NEW FACULTY ORIENTATION
Wednesday, November 14, 2012

Ambrose, Susan A., et al. *How Learning Works: 7 Research-Based Principles for Smart Teaching.* San Francisco, CA: Jossey-Bass, 2010. Print.

Chapter 5: What Kinds of Practice and Feedback enhance Learning?

Inquiry: What one impression or point from chapter 5 would you want to discuss more fully?

Inquiry: In order to "achieve the most effective learning," what do you consider "sufficient practice" for your students?

Inquiry: In order to "achieve the most effective learning," what do you think is an "appropriate level of challenge" for your students?

Strategies Addressing the Need for Goal-Directed Practice

1. Conduct a prior knowledge assessment to target an appropriate challenge level
2. Be more explicit about your goals in your course materials
3. Use a rubric to specify and communicate performance criteria
4. Build in multiple opportunities for practice
5. Build scaffolding into assignments
6. Set expectations about practice
7. Give examples or models of target performance
8. Show students what you do *not* want
9. Refine your goals and performance criteria as the course progresses

Strategies Addressing the Need for Targeted Feedback

1. Look for patterns of errors in student work
2. Prioritize your feedback
3. Balance strengths and weakness in your feedback
4. Design frequent opportunities to give feedback
5. Provide feedback at the group level
6. Provide real-time feedback at the group level
7. Incorporate peer feedback
8. Require students to specify how they used feedback in subsequent work

INITIAL ASSESSMENT – PRIOR KNOWLEDGE

1. Why did you register for *ENG 92*?
2. What are your expectations of *ENG 92*?
3. What do you know about your abilities as a reader?
4. What do you know about your abilities as a mathematics learner?
5. What did you learn in prior English and mathematics classes that you think will help you in this course?

MID-SEMESTER ASSESSMENT

In preparation for your conference to discuss your journal and academic progress, please write an essay that considers the listed question.

What have you learned about Developmental Reading so far this semester? In your response, please incorporate the following:

- Your definition of developmental reading.
- Your understandings (knowledge) about vocabulary in context, main ideas, supporting details, implied main ideas and the central point, and any other relevant reading skills or strategies.
- At least two impressions, highlights, or insights that represent what you have learned in this class.

END-OF-SEMESTER ASSESSMENT

1. After participating in *ENG 92*, do you feel you have changed as a learner and/or reader? Please explain.
2. Was ENG 92 different from or similar to other reading instruction you have received in the past? Please explain.
3. What was the most important thing you learned from participating in *ENG 92?* Please explain why it was important and what helped you to learn it.
4. After participating in *ENG 92*, do you think differently about reading, math, and/or learning in general? Please explain.
5. If you could change one thing about *ENG 92*, what would it be and why?

New Faculty Workshop
November 14, 2012

Ambrose, S.A., Bridges, M. W., DiPietro, M., Lovett, M. C., & Norman, M. K. (2010).
How Learning Works. 7 Research-Based Principles for Smart Teaching.
San Francisco: Jossey-Bass.

How do students become self-directed learners?

What is metacognition?

_____

_____

Reflect for a moment on your own thinking. Please share a thought or two.

Have you ever used the Cycle of Self-Directed Learning? If yes, when?

_____

_____

What were the results? _____

Consider Figure 7.1 from page 193:

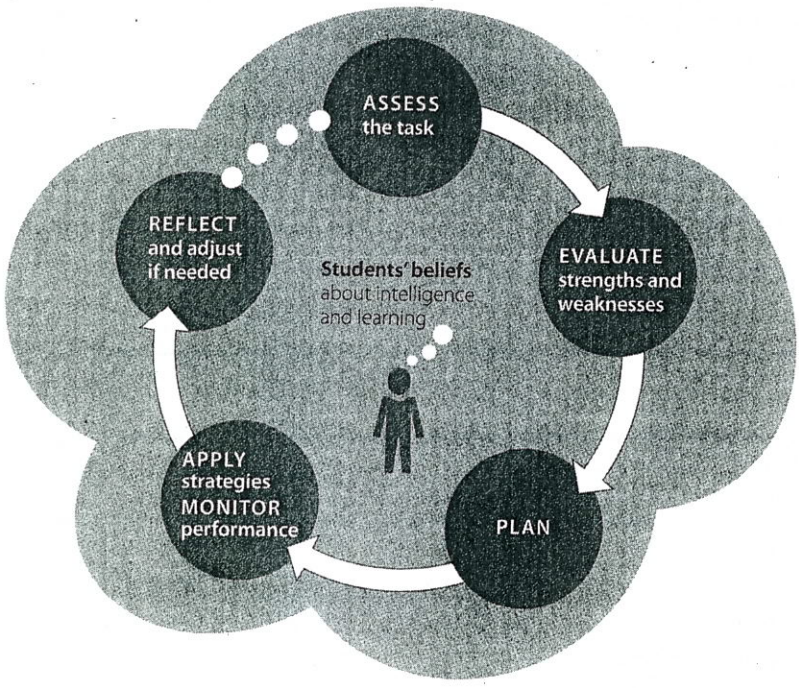

Figure 7.1. Cycle of Self-Directed Learning

1. Select one of your classes.
   a. Where does it fit in that syllabus?
   b. How would you introduce this to the students?
   c. What might get in the way?

Beliefs about Intelligence and Learning

What do you hear from them? _____

_____

What might the reality be? _____

_____

What might be some examples of how you could "broaden students' understanding of learning" (p. 212) in one of your courses?

_____

_____

Modeling Your Metacognitive Processes.

How? _____

_____

_____

Scaffold Students in their Metacognitive Processes

Why? _____

_____

Why not? _____

_____