

Welcome to TILE Labs: Essentials!

The digital get to know you!

Locate 1-2 of the following items to share with your group

- Favorite YouTube video
- Favorite website
- Favorite vacation location (picture/blog/video)
- Dream vacation spot
- Professional website you visit most frequently
- Website you believe your students visit frequently

As a table pick a favorite to share with the rest of the class



TILE Labs: Essentials

Transforming Learning through Student-Centered
Environments

Part I - March 7, 2014



TILE

transform • interact
learn • engage

Welcome & Overview of Learning Objectives

Steve Silva

Learning Technology & Consulting

TILE vs a traditional lecture room



How are these rooms different?

What are some of the pros & cons of the TILE room in particular?

The Tech of TILE

William Dawson

Learning Spaces Technology



Break Time

Please be back in your seats in *5 minutes*

A TILE Module

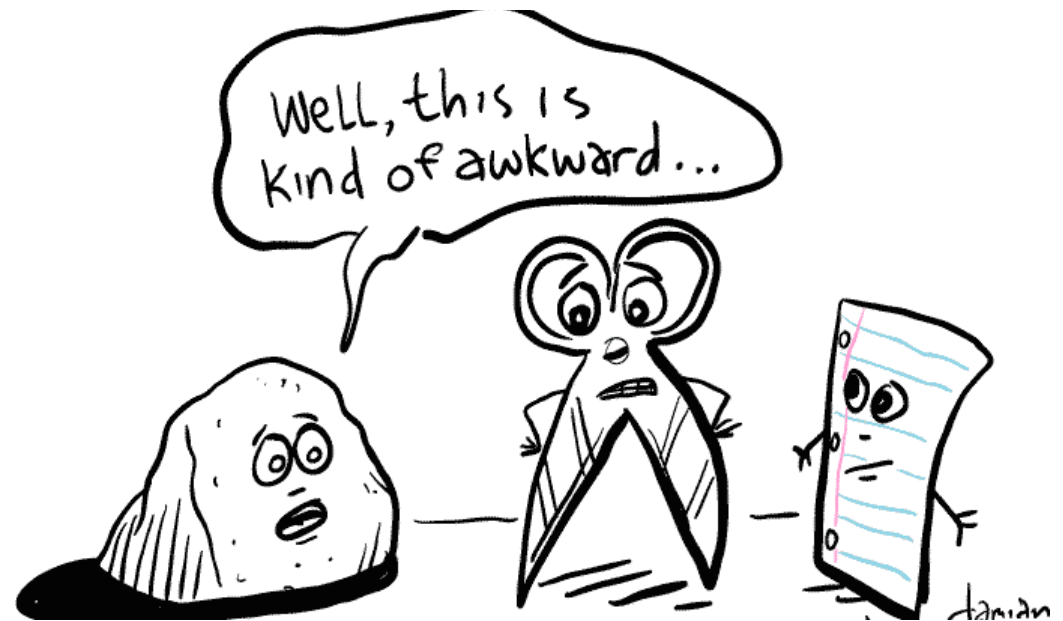
Amber Brian, PhD
Spanish & Portuguese

The Pedagogical Foundation of TILE

SITA Staff

Getting into Roles

- Take 1 minute to get into the roles
 - Manager: whoever got up earliest this morning
 - Notetaker/Reporter: whoever got up next
 - Critic/Skeptic: whoever got up last



A 5 minute Definition

- In your group of 3 develop a definition of “**student-centered active learning**”- use your roles to help develop your definition
- Write your definition on the board in **RED**
- Please try to limit your definition to 2-3 sentences

- You have **5 MINUTES TO COMPLETE THIS STEP**

5 minutes of Examples

- In your group of 3 generate a **list of examples, methods, or principles** that help explain your definition of student-centered active learning
- Write your list on the board in **GREEN**
- You have **5 MINUTES TO COMPLETE THIS STEP**

2 minutes

- As a group pick the 3 most important examples from the list you just created
- Circle your group's top 3 (**CIRCLE IN GREEN**)
- You have **2 MINUTES TO COMPLETE THIS STEP**

How is TILE Different?

