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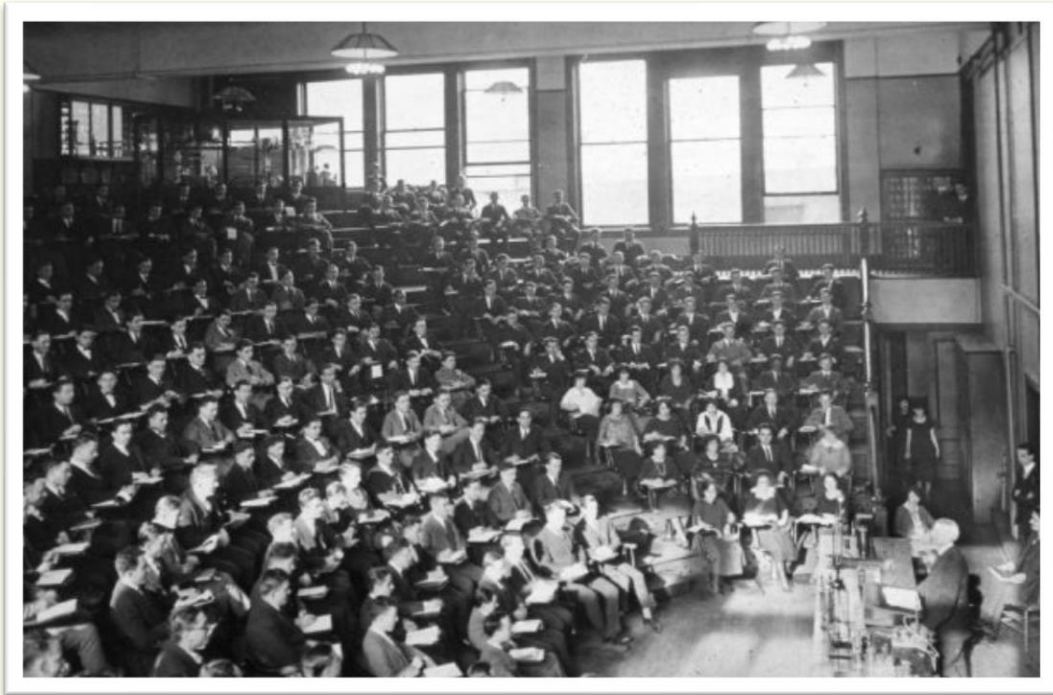
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TEACHING INNOVATION: TERTIARY LEVEL

13th-14th Century Education



20th-21st Century Education



Pharmaceutical lecture hall.
Wisconsin Historical Society



Lecture hall.
University of Georgia

Why Innovation Fails (or Never Begins)



Time and Money



Physical Infrastructure



Student And Faculty Resistance



Too Much Too Quickly

Why Innovate?

