



Learning's Not Magic, It's By Design

Teaching • Learning • Outcomes • Assessment



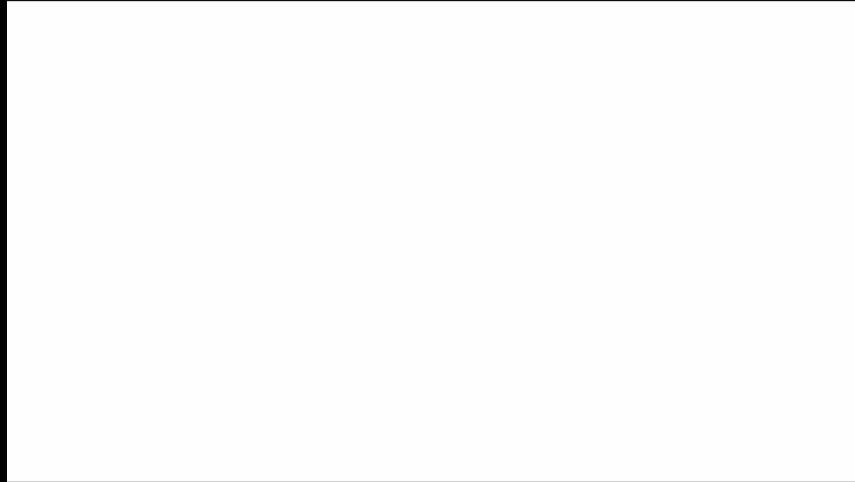
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Anticipation Guide

Directions: Agree, Disagree, or Edit each statement.

1. Anyone can teach.
2. Active learning in students is fostered by note taking and discussions with fellow students.
3. Technology allows teachers to teach more powerfully, more efficiently, and with less effort.


Changing Perspective



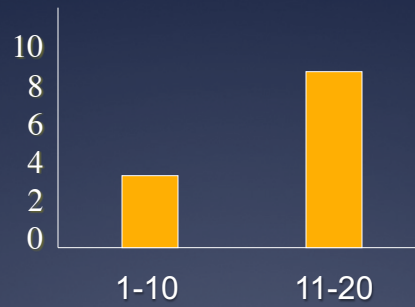
Learning First



processing

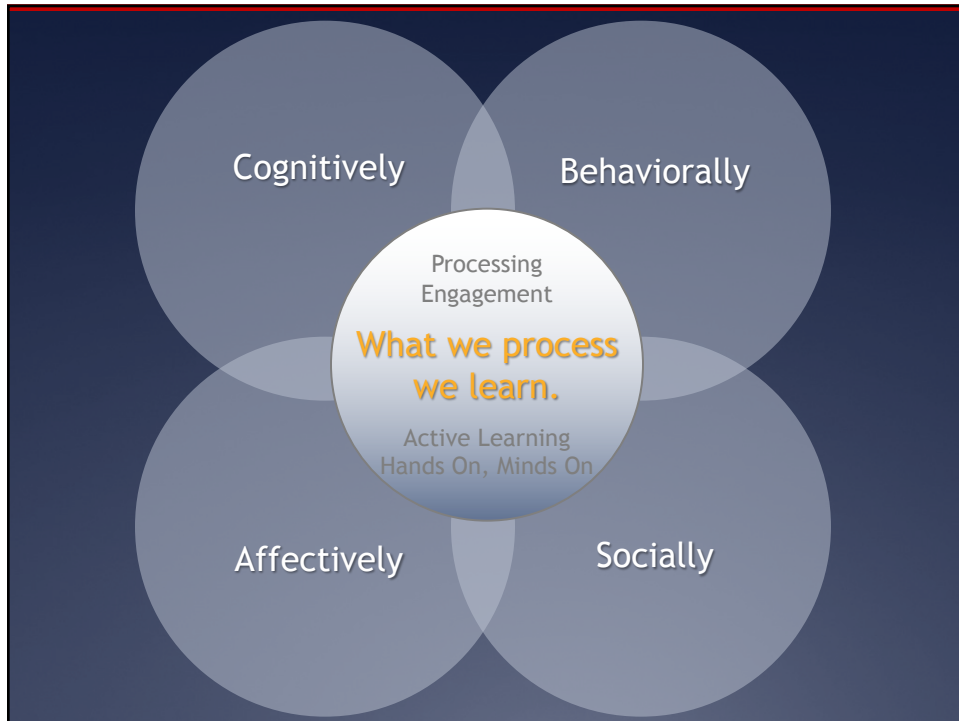
sentences 

Activity #1



Activity #1

- Meaningful Learning
 - Elaborative Learning
 - Imagery
 - Self-Generation
 - Self-Reference Effect
 - Encoding Specificity
 - State-dependent
 - Context-dependent
 - Transfer-Appropriate Processing
- Processing



