

The Pavlovian tendencies of the student body.

Chris Rolph

Engagement

“Lecturing is that mysterious process by means of which the contents of the note-book of the professor are transferred through the instrument of the fountain pen to the note-book of the student without passing through the mind of either.”

Miller, 1927



WHO ARE YOU?



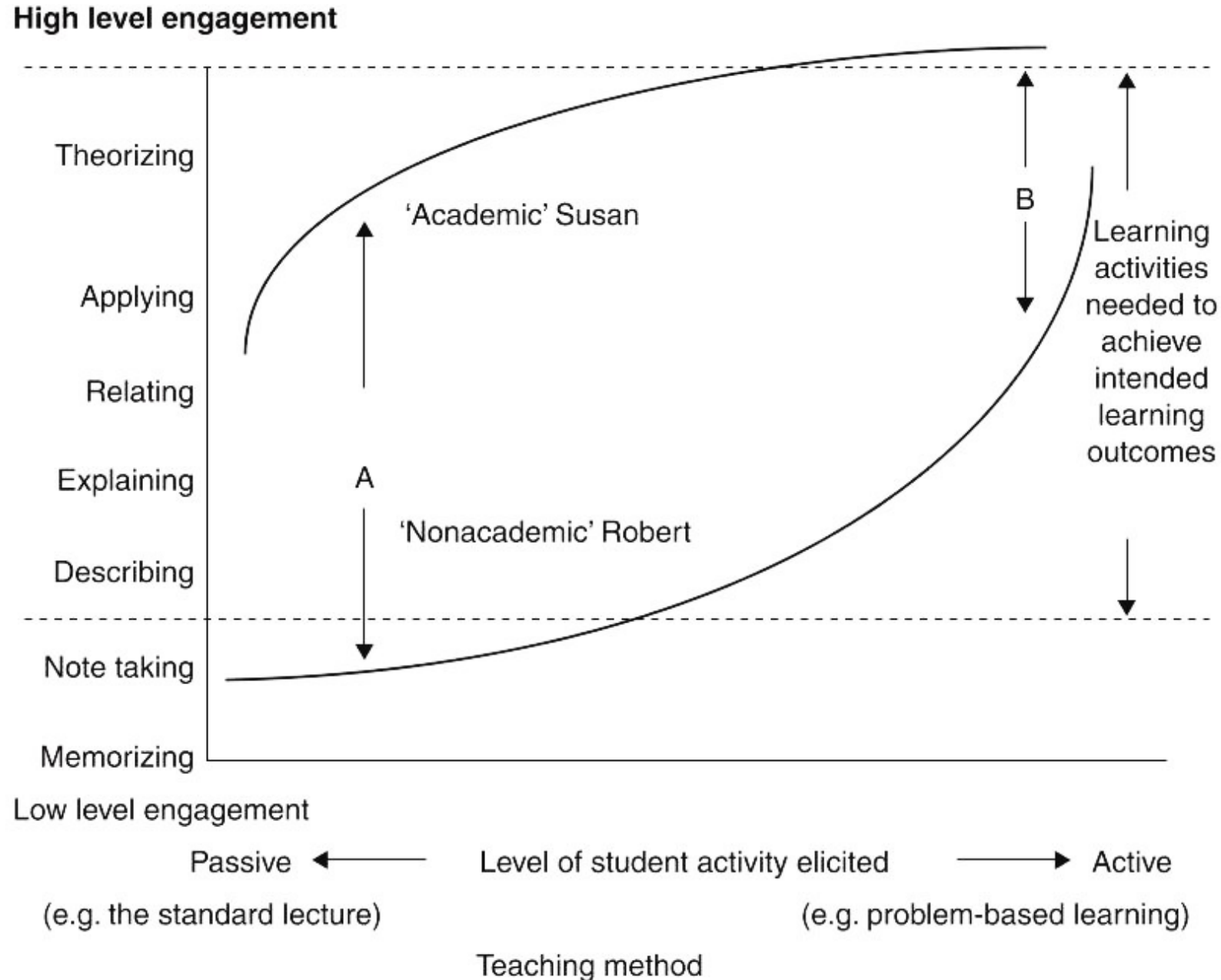
HOW DO YOU TEACH?



