

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



UNIVERSITY OF WISCONSIN
GREEN BAY

REGAN A. R. GURUNG

BEN J. & JOYCE ROSENBERG PROFESSOR OF HUMAN DEVELOPMENT AND PSYCHOLOGY

EMAIL: GURUNGR@UWGB.EDU
TWITTER: @REGANARGURUNG
FACEBOOK: PEDAGOGICALPUNDIT
WEB: REGANGURUNG.COM

FiveThirtyEight

Politics Sports Science & Health Economics Culture



Illustrations that depict the Great Moon Hoax, a historical example of fake news. PUBLIC DOMAIN

Fact-Checking Won't
Fake News

By Elizabeth B. Sidel
Illustration: David
Illustrated Jan. 4, 2017

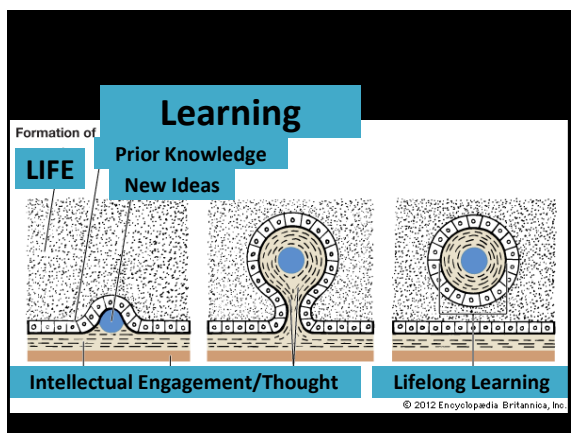
RICHARD ARUM | JOSIPA ROKSA | AMANDA COOK
FOREWORD BY IRA KATZNELSON

**IMPROVING
QUALITY IN
AMERICAN
HIGHER
EDUCATION**

LEARNING OUTCOMES AND
ASSESSMENTS FOR THE
21ST CENTURY



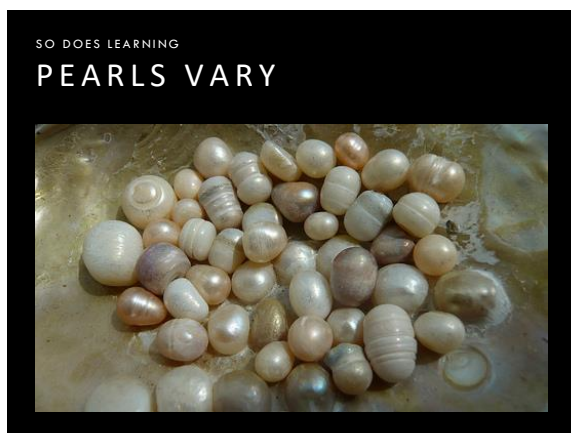
JOSSEY-BASS
A Wiley Brand



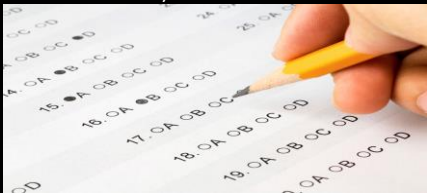
THE PLAN

QUALITY LIFELONG LEARNING
FACTORS INFLUENCING LEARNING
CULTIVATION STRATEGIES




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 & Trembl, 2013)

		
AAA Mirror luster Clean surface round	AA Good luster Moderate blemish Off round	A Poor luster Blemished
		
A 91% of the pearl surface is clean however imperfections are visible on the surface.	AA 98% of the pearl surface is clean. When looking at the pearl closely it is possible to see small and occasional imperfections.	AAA 99% of the pearl surface is clean. Imperfections that are present are not easy to find - pearl must be carefully studied to see imperfections.
		
AAAA 99% of the pearl surface is clean. Extremely detailed and up-close study of the pearl is needed to find imperfections.		


FACTORS INFLUENCING LEARNING



PEARL QUALITY DEPENDS ON INDIVIDUAL DIFFERENCES ENVIRONMENTAL FACTORS AND SO DOES LEARNING !!!!!