- At the start of the session we created a list on how the TILE space was different than a traditional lecture room.
- How will the features of the TILE room help support your definition of student-centered active learning
- How can you connect your examples to the features of the TILE room
 - Write those TILE room features in **BLUE**
- You have **5 MINUTES TO COMPLETE THIS STEP**

The walk through

- Stand Up! Go see how your colleagues define student-centered active learning!
- You have **5 MINUTES TO COMPLETE THIS STEP**



Activity Debrief

- As a table revisit the pros and cons list
- Do we have any new insights?
- Do we need to update the initial list?



Student-Centered Learning Principles

- Student centered learning shifts the balance of classroom power from teacher to student thus fostering active learning and engagement among peers.
- Student centered learning enables critical thinking and is a means to develop knowledge rather than a collection of facts by building upon and challenging prior learning.
- Student centered learning situates the teacher as facilitator and contributor rather than authoritarian and director of knowledge.
- Student centered learning returns the responsibility for learning to the students, so students are able to discover their strengths and weaknesses and take part in directing their own knowledge gain.
- Student centered learning employs effective assessment to promote learning and inform future practice.

Weimer, M. (2002) *Learner-Centered Teaching: Five Key Changes to Practice*, San Francisco: Jossey-Bass.



TECHNOLOGY RICH CLASSROOMS



Highlights

Recent News

[TILE Snapshot](#)

[TILE Website Survey](#)

[TILE 2013 Year in Review](#)

[BIG TEN Peers Visit TILE](#)

[Meet Megan Mathews](#)

[View More Articles](#)

Upcoming Events

TILE Website

<http://tile.uiowa.edu/>

Wrap Up & Looking Forward

Refresher

As you enter
take a moment
to write one
important
aspect, lesson,
fact, etc. you
learned during
the first
session.



