

## Innovative Pedagogy in the linguistics classroom

The 91<sup>st</sup> Annual Meeting of the Linguistic Society of America  
Thursday, January 5, 2017

### Today's mini-course

- Introductions
- Active Learning
- Service Learning
- Lunch
- Online Learning

### Introductions

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### Active Learning

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Sonja Launsbach, Idaho State University  
Miranda McCarvel, University of Utah

Think - Pair - Share

- **What does the phrase  
"Active Learning" mean to you?**

### What is Active Learning?

- A Definition
  - "Active learning is anything course-related that all students in a class session are called upon to do other than simply watching, listening and taking notes." (Felder & Brent, 2009)
- Promotes active construction of knowledge through asking students to:
  - Talk or write about what they have learned and relate it to other information
  - Apply discipline-specific modes of thought to solve problems alone or in groups
  - Think critically and/or creatively
  - Justify decisions by making claims and creating arguments
  - Reflect on the learning process

### Benefits for Instructors

- Less lecturing!
- Can be used to model discipline-specific skills or ways of thinking
- Can emphasize links between course material and real world problems
- Immediate feedback on student learning progress

### Benefits for Students

- Engages students in interaction (with material, with instructor, with each other)
- Students are motivated to learn
  - Improvement of student attitudes (Prince, 2004)
  - Increased attendance (Freeman et al., 2007)
- Students learn more
  - Promotes critical thinking, meta-awareness, respect for a diversity of perspectives
  - Leads to enhanced understanding of material and improved learning experiences (Gibbs & Simpson, 2004; Liu & Carless, 2006), including demonstrated increases in problem-solving and conceptual understanding (Eison, 2010)
  - Helps students who are at the bottom of the grade distribution (Walker et al., 2008)

### What does Active Learning look like?

- Small (<5 min)
  - pause for reflection
  - minute papers, muddiest point
  - self-quizzes, e.g., Kahoot, quizlet
- Medium (10-30 min)
  - Think-Pair-Share
  - Send a Problem
  - group discussions, group quizzes
- Large (> 45 min)
  - case studies
  - Instant Expert (Jigsaw)
  - experiential learning

### Challenges

- Balancing class time between activities and content delivery
- Adapting activities for various class sizes
- Handling disparity in student preparation for class
- Ensuring that the activity promotes critical thinking and meta-awareness rather than just rehearsal of information or skills

### Demonstrations

- Case Studies (low-tech)
- Kahoot

### Case studies

### Case Studies

- A case study is a scenario— a story that poses a problem for the students to solve
- Case studies are used in many different fields
  - To teach content
  - To teach the application of concepts
- Case studies motivate students to engage in the learning process through the use of compelling, problem-based narratives.

### Case studies

- enhance student learning and promote the following skills:
  - communication and self-expression,
  - collaboration
  - critical/analytical thinking,
  - problem solving

(Barnes et al. 1994; Gabel 1998; Gantt 1996; McFarlane 2015).

kahoot.it

### Discussion

- Do you think your students would respond to methods like these? How so?
- What ideas do you have for incorporating Active Learning in your courses?
- What questions or concerns do you have?

### Final Assessment

- Use the notecard in your folder to share answers to these questions:
  - What stood out most to you in this session?
  - What remaining questions or concerns do you have?
  
- See Angelo & Cross (1993) for more examples of Classroom Assessment Techniques like this.

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## Service-Learning

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## What is Service Learning?

### Service Learning

• *Service learning is a teaching and learning strategy that integrates meaningful community service with instruction and reflection to enrich the learning experience, teach civic responsibility, and strengthen communities.*

• *Learn and Serve America National Service Learning Clearinghouse*

### Service-Learning is unique

- **Unlike general community service experiences**
  - Are designed to benefit both the provider (the students) AND the recipient (community organization) of the service equally.
  - Are designed to ensure equal focus on both the service being provided and the learning that is occurring.

### Activity: Your Dream Service-Learning

- **If you could take any of courses and have a service-learning activity tied to it, which course would you pick and what activity would you do?**
- **Take a few minutes to answer the following:**
  - What kind of learning experiences would this activity allow that your students wouldn't receive in the traditional classroom?
  - Who would you be working with (community partners)?
  - Would the project take place over the whole semester or just a couple of days?
  - Would the project require travel? If so, how far from campus?

