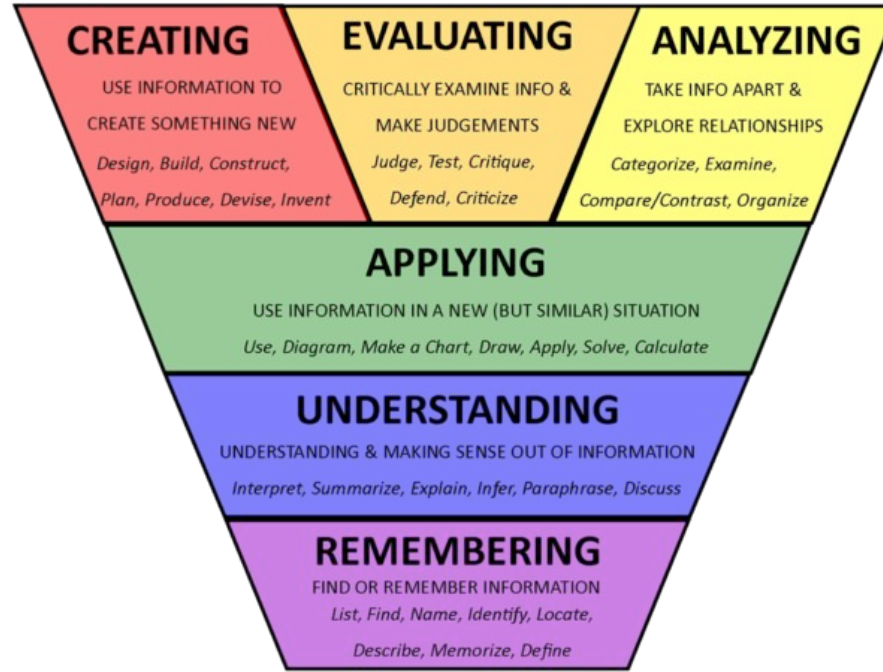
Groves & Bass: Designing the Futures of University

*Ex. Personal flourishing,
Bridging curriculum with
co-curriculum, Beyond credit
hours and classroom walls,*

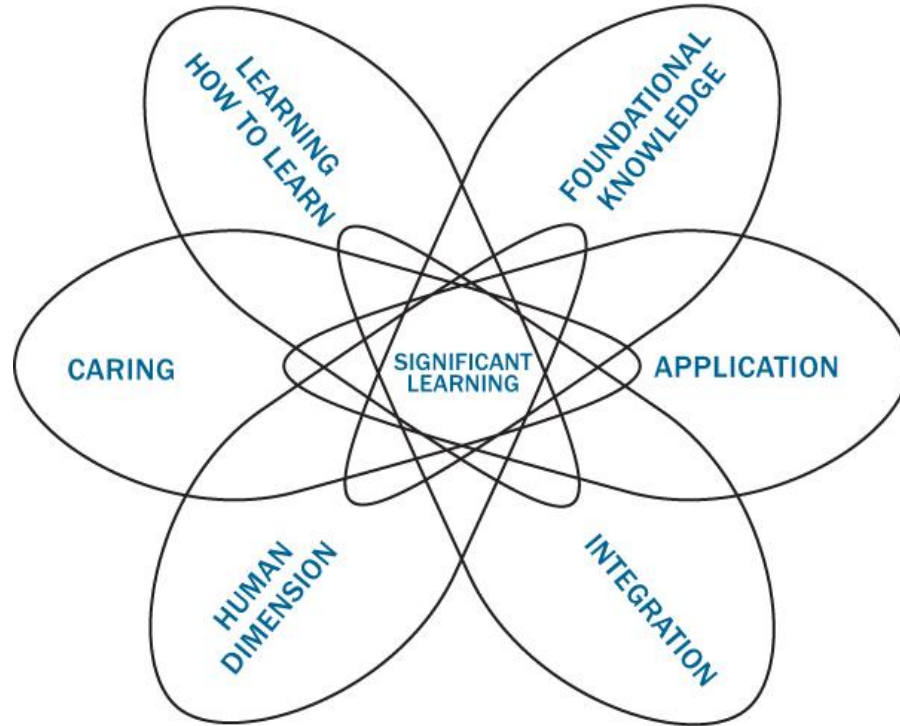
Engaged Teaching

- ▲ Active & Experiential
- ▲ Writing to Learn
- ▲ Motivation Principles
- ▲ Cognitive Psych: How People Learn
- ▲ Group and Team Based
- ▲ Assessment for Learning
- ▲ Service Learning and Community Engagement
- ▲ Reflective ePortfolios
- ▲ Technologies: Blended, Flipped, In-class

Bloom's Revised Taxonomy - Cognitive Domain



Taxonomy of Significant Learning



Think of a class you are currently teaching, or a student-facing activity you are coordinating...

What should your learners be able **to do**?

How should your learners **be**?

