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 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.

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.
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]
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?

Learning Objectives

Communication

Assessment

Instructional Activities

Communication

Communication
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
TILE Labs: RLI Essentials
Transforming Learning through Student Centered Environments

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