

2019 Teaching Enhancement Symposium  
College of Agricultural and Life Sciences



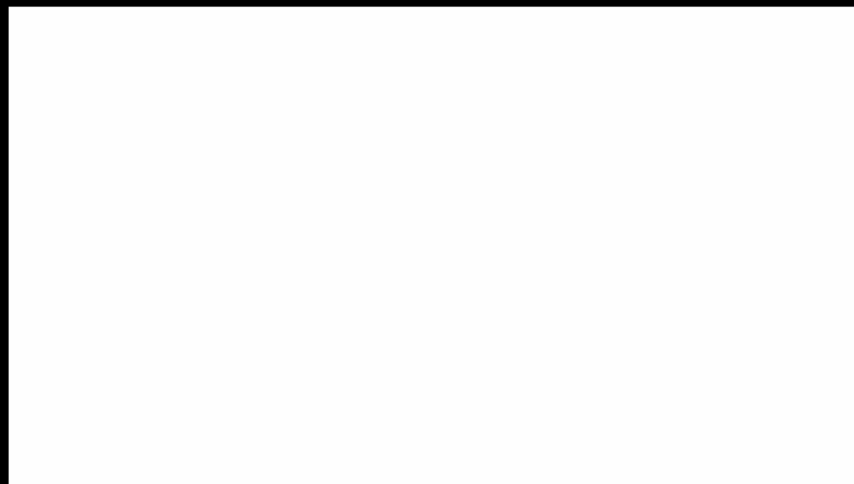
# Proactive Teaching : Part II

## Fostering Deep and Flexible Learning

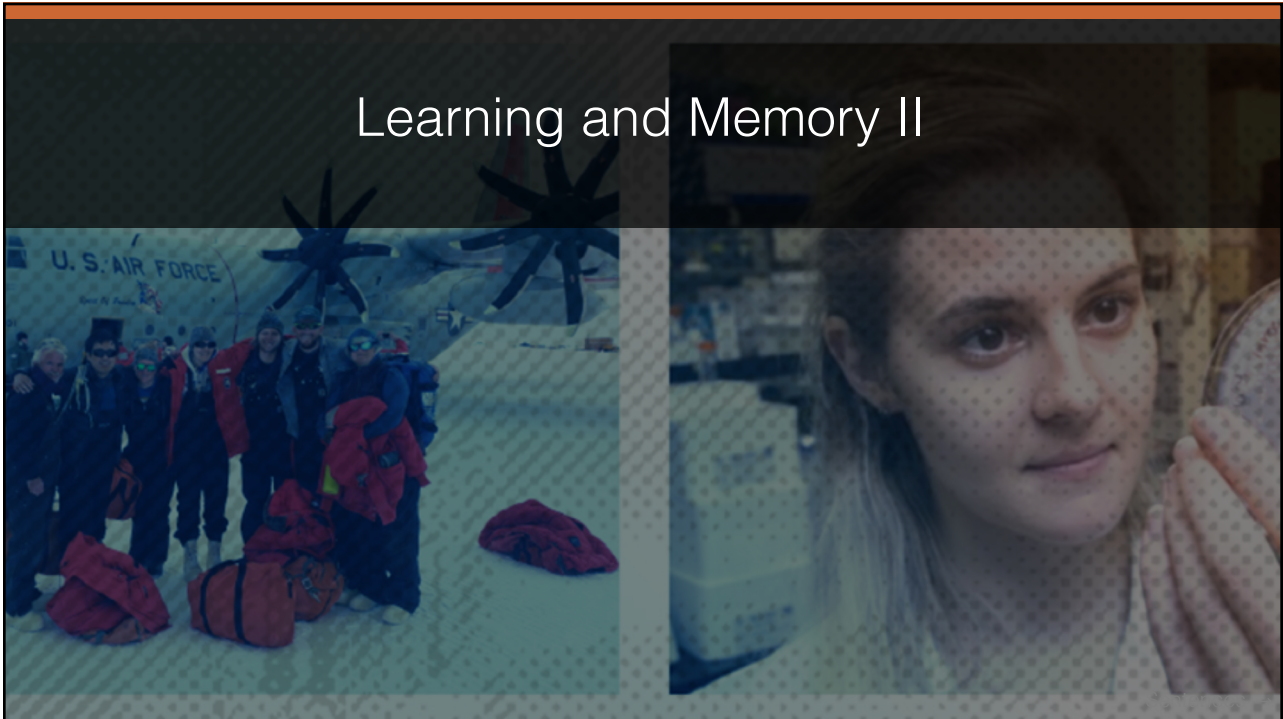
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## Perspective