Increase Access and Equity

Promote Learning Research

Develop Creative Thinking

FOUR PRINCIPLES TO GUIDE INNOVATION

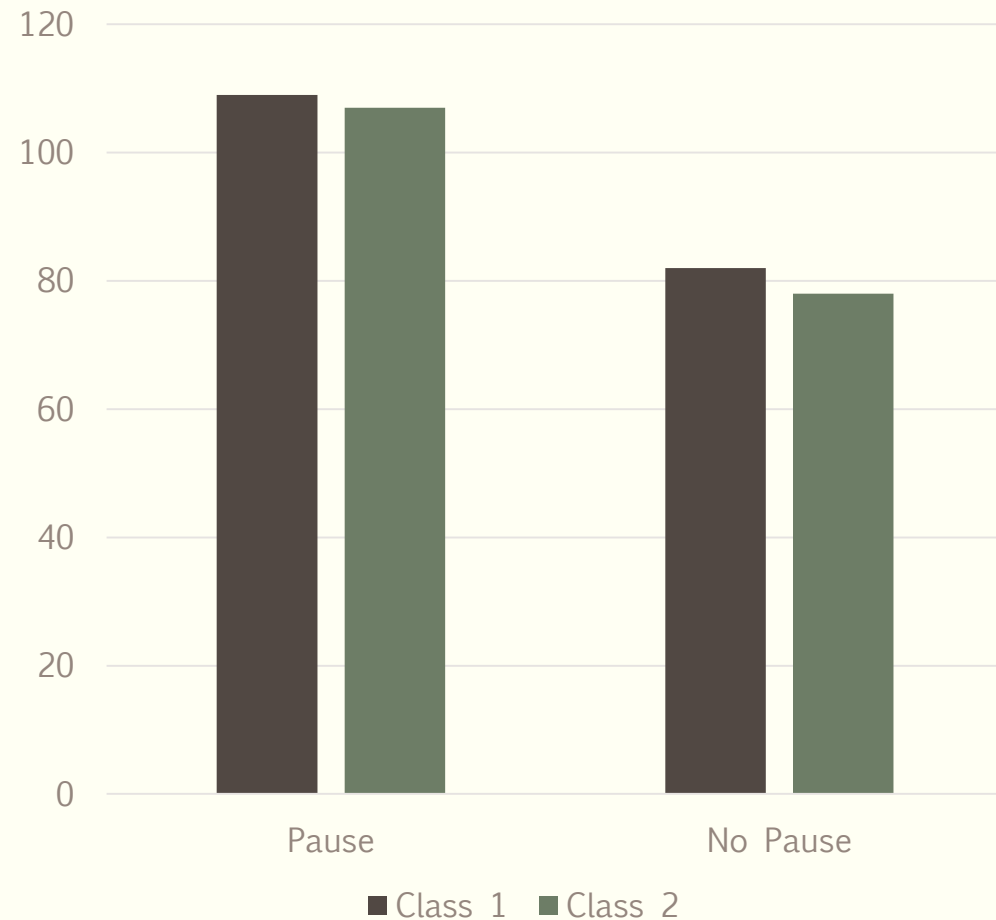
Small
Teaching
Innovations
Can Have
Large
Impacts

“The best solutions [are] those invented at the micro level by teachers themselves.”

Béchir Allouch – Professor of Technology at the Virtual University of Tunis and president of the Tunisian Association for E-Learning

An Small Innovation Example

- “In the current study the procedure consisted of pausing for 2 minutes 3 times during each 45-minute lecture. During the pause, subjects formed dyads and discussed lecture content (e.g., asked each other for clarification of concepts or caught up on notes). No instructor-subject interaction occurred during the pauses.”





Anti-Corruption, Module 1, Exercise 1

- Ask the students to take five minutes in silence to reflect upon a simple question: How has corruption affected you or someone you know? Once you have decided on an anecdote to share, please jot down on paper three things: first, the basics of what you wish to share with the class; second, how your real-life example of corruption affected you or your acquaintance; and third, upon reflection, what is corrupt or corrupting about the example you have described.

