

Achieving Teaching Excellence

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20th CEEMAN Annual Conference

Business and Educational Challenges in Dynamically Changing Environments

27-28 September 2012, Bellville, Cape Town, South Africa

Why Good Teaching is Imperative for the Future of Learning



20th CEEMAN Annual Conference

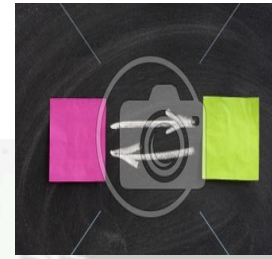
Business and Educational Challenges in Dynamically Changing Environments

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The Future of Learning



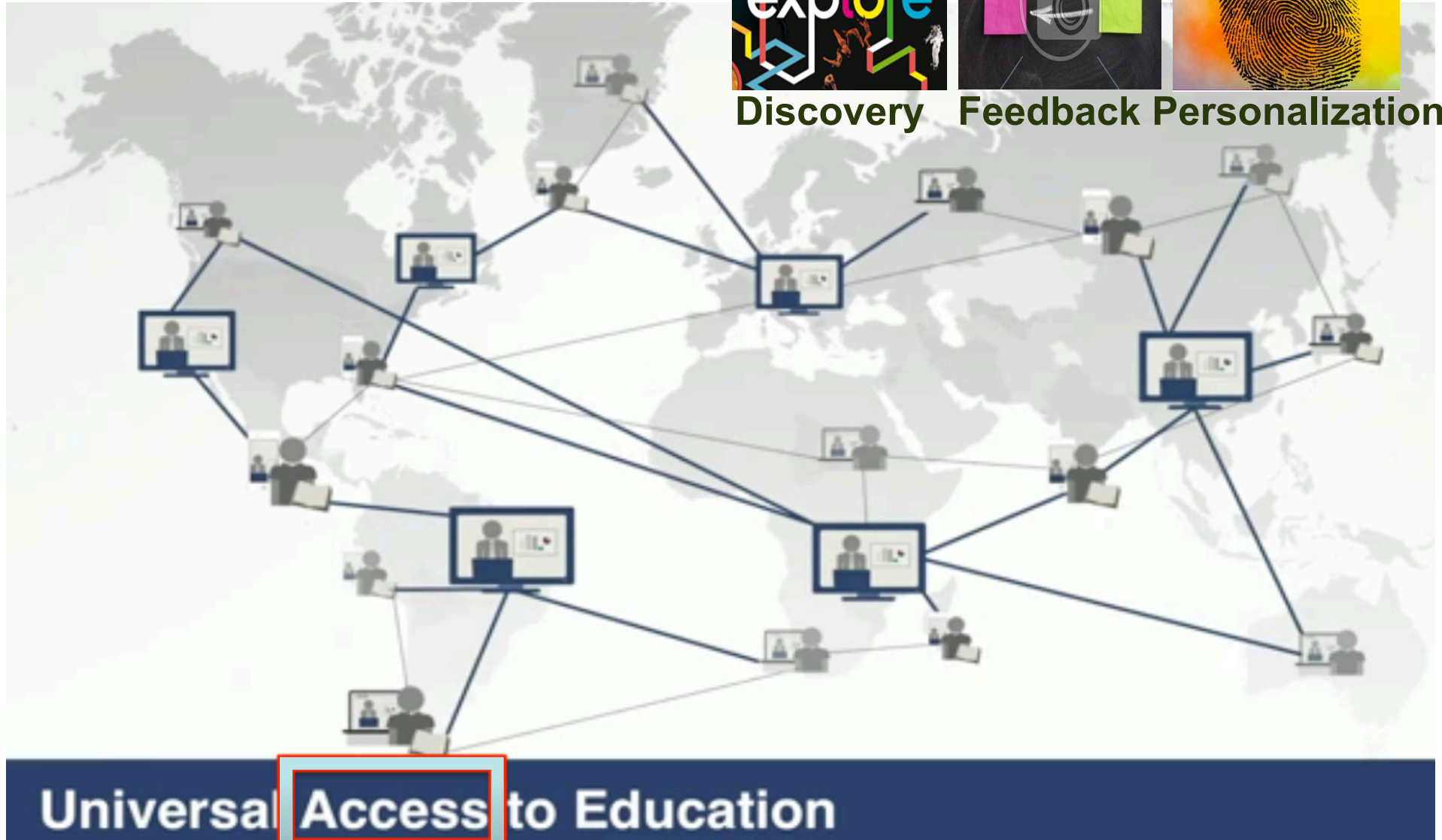
Discovery




Feedback



Personalization



This Future (MOOC's) is here





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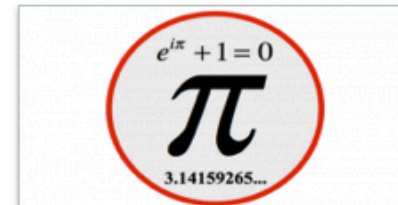
An Introduction to Operations Management
University of Pennsylvania
Started 14 hours ago (6 weeks long)



Mathematical Biostatistics Boot Camp
Johns Hopkins University
Started 14 hours ago (7 weeks long)



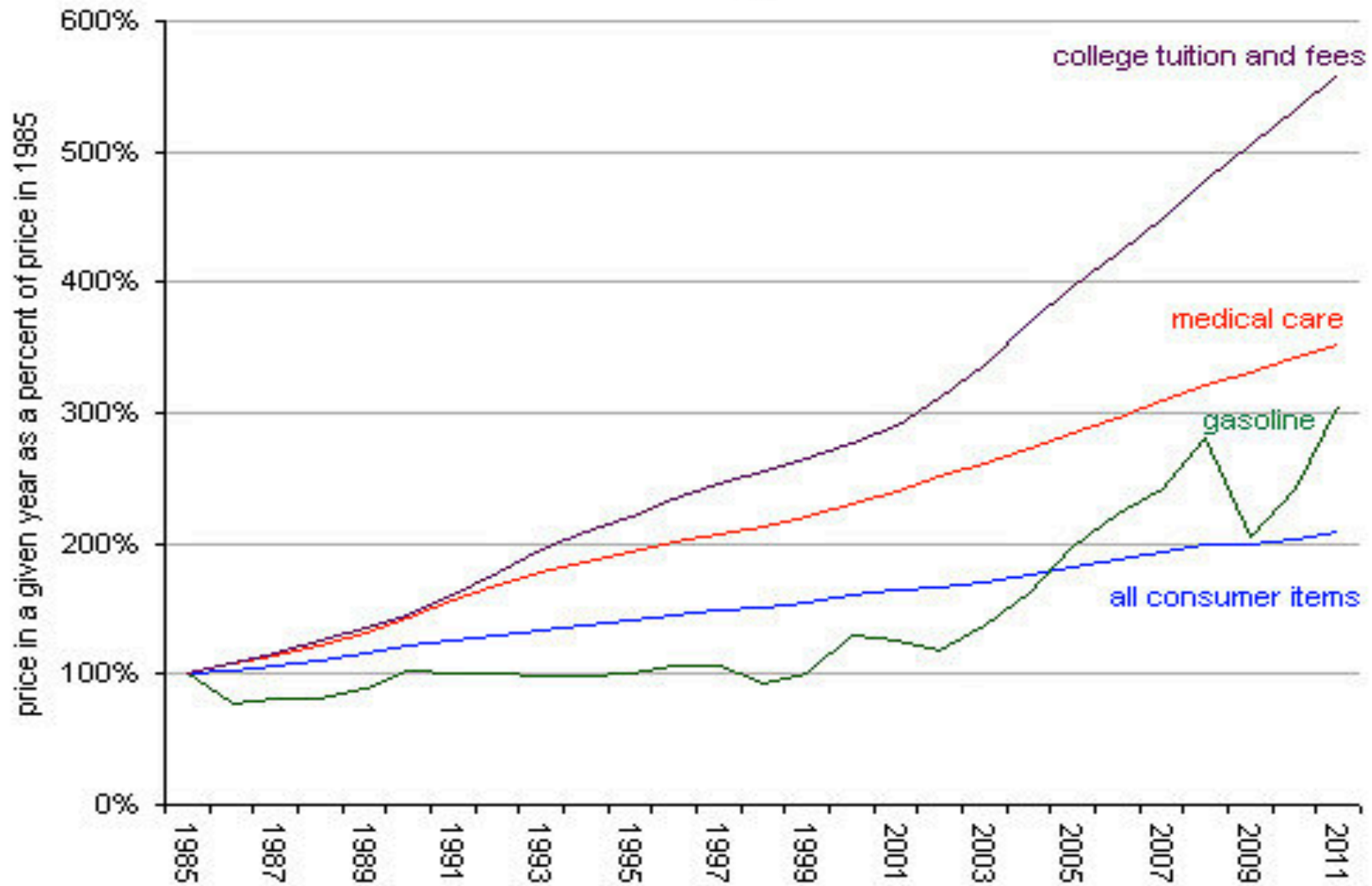
Learn to Program: The Fundamentals
University of Toronto
Started 14 hours ago (7 weeks long)