STUDENT
ACTIVITY



- create
- evaluate
- synthesize
- analyse
- apply
- understand
- remember



Biggs & Tang 2011



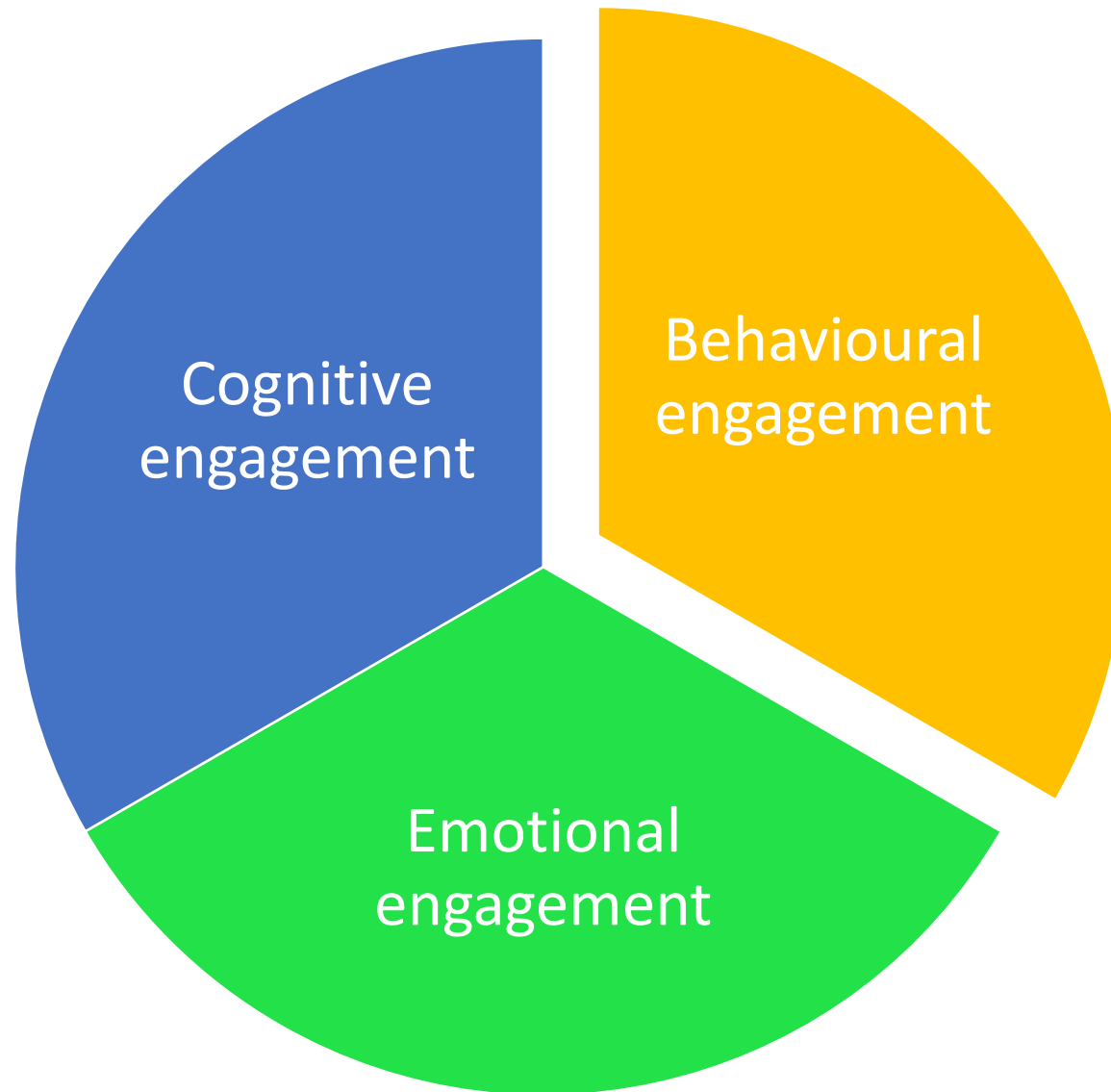
How many lines are there in a sonnet?

