

Hearts-On Learning

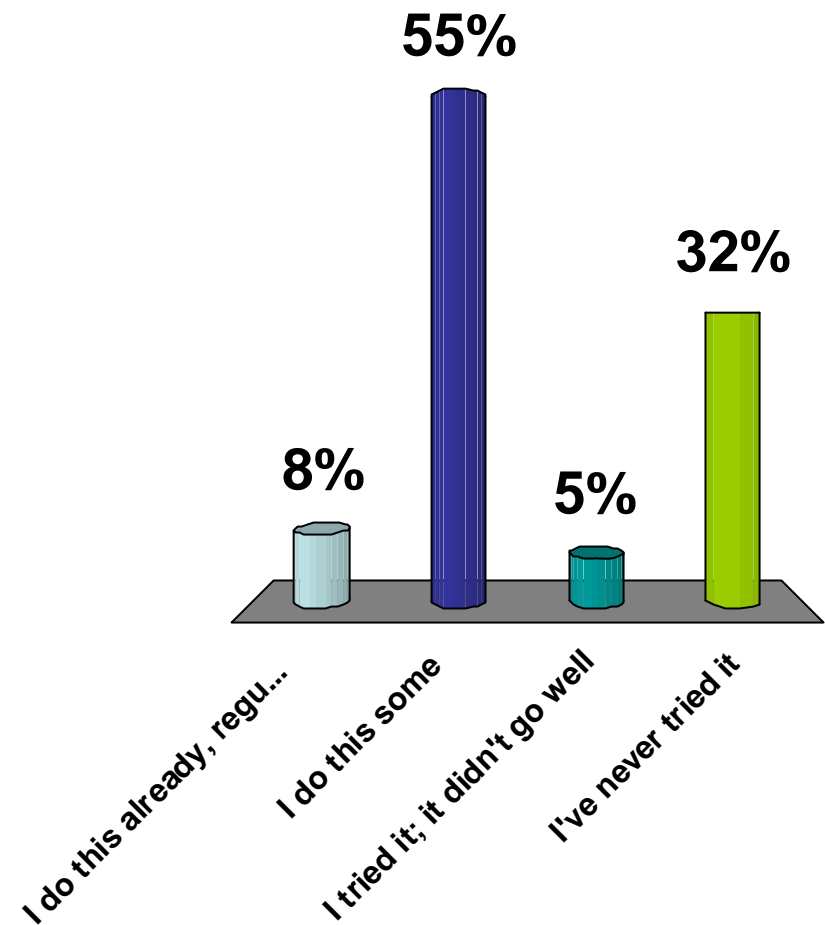
You need your clicker!



Your Ownership

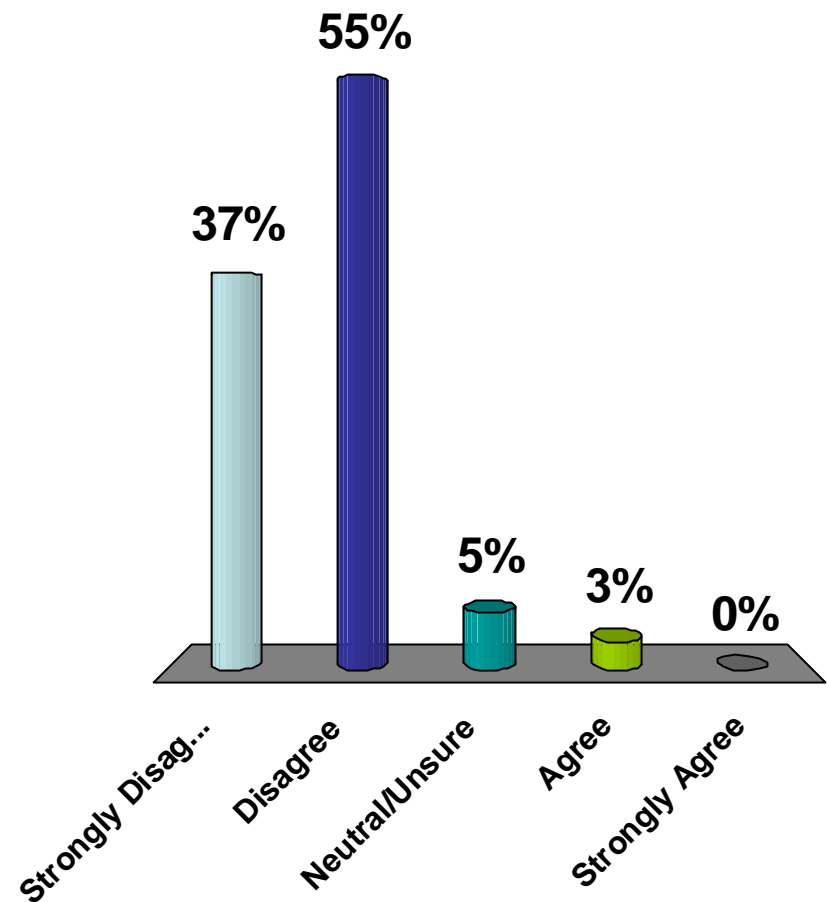
Letting my students teach the course...

