Pedagogies of Engagement Cooperative Learning and PBL

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Session 1-2 Layout

- Welcome & Overview
- Integrated Course Design (CAP Model)
  - Content
  - Assessment
  - Pedagogy
- Pedagogies of Engagement – Cooperative Learning
  - Informal – Bookends on a Class Session
  - Formal Cooperative Learning
    - Design and Teamwork Features
- Design and Implementation

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Workshop Objectives

- Participants will be able to
  - Explain rationale for Pedagogies of Engagement, especially Cooperative Learning & PBL
  - Describe key features of Cooperative Learning
  - Apply cooperative learning to classroom practice
  - Describe key features of the Backward Design process – Content (outcomes) – Assessment - Pedagogy
  - Identify connections between cooperative learning and desired outcomes of courses and programs

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It could well be that faculty members of the twenty-first century college or university will find it necessary to set aside their roles as teachers and instead become designers of learning experiences, processes, and environments.

James Duderstadt, 1999 [Nuclear Engineering Professor; Dean, Provost and President of the University of Michigan]

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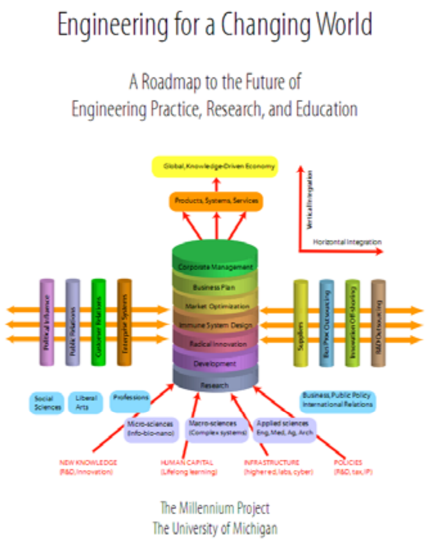

…objectives for engineering practice, research, and education:

To adopt a systemic, research-based approach to innovation and continuous improvement of engineering education, recognizing the importance of diverse approaches–albeit characterized by quality and rigor–to serve the highly diverse technology needs of our society

http://milproj.ummu.umich.edu/publications/EngFlex%20report/download/EngFlex%20Report.pdf

Integrated Course Design Model

- Aligning Course Content, Assessment, and Delivery: Creating a Context for Outcome-Based Education (Streveler, Smith & Pilotte, 2011)
- *Understanding By Design* - (Wiggins & McTighe, 1998 and Bransford, Vye & Bateman, 2002)
- Curriculum-Instruction-Assessment Triad (Pellegrino, 2006)

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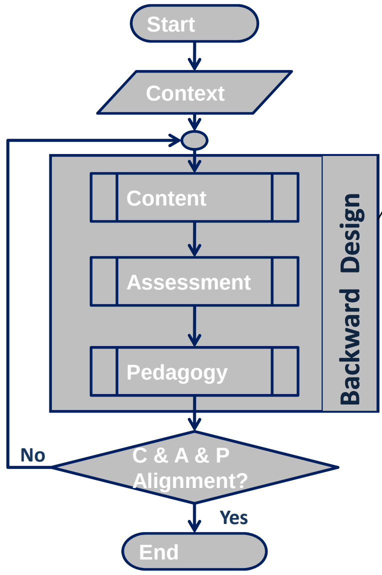
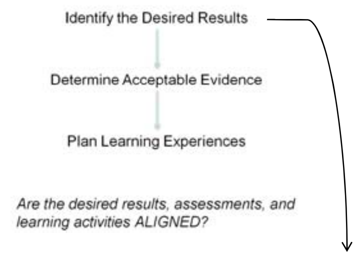
Content-Assessment-Pedagogy (CAP) Design Process Flowchart	Understanding by Design (Wiggins & McTighe, 2005)



Streveler, Smith & Pilotte (2011)

UdB – 3 Stages of Backward Design



UbD Filters for Curricular Priorities

- Are the topics enduring and transferable big ideas having value beyond the classroom?
- Are the topics big ideas and core processes at the heart of the discipline?
- Are the topics abstract, counterintuitive, often misunderstood, or easily misunderstood ideas requiring coverage?
- Are the topics big ideas embedded in facts, skills and activities?

Understanding by Design, pp. 10-11


Pedagogies of Engagement: Classroom-Based Practices

Karl A. Smith
Sheri D. Sheppard
David W. Johnson
Roger T. Johnson

January 2005 — Journal of Engineering Education 87

"Throughout the whole enterprise, the core issue, in my view, is the mode of teaching and learning that is practiced. Learning 'about' things does not enable students to acquire the abilities and understanding they will need for the twenty-first century. We need new **pedagogies of engagement** that will turn out the kinds of resourceful, engaged workers and citizens that America now requires."

Russ Edgerton (reflecting on higher education projects funded by the Pew Memorial Trust)

http://www.asee.org/publications/jee/issueList.cfm?year=2005#January2005

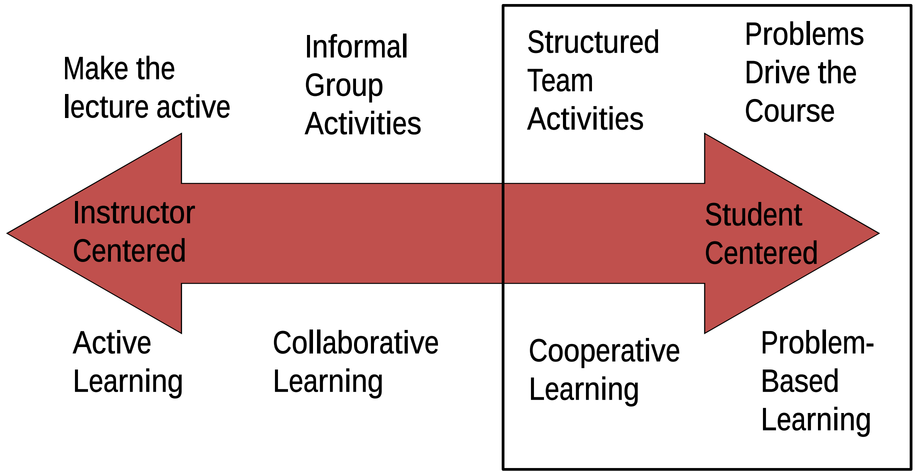
Pedagogies of Engagement

Shaping the Future: New Expectations for Undergraduate Education in Science, Mathematics, Engineering and Technology – **National Science Foundation, 1996**

Goal – All students have access to supportive, excellent undergraduate education in science, mathematics, engineering, and technology, and **all students learn these subjects by direct experience** with the methods and processes of inquiry.

Recommend that SME&T faculty: Believe and affirm that every student can learn, and model good practices that increase learning; starting with the student's experience, but have high expectations within a supportive climate; and build inquiry, a sense of wonder and the excitement of discovery, plus communication and teamwork, critical thinking, and life-long learning skills into learning experiences.

