

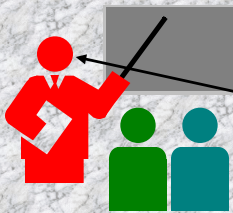
A Few Principles of Learning

Adapted from
 Angelo, T. A. (1993) A Teacher's
 Dozen: Fourteen General, Research-
 Based Principles for Improving
 Higher Learning in Our Classrooms.
*American Association of Higher
 Education Bulletin.*

Active Learning is the Key to Student Understanding

- What the students are doing -- not what the teacher is doing-- determines what is learned.

A Typical Use of Class Time



- The professor is:
 - ~~People learn to do~~ Speaking
 - ~~what they practice~~ Showing
 - ~~down~~ Teaching
 - ~~Illustrating~~ Demonstrating
 - ~~most practicing~~ Illustrating
 - ~~thinking?~~ thinking?

Learning requires focused attention, and awareness of the importance of what is to be learned.

- Attention (at some level) is a prerequisite to all learning.
- What does this say about being “entertaining?”

To be remembered, new information must be meaningfully connected to prior knowledge.

- How do we know what knowledge students already have?
- How do we combat “false” connections?


Unlearning what is already known is often more difficult than learning new information.

- ... suggests frequent diagnostics

Mastery requires practice

- Single exposure is rarely enough.
- Practice implies activity on the part of the learner.

An alternative...

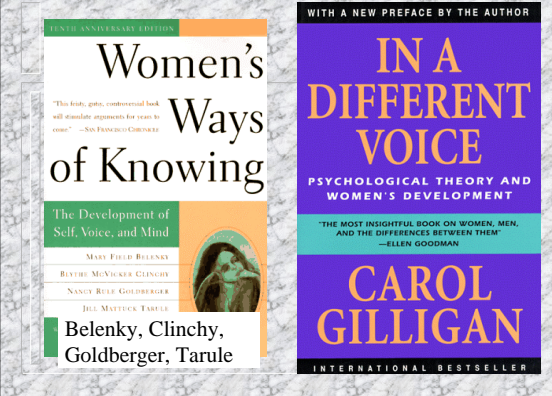


- ~~Students are:~~ *are students*
- ~~The professor is:~~ *is:*
- ~~Coaching~~ *Coaching*
- ~~Overseeing practice~~ *Overseeing practice*
- ~~Guiding~~ *Guiding*
- ~~Monitoring~~ *Monitoring*
- ~~Helping~~ *Helping*
- ~~Modifying~~ *Modifying*
- ~~Evaluating~~ *Evaluating*
- ~~Writing~~ *Writing*
- ...
- ~~Summarizing~~ *Summarizing*
- ...

Epistemological Development

(first, controversy alert)

- Dualism
 - 1: Authority dictates truth, only one position is possible
 - 2: Other positions may exist, but they are wrong
- Multiplicity
 - 3: Though there are conflicting "truths," the situation is temporary-- more info will sort it out
 - 4: Perhaps we'll never know-- nihilism?



Women's Ways of Knowing
The Development of Self, Voice, and Mind
MAY FIELD BELENKY
BETHIE MCVICKER CLINCHY
NANCY REEF GOLDBERGER
JUL MATTING TARULE
Belenky, Clinchy, Goldberger, Tarule

WITH A NEW PREFACE BY THE AUTHOR
IN A DIFFERENT VOICE
PSYCHOLOGICAL THEORY AND WOMEN'S DEVELOPMENT
"THE MOST INSIGHTFUL BOOK ON WOMEN, MEN, AND THE DIFFERENCES BETWEEN THEM"
—ELLEN GOODMAN
CAROL GILLIGAN
INTERNATIONAL BESTSELLER

Epistemological Development (cont)

- Relativism
 - 5: Knowledge is relative, contingent, contextual. Individual responsibility for meaning making.
- Developing relativism, including commitment within relativism.