Fall 2014 Adjunct Appreciation Dinner: Pair & Share Activity

With a partner, describe a learning activity you facilitate that relates to one or more of the three principles below.

Ask your partner; do you have a learning object that helps the students in the learning process?

Adding to Your Learning Activity(ies) to this outline.

How students organize knowledge influences how they learn and apply what they know.

- Have students collect, select, reflect, connect... this is a best practice for building a course folio, and can be applied to course content with or without a folio or ePortfolio.
- Drawing concept maps can help students depict the relationships between new concepts, and information.
- Use of acronyms and other mnemonics to make retrieval easier. Many of us still remember things from our earlier education this way!

Turn Sheet Over for More Options
Students’ motivation determines, directs, and sustains what they do to learn.

- In the book, Drive by Daniel Pink, he boils motivation down to three key factors: Autonomy, Mastery, and Purpose. Relating that to the principle above, Autonomy = determines; mastery = directs; and purpose = sustains.
- Using technology to make a class more engaging (and even fun), and to update it. Also, technology can add another layer of authenticity to the learning with regard to audience and scale.
- Include opening and closing ceremonies (students on their feet) to heighten their focus and motivate them for the topics that are being shared.

To become self-directed learners, students must learn to monitor and adjust their approaches to learning.

- Encourage students to self-test to reveal actual comprehension and understanding. This will remove any “illusions of knowing.”
- Engage the student to be a partner in learning, versus a vessel to fill with content. This raises the bar, challenges, and requires a reflective viewpoint on learning.

How would you feel about licensing this learning activity and object as an Open Educational Resource?