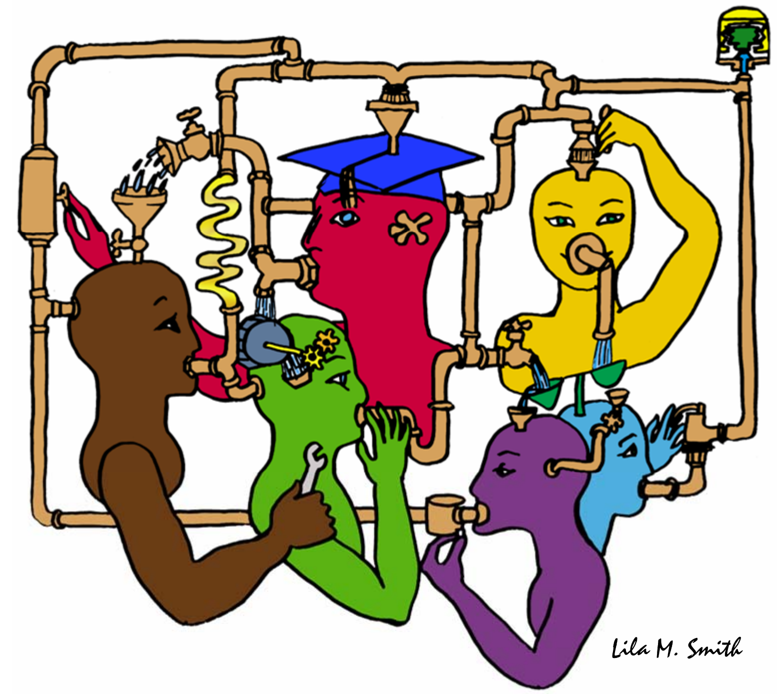
The Active Learning Continuum



Prince, M. (2010). NAE FOEE

My work is situated here – Cooperative Learning & Challenge-Based Learning

Lila M. Smith



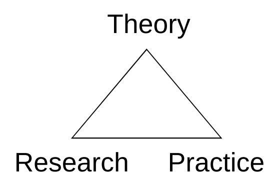
Cooperative Learning is instruction that involves people working in teams to accomplish a common goal, under conditions that involve both *positive interdependence* (all members must cooperate to complete the task) and *individual and group accountability* (each member is accountable for the complete final outcome).

Key Concepts

- •Positive Interdependence
- •Individual and Group Accountability
- •Face-to-Face Promotive Interaction
- •Teamwork Skills
- •Group Processing

Cooperative Learning

- Theory – Social Interdependence – Lewin – Deutsch – Johnson & Johnson
- Research – Randomized Design Field Experiments
- Practice – Formal Teams/Professor's Role



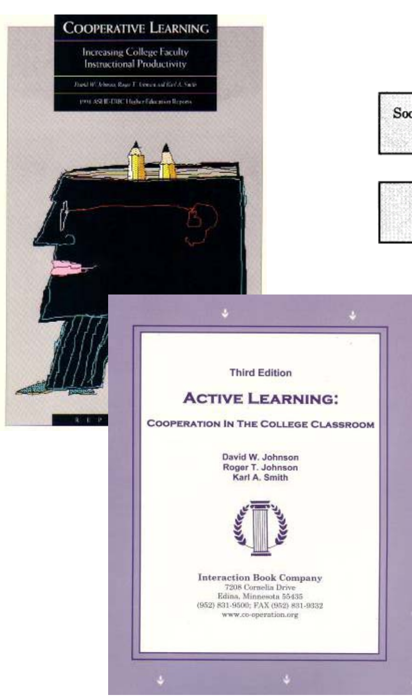
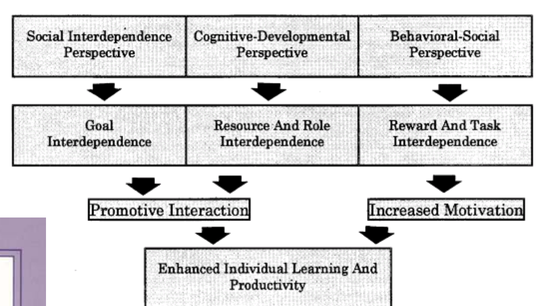


Figure A.1 A General Theoretical Framework



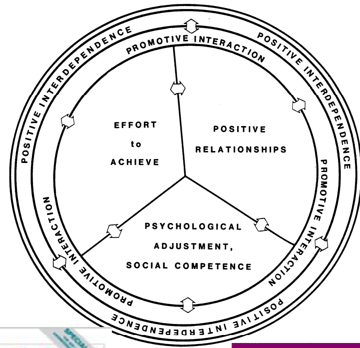
Cooperative Learning
•Positive Interdependence
•Individual and Group Accountability
•Face-to-Face Promotive Interaction
•Teamwork Skills
•Group Processing

[*First edition 1991]

Cooperative Learning Research Support

Johnson, D.W., Johnson, R.T., & Smith, K.A. 1998. Cooperative learning returns to college: What evidence is there that it works? *Change*, *30* (4), 26-35.

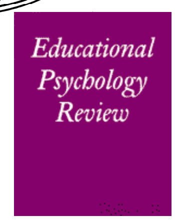
- Over 300 Experimental Studies
- First study conducted in 1924
- High Generalizability
- Multiple Outcomes



Outcomes

1. Achievement and retention
2. Critical thinking and higher-level reasoning
3. Differentiated views of others
4. Accurate understanding of others' perspectives
5. Liking for classmates and teacher
6. Liking for subject areas
7. Teamwork skills

January 2005



March 2007

Small-Group Learning: Meta-analysis

Springer, L., Stanne, M. E., & Donovan, S. 1999. Effects of small-group learning on undergraduates in science, mathematics, engineering, and technology: A meta-analysis. Review of Educational Research, 69(1), 21-52.

Small-group (predominantly cooperative) learning in postsecondary science, mathematics, engineering, and technology (SMET). 383 reports from 1980 or later, 39 of which met the rigorous inclusion criteria for meta-analysis.

The main effect of small-group learning on achievement, persistence, and attitudes among undergraduates in SMET was significant and positive. Mean effect sizes for achievement, persistence, and attitudes were 0.51, 0.46, and 0.55, respectively.

Student Engagement Research Evidence

- Perhaps the strongest conclusion that can be made is the least surprising. Simply put, the greater the student's involvement or engagement in academic work or in the academic experience of college, the greater his or her level of knowledge acquisition and general cognitive development …(Pascarella and Terenzini, 2005).
- Active and collaborative instruction coupled with various means to encourage student engagement invariably lead to better student learning outcomes irrespective of academic discipline (Kuh et al., 2005, 2007).

See Smith, et.al, 2005 and Fairweather, 2008, Linking Evidence and Promising Practices in Science, Technology, Engineering, and Mathematics (STEM) Undergraduate Education - http://www7.nationalacademies.org/bose/Fairweather_CommissionedPaper.pdf

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Cooperative Learning Adopted

The American College Teacher:

National Norms for 2007-2008

Methods Used in "All" or "Most"	All – 2005	All – 2008	Assistant - 2008
Cooperative Learning	48	59	66
Group Projects	33	36	61
Grading on a curve	19	17	14
Term/research papers	35	44	47

http://www.heri.ucla.edu/index.php

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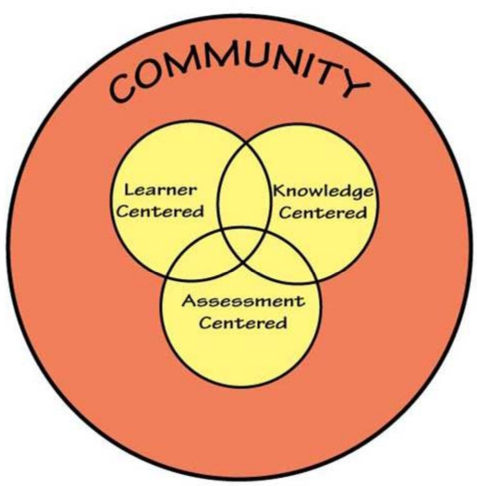
Reflection and Dialogue

- Individually reflect on your familiarity with (1) Integrated Course Design and (2) Pedagogies of Engagement, especially Cooperative Learning. Write for about 1 minute
  - Key ideas, insights, applications – Success Stories
  - Questions, concerns, challenges
- Discuss with your neighbor for about 3 minutes
  - Select one Insight, Success Story, Comment, Question, etc. that you would like to present to the whole group if you are randomly selected

Designing Learning Environments Based on HPL (How People Learn)



Backward Design Approach
Wiggins & McTighe

Stage 1. Identify Desired Results
- Enduring understanding
- Important to know and do
- Worth being familiar with

Stage 2. Determine Acceptable Evidence

Stage 3. Plan Learning Experiences
and Instruction

From: Wiggins, Grant and McTighe, Jay. 1998. *Understanding by Design*. Alexandria, VA: ASCD

