

From Student Engagement to Transformation: Best Practices for Teaching & Learning



Keynote Presentation @ the University of West Indies “Institutionalising Best Practice in Higher Education”
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A large lecture hall filled with students sitting at desks, facing a stage with a whiteboard and a podium. The text "THIS... IS NOT THE ANSWER!" is overlaid on the image.

THIS...
IS NOT THE ANSWER!

We Know How Learning Works

100 years of research from a philosophy of teaching to a science of learning

COGNITIVE PSYCHOLOGY

COGNITIVE SCIENCE

- *cognitive psychology within an interdisciplinary framework*
- Incorporates e.g., computer science; psychology; linguistics; neuroscience

LEARNING SCIENCES

- *cognitive science “in the wild”*
- Incorporates e.g., anthropology; applied linguistics; ed research

DISCIPLINE-BASED
EDUCATIONAL RESEARCH

- *learning sciences within the disciplines*

SCHOLARSHIP OF
TEACHING & LEARNING

- *learning sciences across the academy*

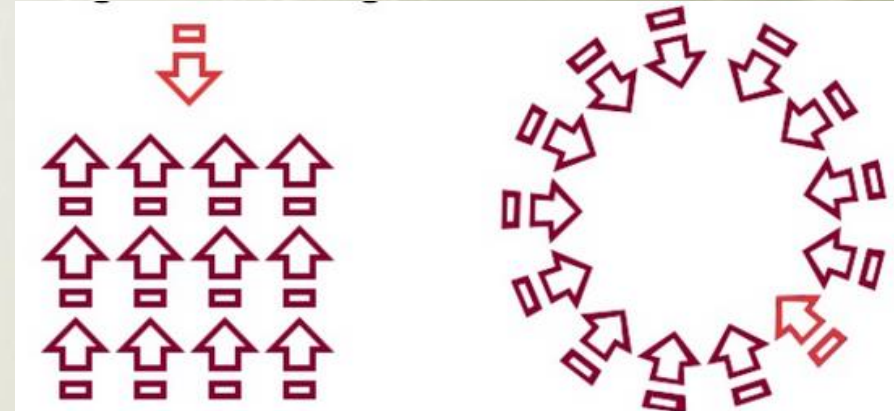
For example:

John Bransford, Ann Brown & Rodney Cocking (2000) *How People Learn: Brain, Mind, Experience, and School*

Susan Ambrose, Michael Bridges, Michele DiPietro, Marsha Lovett & Marie Norman (2010) *How Learning Works: Seven Research-Based Principles for Smart Teaching*

We Know How Learning Works

the punch line...



from a sage on the stage to a guide on the side
e.g., Dewey's (1938) *Experience & Education*

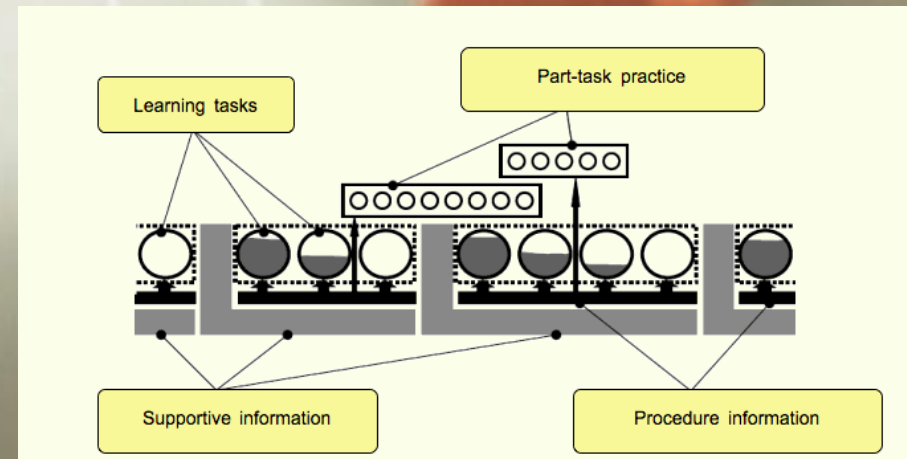
COGNITIVE PSYCHOLOGY

COGNITIVE SCIENCE

LEARNING SCIENCES

DISCIPLINE-BASED
EDUCATIONAL RESEARCH

SCHOLARSHIP OF TEACHING
& LEARNING



From teaching to learning back to teaching
Merriënboer's (2012) four-component instructional design for complex learning

