

2011 Academic Colloquium

Leadership for Innovation in Teaching and Learning

“ Innovative Teaching Methods for Transfer to Learning Paradigm at Palestinian HE ”.

Lina Omar

Al-Quds Open University

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Introduction

Current Trends in Teaching and Learning

- **Shift from teaching → learning**
- **Shift from input → outcomes**
- **Shift from knowledge → skills (transferable)**
- **Increased focus on student-centered teaching and evaluation of teaching .**
- **Moving from effective to excellent or innovative teaching**

From Teaching to Learning



Why to teach innovatively at HE?

- empower students to become leaders within their chosen field .**
- increase students self or autonomous learning**
- fundamental shift of the teachers' role .**
- teachers become better subject mater experts**
- encourage students' cooperative learning .**
- enhancement of students' motivation.**

(1) Community Based Learning _ CBL

“ It’s 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 “

(from National Service Learning Clearinghouse).

Benefits of CBL “*Win Win*” approach

- **Student Win : self esteem , personal efficacy , explore new ideas , critical thinking skills , teamwork skills , mathematical reasoning, problem solving, public speaking, research skills**

Community Wins :

- opportunity to expand their mission and reach without increasing costs .**
- new energy, ideas, and enthusiasm.**
- young people become ambassadors .**
- new generation of volunteers .**

Obstacles in applying CBL at Palestinian HE:

- **Institutional barriers (policy change , curricula design to fit new methods..)**
- **Logistic barriers**
- **Faculty resistance and unwillingness**

(2) Problem Based Learning (PBL) :

Student have shifted from one primary role (listener and observer) to a multitude of overlapping and ever-changing experiences'

Student roles: practical problem-solver, expert or decision maker, self-directed learner, communicator, educator, advocate, team member, scientist, apprentice, explorer, creative thinker.

Types of knowledge used in PBL:

- **explanation** (exploring ,understanding underlying principles in problem scenarios: theory driven).
- **fact finding** (constructing understanding on the basis of available empirical information, identifying sources and data)

- **strategy** (narrow ideas , elicit or adopt relevant or best solutions) .
- **Test solutions** .

Why should we teach PBL method ?

- ✓ **create critical & creative thinkers**
- ✓ **creates effective problem-solvers**
- ✓ **raise students' motivation**
- ✓ **upgrade intrapersonal communicative**
- ✓ **skills**
- ✓ **good examples of real-life situations.**

Obstacles of teaching PBL at Palestinian HE:

- **Students' resistance due to lack of skills and knowledge to implement it**
- **Changing teachers' role from just lecturing to facilitator may reduce their motivation**
- **Lack of competent teachers : how to employ**
- **Lack of teachers' knowledge of how to evaluate students' work**
- **Change in curricula to fit PBL method .**

Other Challenges :

- **Students become open minded , critical , active learners , this might be a threat to teachers who prefer students to be passive , and where they have control over them , feel more confident when they talk more TTT , more satisfied.**

- **It pays due respect to both teacher and student as persons with knowledge, this might be a threat to teachers who consider teaching as transferring knowledge in one way process , from who know and knowledgeable about the content , to who don't know ; the ignorant .**

(3) Experiential Learning

“The process of using a prior interpretation to construe a new or revised interpretation of the meaning of one’s experience as a guide for further action “

Mezirow 2000

“ The process whereby knowledge is created through the transformation of experience”