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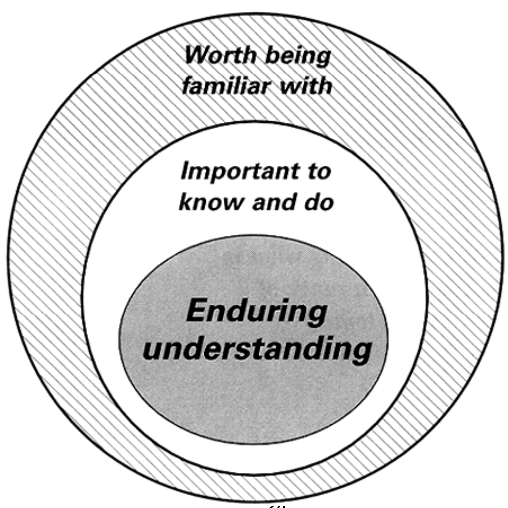
Establishing Curricular Priorities



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Related Integrated Course Design Model

- Fink, L.D. 2003. *Creating significant learning experiences: An integrated approach to designing*. Jossey-Bass
- Fink, L.D. 2003. A Self-Directed Guide to Designing Courses for Significant Learning. http://www.deefinkandassociates.com/GuidetoCourseDesignAug05.pdf

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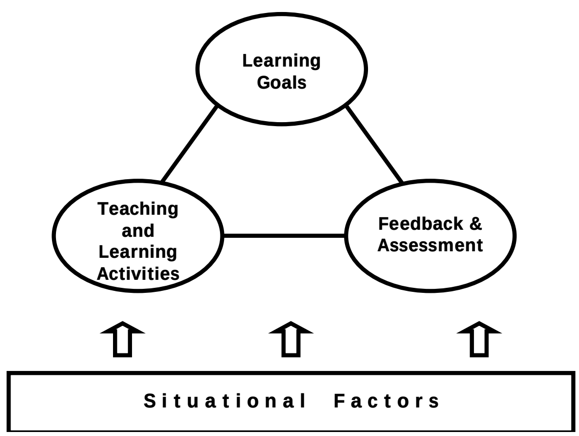
Model 1

The Key Components Of INTEGRATED COURSE DESIGN



A Self-Directed Guide to Designing Courses for Significant Learning
L. Dee Fink. 2003. *Creating significant learning experiences*. Jossey-Bass.

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Understanding by Design

Stage 1. Identify Desired Results

Filter 1. To what extent does the idea, topic, or process represent a big idea or having enduring value beyond the classroom?

Filter 2. To what extent does the idea, topic, or process reside at the heart of the discipline?

Filter 3. To what extent does the idea, topic, or process require uncoverage?

Filter 4. To what extent does the idea, topic, or process offer potential for engaging students?

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Worksheet 1

Worksheet for Designing a Course / Class Session / Learning Module

Learning Goals for Course/Session/Learning Module:	Ways of Assessing This Kind of Learning:	Actual Teaching-Learning Activities:	Helpful Resources: (e.g., people, things)
1.			
2.			
3.			
4.			
5.			
6.			

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Understanding by Design

Stage 2. Determine Acceptable Evidence

Types of Assessment

Quiz and Test Items:
Simple, content-focused test items

Academic Prompts:
Open-ended questions or problems that require the student to think critically

Performance Tasks or Projects:
Complex challenges that mirror the issues or problems faced by graduates, they are authentic

Taxonomies of Types of Learning

Bloom's taxonomy of educational objectives: Cognitive Domain (Bloom & Krathwohl, 1956)

A taxonomy for learning, teaching, and assessing: A revision of Bloom's taxonomy of educational objectives (Anderson & Krathwohl, 2001).

Facets of understanding (Wiggins & McTighe, 1998)

Taxonomy of significant learning (Fink, 2003)

Evaluating the quality of learning: The SOLO taxonomy (Biggs & Collis, 1982)

The Six Major Levels of Bloom's Taxonomy of the Cognitive Domain (with representative behaviors and sample objectives)

Knowledge. Remembering information *Define, identify, label, state, list, match*

- Identify the standard peripheral components of a computer
- Write the equation for the Ideal Gas Law

Comprehension. Explaining the meaning of information *Describe, generalize, paraphrase, summarize, estimate*

- In one sentence explain the main idea of a written passage
- Describe in prose what is shown in graph form

Application. Using abstractions in concrete situations *Determine, chart, implement, prepare, solve, use, develop*

- Using principles of operant conditioning, train a rate to press a bar
- Derive a kinetic model from experimental data

Analysis. Breaking down a whole into component parts *Points out, differentiate, distinguish, discriminate, compare*

- Identify supporting evidence to support the interpretation of a literary passage
- Analyze an oscillator circuit and determine the frequency of oscillation

Synthesis. Putting parts together to form a new and integrated whole *Create, design, plan, organize, generate, write*

- Write a logically organized essay in favor of euthanasia
- Develop an individualized nutrition program for a diabetic patient

Evaluation. Making judgments about the merits of ideas, materials, or phenomena *Appraise, critique, judge, weigh, evaluate, select*

- Assess the appropriateness of an author's conclusions based on the evidence given
- Select the best proposal for a proposed water treatment plant

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The Cognitive Process Dimension →

The Knowledge Dimension ↓

	Remember	Understand	Apply	Analyze	Evaluate	Create
Factual Knowledge – The basic elements that students must know to be acquainted with a discipline or solve problems in it. a. Knowledge of terminology b. Knowledge of specific details and elements						
Conceptual Knowledge – The interrelationships among the basic elements within a larger structure that enable them to function together. a. Knowledge of classifications and categories b. Knowledge of principles and generalizations c. Knowledge of theories, models, and structures						
Procedural Knowledge – How to do something; methods of inquiry, and criteria for using skills, algorithms, techniques, and methods. a. Knowledge of subject-specific skills and algorithms b. Knowledge of subject-specific techniques and methods c. Knowledge of criteria for determining when to use appropriate procedures						
Metacognitive Knowledge – Knowledge of cognition in general as well as awareness and knowledge of one's own cognition. a. Strategic knowledge b. Knowledge about cognitive tasks, including appropriate contextual and conditional knowledge c. Self-knowledge						

(Anderson & Krathwohl, 2001).

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The Cognitive Process Dimension

Remember	Understand	Apply	Analyze	Evaluate	Create
Retrieving relevant knowledge from long-term memory	Determining the meaning of instructional messages, including oral, written, and graphic communication.	Carrying out or using a procedure in a given situation	Breaking material into its constituent parts and detecting how the parts relate to one another and to an overall structure or purpose	Making judgments based on criteria and standards	Putting elements together to form a novel, coherent whole or make an original product
Recall Define Relate Review	Restate Describe Identify Express	Employ Translate Demonstrate Examine	Distinguish Compare Contrast Deduce	Select Defend Interpret Discriminate	Arrange Combine Construct Propose

The Knowledge Dimension

Factual Knowledge – The basic elements that students must know to be acquainted with a discipline or solve problems in it.

a. Knowledge of terminology

b. Knowledge of specific details and elements

Conceptual Knowledge – The interrelationships among the basic elements within a larger structure that enable them to function together.

a. Knowledge of classifications and categories

b. Knowledge of principles and generalizations

c. Knowledge of theories, models, and structures

Procedural Knowledge – How to do something; methods of inquiry, and criteria for using skills, algorithms, techniques, and methods.

a. Knowledge of subject-specific skills and algorithms

b. Knowledge of subject-specific techniques and methods

c. Knowledge of criteria for determining when to use appropriate procedures

Metacognitive Knowledge – Knowledge of cognition in general as well as awareness and knowledge of one's own cognition.

a. Strategic knowledge

b. Knowledge about cognitive tasks, including appropriate contextual and conditional knowledge

c. Self-knowledge

Facets of Understanding
Wiggins & McTighe, 1998, page 44

When we truly *understand*, we

Can ***explain - cognitive***

Can ***interpret - cognitive***

Can ***apply - cognitive***

Have ***perspective - affective***

Can ***empathize - affective***

Have ***self-knowledge - metacognitive*** 35

Dee Fink – Creating Significant Learning Experiences

A TAXONOMY OF SIGNIFICANT LEARNING

Cognitive

1. Foundational Knowledge

- "Understand and remember" learning

  For example: facts, terms, formulae, concepts, principles, etc.