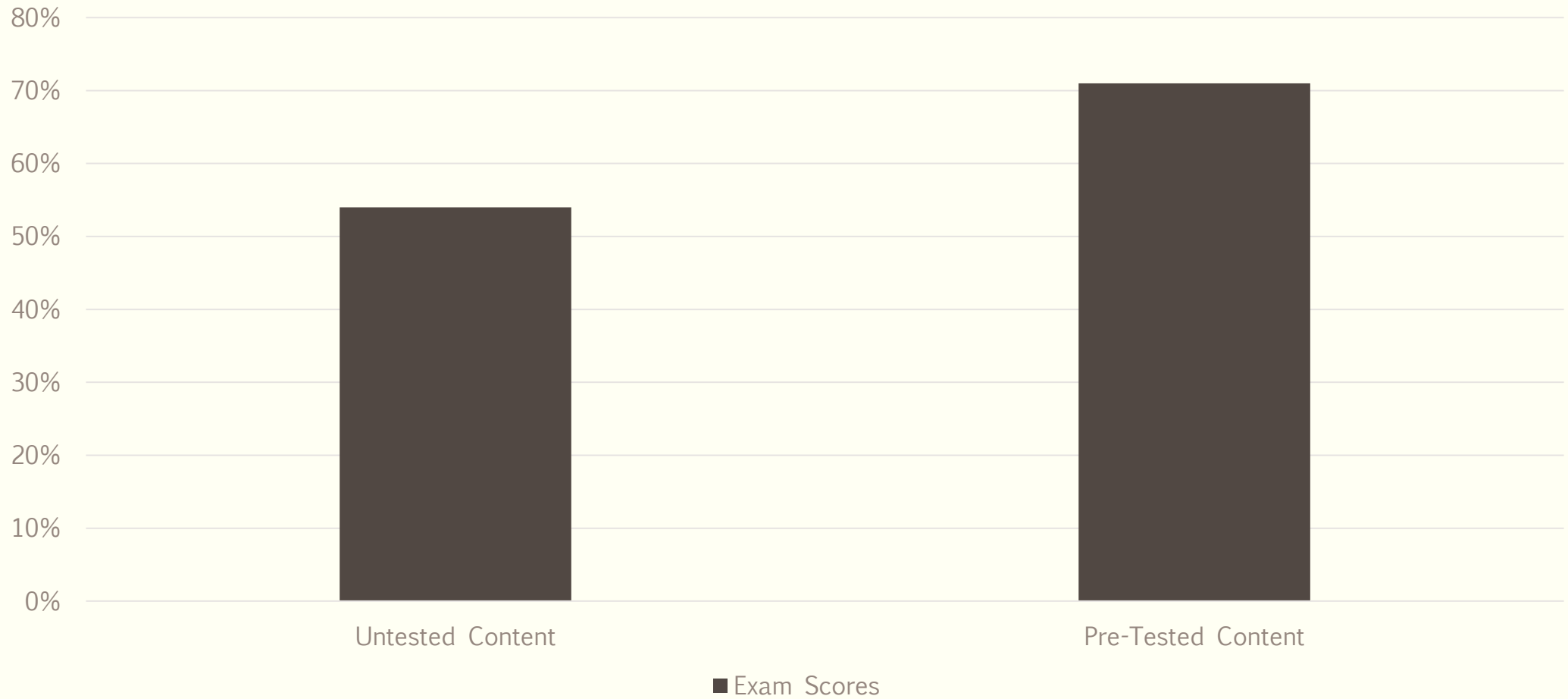
Crime Prevention and Criminal Justice, Module 7, Exercise 1

Ask all students to identify behaviours in their jurisdiction that may be criminalized in their country but not in others (for example, same-sex marriage, sex work, drug use, abortion etc.). At the start of the class, divide students into small groups to brainstorm the issue, and use flip charts (or white boards or paper) to report back. This exercise can form the basis of a class discussion about the factors that contribute to the imposition of criminal justice punishments (and/or custodial sentences) for some behaviours, and not for others. This exercise should take no more than 10 minutes.



Research Should Drive
Teaching Innovation

The Power of Prior Knowledge



The Power of Prior Knowledge

- “Unsuccessful attempts to solve a problem encourage deep processing of the answer when it is later supplied, creating fertile ground for its encoding, in a way that simply reading the answer cannot.”