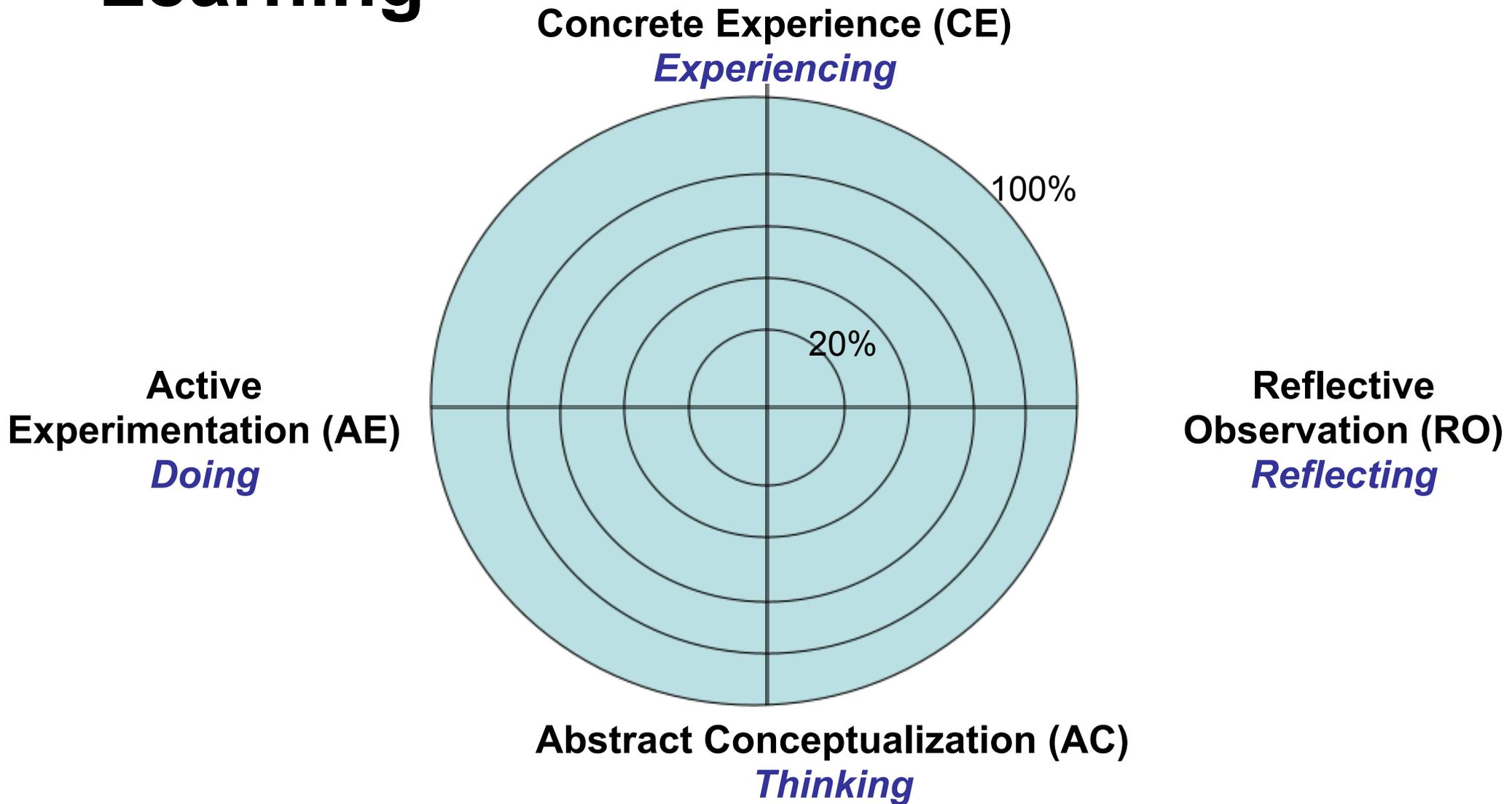
Kolb 1984

Kolb's Model :

- **Experience: doing it**
- **Observations and reflections: reviewing and reflecting on the experience**
- **Development of ideas: learning from the experience , theorizing new ideas.**
- **Testing ideas in practice (new experience
trying out what they have learned .**

- **His learning cycle is non-linear , and can**

Kolb Cycle of Learning



Benefits of Experiential Learning :

- **transferability,**
- **independence,**
- **engagement ,**
- **motivation and**
- **reflection.**

- **Reflection on experience helps students to learn and improve future action .One effective tool a teacher can use is *“Reflective Writing”*. The act of writing encourages students to exam , organize of their unstructured thoughts and ideas about the experience**

Recommendations:

- **Change in institution policy .**
- **Teacher training on how to teach the content employ new methods .**
- **Cultivating a collaborative culture within the national universities to exchange expertise (workshops , seminars).**
- **Regular research on students reflection on current instruction methods .**

What are your own conclusions?

- **What are the most promising methods/approaches to employ and change in your course or for particular topics?**

Questions & Comments

Thank You All

LinaaOmar@hotmail.com