2. Application

- Thinking: critical, creative, practical (problem-solving, decision-making)
- Other skills

  For example: communication, technology, foreign language
- Managing complex projects

3. Integration

- Making "connections" (i.e., finding similarities or interactions) . . .

  Among: ideas, subjects, people

Affective

4. Human Dimensions

- Learning about and changing one's SELF
- Understanding and interacting with OTHERS

5. Caring

- Identifying/changing one's feelings, interests, values

Meta

6. Learning How to Learn

- Becoming a better student
- Learning how to ask and answer questions
- Becoming a self-directed learner

SOLO Taxonomy

- The **Structure of Observed Learning Outcome** (**SOLO**) model consists of 5 levels of understanding

Surface Learning

  - **Pre-structural** - The task is not attacked appropriately; the student hasn't really understood the point and uses too simple a way of going about it.
  - **Uni-structural** - The student's response only focuses on one relevant aspect.
  - **Multi-structural** - The student's response focuses on several relevant aspects but they are treated independently and additively. Assessment of this level is primarily quantitative.

Deep Learning

  - **Relational** - The different aspects have become integrated into a coherent whole. This level is what is normally meant by an adequate understanding of some topic.
  - **Extended abstract** - The previous integrated whole may be conceptualised at a higher level of abstraction and generalised to a new topic or area.

http://en.wikipedia.org/wiki/Structure_of_Observed_Learning_Outcome

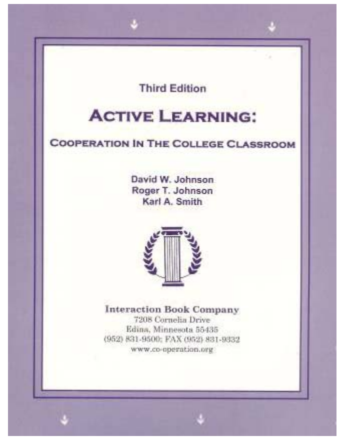
Understanding by Design

Stage 3. Plan Learning Experiences & Instruction

- What enabling knowledge (facts, concepts, and principles) and skills (procedures) will students need to perform effectively and achieve desired results?
- What activities will equip students with the needed knowledge and skills?
- What will need to be taught and coached, and how should it be taught, in light of performance goals?
- What materials and resources are best suited to accomplish these goals?
- Is the overall design coherent and effective?

Active Learning: Cooperation in the College Classroom

- **Informal** Cooperative Learning Groups
- **Formal** Cooperative Learning Groups
- Cooperative **Base** Groups



See Cooperative Learning Handout (CL College-804.doc) 39

Cooperative Learning is instruction that involves people working in teams to accomplish a common goal, under conditions that involve both *positive interdependence* (all members must cooperate to complete the task) and *individual and group accountability* (each member is accountable for the complete final outcome).

Key Concepts

•Positive Interdependence
•Individual and Group Accountability
•Face-to-Face Promotive Interaction
•Teamwork Skills
•Group Processing

Cooperative Learning

Positive Interdependence

Goal Interdependence (essential)
1. All members show mastery
2. All members improve
3. Add group member scores to get an overall group score
4. One product from group that all helped with and can explain

Role (Duty) Interdependence
Assign each member a role and rotate them

Resource Interdependence
1. Limit resources (one set of materials)
2. Jigsaw materials
3. Separate contributions

Task Interdependence
1. Factory-line
2. Chain Reaction

Outside Challenge Interdependence
1. Intergroup competition
2. Other class competition

Identity Interdependence
Mutual identity (name, motto, etc.)

Environmental Interdependence
1. Designated classroom space
2. Group has special meeting place

Fantasy Interdependence
Hypothetical interdependence in situation ("You are a scientific/literary prize team, lost on the moon, etc.")

Reward/Celebration Interdependence
1. Celebrate joint success
2. Bonus points (use with care)
3. Single group grade (when fair to all)

Individual Accountability

Ways to ensure no slackers:
- Keep group size small (2-4)
- Assign roles
- Randomly ask one member of the group to explain the learning
- Have students do work before group meets
- Have students use their group learning to do an individual task afterward
- Everyone signs: "I participated, I agree, and I can explain"
- Observe & record individual contributions

Ways to ensure that all members learn:
- Practice tests
- Edit each other's work and sign agreement
- Randomly check one paper from each group
- Give individual tests
- Assign the role of **checker** who has each group member explain out loud
- Simultaneous explaining: each student explains their learning to a new partner

Face-to-Face Interaction

Structure:
- Time for groups to meet
- Group members close together
- Small group size of two or three
- Frequent oral rehearsal
- Strong positive interdependence
- Commitment to each other's learning
- Positive social skill use
- Celebrations for encouragement, effort, help, and success!

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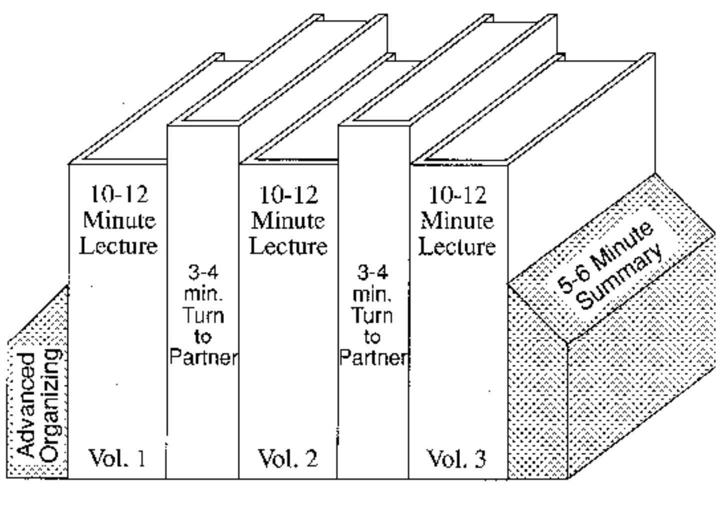
http://www.ce.umn.edu/~smith/docs/Smith-CL%20Handout%2008.pdf

Book Ends on a Class Session



Book Ends on a Class Session

1. Advance Organizer
2. Formulate-Share-Listen-Create (Turn-to-your-neighbor) -- repeated every 10-12 minutes
3. Session Summary (Minute Paper)
   1. What was the most useful or meaningful thing you learned during this session?
   2. What question(s) remain uppermost in your mind as we end this session?
   3. What was the “muddiest” point in this session?

Advance Organizer

“The most important single factor influencing learning is what the learner already knows. Ascertain this and teach him accordingly.”

David Ausubel - Educational psychology: A cognitive approach, 1968.

Quick Thinks

- Reorder the steps
- Paraphrase the idea
- Correct the error
- Support a statement
- Select the response

Johnston, S. & Cooper,J. 1997. Quick thinks: Active-thinking in lecture classes and televised instruction. Cooperative learning and college teaching, 8(1), 2-7.

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Formulate-Share-Listen-Create

Informal Cooperative Learning Group
Introductory Pair Discussion of a

FOCUS QUESTION

1. Formulate your response to the question **individually**
2. Share your answer with a partner
3. Listen carefully to your partner's answer
4. Work together to Create a new answer through discussion

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Minute Paper

- What was the most useful or meaningful thing you learned during this session?
- What question(s) remain uppermost in your mind as we end this session?
- What was the "muddiest" point in this session?
- Give an example or application
- Explain in your own words . . .

Angelo, T.A. & Cross, K.P. 1993. Classroom assessment techniques: A handbook for college teachers. San Francisco: Jossey Bass.