Sonnet 18: William Shakespeare

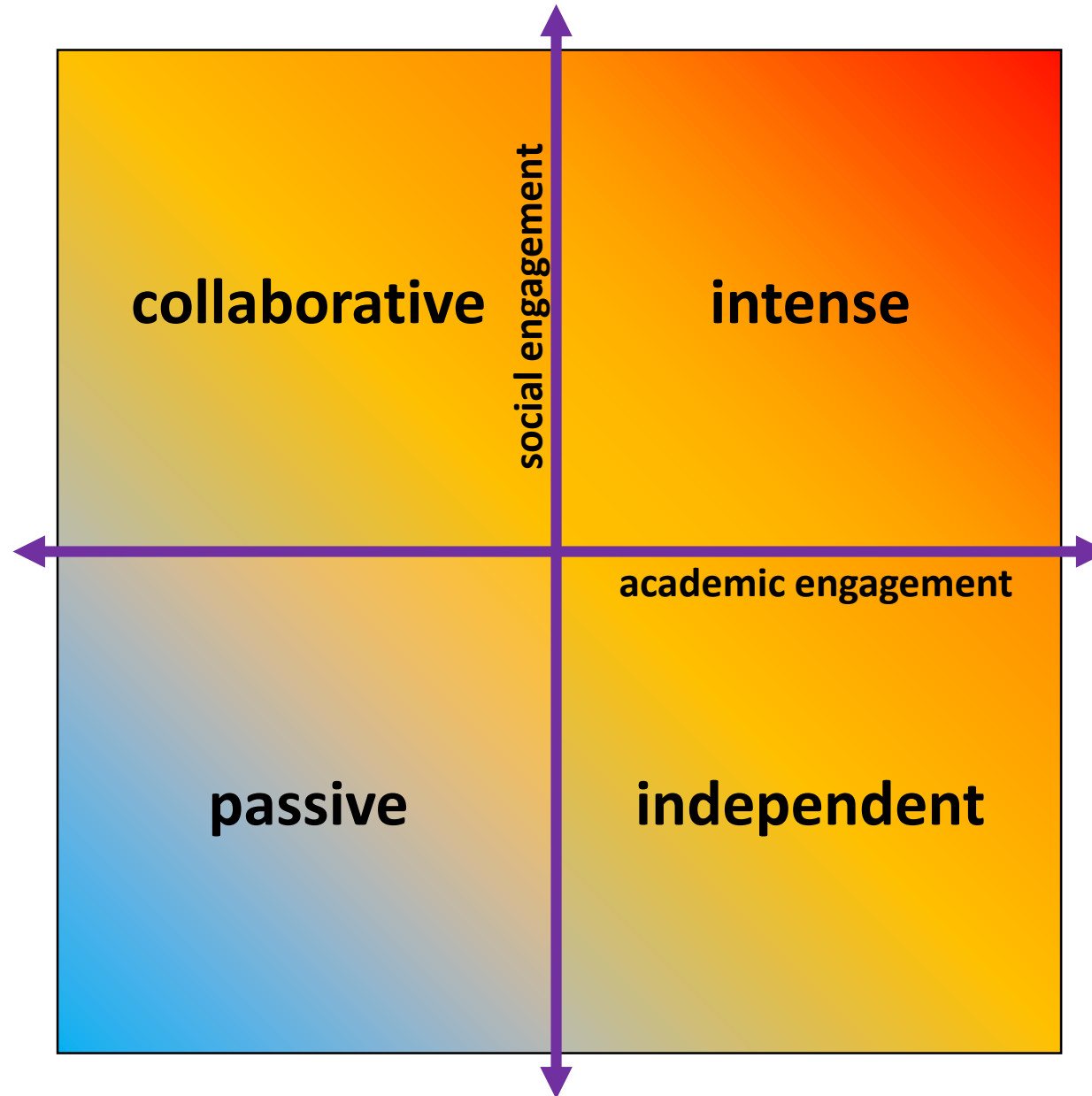
Shall I compare thee to a Summer's day?

