Developing Teaching Excellence: Pedagogy, Research and Technology

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China College Population

<table>
<thead>
<tr>
<th>Year</th>
<th>Population (in millions)</th>
</tr>
</thead>
<tbody>
<tr>
<td>1999</td>
<td>4</td>
</tr>
<tr>
<td>2002</td>
<td>10</td>
</tr>
<tr>
<td>2005</td>
<td>15</td>
</tr>
<tr>
<td>2008</td>
<td>20</td>
</tr>
<tr>
<td>2010</td>
<td>25</td>
</tr>
</tbody>
</table>
“The number of students studying in Chinese universities has reached 25 million, a five-fold increase in only nine years”

Zhou Ji
Chinese Education Minister
Projected College Population

Population (in millions)

Year


0 5 10 15 20 25 30 35
Trend explanations

China’s one child rule

2016 – 18 years after the Year of the Tiger (1998)
What does this mean for universities in China?
What does this mean for private universities in China?
What does this mean for Xi’an Eurasia University?
“Universities in China often produce people who are good at memorizing existing facts rather than coming up with new ideas, who are good at executing orders rather than solving problems independently.”

Mo Rong
Deputy Director of the Labor Science Research Institute
“There is a mismatch between what graduates can offer and what most Chinese entrepreneurs really need; I often hear managers and entrepreneurs complain about a shortage of people with the right skill set.”

Mo Rong
Deputy Director of the Labor Science Research Institute
The administration at Xi’an Eurasia is committed to enhancing the skills of each of their faculty to produce a 21st century community of scholars.
Evidence of this commitment comes through the creation and development of the Center for Teaching Excellence.
Skinner’s Theory

• Was very simple.

• All behaviors are reinforced (either rewarded or punished)

• If we want a behavior to increase we provide positive reinforcement.

• If we want a behavior to decrease we punish it.
Skinner’s Theory

• Was very simple.

• All behaviors are reinforced (either rewarded or punished)

• If we want a behavior to increase we provide positive reinforcement.

• If we want a behavior to decrease we punish it.
All learning was S – R learning.

S → R
• Behaviorism was the dominant theory of learning from the ’50s through the mid 70’s

• But then a second paradigm shift occurred

• The field began to realize that behaviorists had moved too far. Strict behaviorism was an over-reaction to initial cognitive theories
The current dominant pedagogy is called: **Constructivism**

**EDUCATIONAL THEORY SPECTRUM**
- Cognitive
- Cognitive-Behavioral
- Behavioral
• Not everybody learns the same way

• As a result not every teacher should teach the same way

• We need to match the teaching method we the learning style of the student
A language example

• The learning style of the student may not be readily apparent.

• Horse

• Mother

• A type of fabric

• Scold
What I wanted to ask Mr. Yuan

• I want to ask you a question

• 我想问你
What I said to Mr. Yuan

• I want to kiss you

• 我想吻你
Now I get it!!

Pitch Contours of Mandarin Tones

1st tone (5-5)  2nd tone (3-5)  3rd tone (2-1-4)  4th tone (5-1)

One's Natural Comfortable Voice Range
5 High  4 Mid-high  3 Middle  2 Mid-low  1 Low
A music example

• Watch it

• Hear it

• Hint (It’s in 22/8 time).
Now

- XX  X
- XX  X  X
- XX
- XX
- X  X
Pat Metheny
An ethics example

- Based upon the work of Michael Sandel of Harvard University.

- http://justiceharvard.org/
Underlying Assumptions

Information Input

Cognitive Processing

Information Output
Underlying Assumptions

**Information Input**
Flashcard is presented that states “2 + 2 = ?”

**Cognitive Processing**
Internal processing that occurs within the brain to determine the answer.

**Information Output**
Response of “2 + 2 = stated answer”
**Underlying Assumptions**

*HOW* information is processed is more important than *WHAT* information is processed.

That is, it’s no longer an emphasis on the *QUANTITY* of how much is learned (or memorized) but rather on the *QUALITY* of the information that is being processed.
Four pieces of information are known with 3 connections.
Same **four** pieces of information are known but now with **5** connections.
Constructivism

• One example of a cognitive-behavioral approach to learning

• The **LEARNER** is the one in control of the learning, not the instructor and not the materials
  – The instructor still plays a part but his/her role has changed

• Learning is generated by the learner and not dispensed by the teacher, therefore making it more meaningful
Constructivism

- Specifically, learning is “constructed” by the individual based upon their existing knowledge and previous experiences.
- Constructivists believe that cognitive skills must be developed through active engagement.
- The role of the teacher, then, is not just to present new facts or new material, but rather to present new learning environments with real life examples.
Implications

• So students learn to learn, so what?
• **Hands-on** experiences are critical. Students learn through their minds and through their behaviors.
• Learning is **contextual**. We learn in relationship to what we already know.
As teachers we need to design activities that force students to be active participants in their learning.