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Session Summary (Minute Paper)

Reflect on the session:

1. Most interesting, valuable, useful thing you learned.
2. Things that helped you learn.
3. Question, comments, suggestions.
4. Pace: Too slow 1 . . . . 5 Too fast
5. Relevance: Little 1 . . . 5 Lots
6. Instructional Format: Ugh 1 . . . 5 Ah

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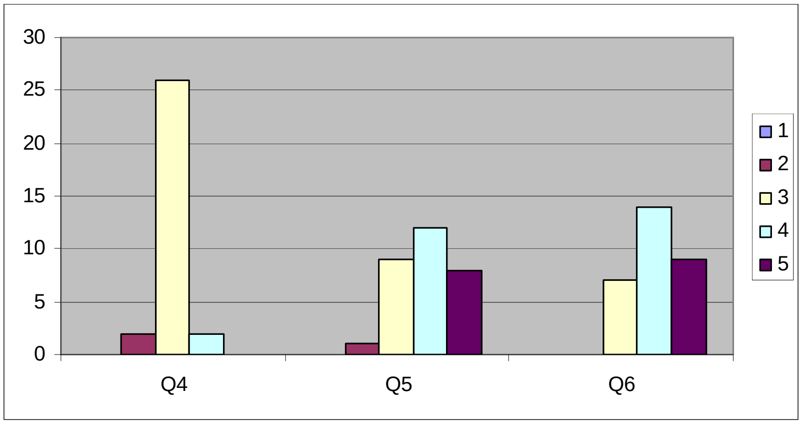
MOT 8221 – Spring 2010 – Session 1 (1/29/10)



Q4 – Pace: Too slow 1 . . . . 5 Too fast (3.0)
Q5 – Relevance: Little 1 . . . 5 Lots (3.9)
Q6 – Format: Ugh 1 . . . 5 Ah (4.1)

Informal CL (Book Ends on a Class Session) with Concept Tests

Physics

Peer Instruction
Eric Mazur - Harvard – http://galileo.harvard.edu
Peer Instruction – www.prenhall.com
Richard Hake – http://www.physics.indiana.edu/~hake/

Chemistry

Chemistry ConcepTests - UW Madison
www.chem.wisc.edu/~concept
Video: Making Lectures Interactive with ConcepTests
ModularChem Consortium – http://mc2.cchem.berkeley.edu/

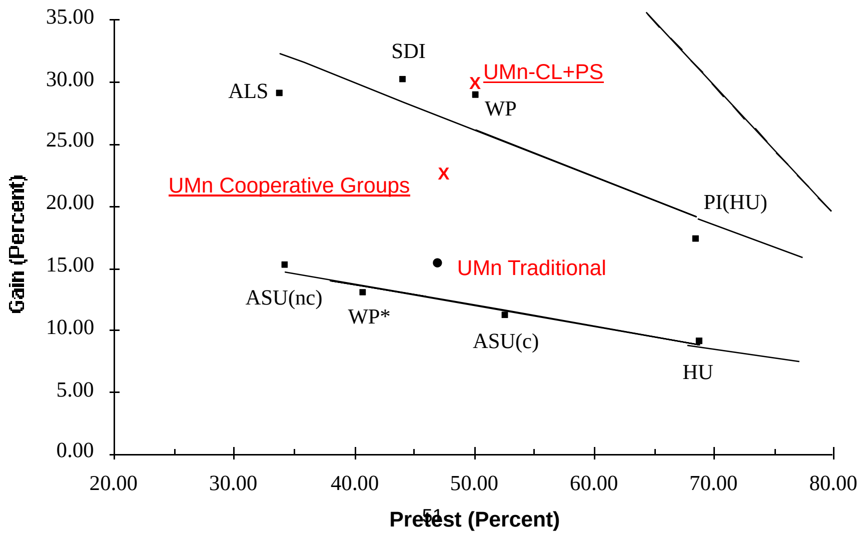
STEMTEC

Video: How Change Happens: Breaking the "Teach as You Were Taught" Cycle – Films for the Humanities & Sciences – www.films.com

Harvard – Derek Bok Center

Thinking Together & From Questions to Concepts: Interactive Teaching in Physics – www.fas.harvard.edu/~bok_cen/

The “Hake” Plot of FCI



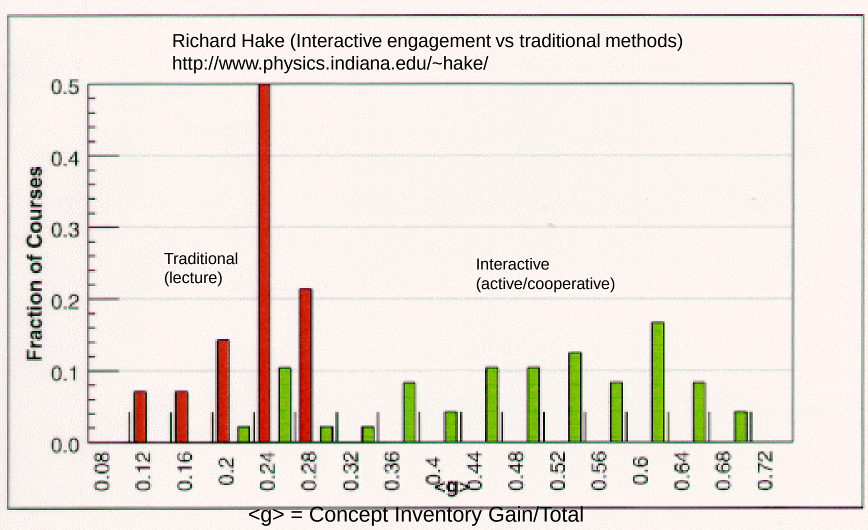


Fig. 2. Histogram of the average normalized gain <g>: dark (red) bars show the *fraction* of 14 traditional courses (N = 2084), and light (green) bars show the *fraction* of 48 interactive engagement courses (N = 4458), both within bins of width δ<g> = 0.04 centered on the <g> values shown.

III. CONCEPTUAL TEST RESULTS

A. Gain vs Pretest Graph - All Data

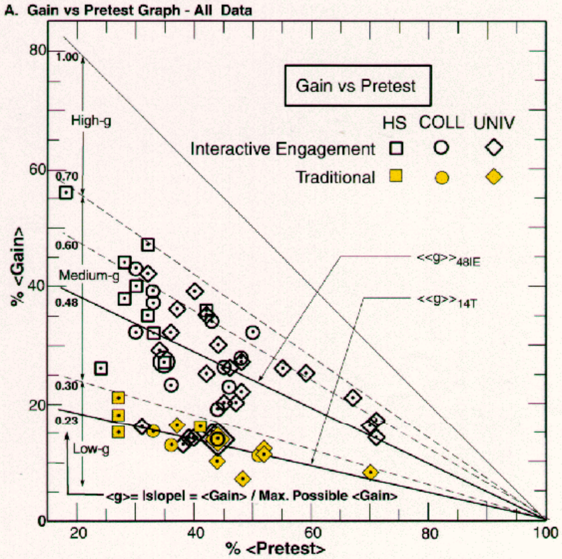


Fig. 1. %<Gain> vs %<Pretest> score on the conceptual Mechanics Diagnostic (MD) or Force Concept Inventory (FCI) tests for 62 courses enrolling a total N = 6542 students: 14 traditional (T) courses (N = 2084) which made little or no use of interactive engagement (IE) methods, and 48 IE courses (N = 4458) which made considerable use of IE methods. Slope lines for the average of the 14 T courses $<<g>>_{14T}$ and 48 IE courses $<<g>>_{48IE}$ are shown, as explained in the text.

Physics (Mechanics) Concepts: The Force Concept Inventory (FCI)

- A 30 item multiple choice test to probe student's understanding of basic concepts in mechanics.
- The choice of topics is based on careful thought about what the fundamental issues and concepts are in Newtonian dynamics.
- Uses common speech rather than cueing specific physics principles.
- The distractors (wrong answers) are based on students' common inferences.