Shall I compare thee to a summer's day?
Thou art more lovely and more temperate:
Rough winds do shake the darling buds of May,
And summer's lease hath all too short a date:
Sometime too hot the eye of heaven shines,
And often is his gold complexion dimm'd;
And every fair from fair sometime declines,
By chance or nature's changing course untrimm'd;
But thy eternal summer shall not fade
Nor lose possession of that fair thou owest;
Nor shall Death brag thou wander'st in his shade,
When in eternal lines to time thou growest:
So long as men can breathe or eyes can see,
So long lives this and this gives life to thee.

perceived
activity \neq **engagement**
with content



Fredricks et al 2004



Coates 2007







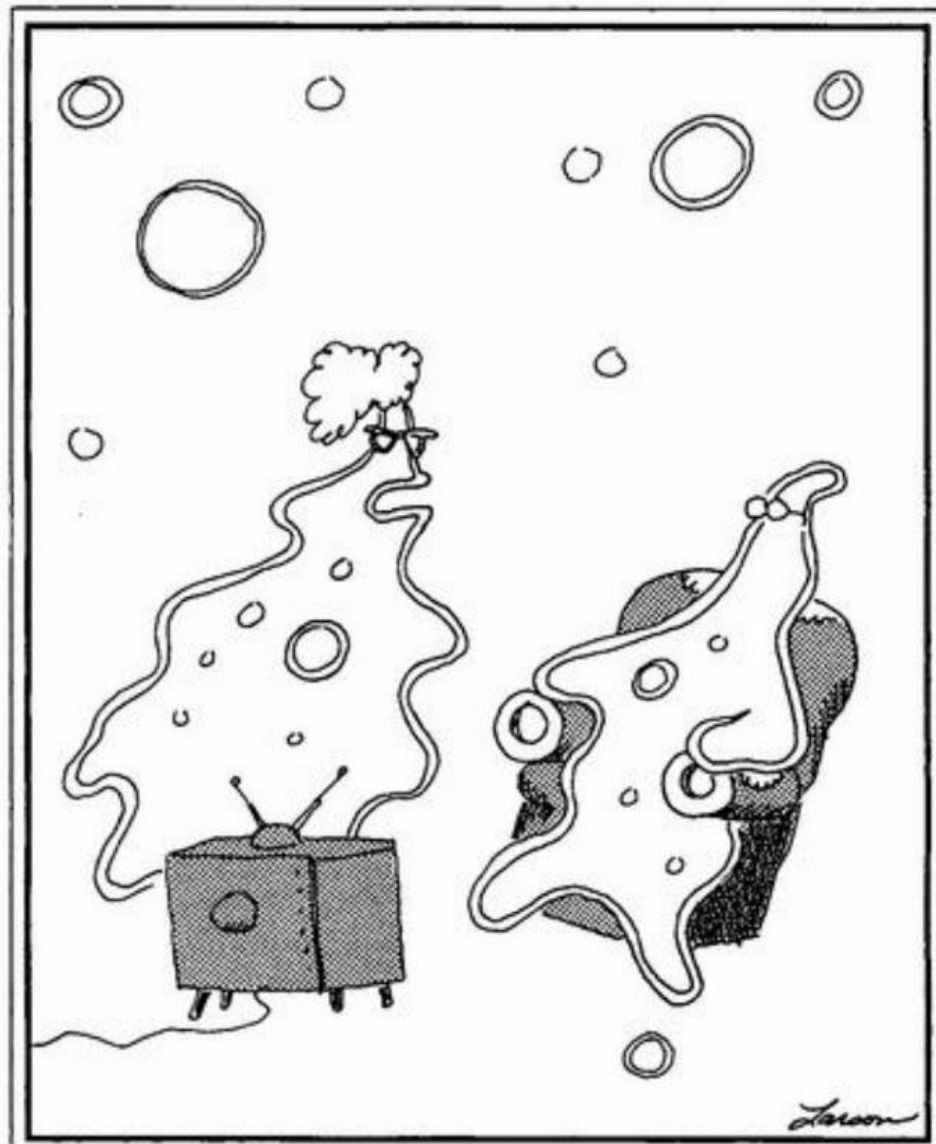
Behaviourism

Learning is based on the conditioned response to external stimuli.

- May be characterised by rewards and punishment
- Learning = skills developed, information retained
- Teaching involves practice, drilling, repetition & rote learning

(James, 2006)





"Stimulus, response! Stimulus, response! Don't you ever think?"

Cognitivism

Learning is a mental activity involving internal coding and organisation.

- The learner plays an active part in the process
- Emphasis is often on what learners know rather than what they do
- Teaching focus is on making knowledge meaningful

(Yilmaz 2011)