TILE Labs: Essentials

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Part II – March 14, 2014

Developing Learning Objectives

SITA Staff

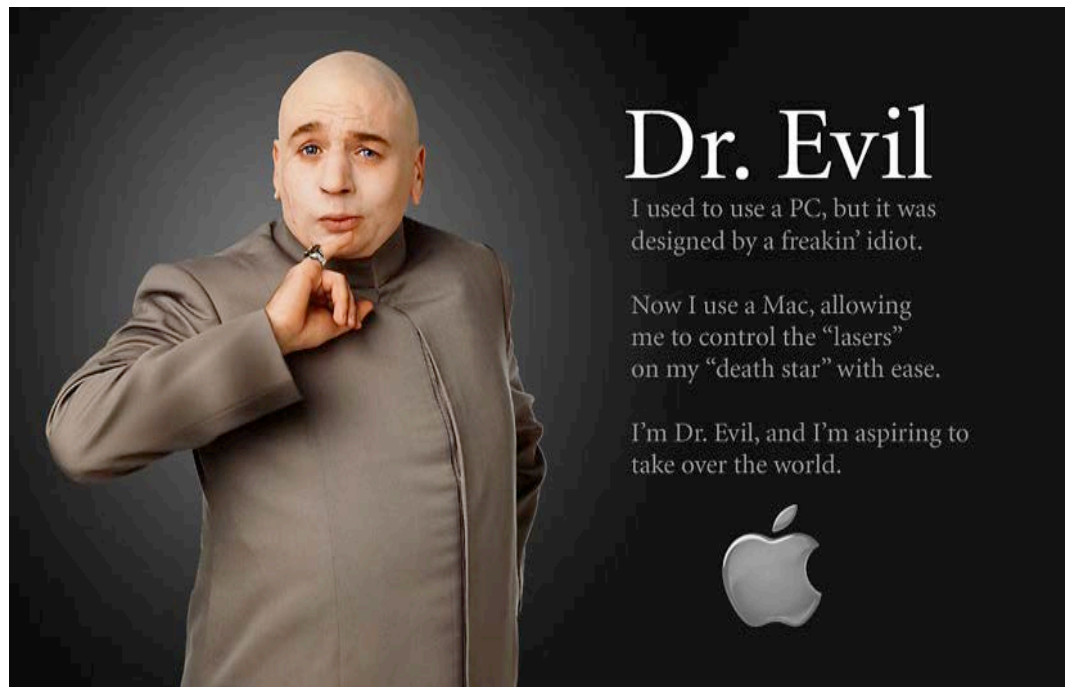
Writing Learning Objectives

- Three crucial components: objective, activity, assessment
- Learning Objective: a goal that describes “the knowledge, skills, attitudes, and habits of mind that students take with them from a learning experience.”
- Learning Activities: the actual things, tasks, projects, problems that students do to learn the objective planned by the instructor



Note about Assessment

- It's not the ACTs and DOES NOT have to be a formal exam
- What are some ways we have already assessed YOUR learning?
 - Special note: we have been assessing *every* activity so far [insert maniacal laugh here]

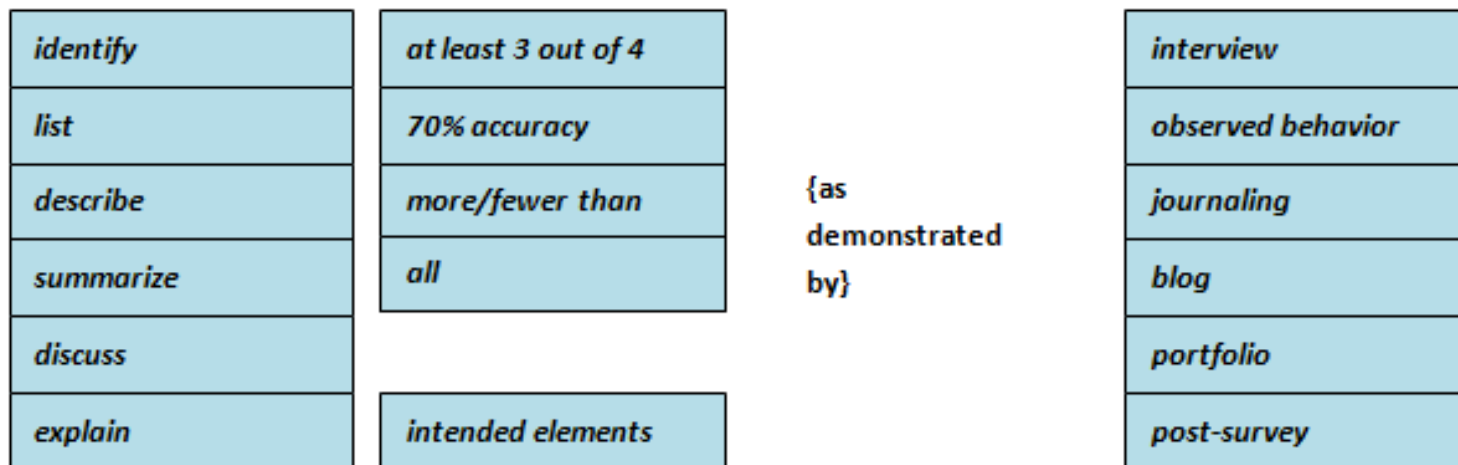
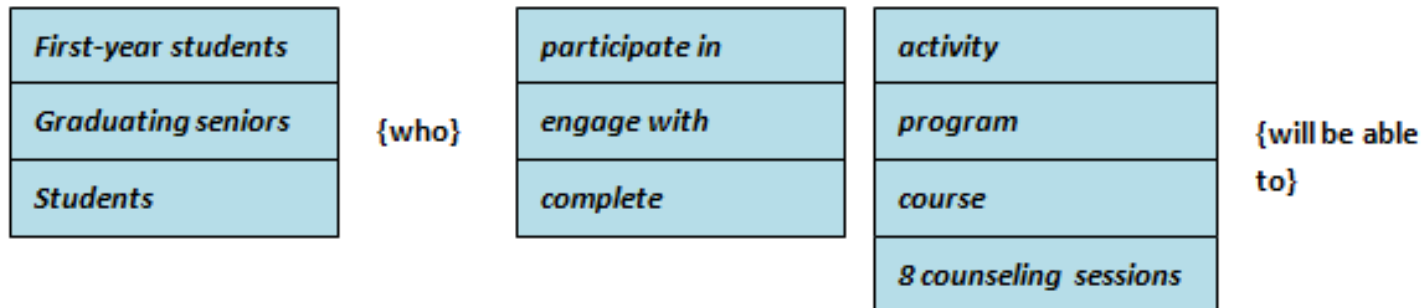