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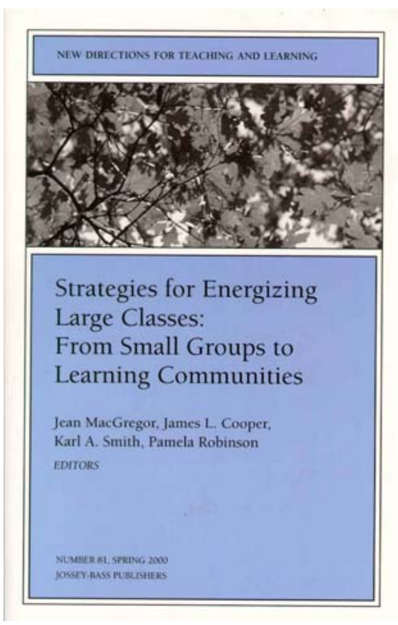
Informal Cooperative Learning Groups

Can be used at any time
Can be short term and ad hoc
May be used to break up a long lecture
Provides an opportunity for students to process material they have been listening to (Cognitive Rehearsal)
Are especially effective in large lectures
Include "book ends" procedure
Are not as effective as Formal Cooperative Learning or Cooperative Base Groups



Strategies for Energizing Large Classes: From Small Groups to Learning Communities:

Jean MacGregor,
James Cooper,
Karl Smith,
Pamela Robinson

New Directions for Teaching and Learning,
No. *81*, 2000.
Jossey- Bass

Session Summary
(Minute Paper)

Reflect on the session:

1. Most interesting, valuable, useful thing you learned.
2. Things that helped you learn.
3. Question, comments, suggestions.

4. Pace: Too slow 1 . . . . 5 Too fast
5. Relevance: Little 1 . . . 5 Lots
6. Instructional Format: Ugh 1 . . . 5 Ah

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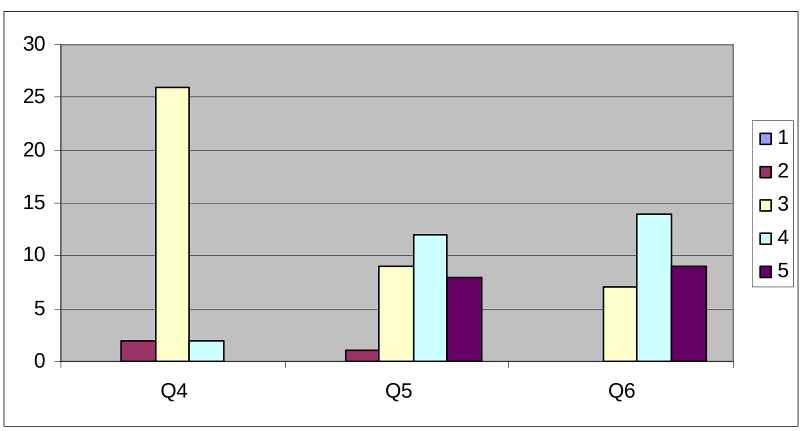
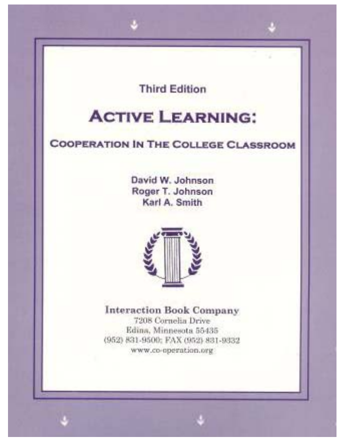
SDSU – July 2011 – Session 1 (7/19/11)



Q4 – Pace: Too slow 1 . . . . 5 Too fast (3.0)
Q5 – Relevance: Little 1 . . . 5 Lots (3.9)
Q6 – Format: Ugh 1 . . . 5 Ah (4.1)

Active Learning: Cooperation in the College Classroom

- **Informal** Cooperative Learning Groups
- **Formal** Cooperative Learning Groups
- Cooperative **Base** Groups



See Cooperative Learning Handout (CL College-804.doc)

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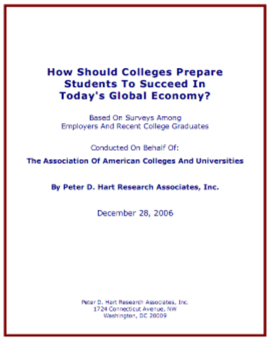
Formal Cooperative Learning Task Groups

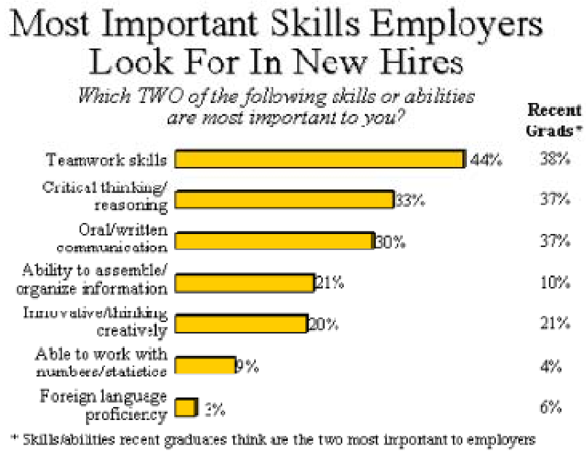

How Should Colleges Prepare Students To Succeed In Today's Global Economy?

Based On Surveys Among Employers And Recent College Graduates

Conducted On Behalf Of:
The Association Of American Colleges And Universities

By Peter D. Hart Research Associates, Inc.

December 28, 2006

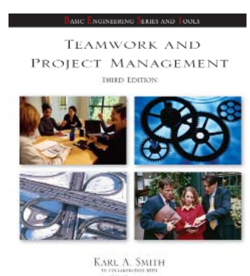


http://www.aacu.org/advocacy/leap/documents/Re8097abcombined.pdf

Top Three Main Engineering Work Activities

Engineering Total
- Design – 36%
- Computer applications – 31%
- Management – 29%

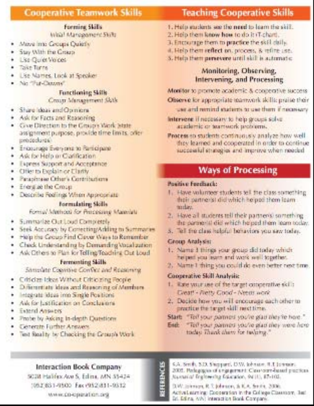
Civil/Architectural
- Management – 45%
- Design – 39%
- Computer applications – 20%



Burton, L., Parker, L, & LeBold, W. 1998. U.S. engineering career trends. *ASEE Prism*, *7*(9), 18-21.

Teamwork Skills

- Communication
  - Listening and Persuading
- Decision Making
- Conflict Management
- Leadership
- Trust and Loyalty



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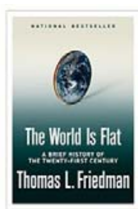
Ideo's five-point model for strategizing by design:
Hit the Streets
Recruit T-Shaped People
Build to Think
The Prototype Tells a Story
Design Is Never Done

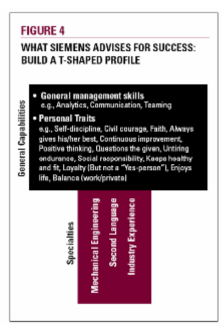
Design Thinking

Discipline Thinking



Tom Friedman
Horizontalize
Ourselves

CQ+PQ>IQ



AAC&U *College Learning For the New Global Century*

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Professor's Role in Formal Cooperative Learning

1. Specifying Objectives
2. Making Decisions
3. Explaining Task, Positive Interdependence, and Individual Accountability
4. Monitoring and Intervening to Teach Skills
5. Evaluating Students' Achievement and Group Effectiveness

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Formal Cooperative Learning – Types of Tasks

1. Jigsaw – Learning new conceptual/procedural material
2. Peer Composition or Editing
3. Reading Comprehension/Interpretation
4. **Problem Solving, Project, or Presentation**
5. Review/Correct Homework
6. Constructive Academic Controversy
7. Group Tests