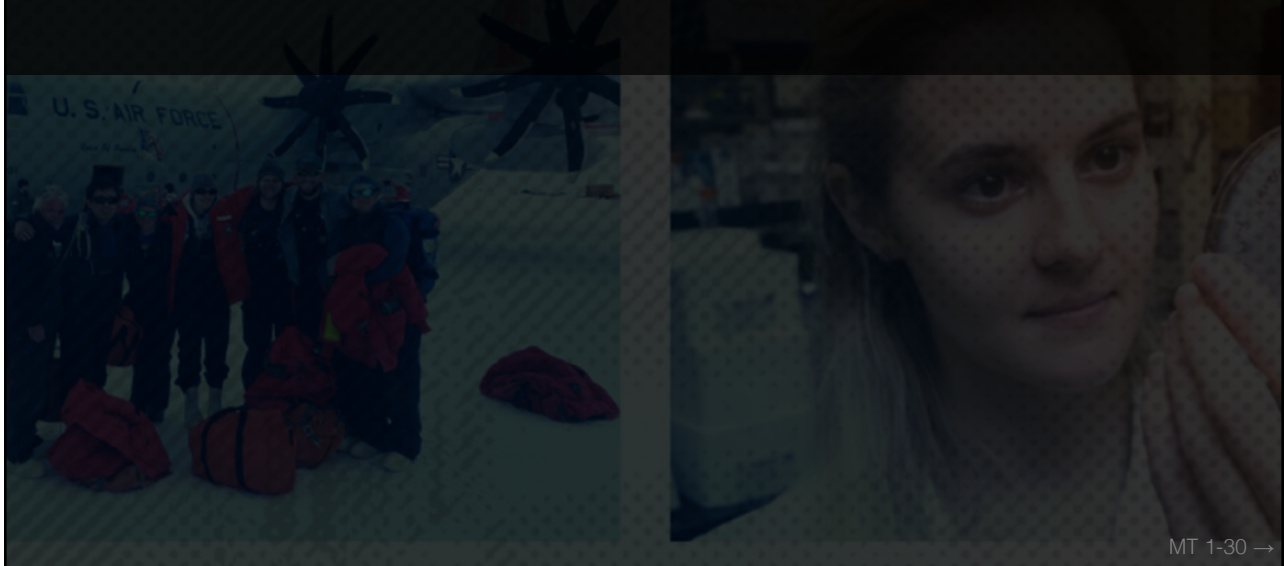


## Learning and Memory II



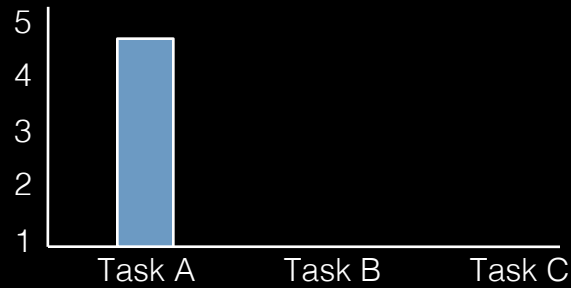


## Learning and Memory Activity



1. To what was pledged allegiance?
2. What country was mentioned in the passage?
3. For what does the flag stand?
4. The flag symbolizes how many nations?
5. What deity was mentioned in the passage?

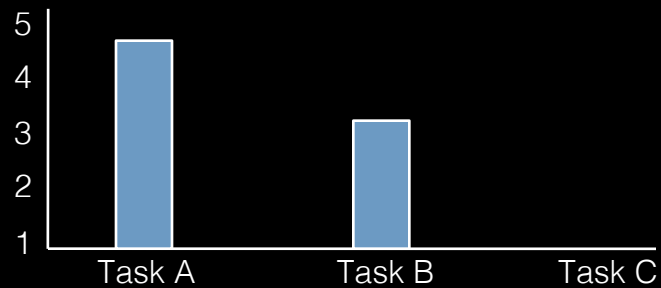
## Results



5 to 75 by 5

1. What are we urged to do in the passage?
2. What was the original name of the drink?
3. What was the subsequent name of the drink?
4. How many actual liquids are mentioned?
5. What was distilled in the passage?

