Step 4: Practice and Feedback

The “Decoding the Disciplines” Cycle

- 1 - Where in my courses do many students consistently fail to master crucial ideas or actions?
- 2 - What are the steps or operations that a student must have mastered to get past this bottleneck to learning?
- 3 - How can I show students how to do these operations?
- 4 - How can I give my students an opportunity to practice and get feedback on each of these operations?
- 5 - How can I motivate them to continue through this process?
- 6 - How can I tell whether students have mastered these operations by the end of the process?
- 7 - How can I share what I have learned with others?
Step 4: Practice and Feedback History E.g.

What Questions and Goals Should Be the Focus My Work for the Week?

Questions:

- In what ways did secular notions of progress take the place of the notion of an Apocalypse?
- What historical factors encouraged this change?
- What assumptions about human beings, the world, etc. underlay Condorcet's vision of the future?
- In what ways did mental patterns from Apocalyptic thinking carry over into ideas about progress?

Goals:

- Learn to use primary sources to understand how peoples in a different era viewed their world.
- Learn to make explicit the assumptions that underlie historical texts.

What Readings are Available to Help Me?

What Materials are Available on the Web?

What We Will Be Doing in Class that Could Be Helpful in Answering the Questions for the Week?

What Assignment Must I Complete This Week?

Joseph Wright of Derby, An Experiment on a Bird in an Air Pump (Exhibited 1768)

This painting is an example of the popular interest in science during the Enlightenment.
III. Teaching the “Bottleneck” (Steps 3 & 4)

1. Imagine that you were going to write an essay comparing the vision of the human situation in Sir Francis Bacon’s *Novum Organum* with that implicit in the Apocalyptic beliefs that we have been studying.

   A. Enter a brief passage from the selections by Bacon in the reader that is a good example of the ways in which his views diverge from those captured in the Apocalyptic tradition.

   

   B. Briefly explain how this passage demonstrates these differences.

2. Imagine that you were writing an essay contrasting Ovid’s view of human fate with that of Edward Gibbon. Find a passage from the selections from *The Decline and Fall of the Roman Empire* in the reader that would be a good example of this difference.

   A. Enter the quotation

   

   B. Briefly explain how this quotation would serve to demonstrate the differences between Gibbon’s view that of the human condition and those of Ovid.

3. Summarize in a few words what Condorcet thinks the future is going to be like.

   

   
Prof. Eric Mazur: Flipping the Class

- Confessions of a Converted Lecturer

http://www.youtube.com/watch?v=WwslBPj8Ggl
Team-Based Learning (TBL)

http://magenta.cit.utexas.edu/largeclasses/#tbl
How can you provide your students with an opportunity to practice the mental process? What would the practice look like? What kind of feedback will the students get?

Help team member create two types of opportunities to practice.

(6 minutes discussion for each person)
Step 5: How can I motivate my students?

- 1 - What is a bottleneck to learning in this class, a place where many students consistently fail to master crucial material?

- 2 - What do specialists do so they get past this bottleneck?

- 3 - How can I explicitly model these operations for students?

- 4 - How can I give my students an opportunity to practice and get feedback on each of these operations?

- 5 - How can I motivate students and address the affective side of learning?

- 6 - How can I tell whether students have mastered these operations by the end of the process?

- 7 - How can I share what I have learned with others?

The "Decoding the Disciplines" Cycle
Step 5: Motivation

- Students are held accountable to their teammates
- Classroom rituals are disrupted
Course Goals

How will I know they have changed?

!!Final Assessment!!

What do I want my students to do?

Mental Operation

Lectures, Class Activities, Readings, Homework

Mental Operation

Lectures, Class Activities, Readings, Homework

Mental Operation

Lectures, Class Activities, Readings, Homework

Mental Operation

Lectures, Class Activities, Readings, Homework

Backward Course Design Model
What is driving your course?

Final Assessment
Course: FIN 301 Working Capital Management

Course Goals: Provided with an authentic financial problem (one that a business might typically face) and various financial documents, students will solve the problem and recommend the best course of action to their superior.

Final Assessment: Students will write a professional memo, which is supported by appropriate financial documents, that recommends the best course of action to solve a given financial problem to a non-specialist.
What is driving your course?

Final Assessment
Developing a Course

Teams:
Design a final, culminating product to
1. disrupt ritual interactions and
2. hold students publicly accountable.
(8 minutes each)
Application/Muddiest CAT

1. How might you apply the Decoding concept to your class?
2. What was least clear about today’s session?
Decoding the Disciplines is like…