An introduction to teaching

Student learning

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Introduction to teaching

- How students learn
- Planning for teaching
- Stagecraft
- Large groups
- Small groups
- Assessing students’ learning
- Evaluating your teaching
Learning pyramid

Teach Others/Immediate Use of Learning
Reading
Lecture
Practice By Doing
Audio-Visual
Demonstration
Discussion Group

Average retention rate

5%
10%
20%
30%
50%
75%
90%

(Lewin)
Learning pyramid

- Lecture: 5%
- Reading: 10%
- Audio-visual: 20%
- Demonstration: 30%
- Discussion group: 50%
- Practice by doing: 75%
- Teach others: 90%

Average retention rate

(Lewin)
A learning cycle

Having an experience
Activist

Planning the next steps
Pragmatist

Reviewing the experience
Reflector

Concluding from the experience
Theorist

Abstract Conceptualisation
AC

Reflective Observation
RO

Concrete Experience
CE

Active Experimentation
AE
A learning style is …

“a characteristic of the interaction between an individual and a learning task”

(Boud)
## Deep and surface learning

<table>
<thead>
<tr>
<th>Deep</th>
<th>Surface</th>
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<tbody>
<tr>
<td>• making decisions about what is learned</td>
<td>• prescribed learning</td>
</tr>
<tr>
<td>• seeking understanding</td>
<td>• memorising</td>
</tr>
<tr>
<td>• relating ideas in one subject to another</td>
<td>• compartmentalised learning</td>
</tr>
<tr>
<td>• learning for own sake</td>
<td>• learning for assessment</td>
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# Adoptive and adaptive learning

<table>
<thead>
<tr>
<th>Adoptive</th>
<th>Adaptive</th>
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<tbody>
<tr>
<td>facts</td>
<td>meaning</td>
</tr>
<tr>
<td>rules and laws</td>
<td>evaluation</td>
</tr>
<tr>
<td>techniques and procedures</td>
<td>innovation</td>
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*Behaviourism?* | *Constructivism?*
Discussion point

What are the key differences between learning ...

• as a child in school

and

• as an adult?
The learner at the centre?

Who decides …

• what is to be learnt?
• how it should be learnt?
• what resources are needed?
• how well it has been learnt?
Learning implications

• Different starting points
• Just-in-time learning
• Resource-rich environment
• Problem-solving activities
• Using real data