1. I do this already, regularly
2. I do this some
3. I tried it; it didn't go well
4. I've never tried it



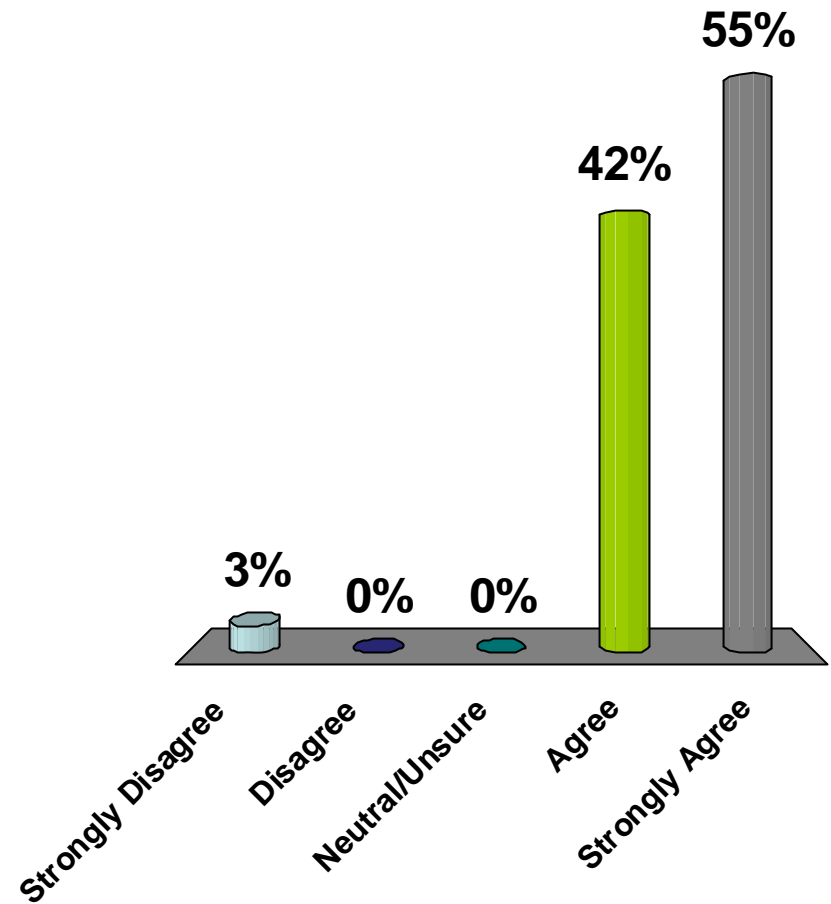
To be teaching, you must be the center of attention.