HIGH IMPACT PRACTICES



COMMON INTELLECTUAL EXPERIENCES

- Learning Communities
- First-Year Seminars and Experiences
- Collaborative Assignments and Projects

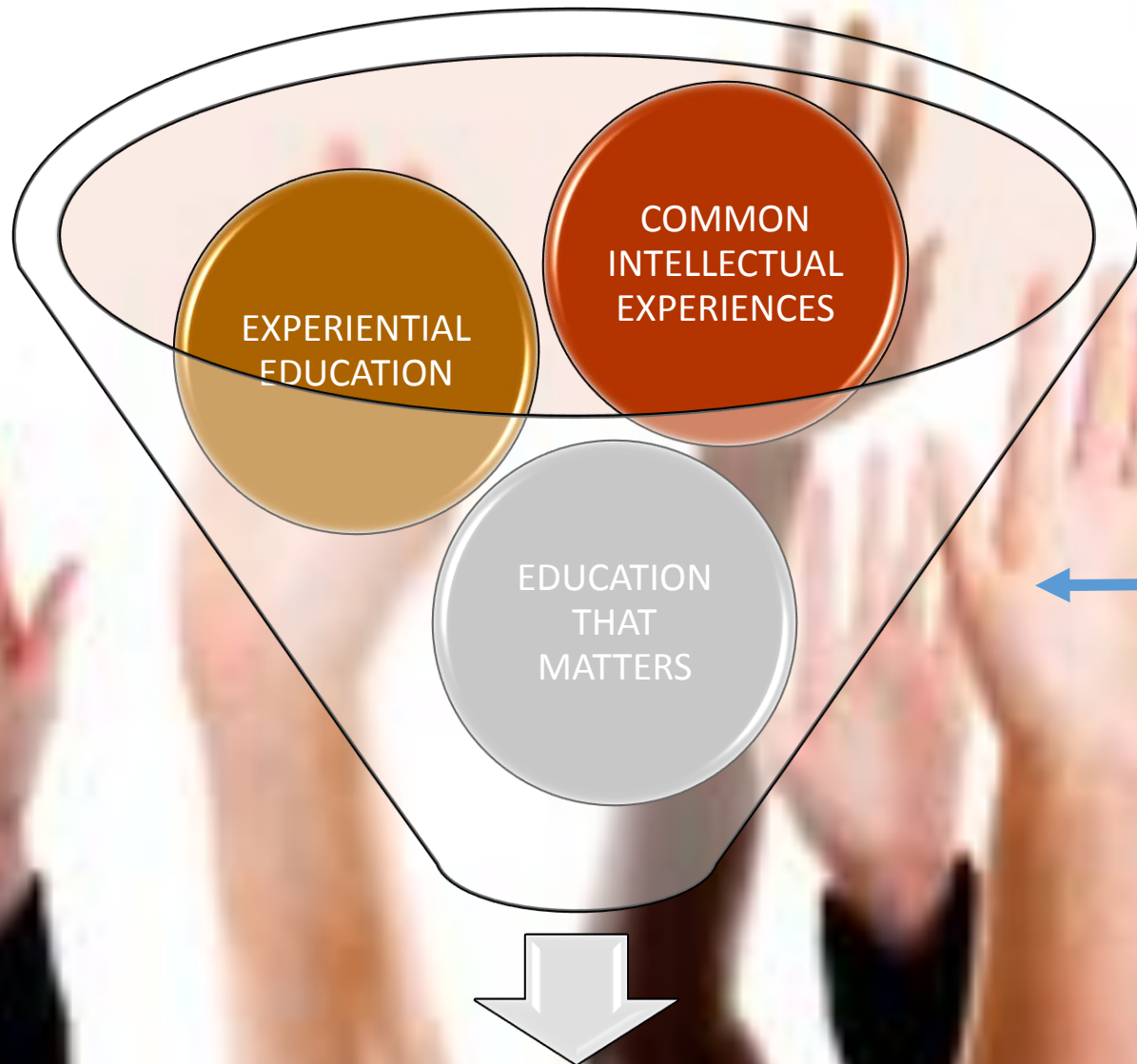
EXPERIENTIAL EDUCATION

- Undergraduate Research
- Diversity/Global Learning
- Service Learning, Community-Based Learning