Problem-solving, inquiry-based learning – activities that have students ask questions, test their ideas and theories, and draw conclusions from their findings.

Teachers should apply “Big Ideas” to various subject areas.

Teachers need to ask questions “What would happen if…?” to help students understand instead of just memorizing facts.
• The role of technology should be to match the learning style of the student with the correct instructional pedagogy.
Some examples...

• BLOGS

• WIKIS

• Personal Response Systems
What Is A Blog?

- Part website
- Part journal
- Part free-form writing spaces that– Have the potential to enhance writing and literary skills while offering a uniquely stylized form of expression
- A blog is about creating a conversation
What Is A Blog?

• A Blog is a web site that often provides commentary or news on a particular subject, such as food, politics, or local news; some function as more personal online diaries.

• A Blog is a web site that allows an author to publish instantly from any Internet connection. A blog can be interactive, allowing teachers and students to begin conversations or add information published there.
What Is A Blog?

• Blogging statistics
• Of the 120 million US adults who use the Internet, about 7% = 8.4 million, say they have created a blog.
• As of April, 2006, 33.2 million blogsites existed.
• 27% of all Internet users say they read blogs.
• Only 38% of the Internet users know what a blog is. The rest are not sure what “blog” means.
What Blogs Are

• Part of a conversation

• A tool to extend classroom conversations outside of the classroom

• A place to cite your opinions
### Sample Rubric

<table>
<thead>
<tr>
<th>Grade of</th>
<th>C</th>
<th>B</th>
<th>A</th>
</tr>
</thead>
<tbody>
<tr>
<td>Grammar, spelling, punctuation</td>
<td>Correct grammar and punctuation use. In special cases, informal grammar and punctuation is appropriate for a particular audience.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Assignment</td>
<td>Fulfills the assignment</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Writing style</td>
<td>Some wordiness remains</td>
<td>Clearly developed first person style</td>
<td></td>
</tr>
<tr>
<td>Sidebar with links</td>
<td>Links are relevant to topic</td>
<td>Well-developed and relevant links</td>
<td>Well-developed and organized, updated, especially well-focused</td>
</tr>
<tr>
<td>Posts</td>
<td>Many posts are related to the needs of the audience</td>
<td>All posts are relevant to the needs of the audience</td>
<td>Posts are well-focused on a specific element of the blog's topic or topic.</td>
</tr>
<tr>
<td></td>
<td>Many posts are related to the site's subject</td>
<td>Most posts are related to the site's subject</td>
<td>Frequently and regularly</td>
</tr>
<tr>
<td>Links</td>
<td>The in-posts links work</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Comments</td>
<td>Comment on only a portion of the class's blogs</td>
<td>Comment widely on blogs by other classmates</td>
<td>Comment regularly in a way that engages the topic thoughtfully</td>
</tr>
<tr>
<td></td>
<td>Comment occasionally in a way that shows the post was read and that has relevance to the posting</td>
<td></td>
<td>Offers in-depth comments that further the discussion on classmates' blogs</td>
</tr>
<tr>
<td>Responding</td>
<td>Responds occasionally to other people's sites</td>
<td>Responds regularly in a specific, engaged manner to other people's sites</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Responds occasionally to those who comment on your site</td>
<td>Responds regularly in a specific, engaged manner to those who comment on your site</td>
<td></td>
</tr>
</tbody>
</table>
Technical definition:

A “wiki” is a type of software to run a website that anyone can edit.
How does it work?

- A wiki page starts more or less empty
- Wiki pages are connected by internal hyperlinks
- Every page should be connected

- No ownership of wiki content – anyone can work on any piece
6 magic features:

- **Most wikis have:**
  - *Edit this page* - open editing of pages (sometimes with permission layers)
  - *Distinct syntax* – simple, non-html
  - *Discussion* – comment on a page or the site
  - *Versioning or “diffs”* – you can see every change that’s been made to a page
  - *Recent changes* - can (usually) see all changes made to the site
  - *Revert* – can always change a page back to what it was before
メインページ

出典：フリー百科事典『ウィキペディア ( Wikipedia )』

ウィキペディアは自由にご利用頂ける百科事典です。現在、ウィキペディア日本語版には約174,845本の記事があります。基本方针に従って作成し、どこでも記事を投稿したり編集したりすることが出来ます。記事の書き方は読んでから、実際にサンドボックスで練習してみましょう。

ウィキペディア・コミュニティについてはコミュニティ・ポータルを参照してください。

For non-Japanese speakers: If you have any comments or questions, you can leave a message in Chatsubo. See also A guide to Japanese Wikipedia and Wikimedia Embassy.