6 Principles for Developing Deep and Flexible Knowledge


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 & experience**

(Engle, 2006; Halpern & Hake, 2003; Mariano, Doolittle, & Hicks, 2009; Wagner, 2006)

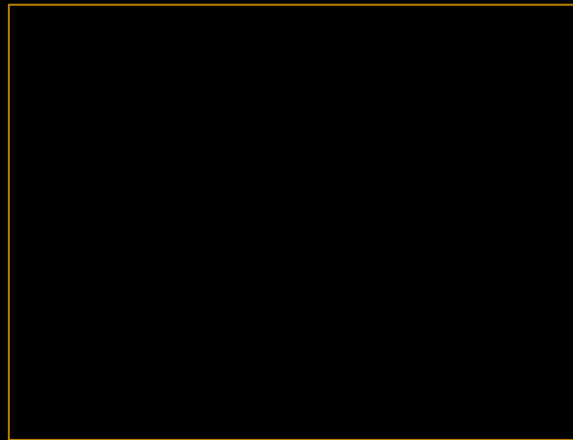
Course Embedded Assessment



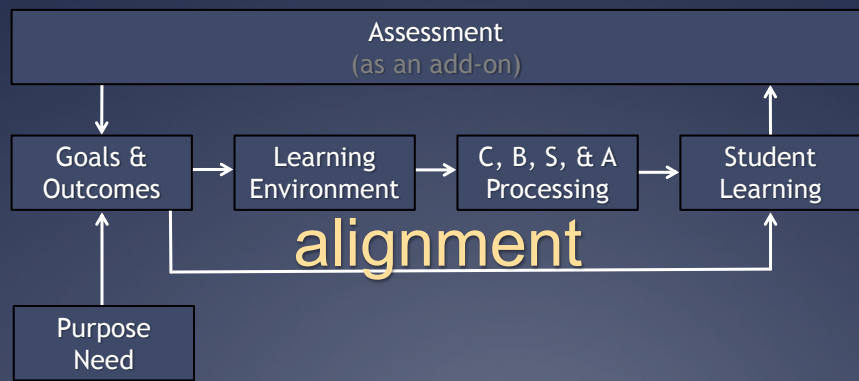
artifacts

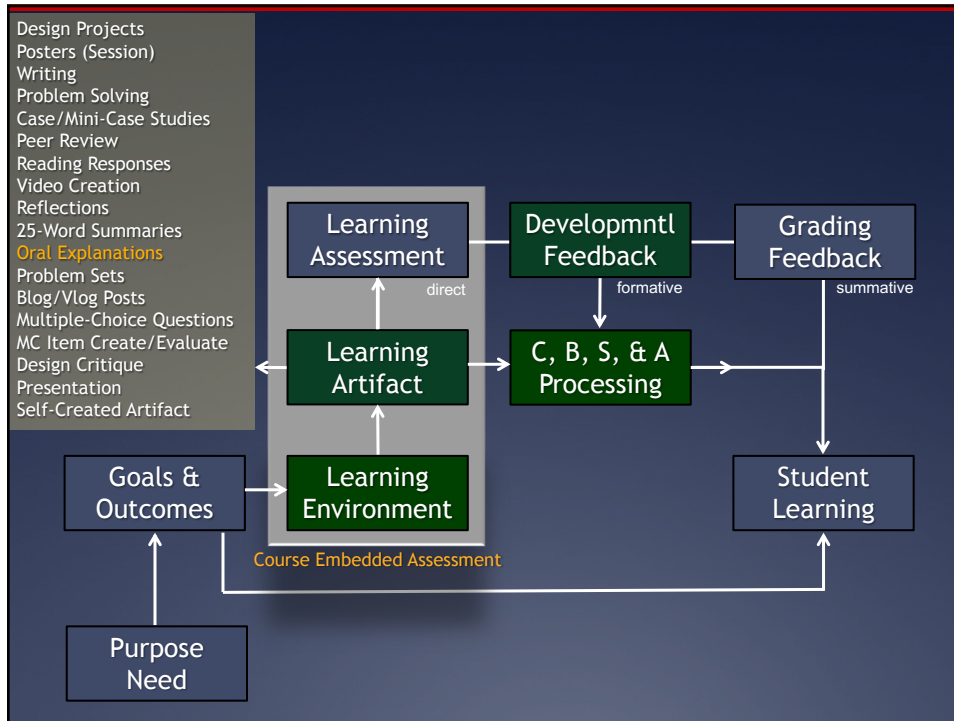
clarity 

The Need for Clarity



Rest Snore Sound
Tired Bed Comfort
Awake Eat That's all! Wake
Dream Slumber Night





