

The Citadel
Teaching for Understanding: Active Learning and Assessment
May 24, 2007

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Brief Workshop Agenda

Time	Activity
9:00 – 9:15 am	Welcome – Workshop Goals <ul style="list-style-type: none"> • Names, cooperative groups • What do you hope to gain from this workshop?
9:15 – 10:30	Engage : Nature of Scientific Inquiry Explore: <ul style="list-style-type: none"> • Teaching and learning challenges • Getting to the point with students' prior knowledge and misconceptions
10:30 – 10:45	Snack Break
10:30 – 12:15	Explain: <ul style="list-style-type: none"> • Preparing to teach with backwards design • Active assessments and formats for active learning • Tools Assess: Workshop evaluation <ul style="list-style-type: none"> • Minute paper and or Muddiest Point

***Workshop Materials are on www.first2.org , Click Resources/ Click Workshop

Handouts:

1. Handelsman, J., D. Ebert-May, R. Beichner, P. Bruns, A. Chang, R. DeHaan, J. Gentile, S. Lauffer, J. Stewart, S. Tilghman, W. Wood. 2004. Scientific Teaching. *Science*. 304:521-522. [reading]
2. Blooms Taxonomy of Educational Objectives
3. Packet of Rubrics
4. Papers from *Frontiers in Ecology* used in Workshop:
 - Ebert-May D, Williams K, Luckie D, and Hodder J. 2004. Climate change: confronting student ideas. *Frontiers in Ecology and the Environment* 2(6):324-325
 - Williams KS, Ebert-May D, Luckie D, Hodder J, and Koptur S. 2004. Novel assessments: detecting success in student learning. *Frontiers in Ecology and the Environment* 2(8):444-445
 - Ebert-May D, Hodder J, Weber EP, and Luckie D. 2005. Unleashing problem solvers: from assessment to designing research. *Frontiers in Ecology and the Environment* 3(2):101-102.
 - Hodder J, Ebert-May D, Williams K, and Luckie D. 2005. Unraveling complexity: building an understanding of Everglades restoration. *Frontiers in Ecology and the Environment* 3(3):170-171.
 - Ebert-May D, Linton D, Hodder J, and Long T. 2005. Active Homework - preparation for active classes. *Frontiers in Ecology and the Environment* 3(5):283-284

References:

1. Assessment, Activities and Rubrics <http://www.flaguide.org>
2. Angelo, T, and P. Cross. 1993. Classroom Assessment Techniques: a handbook for College Teachers. Jossey-Bass, San Francisco, CA. 427 pp.
3. Bransford, JD, Brown, AL, and Cocking, RR. 2000. How People Learn: Brain, Mind, Experience, and School Committee on Developments in the Science of Learning. National Research Council, National Academy Press.
4. Handelsman, J., Miller, S and Pfund, C. 2006. Scientific Teaching W.H. Freeman & Company, 184 pp.
5. Nilson, L. 2003. In the Beginning: Course Design by Objectives. In: Teaching at Its Best: A Research-Based Resource for College Instructors. Anker Publ. Pp.260.
6. Smith, K., Sheppard, SD, Johnson, DW, and Johnson, RT. 2005. Pedagogies of Engagements: Classroom-Based Practices. Journal of Engineering Education. p. 1-15
7. Taggart, GL, Phifer, SJ, Nixon, JA, and Wood M. 2001. Rubrics: A Handbook for Construction and Use. Scarecrow Press.
8. Weimer, M. 2002. Learner-Centered Teaching: Five Key Changes to Practice. San Francisco: JosseyBass
9. Wiggins, G. and J. McTighe. 2005. Understanding by Design. Expanded 2nd Edition. Association for Supervision and Curriculum Development. Alexandria, VA. 371pp.