Pedagogical Principles Activity Learning Objective

Participants who **engage** with the “**developing a student-centered, active learning definition**” activity will be able to **summarize** and **describe** their own personal definition of student-centered, active learning as demonstrated by **in-class presentations**.

Learning Objectives

Goals that describe “the knowledge, skills, attitudes, and habits of mind that students take with them from a learning experience” (Suskie, 2009, p. 75).

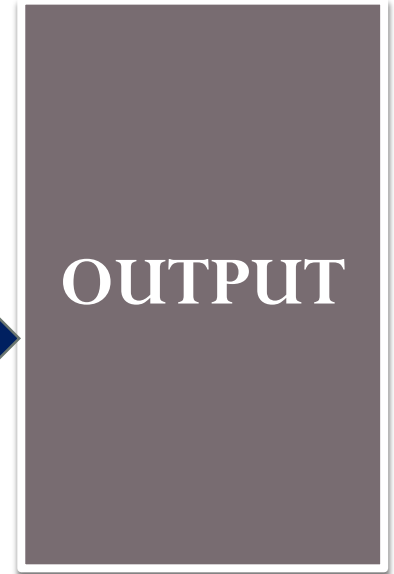
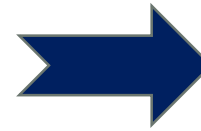
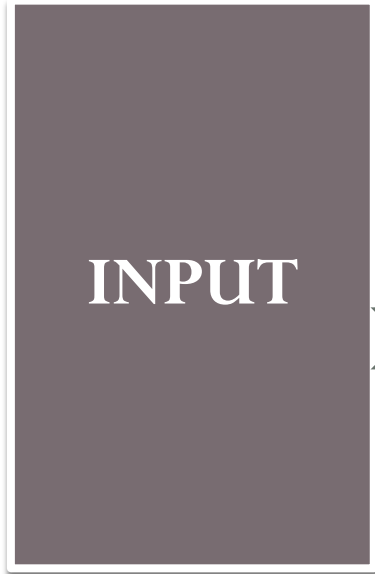


Components of Good Learning Objectives

Jane Russell, PhD

Instructional Services – Learning Technology
Consulting





- Are learning objectives important?
- Why are learning objectives important?
- What are the important functions of objectives for instructors?

What do you want your students to be able to do after they complete your course?