Make It Stick: The Science of Successful Learning

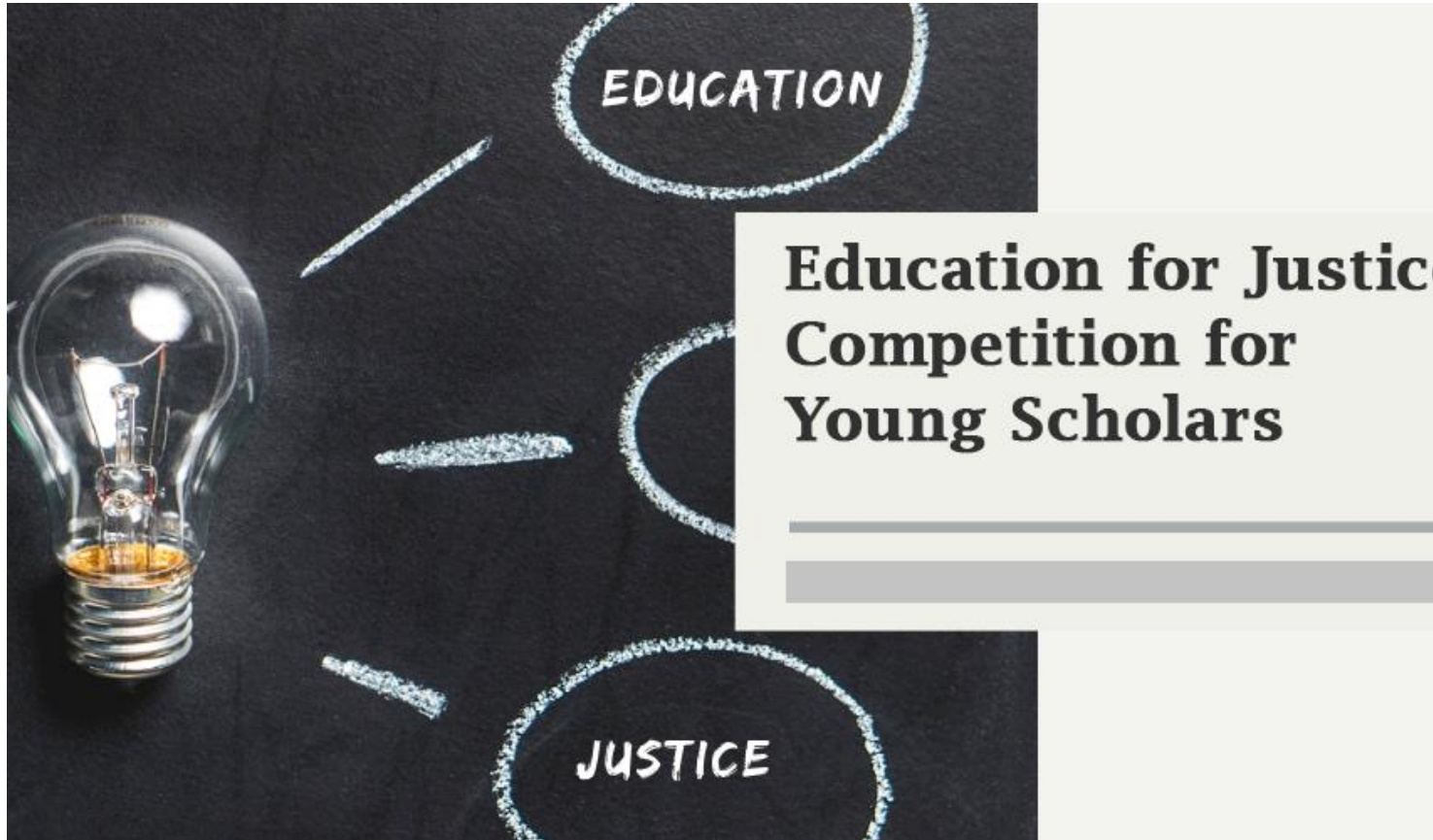


Tertiary Teaching and Learning Centers

A Center for Teaching and Learning can filter pathways to innovation from the rapidly expanding body of research on teaching and learning in higher education.

Resources and Models

- Vanderbilt University (USA)
- Carnegie Mellon University (USA)
- American University of Cairo (Egypt)
- University of Cape Town (South Africa)
- National University of Singapore (Singapore)
- Universidad del Norte (Colombia)



- Invite Student Creativity
- Make Innovation Transparent
- Provide Feedback Opportunities

**Students Should Be
Partners in Innovation**



Student Partnerships in Creating the Learning Environment

- How should students behave in the classroom? Are they allowed to eat, to use electronic devices, what language can be used during class deliberations? How should a lecturer behave when dealing with class interruptions, when answering students' mails, when addressing questions during classes?



Pedagogy Should Drive Technology

- What teaching problems are we trying to solve?
- What objectives are we trying to accomplish?
- What technologies would help us?

Integrity and Ethics, Module 8, Exercise 1

- Accept a plasma-screen television that a friend of yours wants to give you. You know that the friend got the TV a year ago when the company that made it sent it to your friend, by mistake and at no charge.
- Accept a plasma-screen television that a friend of yours wants to give you. You know that your friend bought the TV a year ago from a thief who had stolen it from a wealthy family.

0 = \$ 0, I'd do it for free

1 = \$ 100

2 = \$ 10,000

3 = \$ 1,000,000

4 = I would not do this for any amount of money

How much does your administration value and support innovative teaching on your campus?