Challenge-Based Learning

- Problem-based learning
- Case-based learning
- Project-based learning
- Learning by design
- Inquiry learning
- Anchored instruction

John Bransford, Nancy Vye and Helen Bateman. Creating High-Quality Learning Environments: Guidelines from Research on How People Learn

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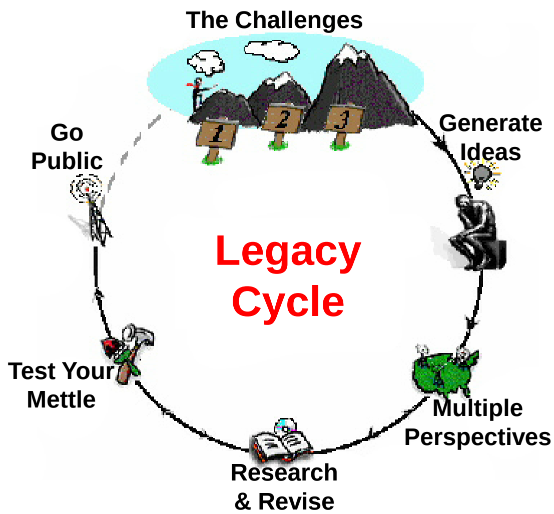
Challenge-Based Instruction with the Legacy Cycle



https://repo.vanth.org/portal/public-content/star-legacy-cycle/star-legacy-cycle

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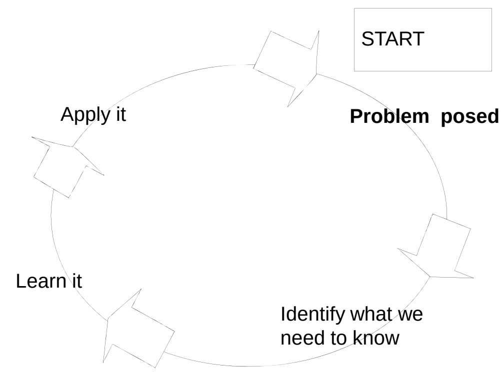
Problem-Based Learning



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Problem-Based Cooperative Learning

At M.I.T., Large Lectures Are Going the Way of the Blackboard

Jodi Hilton for The New York Times

The Massachusetts Institute of Technology has changed the way it offers some introductory classes. Prof. Gabriella Sciolla at a class on electricity and magnetism.

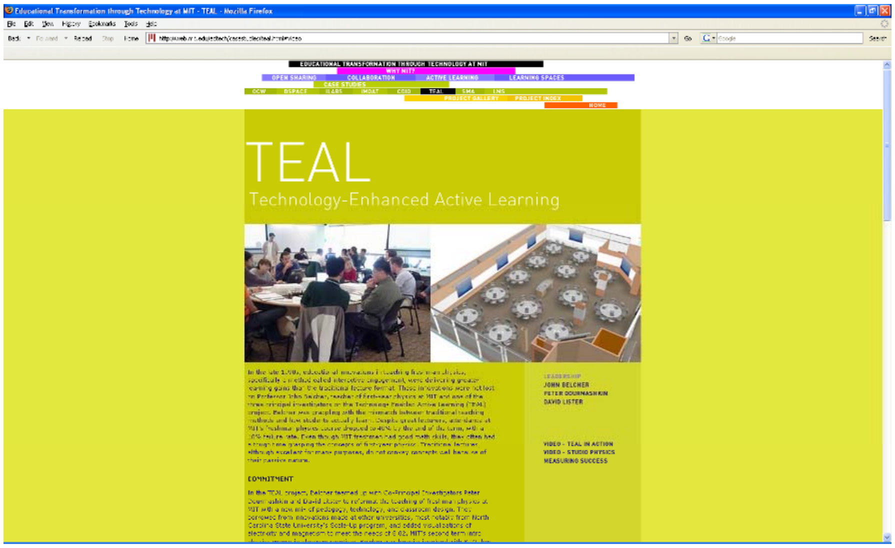
By SARA RIMER
Published: January 12, 2009

COMMENTS (00)
E-MAIL
PRINT
SINGLE PAGE

CAMBRIDGE, Mass. — For as long as anyone can remember, introductory physics at the Massachusetts Institute of Technology was taught in a vast windowless amphitheater known by its number,

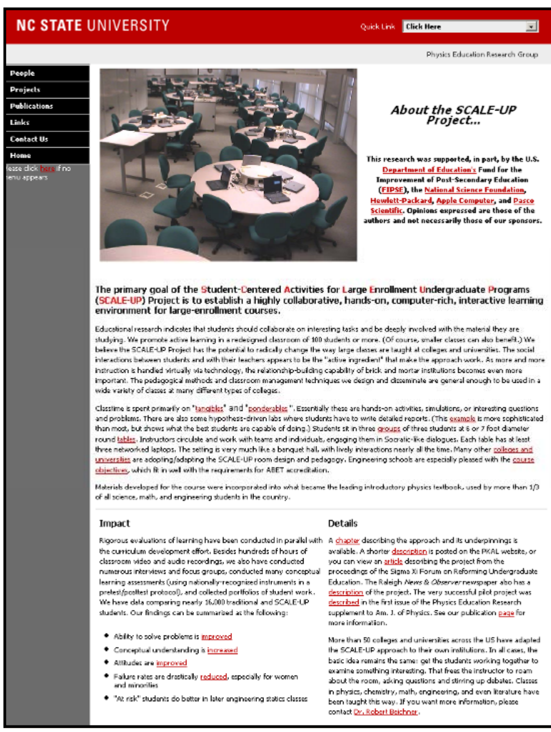
January 13, 2009—New York Times – http://www.nytimes.com/2009/01/13/us/13physics.html?em

70



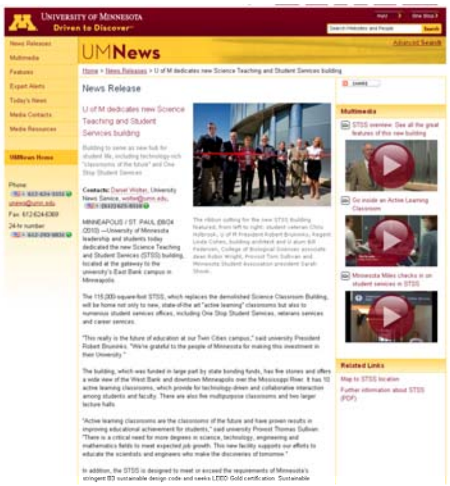
http://web.mit.edu/edtech/casestudies/teal.html#video

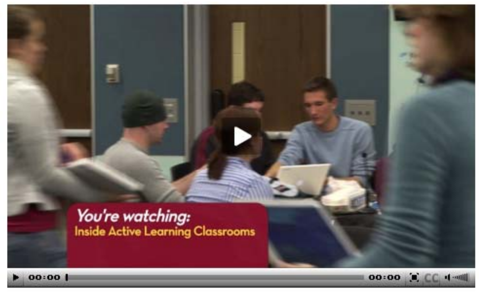
71



http://www.ncsu.edu/PER/scaleup.html

72





http://mediamill.cla.umn.edu/mediamill/embed/78755

http://www1.umn.edu/news/news-releases/2010/UR_CONTENT_248261.html

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PROBLEM-BASED LEARNING

- UD PBL articles and books
- UD PBL in the news
- Sample PBL problems
- UD PBL courses and syllabi
- PBL Clearinghouse
- PBL Conferences and Other PBL sites
- Institute for Transforming Undergraduate Education
- Other related UD sites

"How can I get my students to think?" is a question asked by many faculty, regardless of their disciplines. Problem-based learning (PBL) is an instructional method that challenges students to "learn to learn," working cooperatively in groups to seek solutions to real world problems. These problems are used to engage students' curiosity and initiate learning the subject matter. PBL prepares students to think critically and analytically, and to find and use appropriate learning resources. -- *Barbara Duch*

PBL2002:
A Pathway to Better Learning

Recipient of 1999 Hesburgh Certificate of Excellence

Please direct comments, suggestions, or requests to ud-pbl@udel.edu.
"http://www.udel.edu/pbl/"
Last updated March 13, 2004.