1. Strongly Disagree
2. Disagree
3. Neutral/Unsure
4. Agree
5. Strongly Agree



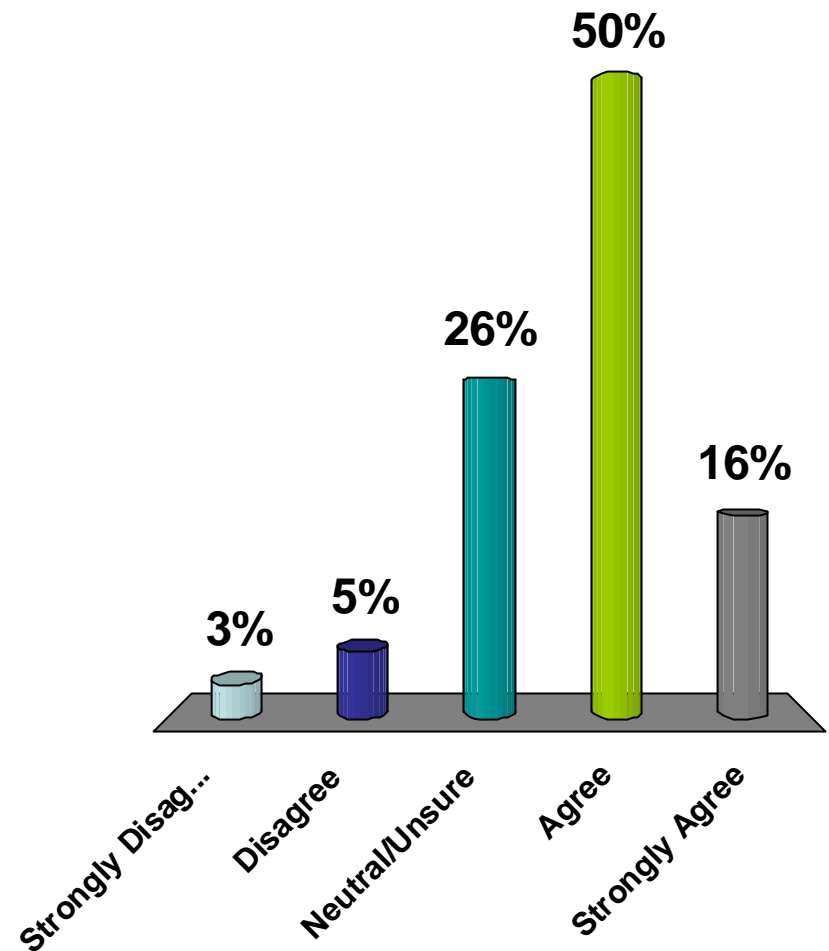
Teaching has helped me better understand my field.

1. Strongly Disagree
2. Disagree
3. Neutral/Unsure
4. Agree
5. Strongly Agree



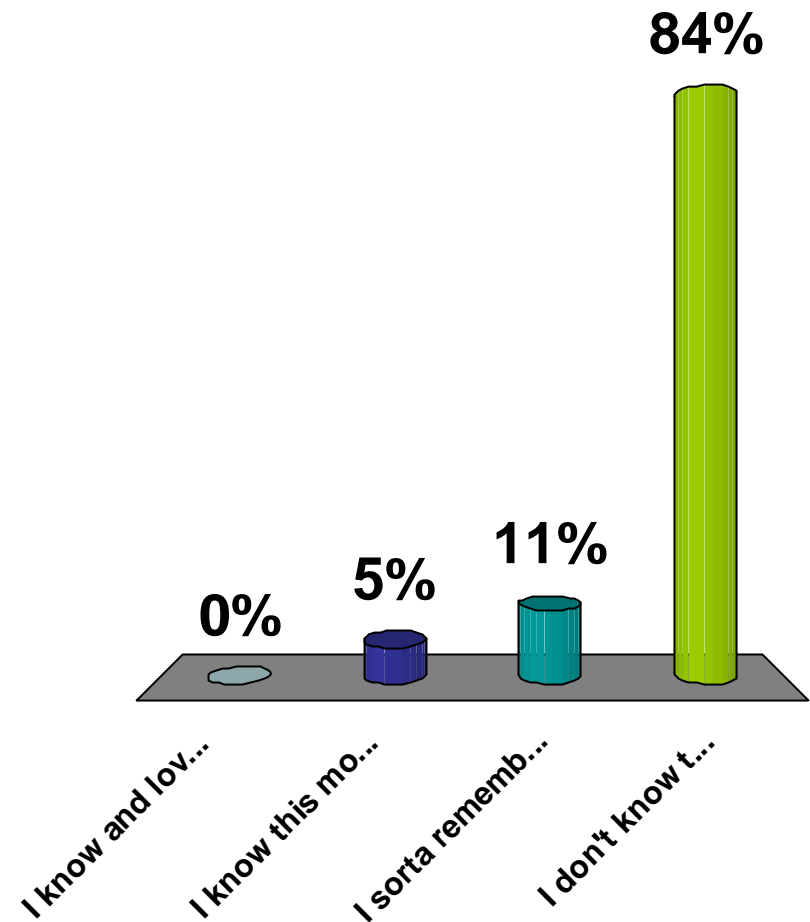
Our students will rise to our expectations.