$$e^{\pi i} = -1$$

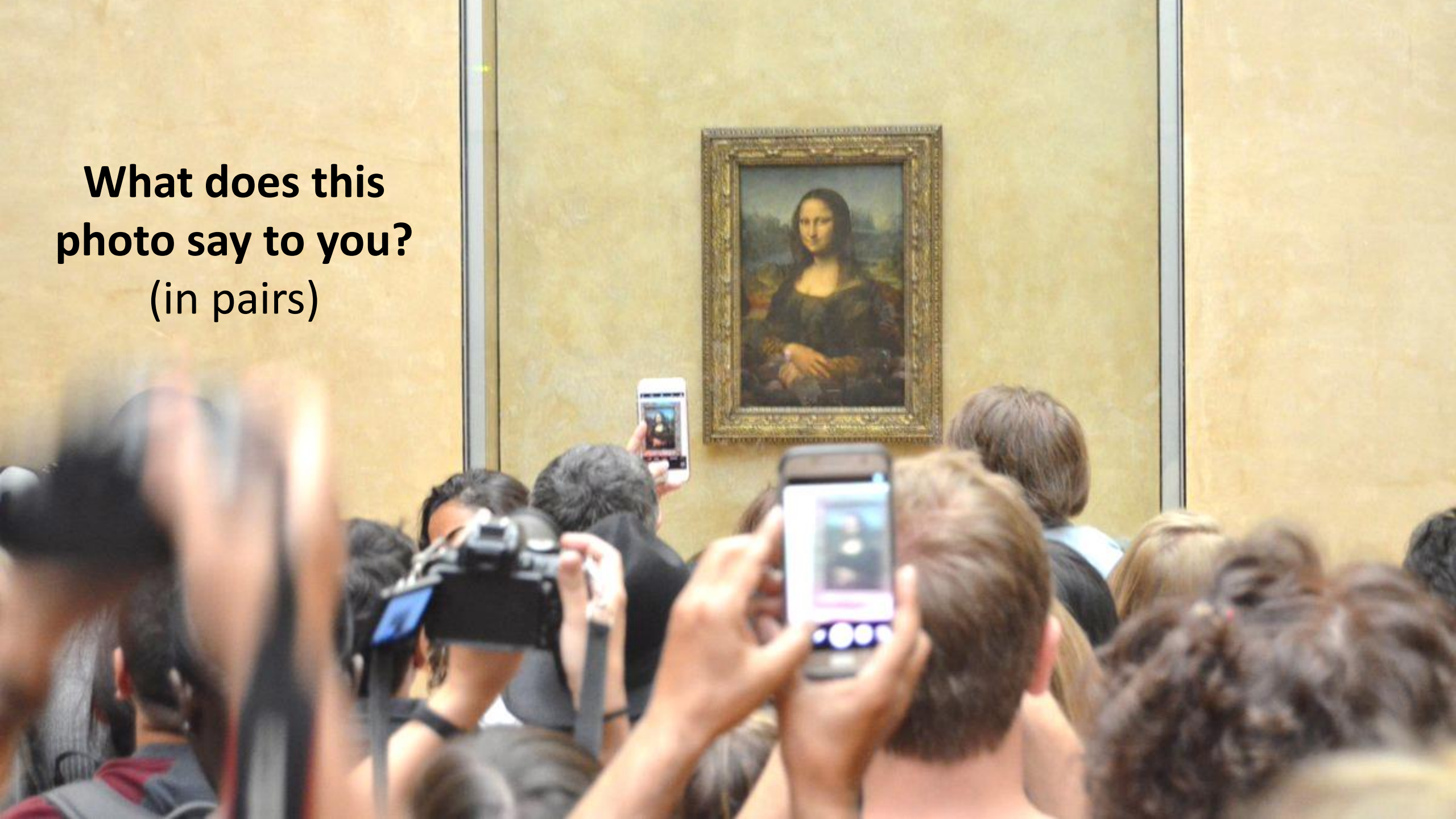
*I'd strike the sun if it
insulted me.*



Why the
dinosaur?