Program Assessment (Education Major)

(Academic) Program Goals: Graduates have

1. Knowledge of educational concepts, student development, & teaching techniques; and,
2. Knowledge and skills sufficient to enter the K-12 education profession

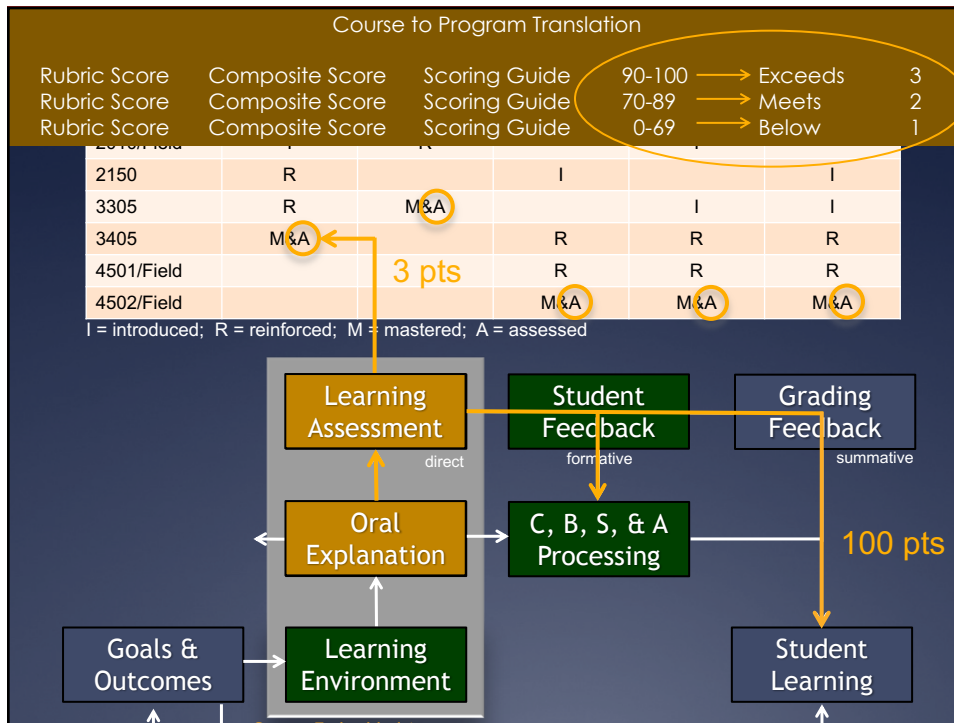
Student Learning Outcomes: Students who complete the education major can

1. *Describe* fundamental educational concepts and purposes;
2. *Explain* student cognitive, social, linguistic, cultural, and physical development;
3. *Create* quality lessons, units, and sequences that align across ID components;
4. *Implement* strategies designed to foster learning across a diversity of students; and,
5. *Demonstrate* exceptional professional, legal, and ethical conduct.

Curriculum Map

Course	SLO1	SLO2	SLO3	SLO4	SLO5
1001	I	I	I	I	
2010/Field	I	R		I	
2150	R		I		I
3305	R	M&A		I	I
3405	M&A		R	R	R
4501/Field			R	R	R
4502/Field			M&A	M&A	M&A

I = introduced; R = reinforced; M = mastered; A = assessed



Core Curriculum Shuffle

Explorations

J: Social systems and human behavior

1. Identify and apply concepts and/or methods to the examination of the influence of social, cultural, economic, and/or political forces on human behavior and institutions and vice versa.

Satisfying Course	Course Content	Course Pedagogy	Course Assessment	Assessmnt Grading	Program Translation
History	Blah, Blah	Reading	Paper	90 pts	3 – Exceeds 80-90 2 – Meets 50-79 1 – Below 0-49
Geography	Blah, Blah	Media	Project	50 pts	3 – Exceeds 40-50 2 – Meets 30-39 1 – Below 0-29
Psychology	Blah, Blah	Lecture	Presentation	80 pts	3 – Exceeds 70-80 2 – Meets 50-69 1 – Below 0-49
Sociology	Blah, Blah	Discussion	Poster	60 pts	3 – Exceeds 40-60 2 – Meets 20-30 1 – Below 0-19



Performance Measure Alignment

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