

## Cultural Analysis of the Transformation of Education

### Recorder Notes *(submitted by Dan Cordon)*

14 aspects of the transformation of education. Pairs of participants will explore one of these factors.

Two roles for pairs (Recorder and Spokesperson)

Two resources to use for this activity:

- IJPE: Risk factors (pg. 88)
- Tab 1 in binder (pg 42)

15 minutes to work on the “Traditional” Rows.

- Provide feedback on how to improve the table provided to each pair (all rows)
- Provide three significant insights about research area from each table

15 minutes to work on the “Future” Rows.

- Provide feedback on how to improve the table provided to each pair (all rows)
- Provide three significant insights about research area from each table

### Reporting from pairs from the Cultural Analysis of the “Traditional” Classroom

(collected hard copies from each team)

### Reporting from pairs from the Cultural Analysis of the “Future” Classroom

(collected hard copies from each team)

### What can you teach us about your aspect that was explored? (3 things)

#### Challenge

- ▶ Traditional → enabling (ex: traditional review sessions for exams where teacher prepares students for exam, rather than students coming with questions)
- ▶ Future → empowering (designers provide varied set of opportunities outside classroom to improve learning)
- ▶ Future → empowering (provide a list of support centers, but have students seek help at each resource)

#### Complexity

- ▶ Traditional → normally presented in lecture format, which leads to memorization. Risk factors are the inability to transfer knowledge to new contexts
- ▶ Future → differentiation between assessment and evaluation. Students should know when/how being measured, and against what standard. Also need to know when being assessed, and what to expect.
- ▶ Learning about identity of self: self confidence, efficacy, and self esteem. Help them engage in reflection to discover who they are, and who they can become.

## **Control**

- ▶ Students expect teachers to be in control, but we need to shift the locust of control to the learner. Have students help construct part of the syllabus

## **Delivery**

- ▶ Mindset of the teacher is to share expertise. Student mindset can become very passive (if notes are provided). This leads to memorization.
- ▶ Future → enjoy reading the books, and will learn for the love of learning.

## **Design**

- ▶ Why students performing poorly in reused courses? Students don't know how to cheat.
- ▶ Future → course designers can foresee interventions during activities. Provide fixed performance criteria for students, and don't lower expectations to match existing performance.

## **Efficacy**

- ▶ Rephrasing to provide a more positive image
- ▶ Need to adapt teaching strategies to the students you have in your classroom
- ▶ Instructors need to model behavior that they want to see in their students

## **Feedback**

- ▶ Variation in feedback should inform students of their progress, and peer feedback should also be meaningful to all the learners.
- ▶ How you implement feedback can affect the mindset of the students.

## **Measurement**

- ▶ I don't like to evaluate, but I must grade the students because....

## **Ownership**

- ▶ Faculty members provide assignments and due dates. Sometimes the institution requires this "traditional" means of delivery.
- ▶ Need to be aware of the transition of the learners from traditional to future environments

## **Self-Awareness**

- ▶ Traditional is too impersonal.
- ▶ Learning timeline is too short. Hard work and repetition can help improve performance

## **Relationship**

- ▶ Traditional often has attitude of superiority, and this can damage self worth of the learners.
- ▶ Engaging in student-lead activities provides them improved self-worth

## **Scope of Learning**

- ▶ Only two categories in "traditional." Future

## **Social Orientation**

- ▶ How instructor enters class affects how students participate in the class

# **Session Notes**

- ▶ If instructor is excited about teaming, teams will be excited about teaming

### Transparency

- ▶ Learning outcomes for class, and objectives for assignments should be public, and student performance in each area should also be public.

Connections across all 14 aspects, synthesizing the culture of transformation:

- Primary components: Traditional education is archaic. We have created an environment of sending and receiving prompts that are not uncomfortable. Discomfort in a positive, supportive environment can lead to major growth.
- If students see us collecting feedback, they will learn to value assessment
- The classroom is not the \*only\* place that learning occurs. We need to promote and maximize the learning that happens outside the classroom.
- Discussions with others help inspire us to push the boundaries of traditional educational practices.
- “Believe that it will be different.” This is the catch phrase for cultural change. Students need to believe that there is something different that they can become. Faculty need to mirror this belief in the students.

Article in the works for next year’s IJPE → Looking for collaborators from this group.

Facilitator synthesis from collected materials will be posted on public forum.