### Connection: service experience & academic objectives

- "Adding a service component may enhance the rigor of a course because, in addition to having to master the academic material, students must also learn how to learn from community experience and merge that learning with academic learning." (102)
- "Too often, the presentation of a theory by an instructor or in a textbook is viewed by students as an empty, pedantic venture. It is through active learning and the interplay between abstract, remote content and personal, palatable experiences that student learning is deepened and strengthened" (84)

Connection: Town Expertise & Gown Expertise

- In a service-learning context, the concept of “expertise” encompasses more than theoretical understanding and technical skill; it also includes the in-depth knowledge that comes from having lived with a problem or set of circumstances over an extended period of time
- How do we as instructors acknowledge and respect the expertise of those our students will serve?

Benefits & Challenges: Developing SL Courses

Benefits	Challenges
Illustrates commitment to teaching and service for <b>faculty member</b>	Time for preparation and proper execution, as well as time away from course content delivery for <b>faculty member</b>
Potential for renewed motivation for learning by <b>students</b>	Potential self-doubt about teaching accomplishments by <b>faculty member</b>
Potential for renewed excitement for teaching by <b>faculty member</b>	Potential lack of understanding from <b>faculty member's</b> colleagues and administrators
Better preparation for students as life-long citizens and learners for <b>students</b>	Potential initial resistance from <b>students</b>
Services to <b>community partners</b> help with everyday work as well as raising awareness	

Models of Successful Programs (119)

• [content to be added ¼ -- sorry]

Activity: Other Benefits & Concerns

Benefits	Concerns

Main Components of Service-Learning

1. Learning theory
2. Community-based research
3. Student development

Pedagogy and Redesigning Curriculum 106-109

- “Pure” Service-Learning
  - Volunteer in any established program in the community
- Discipline-based Service-Learning
  - Assisting in established ESL programs in community
- Problem-Based Service-Learning
  - Assessing a program and implementing improvements
- Capstone Courses
  - Designing curriculum and teaching it to an underserved population

### Reflection and Assessment

- Reflection allows students to take the time to assess what they learned from their SL experience and is a key element to a successful SL project or experience.
- In using Service-Learning, the faculty member can use reflection to form a bridge between concrete service experiences and abstract concepts and hypotheses, and for assessment purposes.
- **Activity: How should reflection be conducted and then assessed in a linguistics course? How does an added service component change the process of reflection – if at all? Formulate a rough rubric in which you prioritize the elements that belong in your students' reflection.**

### Implementing Service Learning at Your Institution

- **Before implementing SL in your course, it is important to find out the following:**
  - What are the elements you would need to conduct a successful SL course?
  - What structures exist at your institution that could facilitate these elements?
  - What aspects of the institution's mission, strategic plan, and/or curriculum reform efforts are conducive to implementing your SL course?

### Online, Flipped, and Hybrid Courses

Lynn Burley, University of Central Arkansas  
and  
Gaillynn Clements, Duke University and UNC-School of the Arts

### Online Course

- A course entirely delivered through the internet.
- Also called web-based or distance learning.
- Usually involves a learning management system such as Blackboard, Edmodo and Moodle.
- Course materials often are ebooks, web links, podcasts, videos and captured lectures to be viewed on demand.

### Flipped Course

- Students read (watch, listen to) material out of class.
- In class, students discuss, apply, analyze, or otherwise work with the material in pairs, groups or whole class.
- The instructor's role is to guide students and provide feedback.
- Often, flipped and lecture is mixed from day to day or even in one day.

### Hybrid Course

- A combination of online and in class methodologies.
- Class may meet every day on ground with some tasks done online or meet on ground on some schedule (once a week or every other week) days while doing the bulk of the work online.

### Why teach non-traditional courses?

- Diverse student populations create need for non f2f classes
  - Continuing students with families and FT jobs
  - Students with various learning styles
  - Reaching out to students who cannot move closer to campus for traditional classes (such as those in the military)
  - Summer courses while students are away
- Satellite campuses
- Space on campus is limited
- “Nudged” to teach a non-traditional class
- Course content may lend itself well to one of these methods

### Do online classes offer the same learning success for students?

- MIT’s Physics class 8 example: MITx physics class 8.MReVx (Mechanics Review),
- General Results: “The amount learned [in the online sections] is somewhat greater than in the traditional lecture-based course.”
- Surprising Finding: Those who were least prepared, as shown by their scores on pretests, “learn as well as everybody else.” The improvement seen “is no different for skillful people in the class” — including experienced physics teachers — “or students who were badly prepared. They all showed the same level of increase.” (Chandler, MIT News 2014)

### Flipped classes and student success

- Flipped classes have long been the norm in humanities where students read a history chapter or a novel, then come to class for analyzing and synthesizing through discussion.
- On other fields, more likely that an instructor lectures in class, then sends the student off for more or possibly advanced work on his/her own.