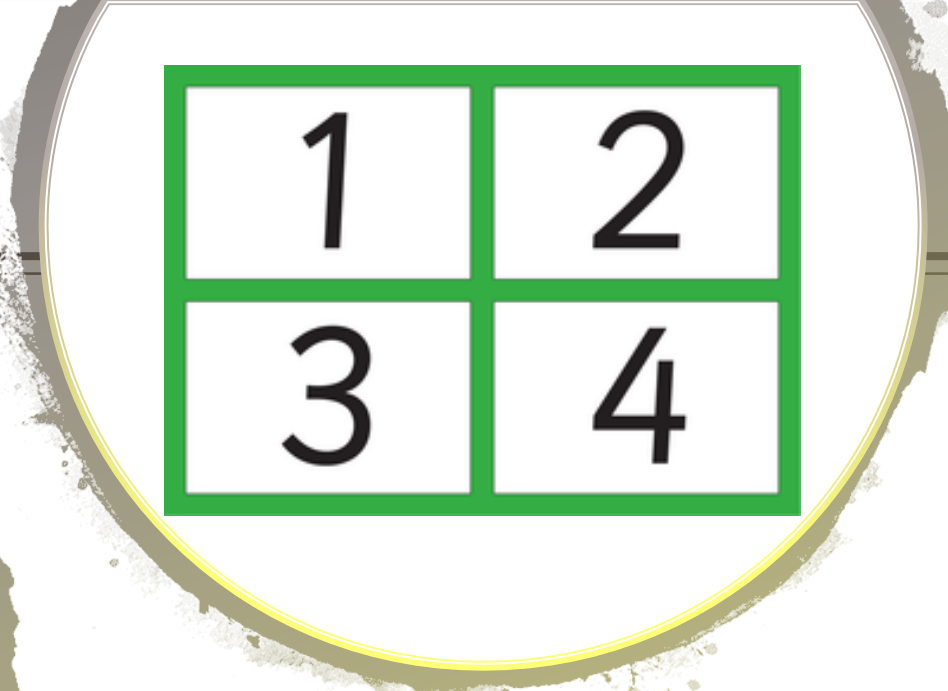
Teaching innovation is highly valued and supported.

Teaching innovation is valued but not supported.

Teaching innovation is neither valued nor supported.

A decorative graphic in the top right corner of the slide. It features a large, dark grey, semi-circular shape that curves from the top right towards the center. To the left of this shape, there are three smaller circles of varying sizes and colors: a large light brown circle, a medium dark brown circle, and a small dark blue circle, all arranged in a roughly horizontal line.

What do you do when
resources are low?