1. Strongly Disagree
2. Disagree
3. Neutral/Unsure
4. Agree
5. Strongly Agree



The Zone of Proximal Development

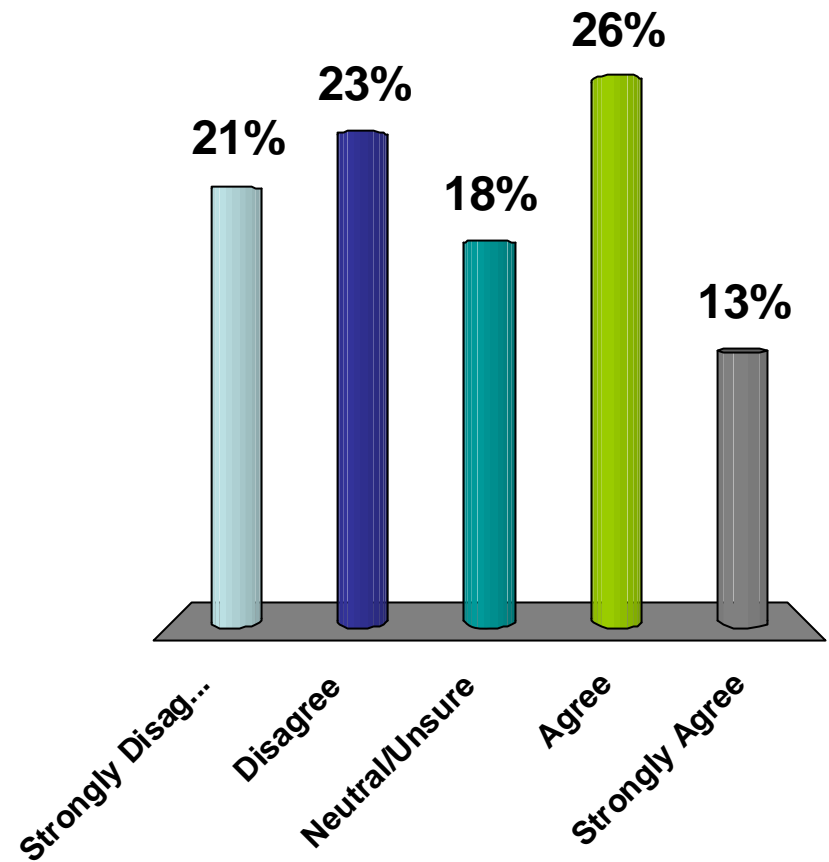
1. I know and love this model
2. I know this model
3. I sorta remember this model
4. I don't know this model



Creating Climate

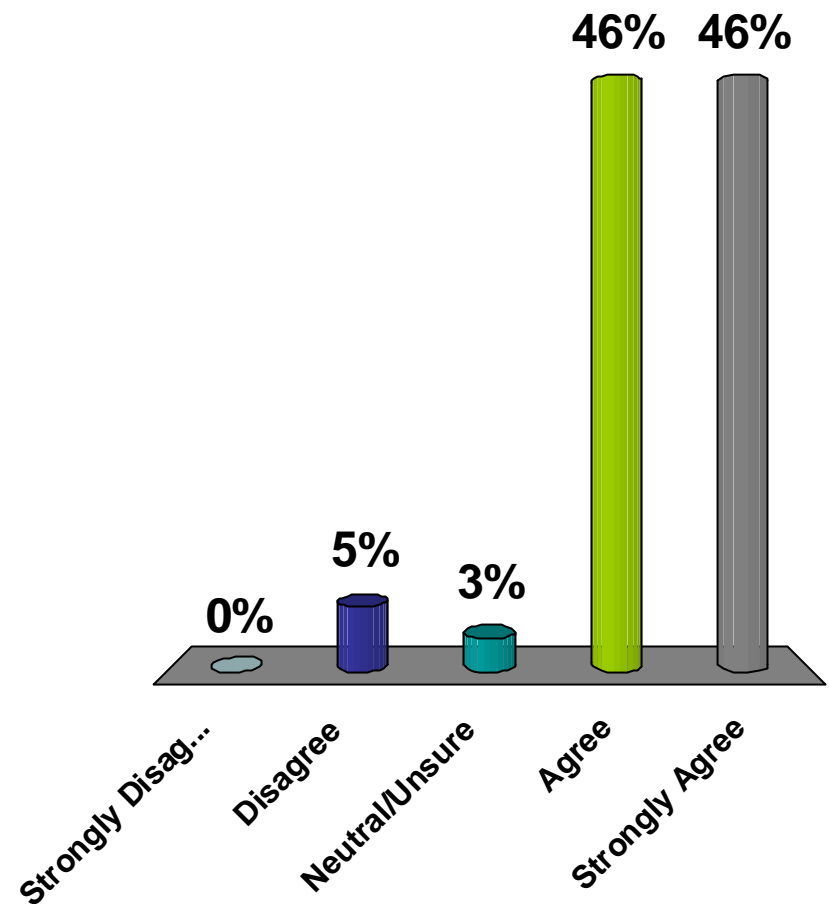
I have experience with studio models or similar oral peer-critique models.

