



New in Pedagogy Research: Student Perceptions and Effective Teaching

Monday, March 20, 2017

2:00-3:15pm

ND Room, 202 LaFortune Center



Facilitators:

Rachel Banke; rbanke@nd.edu

Erik-John Fuhrer; efuhrer@nd.edu

Reflection:

What assumptions do you bring into your classroom?

Write a Student Survey:

What assumptions and understandings do your students bring to the classroom with them?

Write clear, specific questions that will help you to take action. Contact kaneb@nd.edu for additional help in writing or administering a mid-semester student survey.

What are students' study habits and assumptions about how learning works?

Active recall in studying

"A majority of students repeatedly read their notes or textbook (despite the limited benefits of this strategy), but relatively few engage in self-testing or retrieval practise while studying. We propose that many students experience *illusions of competence* while studying and that these illusions have significant consequences for the strategies students select when they monitor and regulate their own learning."

Karpicke, J. D., Butler, A. C., & Roediger, H. L. (2009). Metacognitive Strategies in Student Learning: Do Students Practise Retrieval when they Study on their Own? *Memory*, (17) 4, 471-479.

"Massed" versus "interleaved" studying

"The *commonalities* among one painter's works that the students learned through massed practice proved less useful than the *differences* between the works of multiple painters that the students learned through interleaving. Interleaving enabled better discrimination and produced better scores on a later test that required matching the works with their painters... Despite these results, the students who participated in these experiments persisted in preferring massed practice, convinced that it served them better. Even after they took the test and could have realized from their own performance that interleaving was the better strategy for learning, they clung to their belief that the concentrated viewing of paintings by one artist was better."

Brown, P. C., Roediger, H. L., & McDaniel, M.A. (2014). *Make it Stick: The Science of Successful Learning*. Harvard University Press, 54.

Notetaking

"The rationale for not providing notes, or for providing notes with blanks, then, was not always clear to the students who commented on this. None of the interviewees who mentioned issues of attendance, however, said that they would miss lectures because they had lecture notes. But they all understood that some students might choose to do so."

Van der Meer, J. (2012). Students' Note-Taking Challenges in the Twenty-First Century: Considerations for Teachers and Academic Staff Developers. *Teaching in Higher Education*, (17) 1, 13-23.

Technology in the classroom

“Students often self-report a belief that laptop in class are beneficial.... However, even when distractions are controlled for, laptop use might impair performance by affecting the manner and quality of in-class note taking.”

Muller, P. A., & Oppenheimer, D. M. (2014). The Pen is Mightier than the Keyboard: Advantages of Longhand Over Laptop Note Taking. *Psychological Science*, 25 (6), 1159-1168.

Independence in learning

“College students believe that they work hard in lecture style classes in order to get a good grade, they strongly believe that they learn a great deal with this method, and they believe that their retention of the material will be long-lasting....However, some of students' perceptions were completely consistent with what active learning proponents believe are the negative characteristics of the lecture-type class. Students report that they did not learn course material from their classmates or assigned readings. They acknowledged that they relied on the teacher to tell them what they needed to know. They very strongly disagreed with the idea that they had to determine what was important to know and learn it themselves. However, students did not believe these characteristics were inconsistent with the development of independent thinking and problem solving, and deep, long-lasting learning.”

Covill, A. E. (2011). College Students' Perceptions of the Traditional Lecture Method. *College Student Journal*, 45 (1), p. 92-101.

Reflection:

Do your students understand how their own learning works?

What can you do in class to address some of these misunderstandings?

What do students look for in an instructor?

What traits do students expect in instructors?

“One thing that is striking is the overall expectation that students have of instructors. Results here suggest students have high expectations for instructors to have many positive personality traits, as well as strong teaching skills and content knowledge. Students from this sample reported strong agreement with wanting an instructor who was approachable, enthusiastic, positive, knowledgeable (about content and technology), organized, consistent, friendly, quick to respond, and strong teaching skills.”

Trammel, B. A., & Rosalie, S. A., (2016). Undergraduate Students' Perspectives of Essential Instructor Qualities. *Journal of the Scholarship of Teaching and Learning*, 16 (1), pp. 15-30.

Which of these traits are most important?

“Our study instead examined whether students' achievement goals colour their beliefs about effective teaching. The results suggest they do. As expected, the spending patterns indicate that performance-focused students prioritize teachers who present topics in a clear manner and provide cues about how to succeed, whereas mastery-focused students prioritize teachers who possess high topic expertise and skill at challenging students intellectually.”

Senko, C., Belmonte, K., and Yakhkind, A., (2012). How Students' Achievement Goals Shape their Beliefs about Effective Teaching: A 'Build-a-Professor' Study. *British Journal of Educational Psychology*, 82, 420-435.

Does gender bias influence student perceptions?

