

Innovative Pedagogy in the Linguistics Classroom

A mini-course proposal for those interested in learning about evidence-based instructional practices in the linguistics classroom.

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on behalf of the *Linguistics in Higher Education Committee (LiHEC)*

Pedagogy-specific training for those preparing to teach in higher education is often erratic, with much of the training acquired by serving as teaching assistants. Often the pedagogical training that does occur is focused on teaching subjects adjacent to linguistics, such as composition or second language courses. This instruction often focuses on course-related requirements and assessment details rather than providing new instructors with the pedagogical tools that will help them engage students in learning.

Due to internal and external pressures, many colleges and universities have renewed their interests in teaching and its assessment in recent years (McKinney, 2013). This has led to increased investment in innovative and engaging pedagogies and assessments at both the institutional and individual levels. The use of evidence-based instructional practices (EBIPs) has proliferated throughout academia, but especially in STEM-related fields.

In this 4-hour mini-course, participants (ABD to professor) will learn about incorporating innovative practices into their teaching. The course will focus on using EBIPs in the linguistics classroom, whether the classroom is at the university, online, or in the community. We will provide participants with the grounding of EBIPs and tools to take into their classrooms.

Classroom Learning

Instructors: *Sonja Launspach*, Idaho State University, sllauns@isu.edu; *Jon Bakos*, Indiana State University, jon.bakos@indstate.edu; *Ann Bunger*, Indiana University, acbunger@indiana.edu; *Alexandra Motut*, University of Toronto, alex.motut@mail.utoronto.ca

Evidence-based student-centered instructional practices, including novice-expert theory, active learning, and threshold concepts, can assist instructors in overcoming barriers to student understanding of key concepts in the linguistic classroom. In a student-centered classroom, learners are expected to apply information and ideas they gain through course readings, lectures, and discussions by engaging with discipline-specific problems, formulating solutions on their own, and justifying their decisions (Kurfiss, 1988). By adopting a learner-centered approach to course design, instructors can promote critical thinking and provide learners with opportunities to think like experts in their discipline (Bean, 2011).

In this portion of the mini-course, participants will learn about the benefits of student-centered learning methods and will engage in activities designed to stimulate concrete ideas about how to adapt these methods for courses of different sizes and learners of diverse needs and backgrounds. Participants will also consider how these methods might be paired with strategies that empower students as self-regulated learners. Participants will have the opportunity to reflect on how they might incorporate these different learning methods in their own course design.

Upon completion of this section of the mini-course, attendees will be able to describe the learning methods presented and understand how they support student engagement and learning, recognize ways to incorporate these learning techniques across a range of linguistic content areas, and implement a variety of learning techniques in their own courses.

Online Learning

Instructors: *Miranda McCarvel*, University of Utah, miranda.mccarvel@utah.edu; *Gaillynn Clements*, Duke University & UNC- School of the Arts, gail.clements@duke.edu; *Michael Rushforth*, University of Texas at San Antonio, michael.rushforth@utsa.edu

As online courses increase in popularity, professors are being asked to digitize their classes. Teaching in an online, flipped, or hybrid environment offers particular teaching challenges that most, including seasoned face-to-face instructors, will not have experienced. Teachers must pay particular attention to the pacing of the course, including spacing of assignments and assessment; communicating with students; and what types of assessments to employ.

In this portion of the mini-course, participants will learn best practices for the teaching of online and hybrid courses: logistics of the class's creation and implementation and assignment creation. In addition, self-regulated learning and modules will be discussed.

Upon completion of this section of the mini-course, participants will be able to set appropriate learning goals for students in online, flipped, and hybrid linguistics courses; design a course structure and course learning activities appropriate to the online learning environment; use a variety of evaluation strategies for online learning; and reflect on online instructional design and assessment measures in a self-reflection for future lessons and classes.

Service Learning

Instructors: *Michal Temkin Martinez*, Boise State University, michaltemkin@boisestate.edu; *William Eggington*, Brigham Young University, william_egginton@byu.edu

Service-learning is a way to provide students with hands-on learning experiences that support the community while helping to achieve learning outcomes linked to the course. A successful implementation of service-learning can help students reflect on their role as community members and on their future role as world citizens (Bringle & Hatcher 2000). This type of experiential learning also fits within many universities' civic engagement initiatives and programs (Howard 2001). Incorporating service-learning into courses can be a challenging, but exceptionally rewarding experience for instructors and their students.

In this portion of the mini-course participants will learn what service-learning is, what the different institutional models for service-learning are, and about creative ways to apply linguistic concepts to community-based projects.

Upon completion of this section of the mini-course, participants will be able to describe what service-learning is and recognize the differences between service-learning and community service, classify the different models and infrastructure available for institutional service learning support, identify different ways of incorporating linguistics-related material into service-learning projects, and implement service-learning components that are based on linguistic concepts from a variety of linguistics courses.

References

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Kurfiss, J. G. (1988). *Critical thinking: Theory, research, practice, and possibilities: ASHE-ERIC Higher Education Report Volume 17, Number 2, 1988*. Washington, DC: Association for the Study of Higher Education.

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