## Results

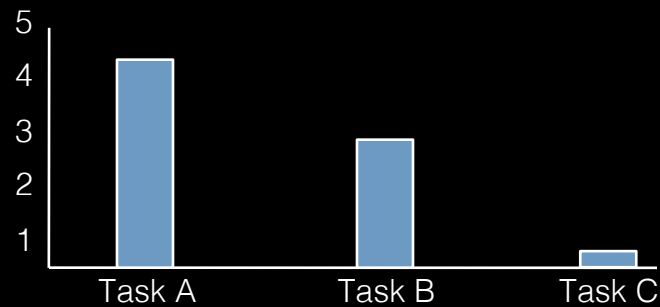


100 to 2 by 7

1. What is a good name like?
2. Why is good name good?
3. What types of odors are "more durable?"
4. Odors are more durable than what?
5. What is the general point of the passage?



## Results

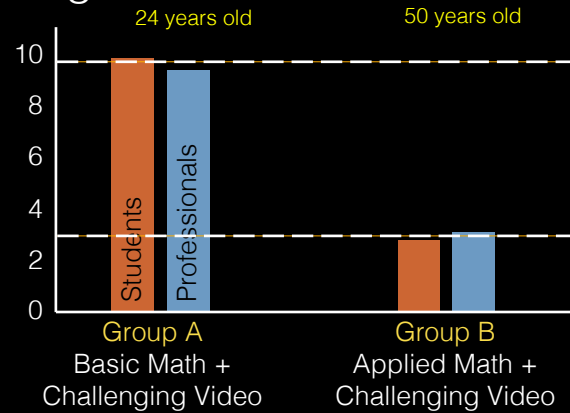


## Multitasking and Research

“The truth to multitasking is evident in the empirical studies... **humans lack** the cognitive, behavioral, and cortical structures necessary to multitask effectively.”

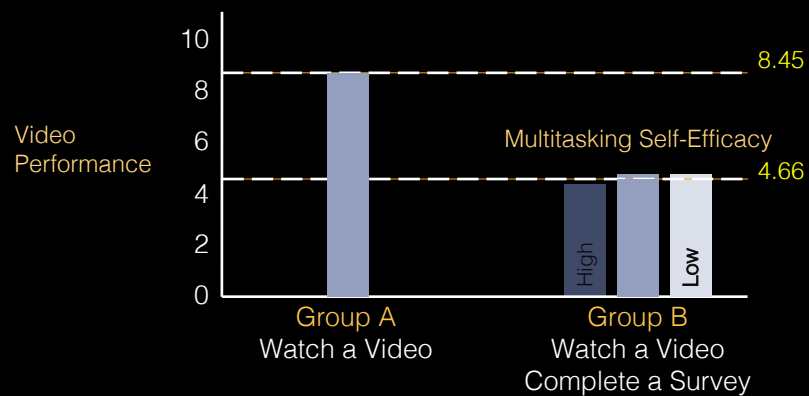
-- Watson, Terry, & Doolittle (2012)

## Accounting Students & Professionals



Negangard, Ozlanski, Pyzoha, & Doolittle (2019)