1. Strongly Disagree
2. Disagree
3. Neutral/Unsure
4. Agree
5. Strongly Agree



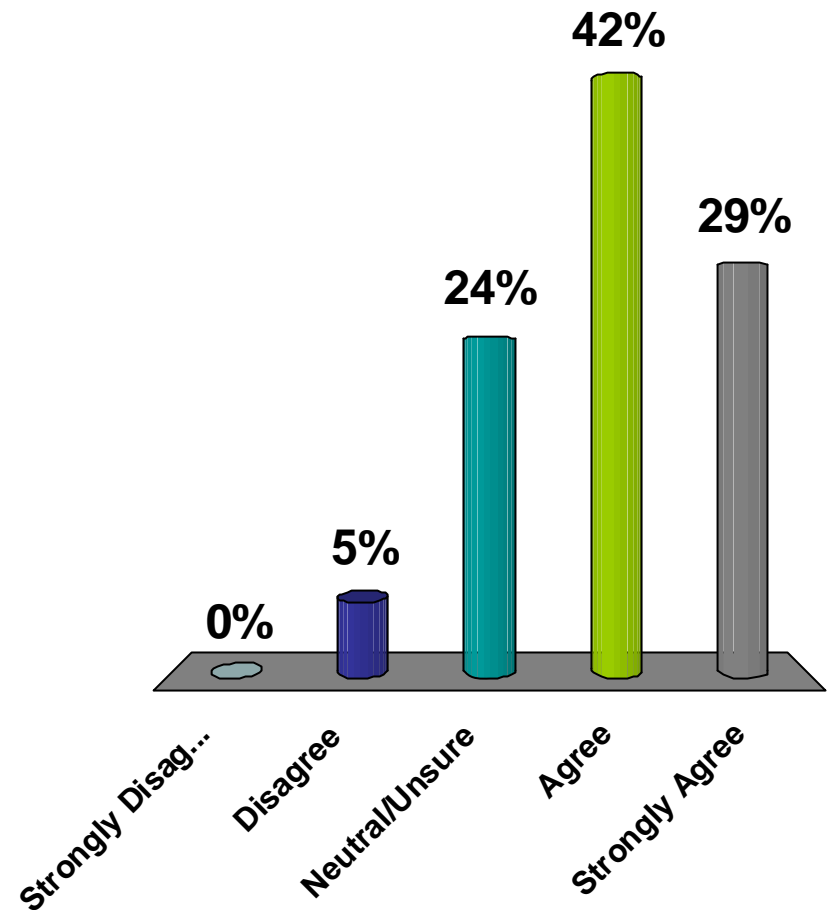
I feel comfortable admitting ignorance in front of my students.