EDUCATION THAT MATTERS

- Internships
- Writing-Intensive Courses
- Capstone Courses and Projects

Best Practices

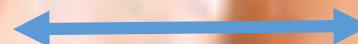


Self-authorship

Backwards design

Project-based learning

Inquiry learning

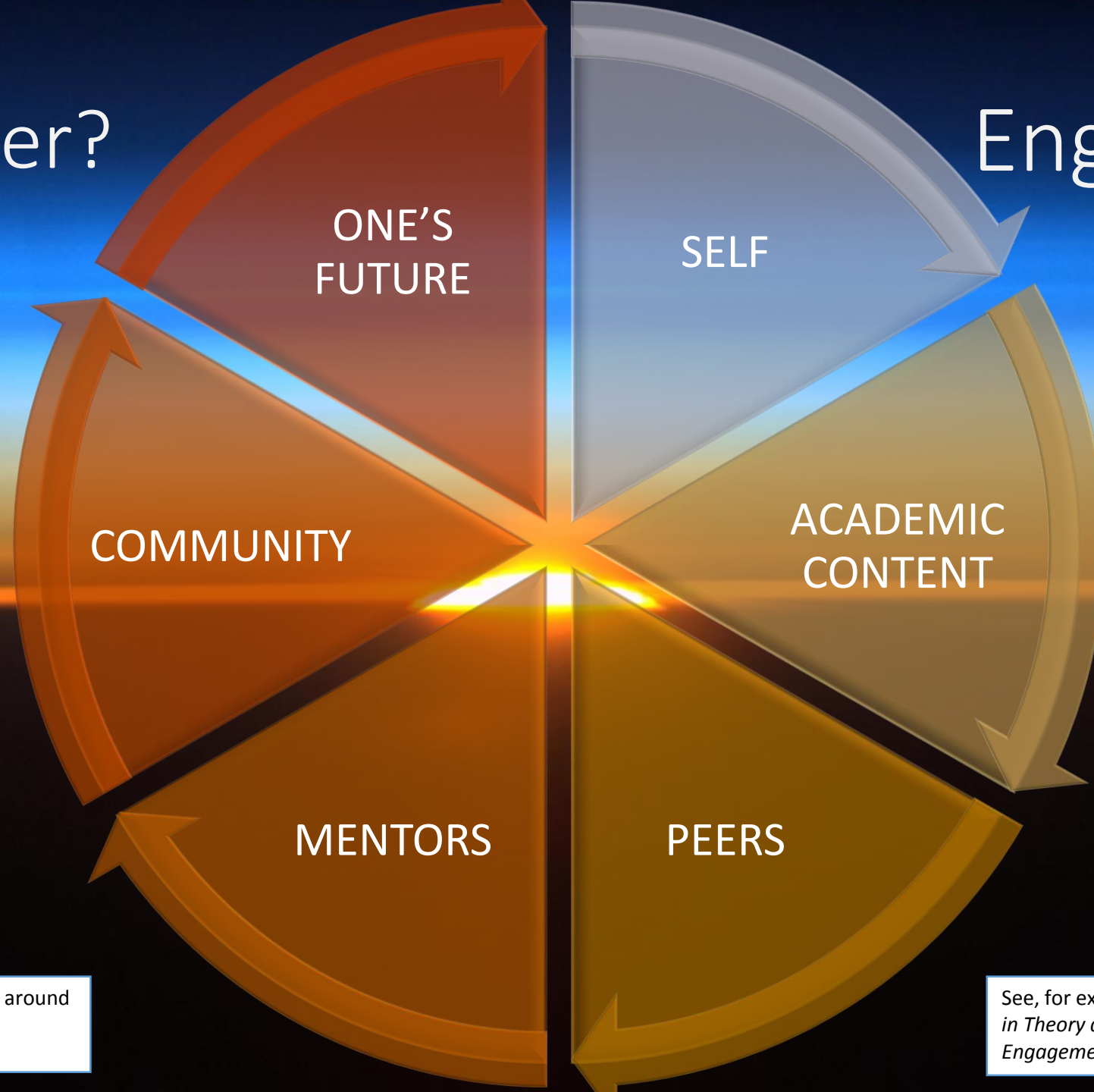


See, for example, Marsha Baxter-Magolda (1999) *Creating Contexts for Learning and Self-Authorship*; Grant Wiggins (2005) *Understanding by Design*

HIGH IMPACT PRACTICES

The Answer?