## Multitasking Self-Efficacy & Performance



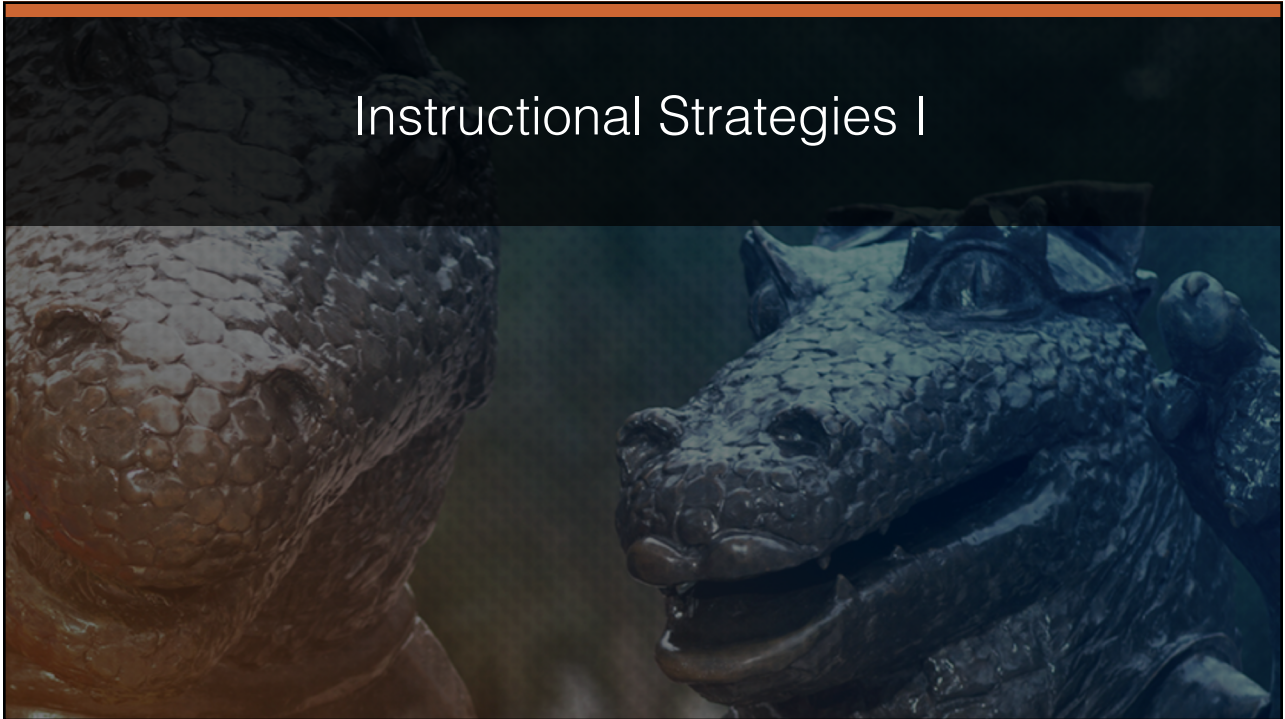
Doolittle, Terry, Watson, & Adams (2018)

## 6 Principles of Deep and Flexible Learning

1. Learning through **practice at retrieval**
2. Learning through **varied tasks** and **purposes**
3. Learning at the **principle** level
4. Learning **awareness** and **control** (metacognition)
5. Learning in response to **developmental feedback**
6. Learning embedded in **prior knowledge** and **experience**

(Fullen, Quinn, & McEachen, 2018; Samuels-Peretz, 2017; Zheng, 2018)

## Instructional Strategies I





## 25-Word Summaries

**Learning Environment:** Students create clear and coherently organized **25-word summaries** that reflects the **essential meaning** of the current reading, lecture, video, movie, activity, or experience.

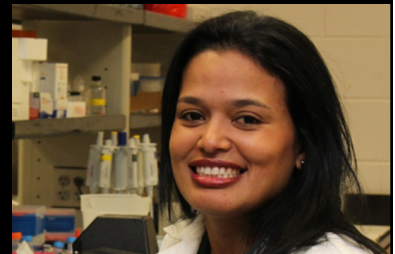
**Learning Artifact:** Students **analyze** and **interpret** a reading, lecture, video, movie, activity, or experience in order to **extract** the essential meaning and **compose** a 25-word summary.

## 25-Word Summaries

**A Sample (after reading an article):**

A postmodernism concept of a dynamic and holistic construction of knowledge is favorable in deconstructing the current system, a modern concept of a fixed reality.

[25 Words]



## Developmental Feedback

The summary has captured some essential ideas from the reading, although the expressions of these ideas needs a bit of refinement. It hedged that a postmodernist view of knowledge involves multiple perspectives, dynamic and changing, textually knowledge, and contextually bound. Value is well captured in the summary. Highlighting the relation to a modern XXV-perspective is also nice but the challenge is creating a 25 word summary where every word counts and that the best representation of the ideas is both clear and concise.

