

Greater Impact in the Classroom – Pedagogy Matters

Calvin G. Roso, Oral Roberts University, January 24, 2013

“Teaching without learning is just talking” – K. Patricia Cross

Table discussion

Learning experiences need to be designed and adapted to meet students’ individual and diverse needs in order to facilitate student success. In other words, teachers need to be “flexible in their approach to teaching and adjust the curriculum and presentation of information to learners, rather than expecting students to modify themselves for the curriculum.” (as cited in Santangelo & Tomlinson, 2009, p. 308)

- ✓ Question: Do you agree or disagree with the need for teacher/professor "flexibility" in the classroom? What, if any, balance is there to this issue?
- ✓ Question: What are some ways that you have grown in your "flexibility" as a professor?
- ✓ Question: What are some ways you help students "modify themselves" to engage in the content of your class?
- ✓ Question: What are some ways you want to improve in classroom instruction?
- ✓ Question: Discuss any instances when Jesus modified his instructional delivery to meet the needs of his audience.

In his book *The Paideia Proposal*, Mortimer Adler (1982) proposes three key instructional roles for teachers: direct instructor, facilitator, and coach (as cited in Tomlinson & McTighe, 2006, p. 87).

- ✓ Which methods do you use in your classroom? Which methods would you like to practice more?

What the teacher uses:	What the students need to do:
Direct Instruction: <ul style="list-style-type: none">• Demonstration/modeling• Lecture• Questions	Receive, take in, and respond: <ul style="list-style-type: none">• Observe, attempt, practice, refine• Listen, watch, take notes, question• Answer, give responses
Facilitator: <ul style="list-style-type: none">• Cooperative learning• discussion,• experimental inquiry• graphic representation• guided inquiry• problem-based learning• open-ended questions• reciprocal teaching• simulation• Socratic dialogue	Construct, examine, and extend meaning: <ul style="list-style-type: none">• Compare, induce, define, generalize• Collaborate, support others, teach• Listen, question, consider, explain• Hypothesize, gather data, analyze• Visualize, connect, map relationships• Pose/define problems, solve, evaluate• Answer and explain, reflect, rethink• Clarify, question, predict, teach• Examine, consider, challenge, debate• Explain, justify• Brainstorm, organize, draft, revise
Coaching: <ul style="list-style-type: none">• Feedback/conferencing• guided practice	Refine skills and deepen understanding: <ul style="list-style-type: none">• Listen, consider, practice, retry, refine• Rethink, revise, reflect, refine, recycle through

Differentiated Instruction Concepts and Methods

Promote high quality content, process and products based on our understanding of students' readiness levels, interests and abilities.

All students are provided with appropriately challenging learning experiences

Content: provide varied ways to learn the content

Process: provide varied activities to help students increase understanding

Products: offer multiple assessment activities focusing on real-world relevance and application, promoting creative and critical thinking, requiring the analysis and synthesis of multiple sources of information, and allowing varied modes of expression (Santangelo & Tomlinson, 2009, p. 308-309)

Methods to better impact student learning:

- Get to know students more intentionally and regularly
- Incorporate small-group teaching into daily or weekly teaching routines
- Learn to teach to the high end
- Offer more ways to explore and express learning
- Regularly use informal assessments to monitor student understanding
- Teach in multiple ways

References

Santangelo, T., & Tomlinson, C. A. (2009). The application of differentiated instruction in postsecondary environments: Benefits, challenges, and future directions. *International Journal of Teaching and Learning in Higher Education*, 20(3), 307-323.

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Research suggests most teachers believe they should teach in a variety of methods to meet students’ needs; research also suggests that few teachers actually do this in the classroom.

- ✓ Question: What do you think are some benefits of teaching in “a variety of methods”?
- ✓ Question: Why do you think teachers don’t do this as often as they’d like to?
- ✓ Question: What are some various methods you use in your classroom?
- ✓ Question: Discuss any variety of instructional methods Jesus might have used (other than lecture).

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“It’s a very different teacher who accepts the reality that if a student has not yet learned a thing of importance, the teacher has not yet taught it well enough. If a student is not growing—even if he or she is making As—the teacher is not teaching that student” (Tomlinson & McTighe, p. 44).

- ✓ Question: Whose responsibility do you think student growth and improvement is?
- ✓ Question: What are some things you do to take responsibility for student growth and improvement?
- ✓ Question: What are some things you do to encourage students to take responsibility for their own growth and improvement?
- ✓ Question: What, if any, evidence does Scripture give that Jesus took responsibility for student learning?

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