1. Strongly Disagree
2. Disagree
3. Neutral/Unsure
4. Agree
5. Strongly Agree



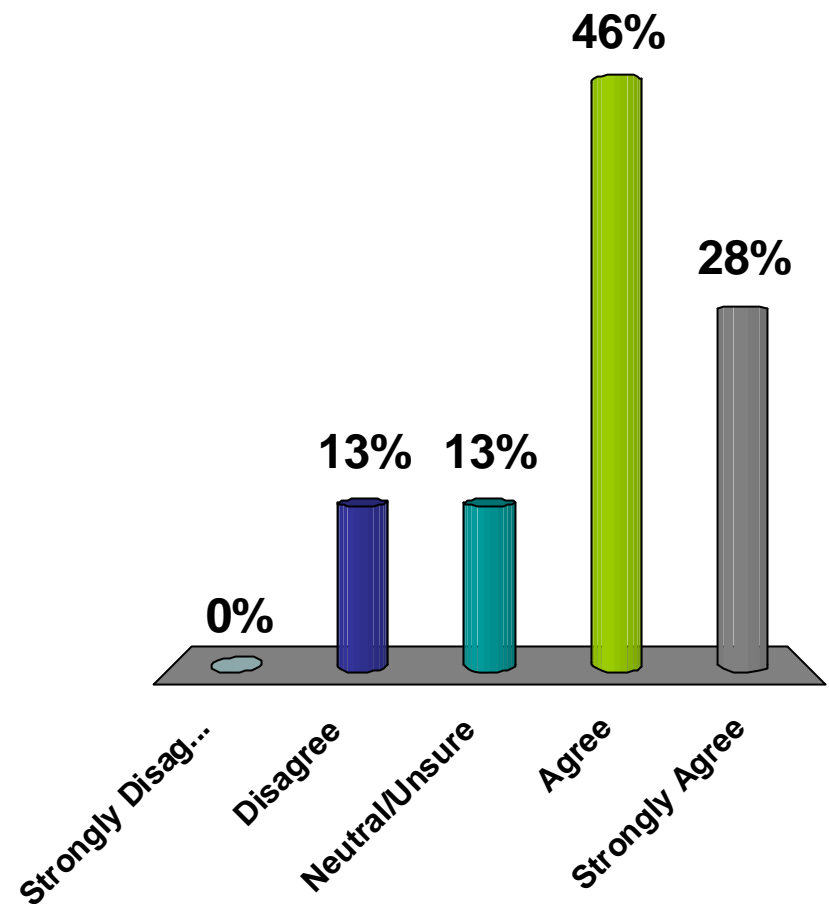
I feel comfortable taking risks in front of my students.

1. Strongly Disagree
2. Disagree
3. Neutral/Unsure
4. Agree
5. Strongly Agree



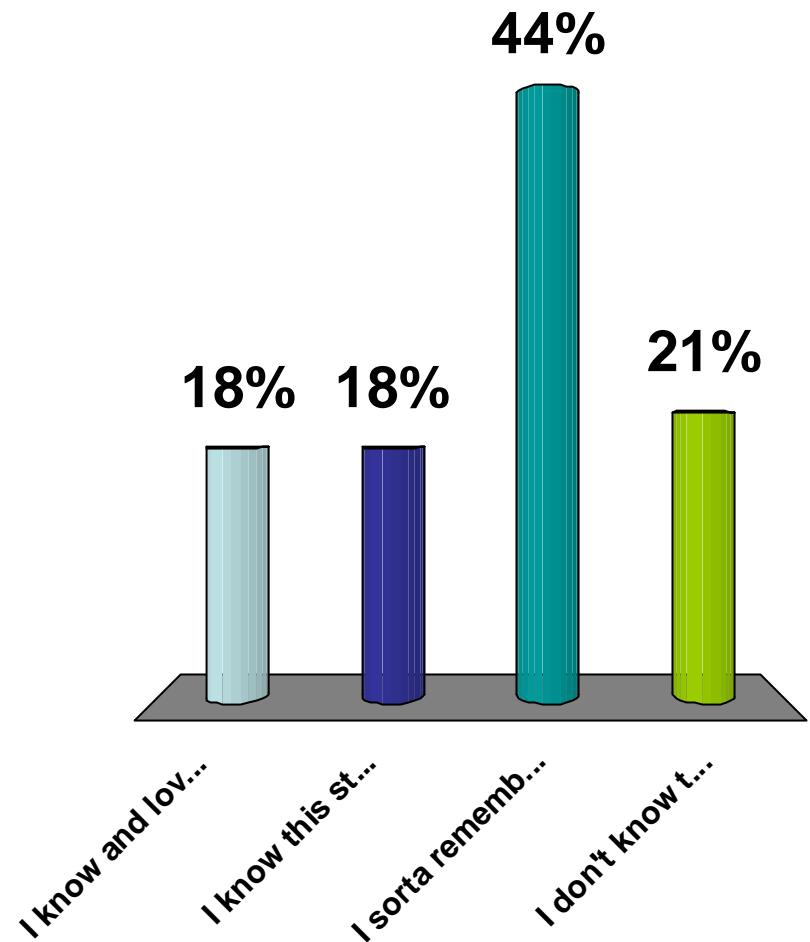
I feel comfortable making mistakes in front of my students.

