WORKING TOGETHER TO CULTIVATE LEARNING:
TRANSCENDING INDIVIDUAL DIFFERENCES AND INSPIRING CHANGE

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QUALITY LEARNING

LEARNING
Formation of
Prior Knowledge
New Ideas
Intellectual Engagement/Thought
Lifelong Learning

THE PLAN
QUALITY LIFELONG LEARNING
FACTORS INFLUENCING LEARNING
CULTIVATION STRATEGIES

SO DOES LEARNING
PEARLS VARY
**WHAT DO WE WANT?**

TRANSFORM, GROW, INSPIRE, SIGNIFICANT, HIGH IMPACT

Creating Significant Learning Experiences
An Integrated Approach to Designed College Courses
L. Dee Fink

**WHAT STUDENTS WANT**

Andrew Delbanco
College What It Was, Is, and Should Be
With a New Postmodern Education
Jacques Berenson

**EMPLOYERS WANT: KNOWLEDGE, SKILLS, ABILITIES (KSA)**

- Listening skills
- Ability to work with others
- Getting along with others
- Desire/ability to learn
- Willingness to learn

(Landrum & Harrold, 2003)

- Problem-solving skills
- Time management
- Willingness to learn
- Control one’s temper

(Miller & Carducci, 2005)

**CULTIVATING LIFELONG LEARNING**

Goal 1: Knowledge Base in
Goal 2: Scientific Inquiry and
Goal 3: Ethical and Social Responsibility
Diverse World
Goal 4: Communication
Goal 5: Professional Development

**CULTIVATING LEARNING (NOT ONLY MEMORIZATION)**

**The Memorability of Introductory Psychology Revisited**

R. Eric Landrum and Regan A. R. Gurung

[Graph showing percent correct for different groups]
CULTIVATING LEARNING (NOT JUST PERFORMANCE)

- Relatively permanent changes in comprehension, understanding, and skills (Soderstrom & Bjork, 2015)
  - Desirable Difficulties (Bjork, 1994)

CULTIVATING LEARNING: GRADATIONS

- Think beyond one class.
- Think beyond content.
- Reclaim Assessment.
  - (Dickson & Trevit, 2012)

FACTORS INFLUENCING LEARNING

- Credé & Kuncel, 2008
- Hattie, 2015
- Komarraju & Nadler, 2013
- Komarraju, Ramsey, & Rivella, 2013
- Robbins et al., 2004

PEARL QUALITY DEPENDS ON

ENVIRONMENTAL FACTORS

AND SO DOES LEARNING !!!!!!!

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THE TACOMA MODEL OF TEACHING (CHEW ET AL., 2009)

- Characteristics of the Teacher
- Form of Assessment
- Level of Student Understanding
- Teaching Strategies
- Learning Strategies
- Characteristics of the Learner
- Pre-Event Reflection
- In-the-Moment Reflection
- Post-Event Reflection
- Topic, Content, and Learning Goals
- Manipulate, Monitor, Manipulate, Manipulate
- Motivate, Manage, Motivate, Motivate
- Teacher-Teacher Rapport and Classroom Atmosphere
- Student-Teacher Rapport and Classroom Atmosphere

PEARL QUALITY DEPENDS ON

ENVIRONMENTAL FACTORS

AND SO DOES LEARNING !!!!!!!
Groccia’s 7-Component Model

A Model for Understanding Teaching and Learning

Predicting Variance in Learning

(Hattie, 2015)

Student: 50%
Teachers: 25%
Peers: 5%
Home: 5%
Other: 15%

Cultivation Strategies

BE F.I.R.M

- Facilitate learning
- Introduce evidence-based study techniques
- Reward use of optimal techniques
- Mandate use

Start Early

Get Students to Question Early

Target Mind Wandering

Aid Self Regulation (Schacter & Szpunar, 2013)
MAKE EFFORT TRANSPARENT

AND NORMATIVE

CHANGE MINDSETS

(TAUENSKU, WILTON, ROMERO, SMITH, YEAGER, & DWECK, 2015)

TWO MINDSETS

GROWTH MINDSET

Intelligence can be developed

CAROL DWECK, PHD.

FLOW MINDSET

Intelligence is fixed

Carol Dweck, Ph.D.

LEARN LEADERSHIP

CHALLENGES

We are capable

OBSTACLES

We are helpless

M A K E  E F F O R T  T R A N S P A R E N T

A N D  N O R M A T I V E

CHANGE MINDSETS

(PAUNESKU, WILTON, ROMERO, SMITH, YEAGER, & DWECK, 2015)

FIND THE RIGHT MOTIVATIONAL TOOLS

10 Specific Ideas To Gamify Your Classroom

1. Make Students Co-Designers
2. Allow Second Chances. And Third
3. Provide Instant Feedback
4. Make Progress Visible
5. Create Challenges Or Quests
6. Give Students Voice & Choice
7. Offer Individual Badges & Rewards
8. Have Students Design An Achievement System
9. Implement Educational Technology
10. Embrace Failure: Emphasize Practice

FACILITATE LEARNING

Pre-class/Post Exam
- (Wilson, Ryan, & Pugh, 2010)

Dress Well
- (Gurung & Vespia, 2007; Gurung et al., 2014)

Build Rapport
- (Murphy & Rodriguez-Merzamara, 2012)

STRENGTHEN LEARNING ALLIANCES

(ROGERS, 2015)

Nonverbal Immediacy

Working Alliance

Learning

Rapport

Facilitate Learning

Visual Syllabi

Facilitate Learning

Email

Facilitate Learning

Facilitate Learning
**IN CONCLUSION**

**BE FIRM & CULTIVATE LEARNING**

**THANK YOU!!!**

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