### Flipped classes and student success

- Success of the flipped classroom
  - “By providing an opportunity for students to use their new factual knowledge while they have access to immediate feedback from peers and the instructor, the flipped classroom helps students learn to correct misconceptions and organize their new knowledge such that it is more accessible for future use.
  - Through immediate feedback, “a ‘metacognitive’ approach to instruction can help students learn to take control of their own learning by defining learning goals and monitoring their progress in achieving them” (p. 18). (Bransford, Brown, and Cocking, 2000)

### Flipped classes and student success

- Although students’ thinking about their own learning is not an inherent part of the flipped classroom, the higher cognitive functions associated with class activities, accompanied by the ongoing peer/instructor interaction that typically accompanies them, can readily lead to the metacognition associated with deep learning. (Brame 2013)

### Translating a course for online, flipped, or hybrid delivery

- Information literacy
- Skills acquisition
- Social interaction
- Sensitive topics

### Online, hybrid, and flipped courses in linguistics courses

- Goals and SLOs will likely be the same as a f2f
- How students fulfill the goals may be different
- 21<sup>st</sup> century learning skills
- Independent or inter-dependent learning

### Designing Courses: Online

- Most of the work has to be complete before the semester begins—choosing materials, choosing assessments, creating assignments.
- Timeline and due dates must be clear.
- Evaluation methods must be clear.

### Designing Courses: Flipped

- What material is best to be flipped?
- What kinds of activities will meet the goals of the lesson?
- The more time you spend structuring the flipped classroom, the better results you will get. Plan ahead for discussion questions, exercises, problems to be solved, case studies and how to have students account for their time—pairs, groups, whole class? Graded? Presented to class? Written up or oral?
- What happens if students have not prepared outside of class?

### Designing Courses: Hybrid

- Which parts of the class are best done online and which parts in class?
- If classes are reduced in number, have a clear schedule on the first day.

### How to design a course structure (Zhu, Dezure, & Payette, 2003)

- Teacher Centered Approach (limited interaction)
- Student Centered Approach (high interaction)
- Middle Approach

### How to design course learning activities (Gilman 2010 and Schafly 2011)

- Depends on your approach
- Top priority in designing effective online assignments should be to make sure the work can be completed by each student on his or her own.
- No “in passing” online
- Models of selected assignments

### What and how to evaluate students (Association of American Colleges and Universities, 2014)

- Often the same methods as a f2f course
  - Discussions can be replicated and moderated on an online discussion board: Students can be required to post a response or answer questions and then reply to other students.
  - Tests can be given online (many of the course sites can randomly present questions) Change questions every semester!
  - Papers (always a chance for plagiarism)
  - Phonological problems, trees, etc can all be assigned and emailed to the teacher.
  - Language courses often use Skype or Face Time, etc for oral exams.

### Reflect on instructional design and assessment measures

- Main criticism of online courses: Poor quality as revealed in the annual Babson study.
- Recently, positive perception of online learning by faculty has declined in 2013 and 2014 (Allen & Seaman, 2015). Face-to-face courses appear to be the hallmark for quality when it comes to higher education.

### Reflect on instructional design and assessment measures

- Online educators can and should tackle the quality issue in their own courses holistically: Students' perspectives, results over a period of time, artifacts created during learning, and instructor's course experience.
- 'Quality' in higher education was mainly measured by a course's content, pedagogy and learning outcomes (Bremer, 2012). Recently changing to a process-oriented system of the education experience including: Student needs, use of data and information for decision-making, department contributions, as well as improved learning outcomes (Thair, Garnett, & King, 2006). This holistic approach of evaluating education experiences is often applied to the development and assessment of online learning. For example, Online Learning Consortium's Five Pillars of Quality Online Education (below) and Quality Matters (QM) rubric.

### Quality Matters rubric (online and blended higher ed courses)

- <https://www.qualitymatters.org/sites/default/files/PDFs/StandardsfortheQMHigherEducationRubric.pdf>
- or
- [QM Rubric](#)

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