**What does this
photo say to you?
(in pairs)**



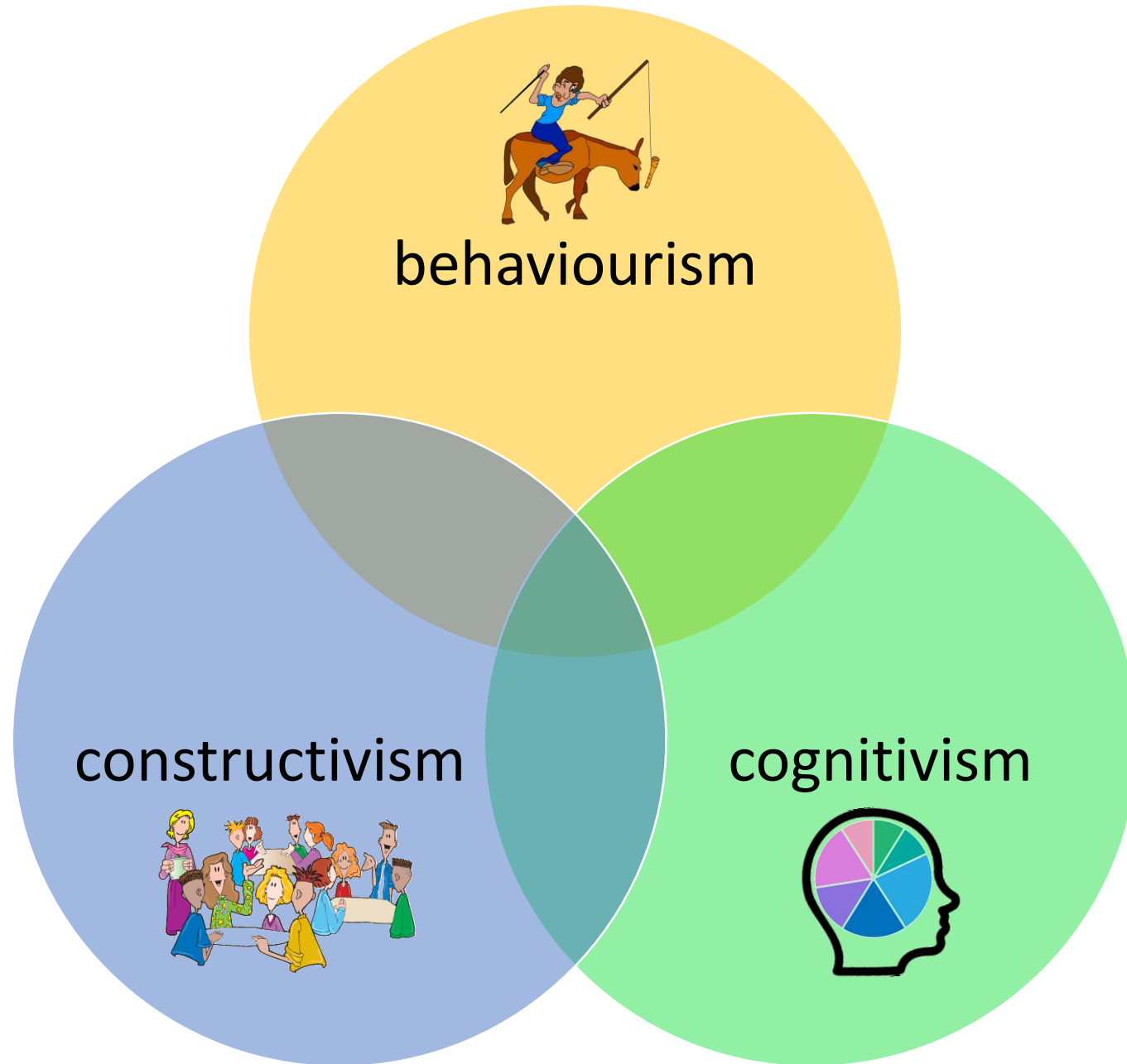
Constructivism

Learning is developed by the individual, building on what is already known.

- Knowledge is fundamentally personal
- Knowledge depends on experiences in the learning environment
- Social interactions contribute to learning

(Bostock 1998)





Behaviourism

Learning is based on the conditioned response to external stimuli.

- May be characterised by rewards and punishment
- Learning = skills developed, information retained
- Teaching involves **practice, drilling, repetition & rote learning**

(James, 2006)



You talk, we write!



1000

20

30

1000

1020

10

1000

20

4100





Without touching either the cups or the rubber band, what is the highest tower you can build?





“the nature and quality of
relationship interactions
between teachers and
students are fundamental to
understanding student
engagement”

Pianta et al 2012

References

Biggs, J., Tang, C. 2011. *Teaching for Quality Learning at University*. Milton Keynes: OUP.