秀逸な記事より

東ローマ帝国（ひがしローマていこく）は、395年に東西に分裂したローマ帝国の東方地域を継承し、オスマン帝国によって1453年5月29日に滅ぼされるまでの1000年以上にわたって存続した帝国。首都はコンスタンティノポリス（現在のトルコ・イスタンブール）。中国の文献では「扶桑（ふそう）国」と呼ばれている。ビザンチン帝国・ビザンツ帝国・中世ローマ帝国とも呼ばれるが、これらの名称はすべて後世の人間による通称であり、正式な国号は「ローマ帝国」である。

他の秀逸な記事： エーゲイブ - 秀逸な記事の選考

新着記事より

カルラム丘は、イラクサ目・イラクサ科の多年生植物で、南アジアから日本を含む東アジアを除き、広く分布し、古来から植物園などで栽培されてきた。葉はつやがなく、特に若葉は細かいためがある。細かく裂け（葉の縁のキサギ）があり、先が広がる。また、葉の裏側は細かく繊毛が発達していて日が当たると光を反射する。葉が取れてとても目立つ。......

太陽帆はソーラーシートとも呼ばれ、薄膜を巨大な帆として、太陽光のエネルギーを利用して宇宙船の推力を生む新しい技術のこと。現在は基礎研究の段階であるが実現するための技術研究が推進されている。太陽光のエネルギーを最大限に利用する宇宙船が可能になる。......

家事素人の家事における屋内の作業を行う職業。中世の家事素人は、家の中から近所の両業者への過激な存在であり、自分の家事を考える。個人や集団の生活の基盤を支える存在である。......
บทความคัดสรรเดือนนี้

บุษราคัม โพธิ์ประ 

บทความนี้จะเป็นเรื่องราวของข้อบกพร่องในการที่เราดำเนินการต่าง ๆ ที่เราได้ทำมาตลอด แต่สุดท้ายเราจะได้เรียนรู้จากประสบการณ์เหล่านี้และเรียนรู้การแก้ไข

เรื่องจากนี้:

- การจัดเตรียมความพร้อมในการทำงาน เพื่อให้สามารถทำงานได้ในสภาพที่มีความกดดัน
- การควบคุมคุณภาพงาน เพื่อให้สามารถทำงานได้ในสภาพที่มีความกดดัน
- การจัดการกับการอุปการณ์

บทความเรื่องนี้จะมีเนื้อหาประโยชน์ในเรื่องการจัดการกับการอุปการณ์ การจัดการกับการอุปการณ์

วันนี้ในอดีต:

20 มกราคม:
- พ.ศ. 2427 (ค.ศ. 1885) - สมเด็จพระเจ้าแผ่นดิน สมเด็จพระเจ้าแผ่นดิน สมเด็จพระเจ้าแผ่นดิน
- พ.ศ. 2434 (ค.ศ. 1892) - การแนะนำการกระทำอย่างมีนัยสำคัญ จัดขึ้นเป็นสิ่งที่มีความเริ่มต้น
- พ.ศ. 2496 (ค.ศ. 1953) - ภาคการผลิตของนักการ气候变化 แสดงให้เห็นการเปลี่ยนแปลงของสภาพภูมิอากาศ 证监กำกับนักการ气候变化 แสดงให้เห็นการเปลี่ยนแปลงของสภาพภูมิอากาศ
Destpêk

Bi xêr hatin! Şîma xer amê!
Li xir Wikipedia, ensklopediya azad a kurdî, ensklopediya xelêman bi zimanê kurdî te hole.

Ev bêgê kurdî ya projeyaye navêkereyî û vekirî yê. Armanc, komkirina zanhina mîrovariye yê. Bi hewele kolecî ensklopediyê azad derdiwe hole. Her kes dikare bê qaydanê terî vînîndîna vê ensklopediyê bê bê. Vê ensklopediyê HÜN dinîn corsin Qêwa?


Rûpolên nû

Wikipedia li gorê kategoriyan

Kategoriyan bingêî - Hemû kategori

- Zanist - Anatoî - Kînîya
- Teknolojî
- Komputer - Nûhêrî - Nûhêrîya azad
- Olvak - Rêzînî - Dîrok - Medîya
- Çand û Huner - Nûhîkar - Humuwend - Zînan - Wêîa
- Mîrov - Kos - Kornî - xêhid
- Erûngarî - Kurdîsan - Purtêrî - Wele - Herên - Bajar - Nave - Bûndî

Alikari

- Alikari - Gotarske nû - Pro û borsîv (FAQ) - Pêngyaran to

Wikipedia li gorê alfâbêyê

Listeya alfâbêyî:

A B C D E F G H I J K L M N O P Q R S T U V W X Y Z

Wikiferînê


Kategoriyan taybet

- Ajal
- Pirîrîya van gotaran ji Ânsiklopediya Zarskan hat wergînîn
- Gutarên bûşê
  - Yekevinê Pûla Kurdî
Teaching with Technology

Discussion
Thank You

谢谢谢你

Barone, William (barone@duq.edu)
Kush, Joseph (kush@duq.edu)