Engagement



Aligned to UWI's Strategic Plan – specifically around teaching & learning; student experience & engagement.

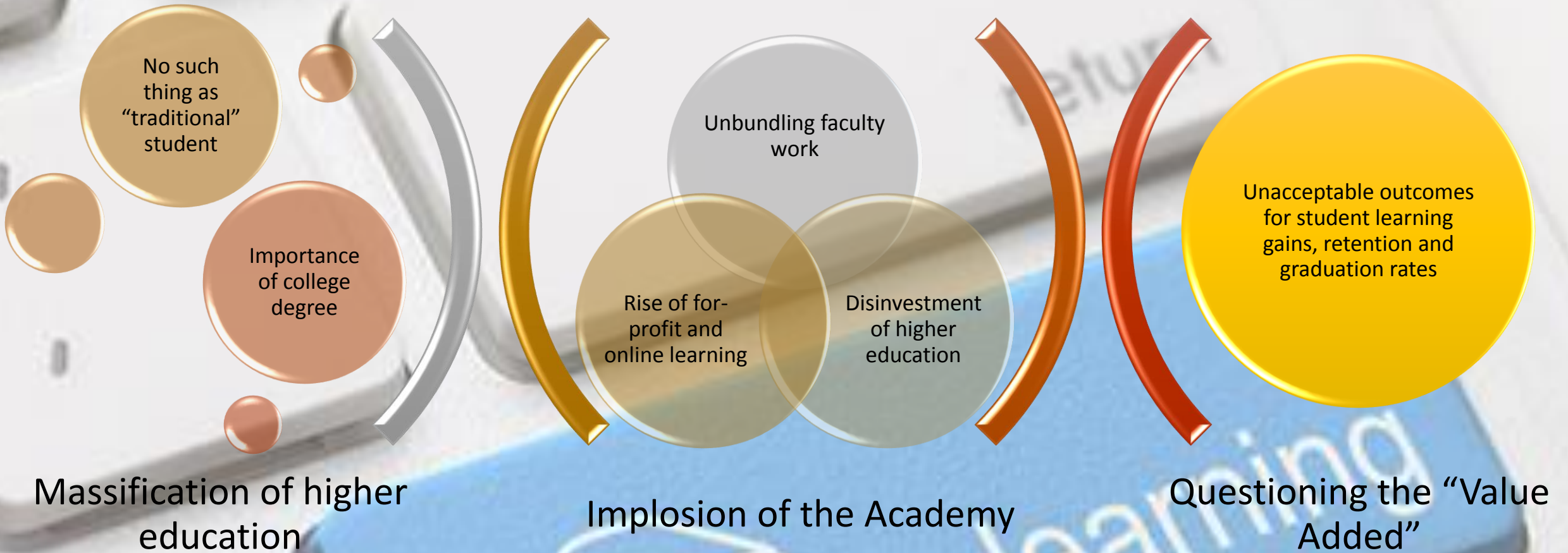
See, for example, Dan Butin (2010) *Service-Learning in Theory and Practice: The Future of Community Engagement in Higher Education*

The image shows two pieces of a white, textured plastic egg carton lying on a plain white surface. The pieces are broken and separated, with one piece positioned above and to the right of the other. The text is overlaid on the central part of the image.

So...

Why Doesn't the Story End
Happily Ever After?

Teaching is Easy; Learning is Hard



See, for example, William Bowen (2015) *Higher Education in the Digital Age*; Richard Arum & Josipa Roksa (2010) *Academically Adrift*

A “PIVOTAL POINT” for UWI:
How do we move from “good enough” to
engagement to transformation?