http://www.udel.edu/pbl/

Problem-Based Cooperative Learning

Karl A. Smith
Engineering Education – Purdue University
Civil Engineering - University of Minnesota
ksmith@umn.edu
http://www.ce.umn.edu/~smith

Estimation Exercise

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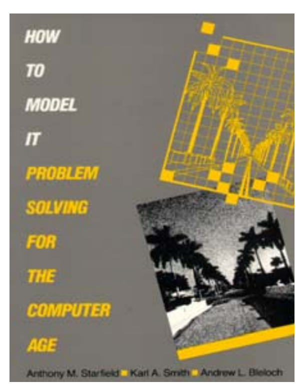
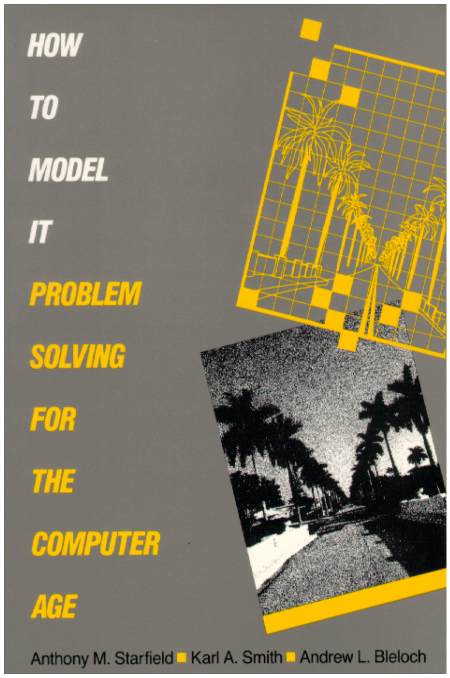
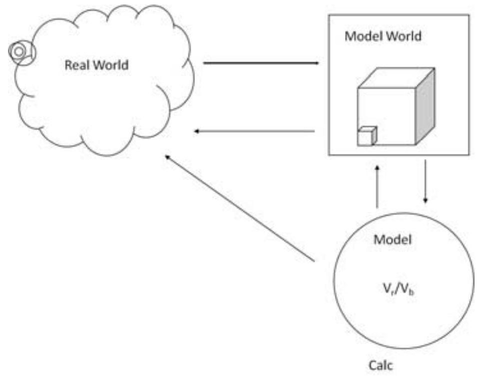
First Course Design Experience UMN – Institute of Technology

- Thinking Like an Engineer
- Problem Identification
- Problem Formulation
- Problem Representation
- Problem Solving



Problem-Based Learning





*Based on First Year Engineering course – Problem-based cooperative learning approach published in 1990.

Problem Based Cooperative Learning Format

TASK: Solve the problem(s) or Complete the project.

INDIVIDUAL: Estimate answer. Note strategy.

COOPERATIVE: One set of answers from the group, strive for agreement, make sure everyone is able to explain the strategies used to solve each problem.

EXPECTED CRITERIA FOR SUCCESS: Everyone must be able to explain the strategies used to solve each problem.

EVALUATION: Best answer within available resources or constraints.

INDIVIDUAL ACCOUNTABILITY: One member from your group may be randomly chosen to explain (a) the answer and (b) how to solve each problem.

EXPECTED BEHAVIORS: Active participating, checking, encouraging, and elaborating by all members.

INTERGROUP COOPERATION: Whenever it is helpful, check procedures, answers, and strategies with another group.

Cooperative Base Groups

- Are Heterogeneous
- Are Long Term (at least one quarter or semester)
- Are Small (3-5 members)
- Are for support
- May meet at the beginning of each session or may meet between sessions
- Review for quizzes, tests, etc. together
- Share resources, references, etc. for individual projects
- Provide a means for covering for absentees

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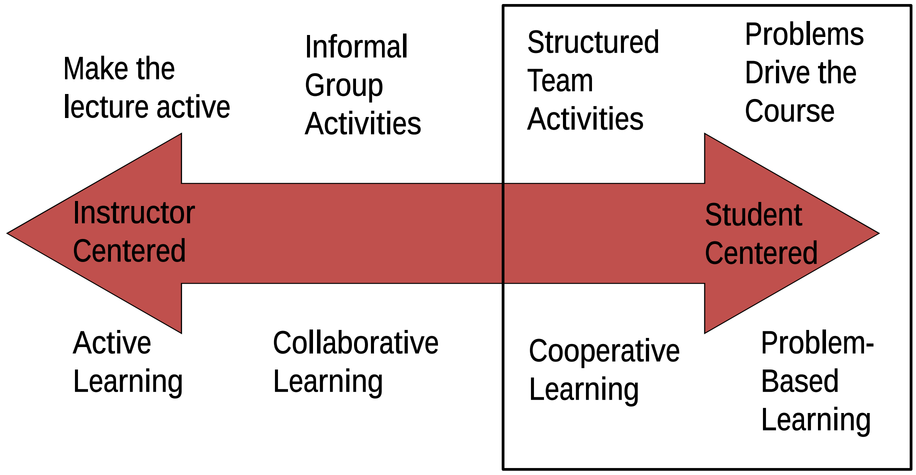
Designing and Implementing Cooperative Learning

- Think like a designer
- Ground practice in robust theoretical framework
- Start small, start early and iterate
- Celebrate the successes; problem-solve the failures

The Active Learning Continuum



Prince, M. (2010). NAE FOEE

*My work is situated here – Cooperative Learning & Challenge-Based Learning

Design and Implementation of Cooperative Learning – Resources

- Design Framework – How People Learn (HPL) & Backward Design Process
  - Streveler, R.A., Smith, K.A. and Pilotte, M. 2011. Aligning Course Content, Assessment, and Delivery: Creating a Context for Outcome-Based Education – http://www.ce.umn.edu/~smith/links.html
  - Bransford, Vye & Bateman. 2002. Creating High Quality Learning Environments -- http://www.nap.edu/openbook/0309082927/html/
  - Pellegrino – Rethinking and redesigning curriculum, instruction and assessment: What contemporary research and theory suggests. http://www.skillscommission.org/commissioned.htm
  - Smith, K. A., Douglas, T. C., & Cox, M. 2009. Supportive teaching and learning strategies in STEM education. In R. Baldwin, (Ed.). Improving the climate for undergraduate teaching in STEM fields. New Directions for Teaching and Learning, 117, 19-32. San Francisco: Jossey-Bass.
- Content Resources
  - Donald, Janet. 2002. Learning to think: Disciplinary perspectives. San Francisco: Jossey-Bass.
  - Middendorf, Joan and Pace, David. 2004. Decoding the Disciplines: A Model for Helping Students Learn Disciplinary Ways of Thinking. New Directions for Teaching and Learning, 98.
- Cooperative Learning - Instructional Format explanation and exercise to model format and to engage workshop participants
  - Cooperative Learning (Johnson, Johnson & Smith)
    - Smith web site – www.ce.umn.edu/~smith
  - Smith (2010) Social nature of learning: From small groups to learning communities. New Directions for Teaching and Learning, 2010, 123, 11-22 [NDTL-123-2-Smith-Social_Basis_of_Learning-.pdf]
  - Smith, Sheppard, Johnson & Johnson (2005) Pedagogies of Engagement [Smith-Pedagogies_of_Engagement.pdf]
  - Cooperative learning returns to college: What evidence is there that it works? Change, 1998, 30 (4), 26-35. [CLReturnstoCollege.pdf]
- Other Resources
  - University of Delaware PBL web site – www.udel.edu/pbl
  - PKAL – Pedagogies of Engagement – http://www.pkal.org/activities/PedagogiesOfEngagementSummit.cfm
  - Fairweather (2008) Linking Evidence and Promising Practices in Science, Technology, Engineering, and Mathematics (STEM) Undergraduate Education - http://www7.nationalacademies.org/bose/Fairweather_CommissionedPaper.pdf

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