1. Strongly Disagree
2. Disagree
3. Neutral/Unsure
4. Agree
5. Strongly Agree



The Velveteen Rabbit

1. I know and love this story
2. I know this story
3. I sorta remember this story
4. I don't know this story



The End

Hearts-On Learning: Letting Your Students Teach the Course

UW-Stevens Point Teaching Conference, 14 Jan 2014

Kym Buchanan, Associate Professor, School of Education
Cassie Schick, Student, Elementary Education & Special Education

- Intro: The Impulse to Control
- The Roots of Kym's Philosophy
- Your Ownership
- Goal: Increasing Engagement
- Some Ways of Letting Go
- Some Benefits
- Some Big Ideas
- A Student's Perspective
- Creating Climate
- Facilitating a Studio Experience
- Other Advice
- Big Picture: Relationships
- Closure: Sharing Our Love

The Trying Trio

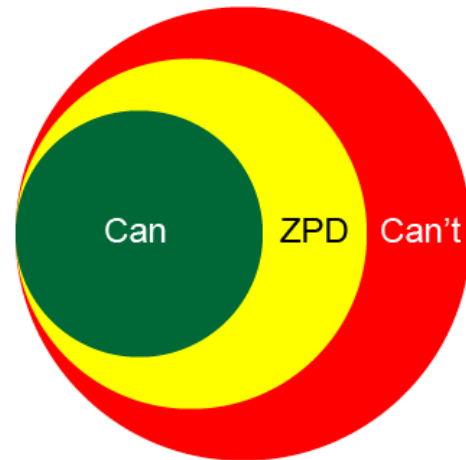


KymBuchanan.org | CC 2013

Some Ways of Letting Go

- Planned questions: assign different questions to students which they will answer in class
- Planned examples: assign students to find different examples which they will share in class
- Student-lead discussions
- Student-created exams
- Peer tutoring
- Supported presentation: teacher assigns topic and provides resources; teacher may require certain content be included
- Researched presentation: teacher assigns topic and student finds resources; teacher may require certain content be included
- Supported lesson: teacher assigns topic and provides resources; teacher may require certain content be included; lesson may include lecture, discussion, and/or other activities

Zone of Proximal Development (ZPD)

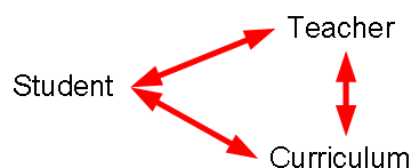


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Resources may include readings, binders, websites, and/or past students' work.

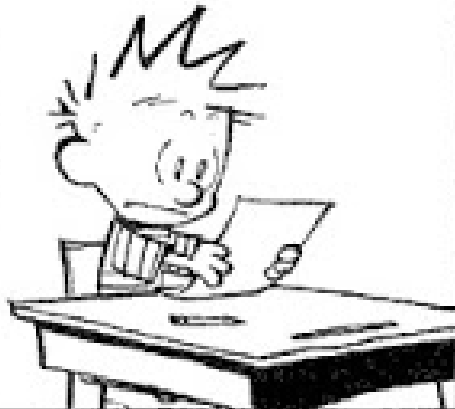
Sharing ownership is not just a "teacher prep" strategy. (Kym uses it in his First Year Seminar.)

