

Critical Incident Writing Exercise

(Activity that Could be Given as a Pre-Class Assignment)
[Think/Write]

Think of a learning experience in which you were involved where everything “clicked,” a time when you felt empowered as a learner. Or, think of a learning experience where there was a “disconnect,” a time when you felt helpless or frustrated as a learner.

--after Brookfield, 1990

Individual Reflection/Writing

Briefly describe the successful or the unsuccessful learning experience. Why was it satisfying or dissatisfying to you? What contributed to your success as a learner or your failure to learn?

Pairing

(In-Class “Processing” Activity to Promote Active Learning and Student-Student Interactions)

[Pair]

Turn to someone sitting near you and discuss your two learning experiences. Working together, try to derive at least one learning principle from each experience. (e.g., “Helping students believe they will succeed motivates them to learn”; “Neophyte learners need to rehearse complex procedures under low risk conditions”; “Old misconceptions can get in the way of new learning.”)

Learning Principles:

Feedback

(In-Class Feedback Allowing Students to Assess Their Learning)

[Share]

With your partner, quickly review Tom Angelo’s “Teacher’s Dozen,” to see if they match any of the learning principles you identified.

Prepare for a whole class response by writing your learning principle with its connection--if any--to one of Tom Angelo’s “Teacher’s Dozen.”