First take a few minutes to think or write down your answers individually, using the two Taxonomies as your guide.

What are the different uses of these taxonomies?

...in your current teaching or syllabus?

...in future design of significant learning?

...in communicating or articulating learning goals?

What does ‘significant’ learning in the creative fields look like?

Can these taxonomies be useful in any way?

What’s our task at Pratt regarding ‘significant’ learning objectives?

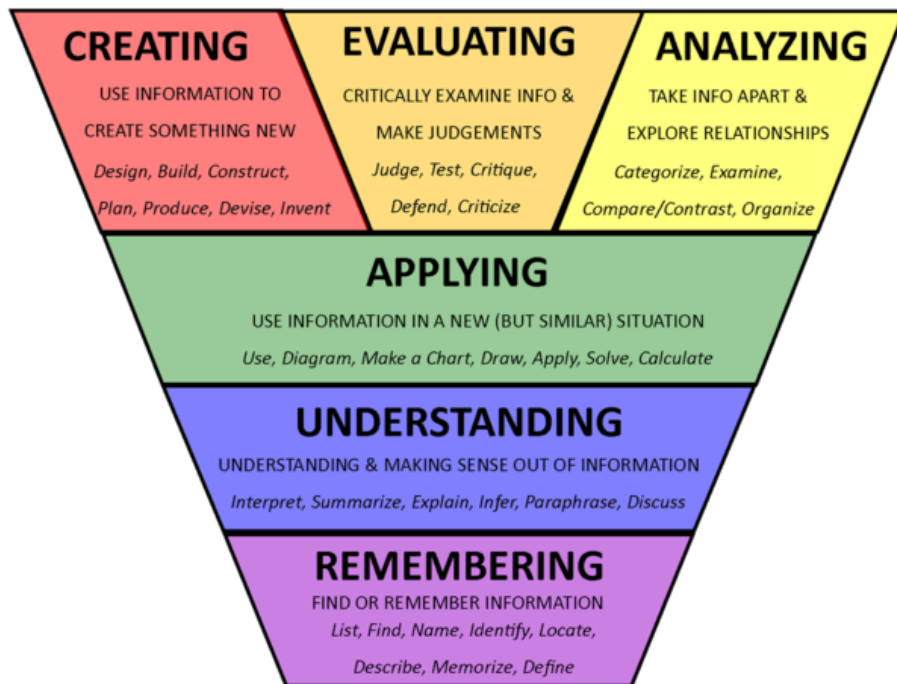


Next session

Nov 7

Integrated Design
Models

Bloom's Revised Taxonomy - Cognitive Domain



S.M.A.R.T.

Learning Objectives

Specific Measurable Attainable Results-Focused Time-Focused

REVISED Bloom's Taxonomy Action Verbs

Definitions	I. Remembering	II. Understanding	III. Applying	IV. Analyzing	V. Evaluating	VI. Creating
Bloom's Definition	Exhibit memory of previously learned material by recalling facts, terms, basic concepts, and answers.	Demonstrate understanding of facts and ideas by organizing, comparing, translating, interpreting, giving descriptions, and stating main ideas.	Solve problems to new situations by applying acquired knowledge, facts, techniques and rules in a different way.	Examine and break information into parts by identifying motives or causes. Make inferences and find evidence to support generalizations.	Present and defend opinions by making judgments about information, validity of ideas, or quality of work based on a set of criteria.	Compile information together in a different way by combining elements in a new pattern or proposing alternative solutions.
Verbs	- Choose - Define - Find - How - Label - List - Match - Name - Omit - Recall - Relate - Select - Show - Spell - Tell - What - When - Where - Which - Who - Why	- Classify - Compare - Contrast - Demonstrate - Explain - Extend - Illustrate - Infer - Interpret - Outline - Relate - Rephrase - Show - Summarize - Translate	- Apply - Build - Choose - Construct - Develop - Experiment with - Identify - Interview - Make use of - Model - Organize - Plan - Select - Solve - Utilize	- Analyze - Assume - Categorize - Classify - Compare - Conclusion - Contrast - Discover - Dissect - Distinguish - Divide - Examine - Function - Inference - Inspect - List - Motive - Relationships - Simplify - Survey - Take part in - Test for - Theme	- Agree - Appraise - Assess - Award - Choose - Compare - Conclude - Criteria - Criticize - Decide - Deduct - Defend - Determine - Disprove - Estimate - Evaluate - Explain - Importance - Influence - Interpret - Judge - Justify - Mark - Measure - Opinion - Perceive - Prioritize - Prove - Rate - Recommend - Rule on - Select - Support - Value	- Adapt - Build - Change - Choose - Combine - Compile - Compose - Construct - Create - Delete - Design - Develop - Discuss - Elaborate - Estimate - Formulate - Happen - Imagine - Improve - Invent - Make up - Maximize - Minimize - Modify - Original - Originate - Plan - Predict - Propose - Solution - Solve - Suppose - Test - Theory

EDUCATIONAL GOALS AND SIGNIFICANT LEARNING

Foundational Knowledge:

- Develop understanding of the concepts associated with a subject
- Remember key information that allows for explanations, predictions, etc.