Student ↔ Teacher ↔ Curriculum

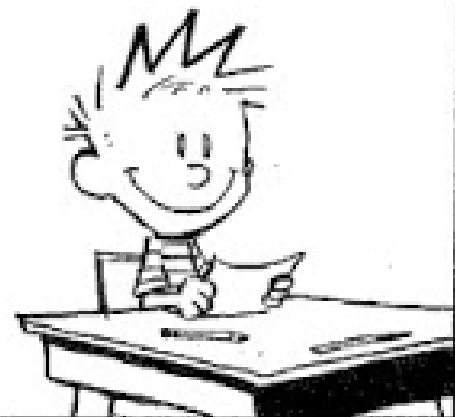


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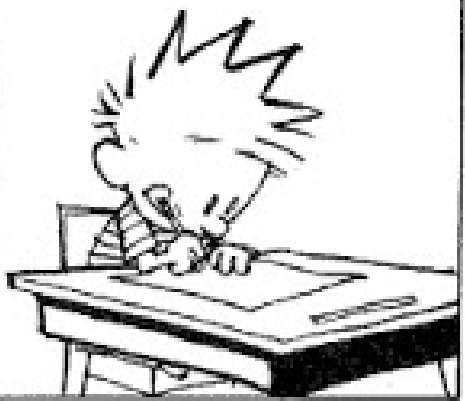
1. Explain Newton's First Law of Motion in your own words.



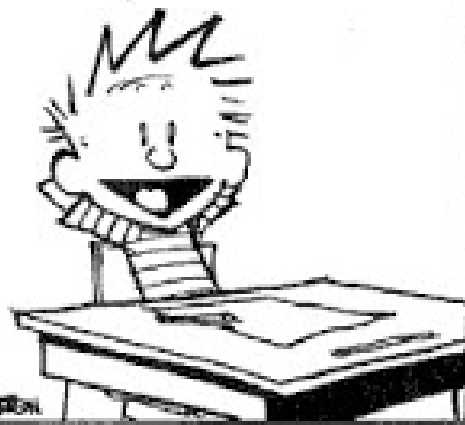
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Yakka Foob MoG. GRUG
PubbaWUP zINK wattoom
Gazork. CHUMBLE SpUZZ.



I LOVE
LOOPHOLES.



Me Teaching? . . . Excuse Me?!?



At First

- I was skeptical.
- Super Excited.
- How was I suppose to do this?
- Let's do this!

Kym Modeling

- Was reassuring.
- Was able to see how to teach.
- Interesting to see.

Watching My Peers



During the Lessons

- It was interesting
- I could see how nervous they were
- Was able to get ideas
- Had difficulty listening

Debrief /After the Lesson

- Constructive criticism, feedback
- Looked exhausted!
- I knew this is where my nerves would get me.

My Turn!



Planning for the Lesson

- Email Chain
- Met with Group
- Work, work, work.

Setting Up for the Lesson

- Arrived *Really* Early
- Had a Pep Talk with my Group.
- Went for it.

Time to Teach!

- **I Felt:**

- Empowered
- Independent
- Trusted
- Disrespected & Respected
- Creative

- **After I Felt:**

- (During Debriefing)
- Exhausted
- Nervous
- Happy to be Done
- Wanting to Continue



How I Feel Now. . .

“Tell me and I
forget.

Teach me and I
remember.

Involve me and I
learn.”

~Benjamin Franklin~

Rewarding Experience

- **Things I would change:**
 - More resources.
 - More Time.
 - Better Planning/Practice.
- **Things I learned:**
 - You don't have to be perfect.
 - Enthusiasm ⇔ Enthusiasm
- **What I took away:**
 - Confidence
 - Independence
 - Wanting to do it again!

Hearts-On Learning

Notes from audience discussion

Possible Benefits

They'll hear the information differently coming from their peers
They really don't learn it until they have to teach it to others (learning through explanation)
Improved critical thinking
You don't have to be an expert to understand it
It's fun to watch (entertainment for the prof)
Clarifies what students do and don't understand
Students bring experience from their own background (e.g., summer jobs)
They may use different sources than we may choose
They may provide insights that we never bring in
Acknowledging students different experiences can be powerful
As a student...
You'll hear more relevant, relatable examples
High-performing students raise the bar
Seeing peers actual performance takes pressure off
Empowerment, confidence
Sense of efficacy (if they can understand it, I can understand it)

Possible Complications

Consequences: can affect evaluations
Lack of content
Using Technology to manage time
Backstopping (create time, space to correct mistakes)
Upper level vs. Lower level
Teaching vs. Educating
How do you express the meaning of doing this?
Lack of attention to the peer presenters (are students missing out on the opportunity to learn new information?)
Recognizing different degrees of ownership