“Student evaluations of teaching (SET) are widely used in academic personnel decisions as a measure of teaching effectiveness. We show:

- SET are biased against female instructors by an amount that is large and statistically significant
- the bias affects how students rate even putatively objective aspects of teaching, such as how promptly assignments are graded
- the bias varies by discipline and by student gender, among other things
- it is not possible to adjust for the bias, because it depends on so many factors
- SET are more sensitive to students' gender bias and grade expectations than they are to teaching effectiveness
- gender biases can be large enough to cause more effective instructors to get lower SET than less effective instructors”

Boring, A, Ottoboni, K. & Stark, P. B., (2016). Student Evaluations of Teaching (Mostly) Do Not Measure Teaching Effectiveness. *Science Open Research*, 1-11.

Reflection:

Where do you think you diverge from your students expectations?

Are there small changes you could make to your teaching style to be more effective?
Should you have a conversation with your class about your teaching philosophy?

What does good teaching look like?

What do students want to learn?

“The specificity and prevalence of Career/Academic/Life Skills... in addition to both groups of students' comments on grades and institutional support indicate that for students preparing to graduate, doing is as important than knowing.”

Walker, P. (2008). What Do Students Think They (Should) Learn at College? Student Perceptions of Essential Learning Outcomes. *Journal of the Scholarship of Teaching and Learning*, 8 (1), pp. 45-60.

What do students find engaging?

“When asked about their engagement strategies in Question 3, 76.4% of the students preferred that their learning be related to the real world, whereas they indicated little preference for creative (17.6%) or reflective thinking (12%) types of engagement.... Question 5 asked about how attention was best obtained and maintained, and constitutes perhaps our most striking result: four out of five students (80.4%) indicated that an instructor’s enthusiasm was a major factor for gaining their attention for learning.”

Therrell, J. A., & Dunneback, S. K. (2015). Millennial Perspectives and Priorities. *Journal of the Scholarship of Teaching and Learning*, 15 (5), 49-63.

How should a class be structured?

“In a college algebra course that used flipped/inverted pedagogy, students achieved learning outcomes at a significantly higher rate, as evidenced by results on the final exam. At the same time, student perception on a number of measures decreased significantly, including how interested students were in the course and whether the instructor effectively facilitated learning.”

Sickle, J. V. (2016). Discrepancies between Student Perception and Achievement of Learning Outcomes in a Flipped Classroom. *Journal of the Scholarship of Teaching and Learning*

Reflection:

Are you teaching in a way your students believe is effective?

Do your students understand your teaching methods and/or philosophy? If not, what do you need to clarify?

Are there new topics or activities you could add to better engage your students?

What promotes a positive classroom environment?

Feeling understood and involved

“It was found that students who feel understood, and to a lesser degree are involved in classroom interaction, report high amounts of affect toward the instructor, state motivation, and satisfaction as well as moderate amounts of affect toward the course content and the recommended course behaviors. What these findings suggest is that student involvement, whether it be through feelings of perceived understanding or involvement in classroom interaction, is one way in which students can increase their own perceived affective learning, state motivation, and satisfaction. Interestingly, students' reports of perceived affect toward their instructors were more highly correlated with their perceived understanding and interaction involvement than with their reports of perceived affect toward the course content and the recommended course behaviors.”

Myers, S. A., & Bryant, L. E. (2002). Perceived Understanding, Interaction Involvement, and College Student Outcomes. *Communication Research Reports*, 19 (2), 146-155.

Classroom participation and gender

“In terms of student gender effects, the adjusted means reveal that male students rated their own participation as significantly higher than did female students from the same classes. Males reported significantly higher levels of participation overall, significantly higher levels of interrupting, and significantly more and longer interactions with their instructor than did females. It must be remembered, however, that we assessed self-perceptions rather than the actual incidence of these behaviors.”

Crombie, G., Pyke, S. W., Silverthorn, N., Jones A., and Piccinin, S. (2003). Students' Perceptions of Their Classroom Participation and Instructor as a Function of Gender and Context.

Improving attitudes toward diversity

“Compared to the control condition, male students in the social norms message condition had stronger intentions to speak out against racist behaviors in their engineering courses and teams, and (among White compared to racial minority men) more positive attitudes toward diversity in engineering. These results suggest that setting a tone of egalitarianism and intolerance of bias for incoming students could help create a more inclusive environment in a White male-dominated educational setting such as a college of engineering.”

J. E. Bennett, D. Sekaquaptewa (2014). Setting an egalitarian social norm in the classroom: improving attitudes towards diversity among male engineering students. *Social Psychology of Education*, 17, 343-355.

Dealing with difficult situations

“The results of the current research provide several suggestions for classroom management. The most fundamental suggestion is that microaggressions require a response... Students also appear to believe that a response is necessary. All of the responses received ratings indicative of at least slight effectiveness from students. Ignoring was the only exception; students perceived it as ineffective... The results of this study also suggest that microaggressions should be handled with responses of moderate directness and intensity.”

Boysen, G. A. (2012). Teacher and Student Perceptions of Microaggressions in College Classrooms. *College Teaching*, 60 (3), 122-129.

Reflection:

What one concrete intervention can you make to create a more positive environment in your classroom?
