Lesson Planning and the Learning Cycle: Engaging 21st Century College Students

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Classroom Engagement Challenges
Who are Generation NeXters?

• 18 to 26-year-old college students . . .
• . . . Whose educational and social characteristics, and consumer approach to education don’t fit with what schools traditionally offer

• http://www.collegehunterblog.com/wp-content/uploads/2008/02/college_students.jpg
• Taylor et al.
Traditionals

• Born before 1944 (60+)
• Influenced by WWII & Depression
• Values: Duty, Discipline, Thrift, Personal Sacrifice over personal gratification
• Respect for traditional hierarchies/vertical authority
Baby Boomers

• Born between 1945 & 1964 (44+ yrs old)
• Most faculty & administration today
• Raised in affluence...special, advantaged, lucky
• Values: individuality, creativity, personal fulfillment, learning for learning’s sake
Generation X

• Born 1965-1979 (30+ yr-olds)
• Most women worked outside the home; not all adults chose to have kids; tough time to be a kid—low priority
• Good short term problem-solving skills
• Technology savvy
• Pragmatic, cynical, skeptical
Millennials or NeXters?

• Millennials (Howe & Strauss)
  – Extremely focused on grades & performance
  – Conventional conformists; respectful of norms & institutions
  – Very busy (extracurricular activities)
  – Interested most in math and science
  – Desire a secure regulated environment
Generation NeXt

- Consumer Orientation
- Entertainment Orientation
- Techno-literate
- Instant Gratification
- Self-Interested
- Cynical
- Stressed
- Intellectually disengaged
- Civility Issues
- Self-Efficacy Issues
- Negotiation

College Students Today
Engaging NeXters....Arghh!

1) Developmental approach
2) Clarify learning outcomes and behavioral objectives (early & often)
3) Consistency
4) Lighten up
5) Learner-centered pedagogy
Learning Styles Research

• Pros
  – Learner centered
  – Varied teaching strategies

• Cons
  – Atheoretical
  – Terms and definitions
  – Labeling
  – Measurement tools
Cycle of Learning
[Based on Kolb (1984) and Dewey (1934)]
Kolb’s Cycle of Learning

Feeling (CE)
Grasp Via
Apprehension

Doing (AE)
Grasp Via
Comprehension

Thinking (AC)

Watching (RO)
Knowing Your Learning Style Preferences

• Why?
  – So you don’t overlook addressing all stages when you teach.

• How?
  – Learning Styles Quiz
Learning Styles
Activity & Discussion

- Feeling
- Watching
- Thinking
- Doing
Learning Styles
Activity & Discussion

Feeling
- Discussions
- Breadth of Examples
- Video Clips
- Logically ordered lectures
- Visually reinforced notes
- Clear explanations, definitions

Watching
- Practical applications to real world/jobs
- Bottom line

Thinking
- Activities
- Applications
- Group work
- Creative projects

Doing
- Thinking
- Watching
- Feeling
- Doing
Applying What You’ve Learned to a Lesson

Plan

• Balance:
  – Lecture
  – Discussion
  – Experiential learning
  – Synthesis

• Consider:
  – Simultaneous occurrence
  – Point of entry
  – Time constraints
  – Formative assessment

Creative Activities & Group work

Discussions, Variety of Personal Examples

Practical Applications, Rationale, Synthesis

Traditional Lectures
Lesson Planning: Preparation Phase

- Goal(2): Overarching purpose
- Rationale(3): So what?
- Instructional Objectives(4): Specific behavioral things students will do
- Performance Criteria (4): How you will measure student achievement of each objective (assessment)
Lesson Planning: Delivery Phase

• Lecture
  – Key Terms & abstract concepts
    • Definitions, explanations, examples, analogies

• Discussion
  – Teacher-Student, Student-Teacher,
  – Student-Student

• Application
  – Use concepts for real problems

• Synthesis
  – Summary, take-home point and/or enduring question
Lesson Planning:
Assessment & Evaluation Phase

- Assignment descriptions and rubrics (grading criteria)
- Examination questions and rubrics (grading criteria)
- Informal Formative and Summative Assessment
What is our role? To round the cycle of learning in each class period