Introduction to Mathematical Thinking
Stanford University
Started 8 days ago (7 weeks long)

[See all Courses](#)

Price Changes Since 1985

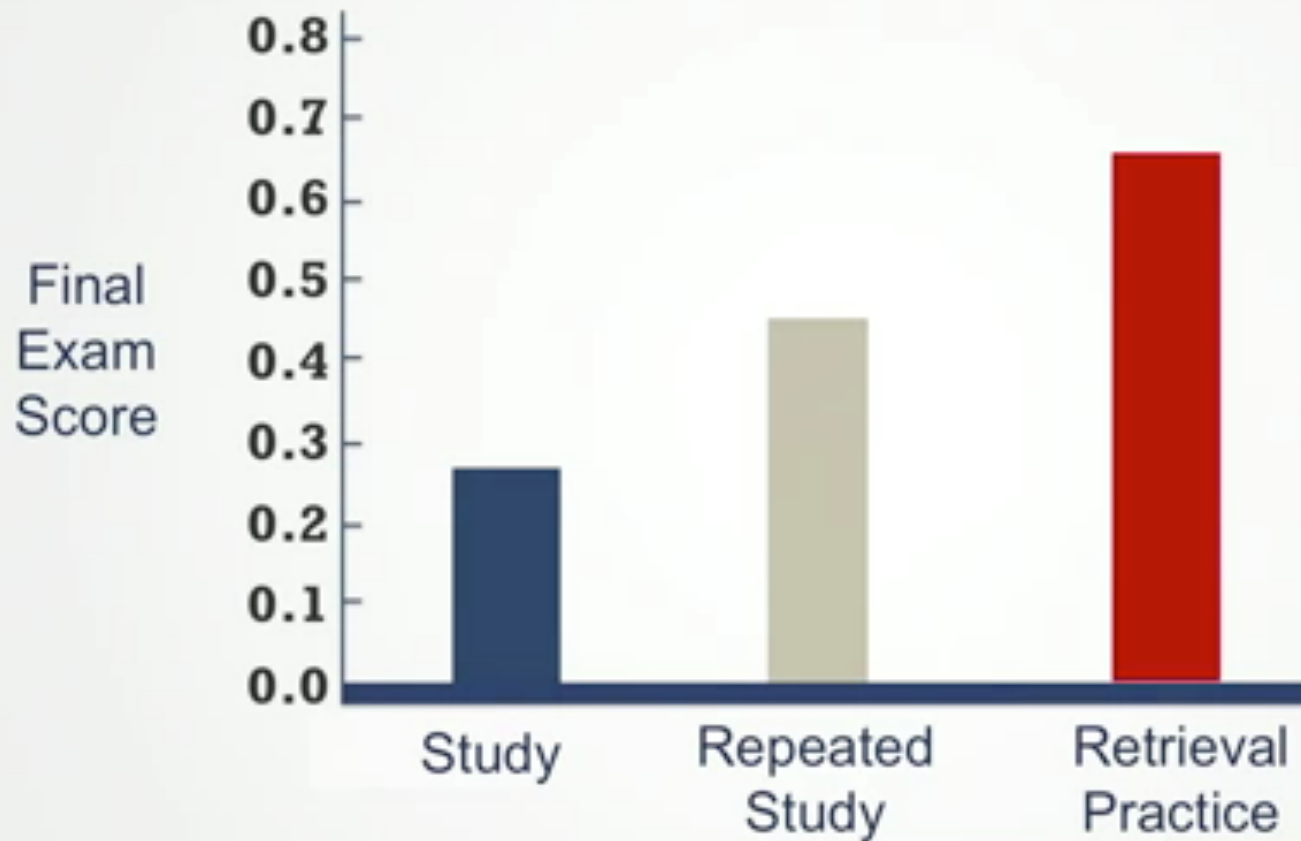


Source: Bureau of Labor Statistics

"The 2 Sigma Problem: The Search for Methods of Group Instruction as Effective as One-to-One Tutoring." *B. Bloom, Educational Researcher (1984).*