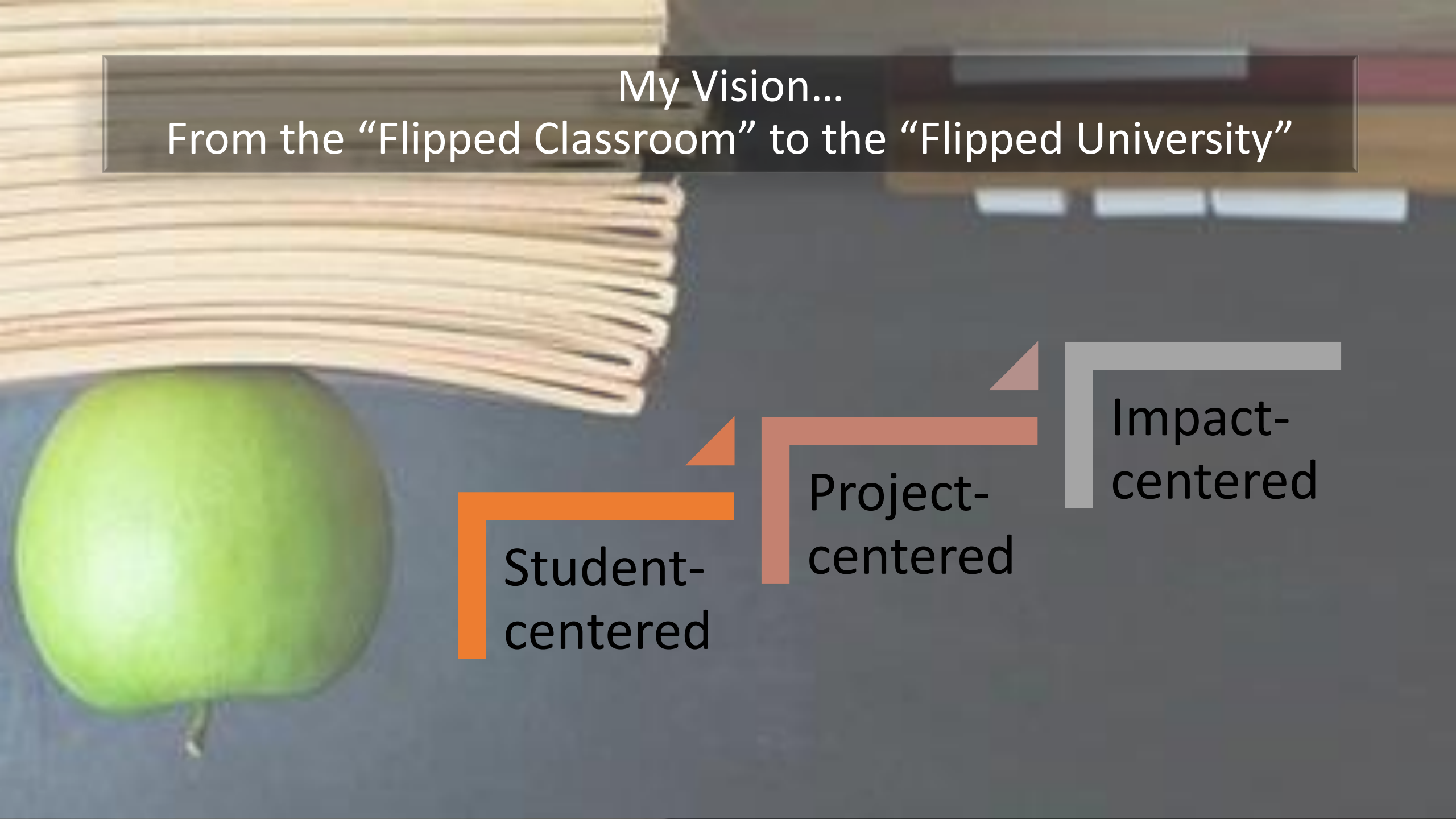


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When a 'Good Enough' Higher Education Isn't Good Enough

My Vision...

From the “Flipped Classroom” to the “Flipped University”

A green apple is positioned on the left side of the image, resting on a dark surface. Above it is a stack of several books with light-colored pages. The background is a dark, textured surface.

Student-centered

Project-centered

Impact-centered

My Vision...

From the “Flipped Classroom” to the “Flipped University”

Student-centered

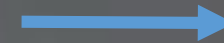
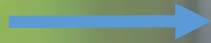
“outsource” the lecture

Discussion as central

Deep learning

Instructor as “curator”

Faculty professional development



My Vision...

From the “Flipped Classroom” to the “Flipped University”

project-centered

“outsource” the class

Outcomes as central

Authentic learning

Instructor as researcher

Community-based teaching & learning

My Vision...

From the “Flipped Classroom” to the “Flipped University”

impact-centered

“outsource” the
“checklist
mentality”

Transformation as
central

Scaffolded deep
& authentic
learning

University as
experience

The Engaged
University...
The “UWI
Idea”

Questions



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