

Date: March 3, 2011

In attendance:

Discussion:

Meeting involved a discussion of the book as well as individual's impressions of how ideas could be operationalized for class instruction.

Among the topics presented:

Importance of modeling active learning and assessment for preservice teachers if we want subsequently to find this behavior in future school teachers.

General discussion of successes and frustrations attempting to do this in university classes.

Use assessments that demonstrate authentic practice rather than just transfer of information, and as instructors make clear the connection between assessment and instruction.

Specific comments focused on:

Modeling good teaching:

- Have students tell the instructor what they learned take time to clarify misconceptions and help students make connections so they understand where the class is going;
- be more reflective as instructors;
- take time rather than plowing through content;
- experiment with the use of clickers, particularly in large classes;
- making sure there is application as well as knowledge acquisition; and
- Rubrics are useful in setting goals and presenting explicit expectations, but need to emphasize that learning is also about growing as a human being.

Improving classroom activity:

- work on learning that is more than just about the grades- students are too transfixed on grades;
- Get beyond "I can" statements on the board- but integrate them into learning practice – make sure students understand what "I can" statements and learning objectives mean and are applied;
- Developing self-assessment and peer-assessment activities; and
- Go beyond differentiated learning as a concept and how teachers can respond to individuals.

Fixing convoluted syllabi:

- simplify the standards alignment on syllabi- way too convoluted, really more than practically possible to cover in a semester.

For next meeting:

1. Review chapters one and two.
2. Look at the copy of the syllabus that Ginni handed out.
3. Be prepared as a group to discuss how to look at changes in syllabus to meet revision alignments, yet: a) integrate assessment for learning and reflection, b) keep learning objectives from being unwieldy, and c) ensure modeling of good instruction while still meeting mandates.
4. Bring syllabi and be prepared to discuss what other syllabi should undergo revision by fall (we are planning on three).
5. Bring good references about learning objectives and authentic learning should be brought to the next meeting and placed in Bb.
6. Our goals will be to specifically consider how to scaffold assessment for learning, and consider which syllabi to revise.