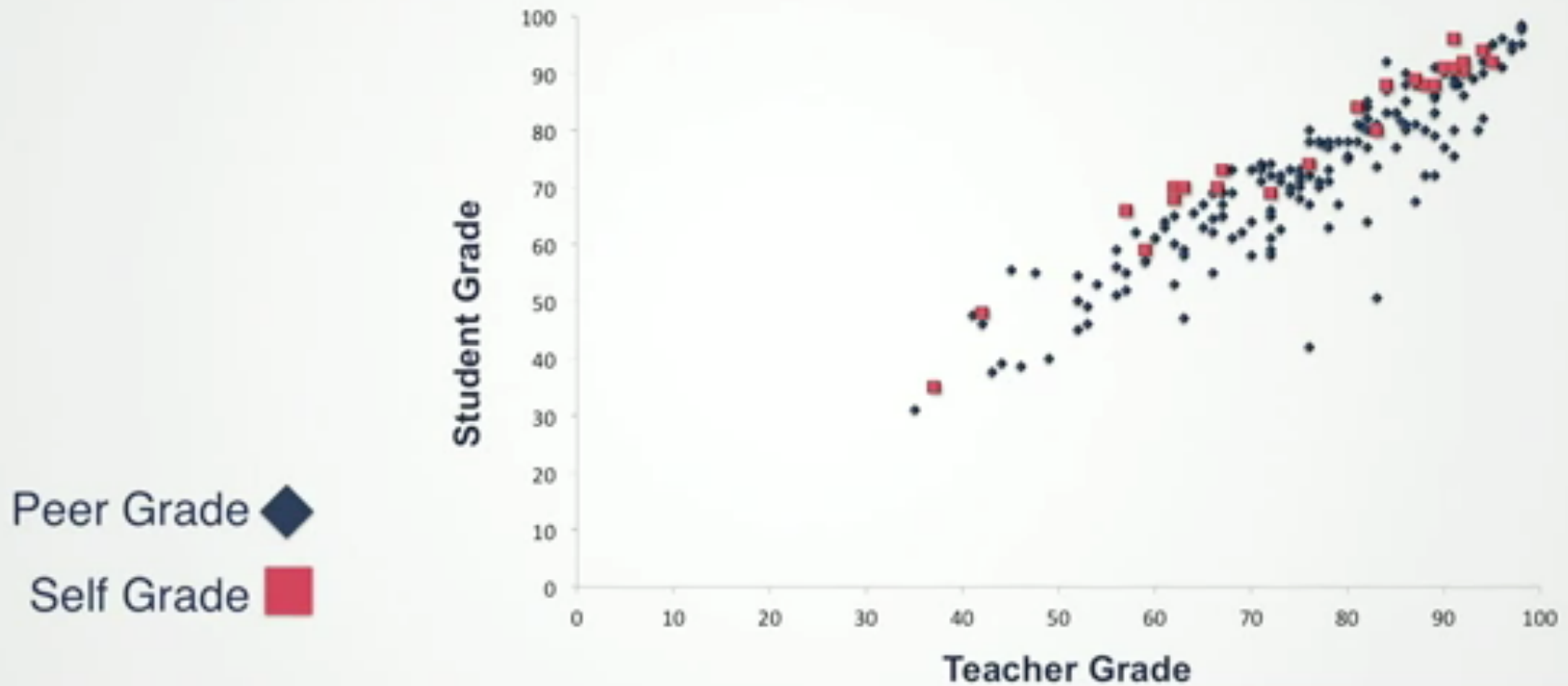


"Retrieval Practice Produces More Learning than Elaborative Studying with Concept Mapping."
J. Karpicke, J. Blunt. *Science* (2011).



Practice Improves Learning

"The Impact of Self-and Peer-Grading on Student Learning".
P. Sadler, E. Good. *Educational Assessment* (2006).



The Dominant Pedagogy



14th century

Bologna

The Smithsonian Book of Books,
Michael Olmert, 1992

This Future of Learning is also here



Source:
RU Photo Archive

More back rows



Traditional higher educational systems cannot be sustained

1. Courses based on the paradigm of knowledge acquisition
2. Access to exponential growth in information + MOOC's
3. For most students HE is too expensive and graduation \neq job
4. Few institutions provide the assurance of “learning how to learn”
5. Limited understanding about good teaching practice

For Good Teaching Practice....

1. From an amateur sport to professional development
 - Active learning techniques
 - Peer learning
 - Outcomes based assessment
2. Explore pedagogies that promote active learning
3. Recognize and reward scholarly approaches to teaching
4. Re-engineer quality assurance to focus on student learning
5. Lead a Program of Action

Embracing pedagogies that promote Active Learning

- **Peer Learning in Class**
- **Problem Based Learning**
- **Cooperative and Apprentice Learning**
- **Community, Service & Experiential Learning**
- **Aesthetic, Design Based and Creative Learning**



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From Surface to Deep Approaches to Learning

Marton F. and Säljö R. (1976)



SURFACE:

- Fear
- Superficial
- Memorization
- Lacking Context

DEEP:

