

TEACHING+LEARNING  
**commons**

# Instructional & Language Resources @ UCSD



Engaged Teaching Hub  
Teaching + Learning Commons



Research Ability



Oral, Written & Digital Communication



Teamwork & Cross-Cultural Collaboration



Understanding Global Context



Leadership



Innovation & Entrepreneurial Thinking



Critical Thinking & Problem Solving



Professionalism & Integrity



Career Development



Digital Information Fluency



Civic Engagement & Social Responsibility



Self-Reflection

UC San Diego

# COMPETENCIES

Use the **ENGAGED LEARNING TOOLS** to develop the 12 career readiness competencies.



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@GEISEL

# Activating Prior Knowledge

3-2-1

- List **three** things you already know about resources for your students.
- List **two** things you would like to know about student resources.
- Write **one** question related to how campus resources help your students learn.

# Qualities of Prior Knowledge That Help or Hinder Learning

## Help

- Activated
- Sufficient
- Accurate
- Robust



## Hinder

- Inactive
- Insufficient
- Inaccurate  
(misconceptions)

Relevant knowledge from previous courses or their own lives can help facilitate integration of new material.  
(Mayer & Ambrose, 2010)

# Learning Outcomes For Today



- Apply the principles of Universal Design for Learners to establish & support the creation of an active, equitable learning environment.
- Connect Communicative Competencies & Evidence Based teaching Strategies to our teaching practice.
- Discover the resources that can support you & your learners

# What is the Process Today?



- Collaborate
- Connect
- Reflect
- Take Risks
- Question
- Have Fun
- Think about Design

## Linguistic

Understanding & using

- vocabulary
- language conventions such as grammar, punctuation, spelling
- syntax (sentence structure)

## Strategic

Using techniques to

- overcome language gaps
- plan and assess the effectiveness of communication
- achieve conversational fluency
- modify text for audience & purpose

### Communicative Competence

The ability to understand and use language effectively to communicate in authentic social and school environments

Having awareness of

- social rules of language such as formality, politeness, directness
- nonverbal behaviors
- cultural references such as idioms, expressions, background knowledge

## Sociolinguistic

Understanding how ideas connect through

- patterns of organization
- cohesive and transitional devices

## Discourse

So, how can excellence in communicative competence impact learners?

Let's think about what's being taught:

- Content - conceptual or quantitative
  - Process - how to think
  - Science - what it is and how it's done
- \*Knowing what you're teaching matters.



# ADAGES about “understanding”

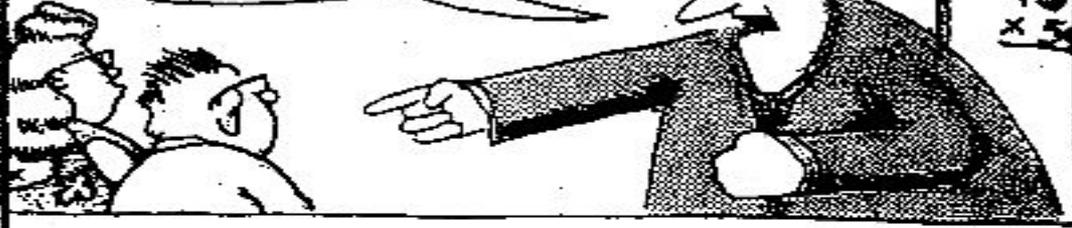
Instructor and students’ expectations are often mismatched:

- For students, merely being able to recite formula may be understanding
- Whereas, instructors expect students to have operational and conceptual understanding
- So, communicate expectations to students, remind them in class, and let them practice & demonstrate multiple ways of understanding in class.

1983

What we say to kids..

...and the square of the length of the hypotenuse is equal.



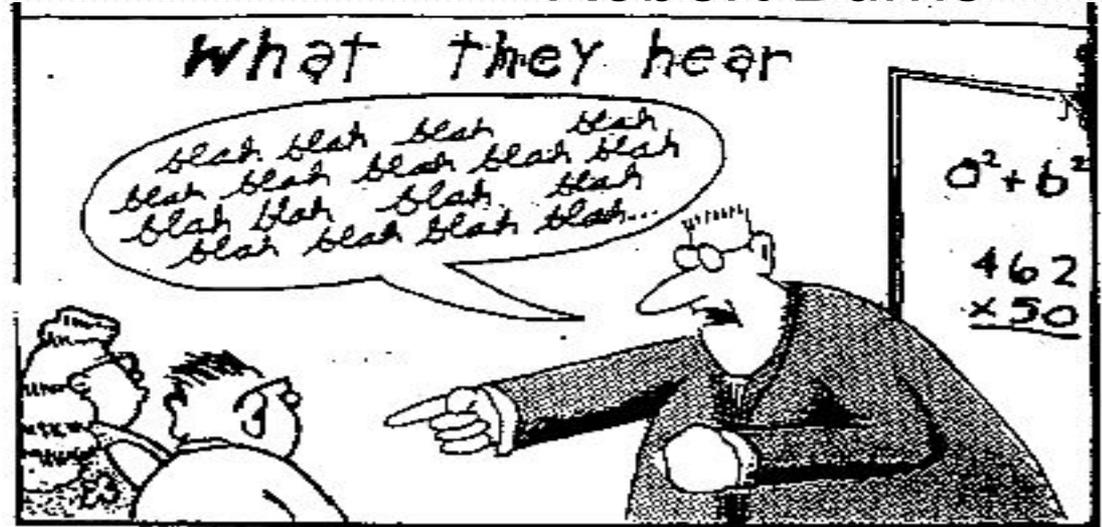
The best-laid schemes o' mice an 'men gang aft apley