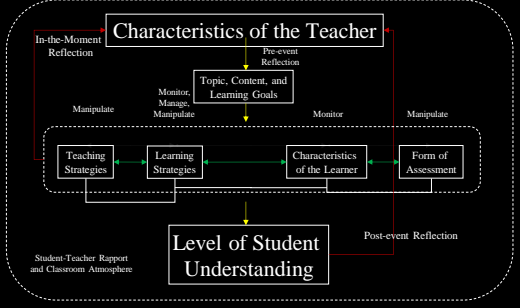


FACTORS INFLUENCING LEARNING



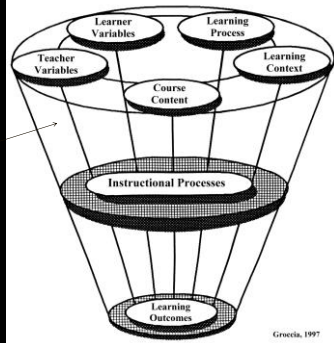
- Credé & Kuncel, 2008
- Hattie, 2015
- Komarraju & Nadler, 2013
- Komarraju, Ramsey, & Rinella, 2013
- Robbins et al., 2004

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

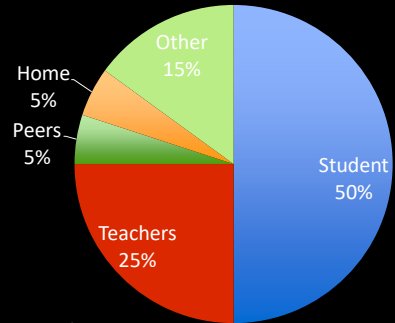


Groccia's 7-Component Model

A Model for Understanding Teaching and Learning



PREDICTING VARIANCE IN LEARNING



(Hattie, 2015)



CULTIVATION STRATEGIES



BE F.I.R.M

- FACILITATE learning
- INTRODUCE evidence-based study techniques
- REWARD use of optimal techniques
- MANDATE use



GET STUDENTS TO QUESTION ! EARLY !!!!

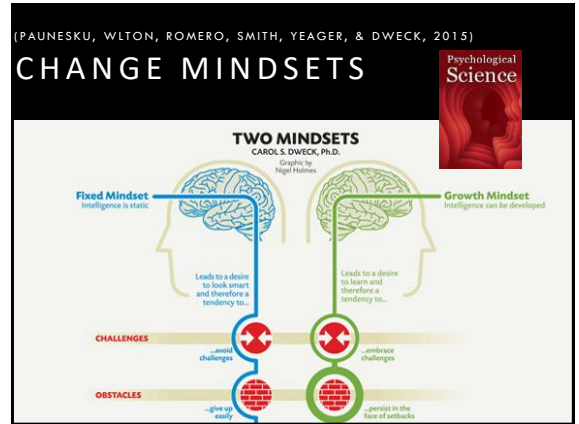
START EARLY



AID SELF REGULATION (SCHACTER & SZPUNAR, 2015)

TARGET MIND WANDERING





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

TeachThought

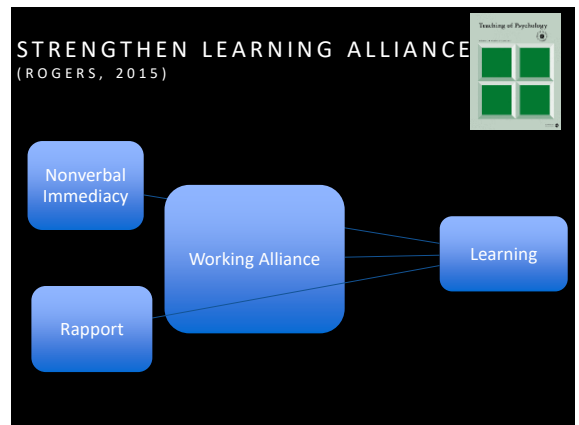
VISUAL SYLLABI
FACILITATE LEARNING

FACILITATE LEARNING

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

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

Build Rapport
(Murphy & Rodriguez-Manzanares, 2012)



(DUNLOSKY & RAWSON, 2015)

INTRODUCE STUDY TECHNIQUES

Improving Students' Learning With Effective Learning Techniques: Promising Directions From Cognitive and Educational Psychology