Application:

- Use critical thinking to analyze and critique issues and situations
- Use skills and practical thinking
- Develop problem-solving and decision-making capabilities
- Create new ideas, products, and perspectives
- Manage complex projects; coordinate and sequence multiple tasks in a single project,
- Demonstrate performance skills
- Use skilled capacities in areas of foreign language, communication, operating technology and tools, fine arts, sports etc.

Human Dimension:

- Improve effective leadership skills
- Build ethical character and live by ethical principles
- Have self-authorship and learn how to create and take responsibility for one's own life
- Become more culturally sensitive and work as a member of a diverse team
- Be a responsible citizen locally and globally
- Serve others and contribute to the well-being of others
- Having ethical principles in relation to the nonhuman world

Caring:

- Want to be a good or better student and a better person
- Become excited about a particular activity or subject
- Develop a keen interest in a topic or idea
- Develop a commitment to live right

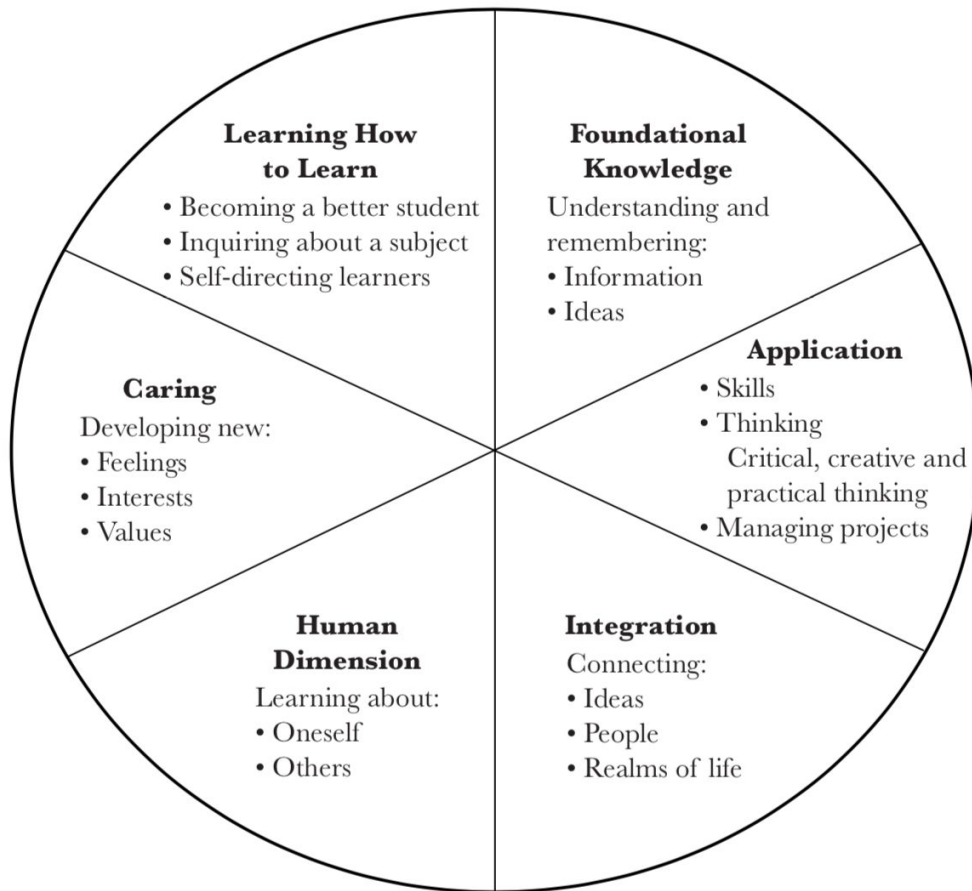
Learning How to Learn:

- Engage in self-regulated learning
- Use inquiry and construction of knowledge; engaging in the scientific method, historical method, and other forms of inquiry;
- Be self-directed and intentional about learning
- Develop a learning agenda and plan
- Become skilled in autodidaxy (the ability to direct one's own learning and life)
- Be a reflective practitioner

Integration:

- Engage in interdisciplinary learning by connecting different disciplines and perspectives
- Take part in learning communities
- Connect with different people and perspectives; connect different realms of life.

FIGURE 2.1. TAXONOMY OF SIGNIFICANT LEARNING.



Significant Learning Brainstorming Concepts - Oct 18, 2018

- VALIDATION
- MENTOR
- EXPANDING PATHWAYS
- PERSONAL ATTENTION

Non-traditional assigns

Research

Endurance

Connection

Reflection

Empowerment

Discovery

Study abroad

Experiential

Trust

multi-disciplinary