In the first half of the sentence dealing with postmodernism, the phrase "multiplicity, dynamic and holistic" is a challenge to describe. How might this be rephrased for brevity? Perhaps "something like" in postmodernism knowledge is not viewed as dynamic and holistic, involving multiple perspectives. In the second half of the sentence, where capturing a central idea from the reading, a modern concept of a fixed reality," could also be made clearer.

Part of the challenge of the last part of the sentence is that the focus shifts from knowledge to reality, "construction of a new knowledge" versus "modern concept of a fixed reality." It would be clearer to maintain the focus on knowledge and simply contrast post-modernism's multiple perspectives and dynamic/holistic knowledge with modernism's fixed/objective/scientific knowledge. In this case you can end up with a summary such as "In postmodernism, knowledge is viewed as dynamic, holistic, and holistic involving multiple perspectives, while modernism views knowledge as objective and fixed. This revised summary would thus capture everything that you included in your summary. The idea of deconstructing the outdated in summary would still need to be integrated into the revised summary. In addition, the revised summary is not perfect (I possit pretty sure it's a bit more than 25 words without the possibility of being a bit more, but that's a bit of a stretch, but it's just a way of thinking about it). Right now create a parallel structure in the summary that will make it easier to comprehend.

## 25-Word Summaries

**Grading:** Each Chapter Summary Statement is worth 50 points and will be graded using the following criteria:

- |  |        |
|--|--------|
| 1. Structural Format   | 10 pts |
| a. Is the summary 25 words or less?  |        |
| b. Is the summary a coherent sentence, or sentences?                               |        |
| c. Does the summary avoid a simple listing of concepts, terms, or themes?          |        |
| 2. Clarity of Thought and Expression   | 15 pts |
| a. Are the ideas expressed well, well thought out, and integrated?                 |        |
| c. Does every word in the summary have a meaningful purpose?                       |        |
| d. Are correct grammar and syntax used?  |        |
| 3. Delineation of Core Message   | 25 pts |
| a. Does the summary accurately reflect the reading's central or essential message? |        |
| b. Are the reading's central or essential messages fully integrated?               |        |
| c. Does the summary reflect an understanding of the reading?                       |        |

Plus Developmental Feedback



with Dragon Dictate

## 25-Word Summaries

- ✓ 1. Learning through **practice at retrieval**
- ✓ 2. Learning through **varied tasks** and **purposes**
- ✓ 3. Learning at the **principle** level
- ✓ 4. Learning **awareness** and **control** (metacognition)
- ✓ 5. Learning in response to **developmental feedback**
- ✓ 6. Learning embedded in **prior knowledge** and **experience**