- Robert Burns

Is (lack of) clarity the problem?

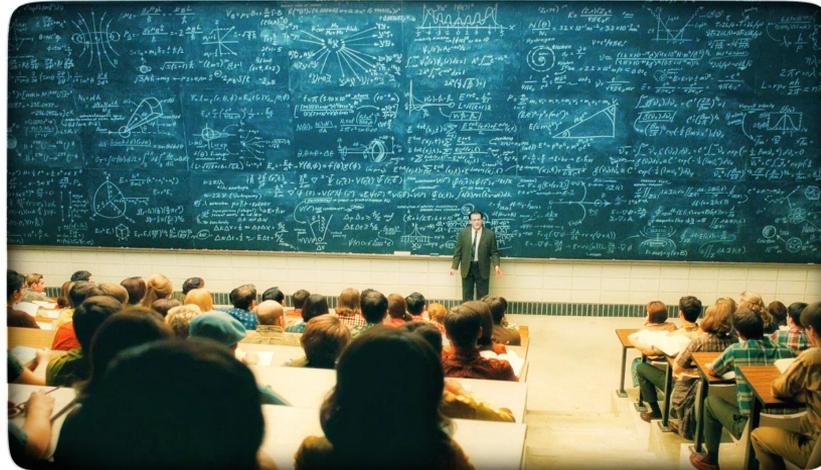
What they hear

blah blah blah blah  
blah blah blah blah  
blah blah blah blah  
blah blah blah blah...



# Research on Active Learning

- Meta-analysis of 225 studies showed students in STEM classes with lecturing were **1.5x** more likely to fail than STEM classes with Active Learning ([Freeman, 2014](#)).



# Strategies for Reducing Student Resistance to Active Learning

Student resistance generally fall within two broad types:

Explanation strategies	Facilitation strategies
<ul style="list-style-type: none"><li>● Explain the purpose</li></ul>	<ul style="list-style-type: none"><li>● Approach non-participants</li></ul>
<ul style="list-style-type: none"><li>● Explain course expectations</li></ul>	<ul style="list-style-type: none"><li>● Assume an encouraging demeanor</li></ul>
<ul style="list-style-type: none"><li>● Explain activity expectations</li></ul>	<ul style="list-style-type: none"><li>● Walk around the room</li></ul>
	<ul style="list-style-type: none"><li>● Design activities for participation &amp; use incremental steps (Tharayil, et al., 2018)</li></ul>

# Developing a Learning Culture

- Value sound thinking over the “right” answer.
- Make it O.K. for students to be uncertain. (“I don’t know”)
- Communicate the value of well-reasoned wrong answers.  
(power of misconceptions)



To help students understand the value of desirable difficulties, Dye and Stanton recommend instructors openly discuss the benefits of taking challenging but beneficial, intellectual risks ([2017](#))

# Evidenced Based Teaching Practices

- One Minute Paper
- Think Pair Share
- Checking For Misconceptions
- Probing Questions
- Reflective Listening
- Developing a Learning Culture



# Think/Pair/Share

Students revise a concept, thought or idea then compare and contrast with a partner before sharing.