- **Cognitive**
- Psychomotor
- Affective

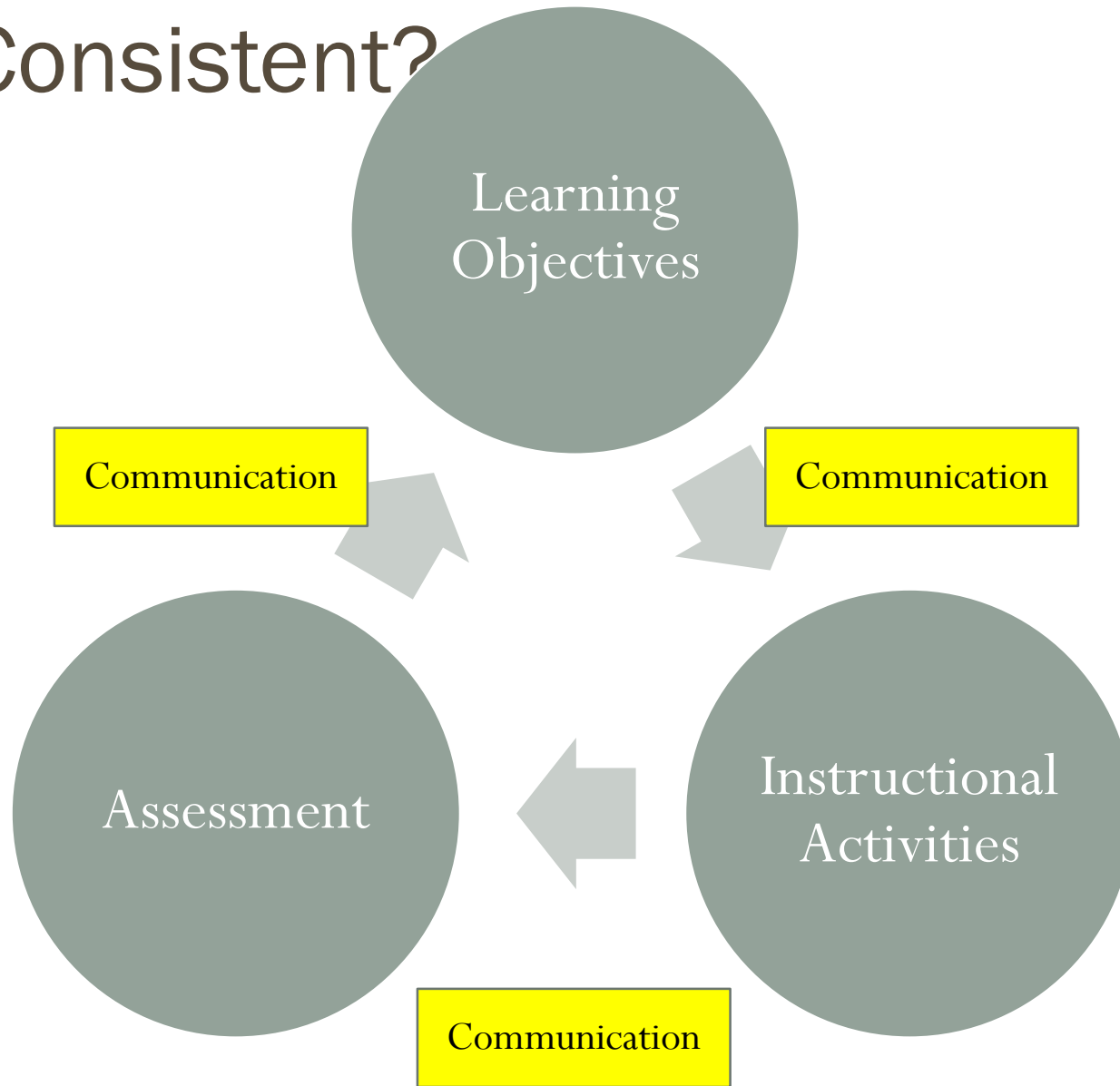
Cognitive

- Simple recall of information
- Intellectual Activities

Bloom, Englehart, Furst, Hill, and Krathwohl (1956)

- The lower level
- The higher mental activities

Consistent?