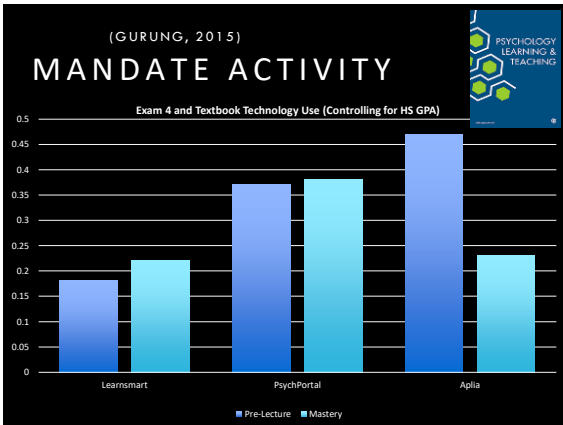
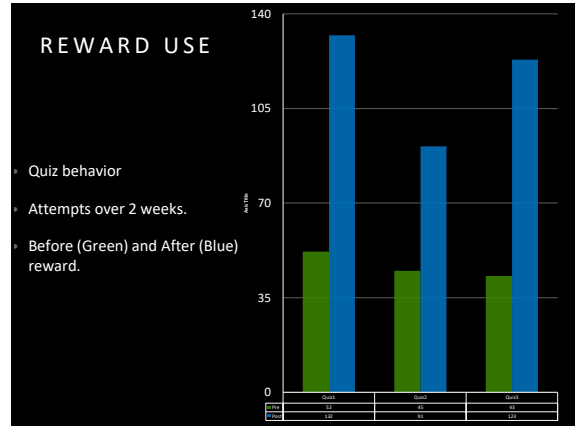
Psychological Science in the Public Interest 14(1) 4-58 © The Author(s) 2013

Psychological Science in the PUBLIC INTEREST

Table 4. Utility Assessment and Ratings of Generalizability for Each of the Learning Techniques

Technique	Utility	Learners	Materials	Criterion tasks	Implementation
Elaborative interrogation	Moderate	P-I	P	I	
Self-explanation	Moderate	P-I	P	P-I	
Summarization	Low	Q	P-I	Q	
Highlighting	Low	Q	Q	N	
The keyword mnemonic	Low	Q	Q	Q-I	
Imagery use for text learning	Low	Q	Q	Q-I	
Rereading	Low	I	P	Q-I	
Practice testing	High	P-I	P	P	
Distributed practice	High	P-I	P	P-I	
Interleaved practice	Moderate	I	Q	P-I	

Note: A positive (P) rating indicates that available evidence demonstrates efficacy of a learning technique with respect to a negative (N) rating indicates that a technique is largely ineffective for a given variable. A qualified (Q) rating indicates that effects under some conditions (or in some groups) but not others. An insufficient (I) rating indicates that there is insufficient evidence to support a definitive assessment for one or more factors for a given variable or issue.



MANDATE ACTIVITY

Topic	Threads	Posts
Goal 1 +	3	15
Fine tune your RESEARCH QUESTION . It should clearly specify the Independent variable (with levels) and dependent variable(s). FEB. 19th		
Goal 2 +	10	14
Review the Literature: EACH group member does a literature search and posts references (with key findings) for relevant articles. Specifically look for studies that have similar research designs, Independent and Dependent variables. You can then adapt what you read about. FEB. 23rd Aim to post at least 2-3 relevant articles (citation/reference with main points/summary of abstract, not whole thing).		
Goal 3 +	14	45
⏰ Locked after Monday, March 2, 2015 11:59 PM CST.		
Goal 3: Finalize how you will manipulate your IV and how you will measure your DV. Collect material (lectures, videos, etc.) as apt and scales for DV. If no scales available, write your own DV questions. CONTINUE READING, SHARING, DISCUSSING scientific literature on topic. March 2nd Upload potential measures/stimuli.		

PROCRASTINATION

Remember, if you wait 'til the last minute, it only takes a minute

IN CONCLUSION

BE FIRM & CULTIVATE LEARNING

THANK YOU!!!

GURUNGR@UWGB.EDU

@REGANARGURUNG