**“Find a partner and each take one minute to share your One Minute Papers.”**



Owens & Tanner outline the neural processes that come together in think-pair-share activities to promote learning: from the release of neurotransmitters to the formation of neural networks to support future retrieval of material ([2017](#))

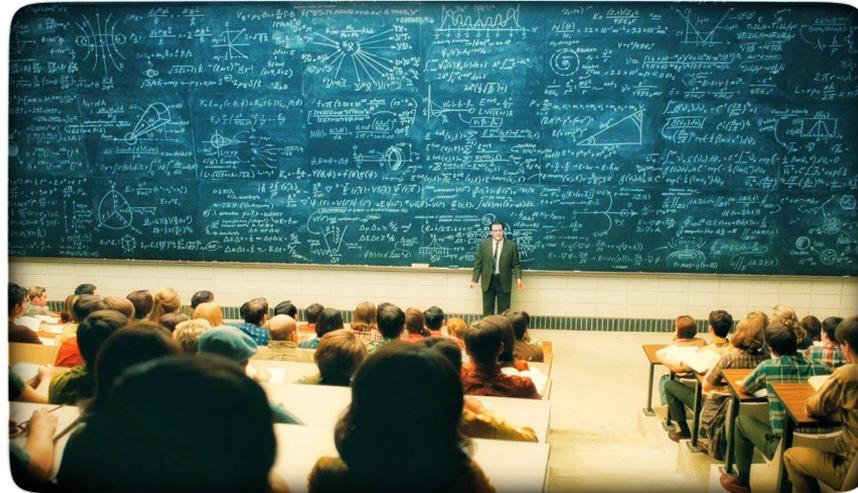
# How you can use this information

- Helps to anticipate the needs of students
- Design lesson activities that are inclusive of all students
- Knowledge of campus resources that help your students
- Develop or be mindful of your presentation delivery to accommodate all learners

# Learning around the globe

- Educational values vary across cultures
- In some cultures, factual knowledge is valued and successful recitation is the measure of achievement
- Ideas & opinions of the learner don't matter
- Think of the instructor as “sensei”

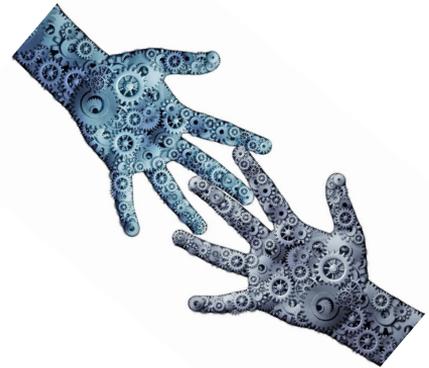
When it comes to student diversity and inclusive teaching, it's easier and faster for the instructor to do the adjusting and adapting to the population



# How is this done?

Using a few essential learning tools:

- Think Pair Share
- Jigsaw Learning
- The Mini Quiz
- Preview questions
- Analogies, examples
- [Poll Everywhere](#)/[AnswerGarden](#)/[Mentimeter](#)



Go to [www.menti.com](http://www.menti.com) and use the code **54 80 92**

Have you heard of Mentimeter?

 Mentimeter



 0

Go to [www.menti.com](http://www.menti.com) and use the code **54 80 92**

 Mentimeter

Find the derivative of  $y = 5x - 4$

0	0	0	0
4	x	5	Option 4

 0

Please write one word to describe how you feel.

Type your answer here...

Submit

40 characters remaining

thrilled    좋아요    wind    overwhelmed    alienated    eager    brilliant    uncertain  
drunk    cold    bravo zulu    jetlag    ひらがなでかいてみた    美味しい    silly    ひらがなで    好有趣喔~~  
anxiety    ok    cool    chill    lazy    mixed    anxious    lovely    busy  
confused    excited!    fantastic    sleepy    lol    hungry    ta pls?    23333    哈哈  
fucked    stupid    curious    excited    good    nice    budy!    好餓    666  
jetlagged    freshing    awesome    hi    nervous    great    alhamdulillah  
made in china    dizzy    exciting    爽    wonderful    nice    sleepy    お腹すいた  
goalless    great!    behataren   亦可赛艇!    enchanting   亦可赛艇    happy    high    爸爸    眠い    super    sexy  
puzzled    nauseous    creepy    intimidated    pretty ok    ultra amazingggg    satisfied.    energetic    hello    broke    tired  
inspired    lonely    日本語    serendipity    fantabulous

# Caveats regarding non-native learners

What confuses non-native learners:

- The wordiness of English
- Ambiguity
- Slang
- Irony
- Trouble recognizing ambiguity, contradiction, under/over statement (hyperbole), paradox

# Campus Resources for You & Your Learners

Academic Achievement Hubs @ The Commons

Engaged Teaching

ELP-ii



# Campus Resources for You & Your Learners

## ESL for Academic & Professional Development

- \*Pronunciation & Fluency
- \*Effective Oral Presentation
- \*Advanced Conversation Improvement
- \*Advanced Pronunciation & Fluency
- \*Grammar & Vocabulary Building

# Campus Resources for You & Your Learners

Theatre & Dance Department: [TDGE 25 Public Speaking](#)

## UCSD Toastmasters

- [UC San Diego Torrey Pines Speakers Toastmasters](#)
- [UC San Diego Table Talkers](#)

# Questions, please!

## Thank you!