## Use Instructional Design to Herd Your Cats

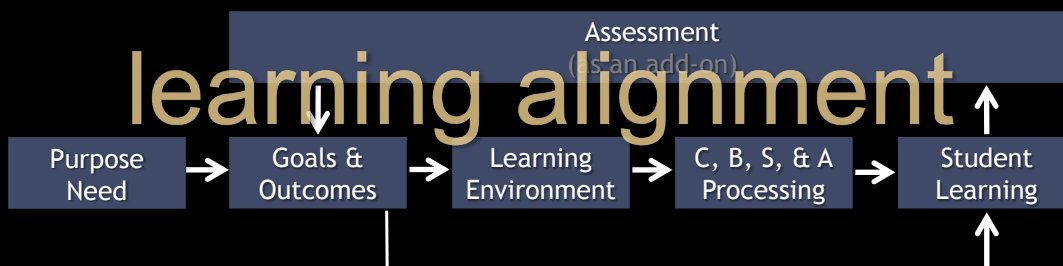


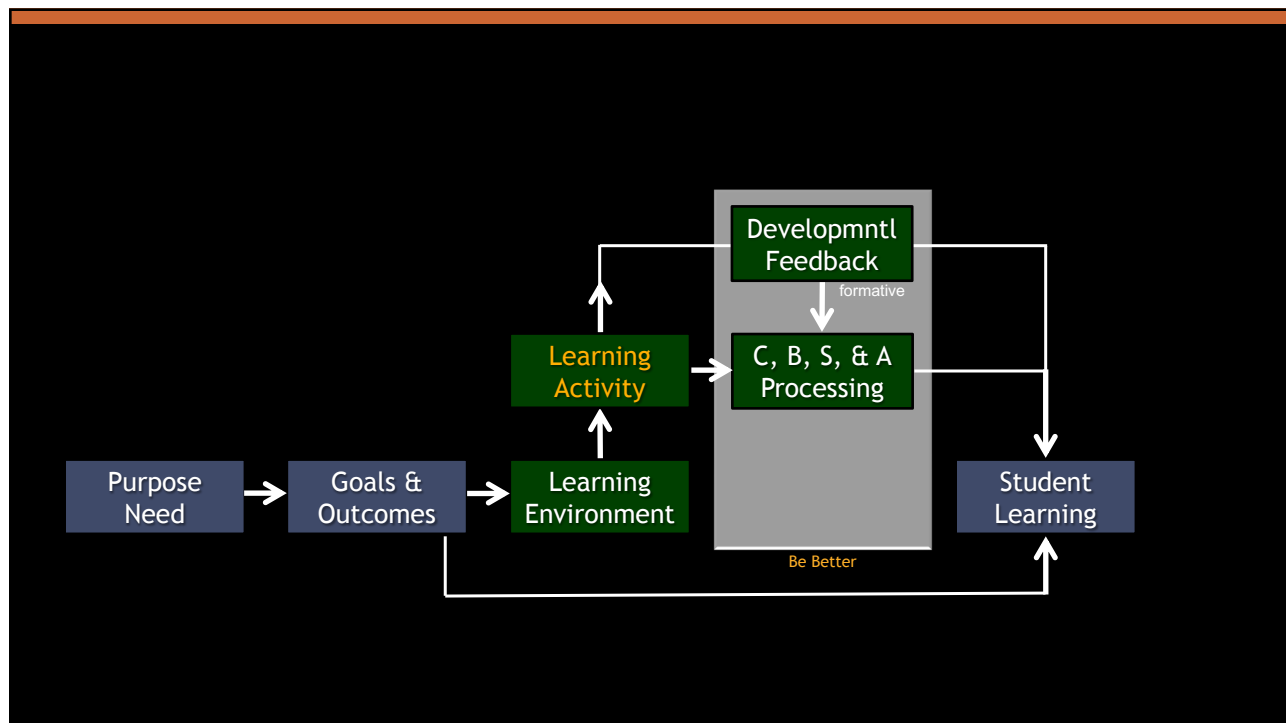
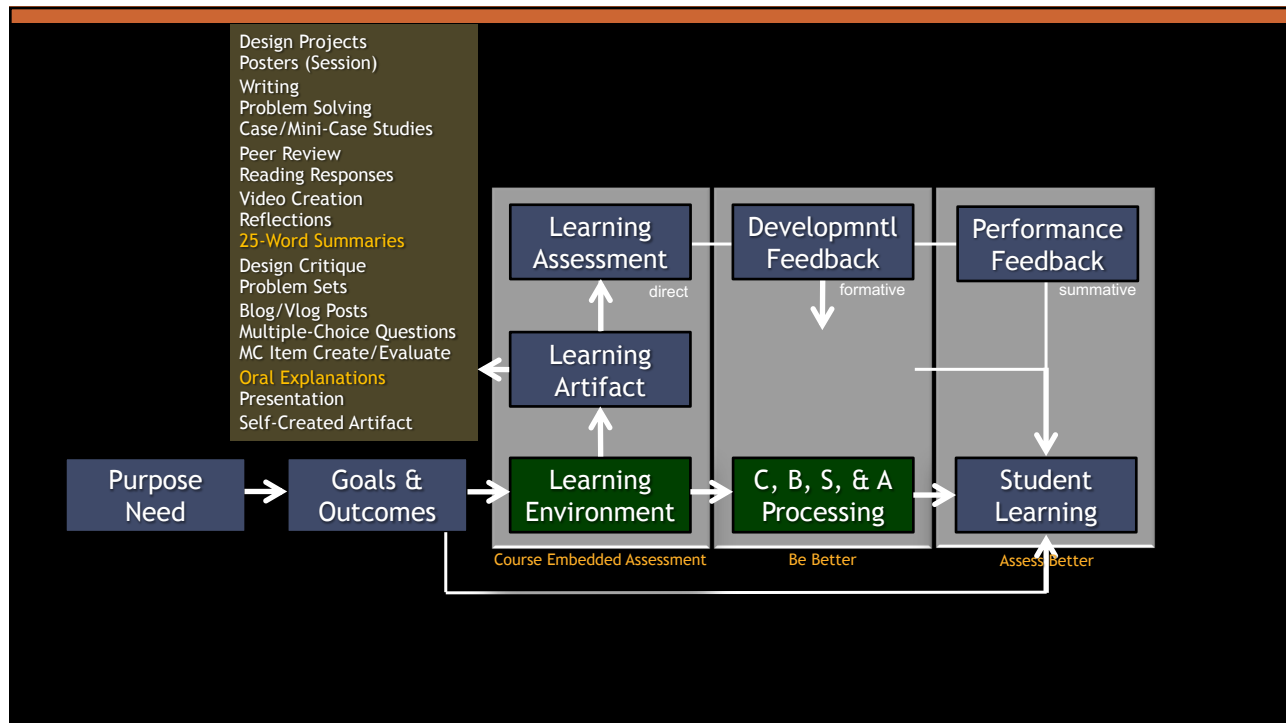


