

Teacher-Student Dynamics

Content

Education Philosophy Determines
Teacher – Student Dynamics

UUC Mission Accomplishment
Matrix

Harnessing Digital Resources

Assessment



Two Prevailing Education Philosophies

Learning as Consumption

Teacher-centered, fragmented curriculum, students working in isolation, memorizing facts.

Time based

Focus: memorization of discrete facts

Lessons focus on the lower level of Bloom's Taxonomy – knowledge, comprehension and application

Textbook-driven

Passive learning

Learners work in isolation

Learning as Production

Student-centered, holistic learning projects that integrate multiple skills development

Outcome based

Focus: what students Know, Can Do and Are Like after all the details are forgotten

Learning is designed on upper levels of Blooms' – synthesis, analysis and evaluation (and include lower levels as curriculum is designed down from the top)

Research Driven

Active Learning

Learners work collaboratively with classmates and others around the world

UUC Mission Accomplishment Matrix

Has to be innovative

Has to develop individual skills in the context of community

Has to be consistent with the development needs of the individual

Has to be consistent with 21st Century Content Knowledge and Skills

Has to be consistent with Ethiopia's development needs



Education as Production: Harnessing Digital Resources

Ethical Considerations

Harmony
Wisdom
Power

Dynamic Methodologies

Project Based Learning
Action Research
Appreciative Inquiry

Free Asynchronous Courses

[MIT Open Courseware](http://ocw.mit.edu/index.htm) (
<http://ocw.mit.edu/index.htm>)

[Open Yale Courses](http://oyc.yale.edu/)
(<http://oyc.yale.edu/>)

[Harvard Open Learning Initiative](http://www.extension.harvard.edu/open-learning-initiative)
(
<http://www.extension.harvard.edu/open-learning-initiative>)

[Top 10 Universities with Free Courses Online](http://www.jimmyr.com/blog/1-Top-10-Universities-With-Free-Courses-Online.php) (
<http://www.jimmyr.com/blog/1-Top-10-Universities-With-Free-Courses-Online.php>)

[Open Culture](http://www.openculture.com/freeonlinecourses) (
<http://www.openculture.com/freeonlinecourses>)



Effective Assessments

Explicit Expectations and Examples: The Syllabus

Syllabus Characteristics and Syllabus Content	
Teaching Philosophy and Methods	Course Description
Prerequisites	Course Goals
Learning Objectives: use templates and rubrics to delineate all steps in meeting objectives	Learning Resources: texts, websites, multimedia, other
Professor Contact Information	Course Schedule: include all due dates, office hours
Student Academic Support	Academic Honors
Grading: use rubrics and examples	



Multiple Intelligences

Howard Gardner's definition of intelligence: "a biopsychological potential to process information that can be activated in a cultural setting to solve problems or create products that are of value in a culture."

Spatial

Bodily-kinesthetic

Linguistic

Musical

Logical-Mathematical

Interpersonal

Naturalistic

Intrapersonal

Spiritual



Learning Styles

Visual: You prefer using pictures, images, and spatial understanding

Aural: You prefer using sound and music

Verbal: You prefer using words, both in speech and writing

Physical: You prefer using your body, hands and sense of touch

Logical: You prefer using logic, reasoning and systems

Social: You prefer to learn in groups or with other people

Solitary: You prefer to work alone and use self-study



Difference Between Multiple Intelligences and Learning Styles

“The concept of (learning) style designates a general approach that an individual can apply equally to an indefinite is a capacity, with its component computational processes, that is geared to a specific content in the world. These contents (with their yoked intelligences) range from the sounds of language to the sounds of music to objects of the natural or the man-made world...Perhaps the decision about *how* to use one’s favored intelligences reflects one’s preferred style.” (Gardner, *Intelligence Reframed: Multiple Intelligences*, pp. 83-84)



Learning as Production

Implications for Multiple Intelligences

Implications for Learning Styles

Implications for Harnessing Digital Resources