Quick Break

Please be back in your seats in *5 minutes*

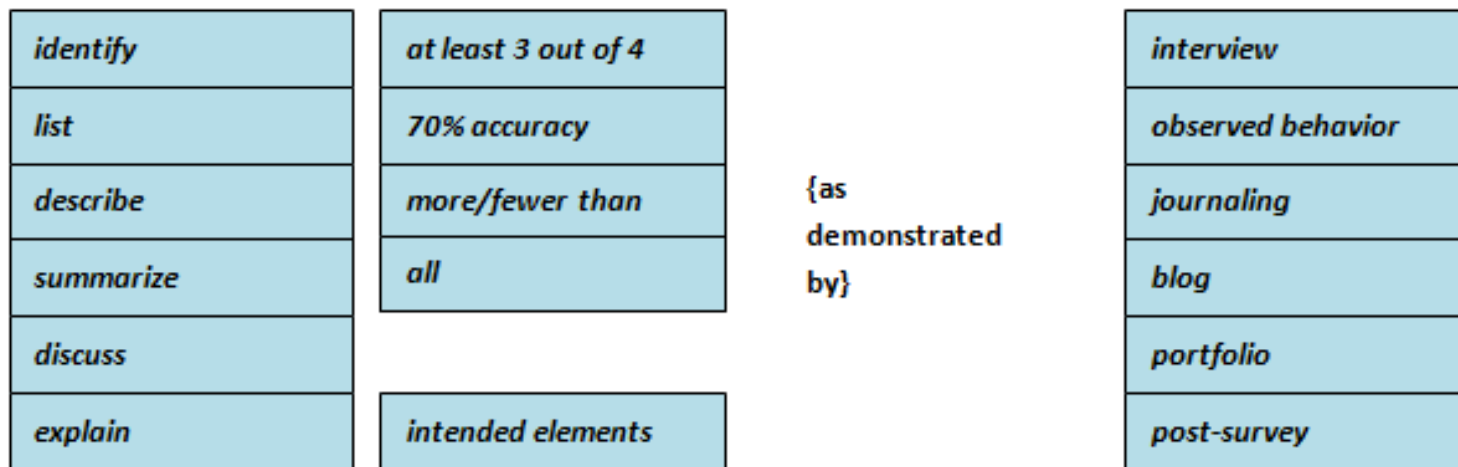
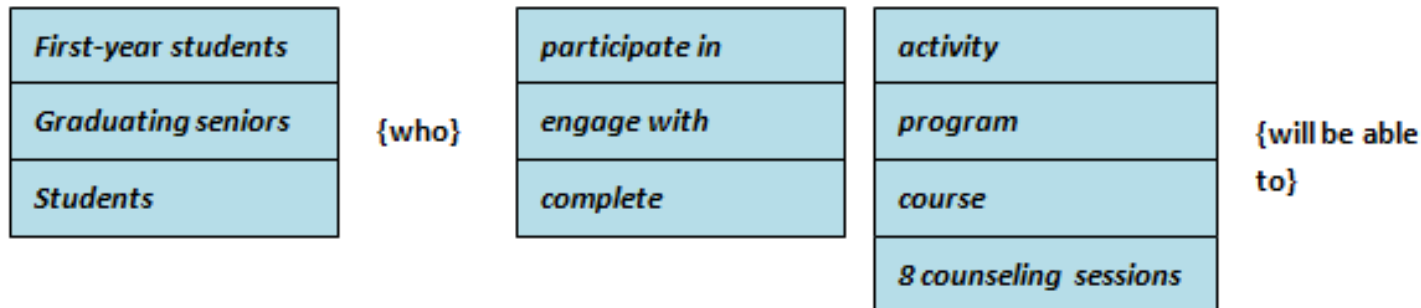
Transforming a TILE Course

Sarah Vigmostad, PhD
Engineering

Creating Your Own Learning Objective

Learning Objectives

Goals that describe “the knowledge, skills, attitudes, and habits of mind that students take with them from a learning experience” (Suskie, 2009, p. 75).



Support and TILE Labs: Accelerators

- Support for TILE Faculty
 - Center for Teaching
 - SITA - role and one-on-one support
- TILE Labs:
 - Next event: Accelerator April 11, 2014 – 1:30pm in 1140 LIB

CENTER
for
TEACHING 

sita

TILE Labs: RLI Essentials

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Thank You

Questions, ideas, or comments
please email TILE@uiowa.edu