- Curiosity
- Seeking
Understanding
- Meaning, Reflecting
- Evaluating

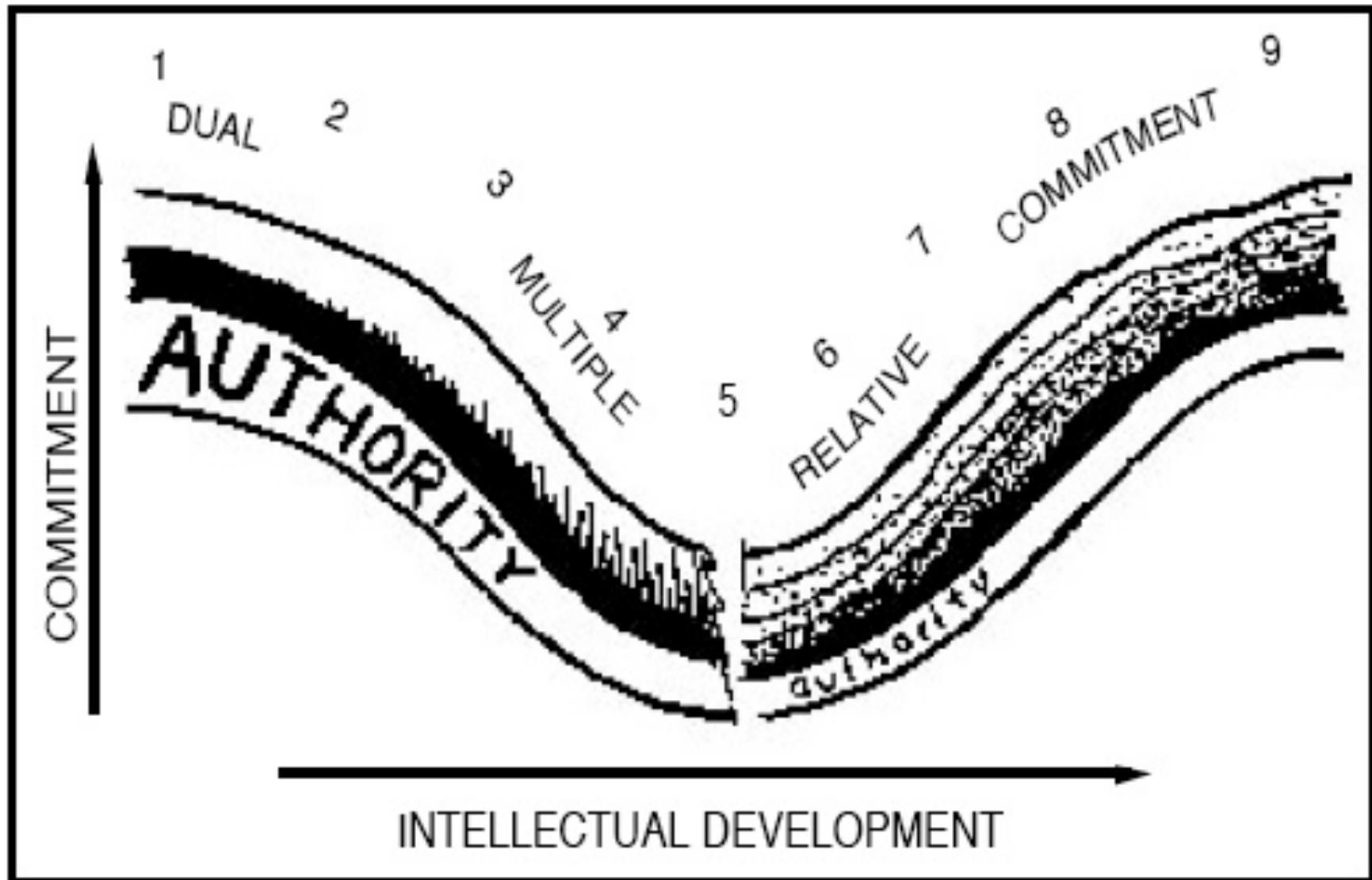
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Perry's Schema of Intellectual Development

Perry, William G., Jr. (1970)



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Society for Teaching and Learning in Higher Education
La société pour l'avancement de la pédagogie dans l'enseignement supérieur

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Researching Teaching and Student Outcomes in Postsecondary Education: A Guide

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What stimulates learning?

George Kuh (2008). *High-impact Educational Practices*

- **First year seminars** and experience
- Learning **communities**
- **Writing**-intensive courses
- **Collaborative** assignments and projects
- **Undergraduate research**
- Diversity/**global** learning
- **Service learning**/community-based learning
- **Internships**
- **Capstone** courses and projects



Teaching Excellence – for what purpose?

- A. Enhance intellectual capacity
- B. Produce Knowledge
- C. Enable employment
- D. Inspire talent
- E. Other?

Key Steps: Creating a Relevant Business School

George Yip, Emeritus Dean, Rotterdam School of Management, Erasmus (FT, Sept. 24, 2012, pg 12)

Main Message: Engage faculty with Practitioners

1. Create a coalition of the willing & a strong 2nd in command
2. Focus on new behaviours you want school to adopt
3. Bring Editors of Managerial journals to explain how to publish
4. Be prepared to be unpopular
5. Get senior faculty to interact with practitioners in advisory boards, roundtables, etc.