## Instructional Design w/Embedded Assessment



## Instructional Design w/Embedded Assessment





## Instructional Strategies II



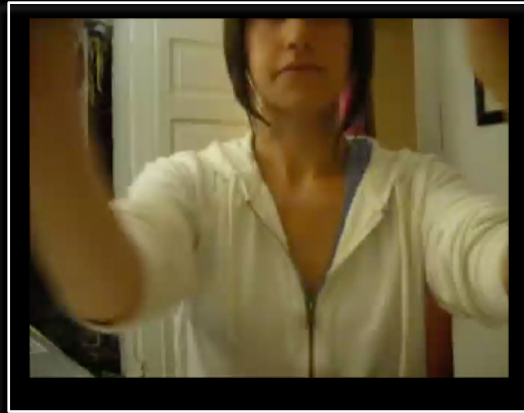
## Oral Explanations

**Learning Environment:** Students create clear and coherently organized **10-15 minute videos** that reflect the student's **understanding** of the current topic under discussion, plus an **application** to their lives.

**Learning Artifact:** Students **analyze** and **interpret** readings, notes, and discussions; **organize** concepts and ideas; **apply** to a life issue; **create** an oral explanation.



# Oral Explanation



# Oral Explanation

**Grading:** Each Oral Explanation is worth 100 pts and will be assessed using the following criteria:

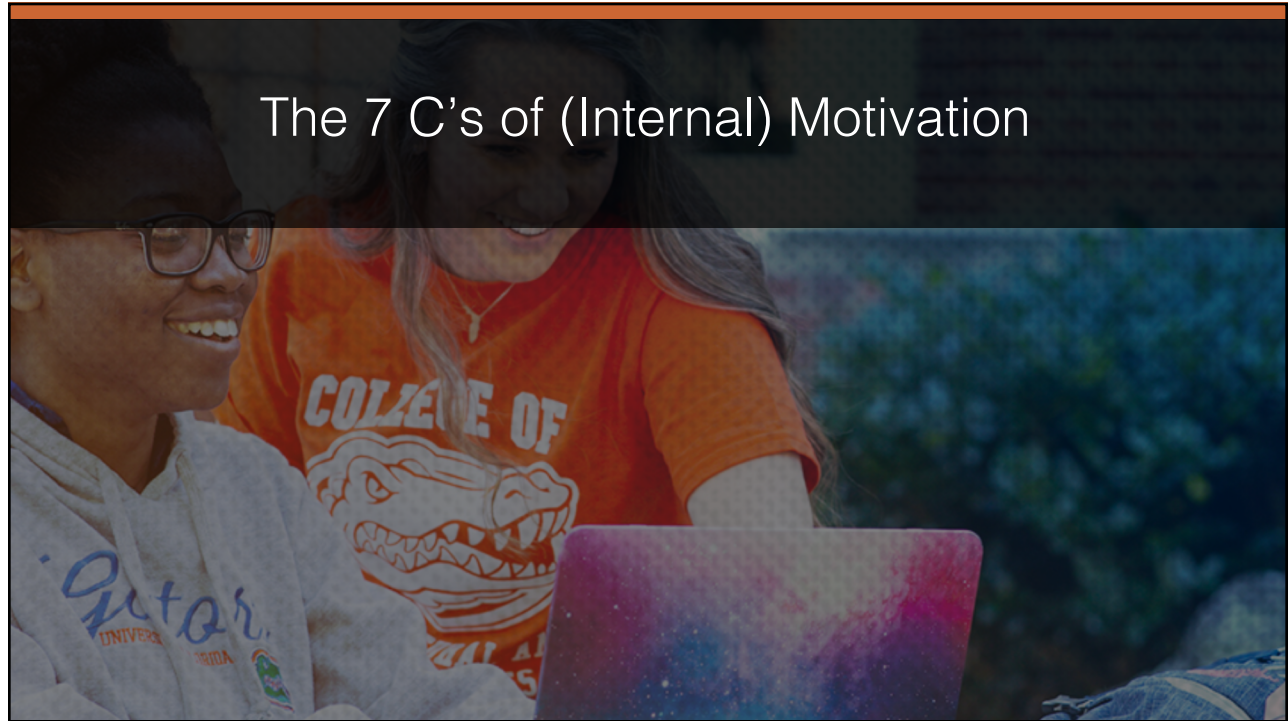
- |   |        |
|---|--------|
| 1. Organization   | 20 pts |
| a. are introductions and conclusions used effectively?                                  |        |
| b. do the expressed ideas follow a logical progression?                                 |        |
| c. are explanations and applications provided?  |        |
| 2. Clarity of Thought and Expression  | 20 pts |
| a. are the ideas expressed well, well thought out, and integrated?                      |        |
| b. are there clear and logical transitions between ideas?                               |        |
| c. are correct grammar and syntax used?   |        |
| 3. Essential Content Explanation  | 30 pts |
| a. does the content of the explanation accurately reflect the addressed constructivism? |        |
| b. does the explanation explain, rather than just list, the main concept components?    |        |
| c. is the content of the explanation free from personal interjections?                  |        |
| 4. Essential Content Application  | 30 pts |
| a. is a problem, issue, or situation explained clearly?                                 |        |
| b. are concepts from the texts and class used to address the cited problem?             |        |
| c. is the application thorough, meaningful, and appropriate?                            |        |

## Oral Explanation

- ✓ 1. Learning through **practice at retrieval**
- ✓ 2. Learning through **varied tasks** and **purposes**
- ✓ 3. Learning at the **principle** level
- ✓ 4. Learning **awareness** and **control** (metacognition)
- ✓ 5. Learning in response to developmental feedback
- ✓ 6. Learning embedded in **prior knowledge** and **experience**

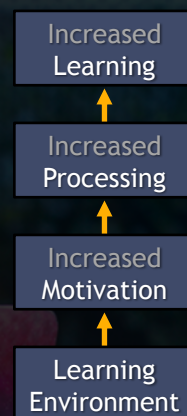


## The 7 C's of (Internal) Motivation



## The 7 C's of (Internal) Motivation

1. Choice
2. Caring (interest/value)
3. Control
4. Challenge
5. Collaboration
6. Competence
7. Curiosity



What we process we learn						
Cognitive Processing		Behavioral Processing		Social Processing		Affective Processing
Practice at Retrieval	Vary Tasks and Purposes	Principle Level	Awareness and Control	Developmental Feedback	Prior Knowledge & Experience	
Purpose And Need	Goals and Outcomes	Learning Artifacts	C, B, S, & A Processing	Developmental Feedback	Student Learning	
Choice	Caring	Control	Challenge	Collaboration	Competence	Curiosity

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talks



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## Proactive Teaching : Part II

### Fostering Deep and Flexible Learning

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## 25-Word Summary

*Directions:* Reflect, analyze, and interpret where we've been the past 2 ½ hours, extracting the essential meaning(s), then organize your thoughts, and write a 25-word summary.

(thinking; talking; writing)