Bostock, S.J. 1998. *Constructivism in mass higher education: a case study*. British Journal of Educational Technology 29 (3) pp.225-240

Coates, H. 2007. *A Model of Online and General Campus-Based Student Engagement*. *Assessment and Evaluation in Higher Education* 32 (2), pp. 121–141.

Fredricks, J.A., Blumenfeld, P.C., Paris, A.H. 2004. *School Engagement: Potential of the Concept, State of the Evidence*. *Review of Educational Research* 74 (1) pp.59–109.

James, M. 2006. *Assessment, teaching and theories of learning*. In Gardner, J. (ed), *Assessment and learning*. London: Sage.

Miller, H.L. 1927. *Creative learning and teaching*. New York: Scribner.

Pianta, R.C., Hamre, B.K., Allen, J.P. 2012 *Teacher-student relationships and engagement: conceptualizing, measuring and improving the capacity of classroom interactions*. In Christensen, S.L., Reschly, A.L., Wylie, C. (eds) *Handbook of research on student engagement*. London: Springer pp.365-386.

Yilmaz, K. 2011. *The Cognitive Perspective on Learning: Its Theoretical Underpinnings and Implications for Classroom Practices*. *The Clearing House: A Journal of Educational Strategies, Issues and Ideas*, 84 (5) pp. 204-212.