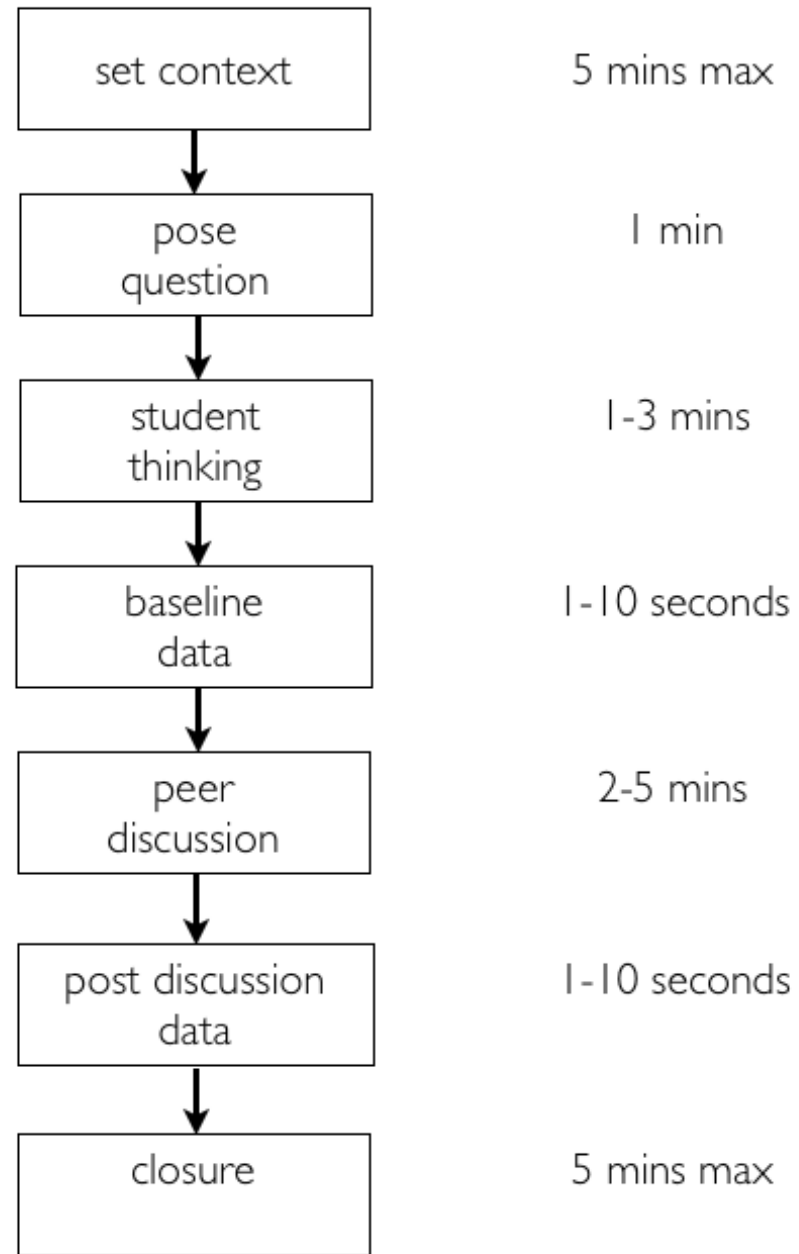


1	2
3	4



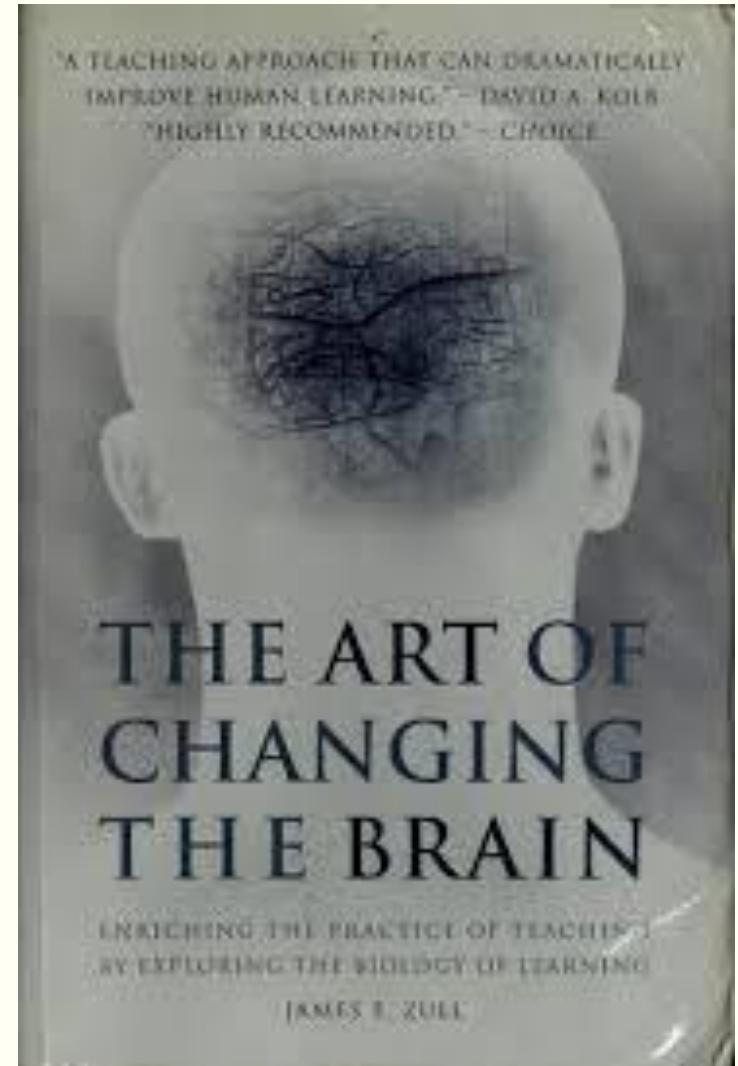
The “innovation” of classroom polling can be done without the technology.

But does it take too much time?



Research on Peer Teaching

“When a learner shares ...with his peers, he will not only get new cognitive ideas. He will also gain confidence and begin to recognize the progress he has already made.”





When Peer Review Does Not Work

The instructor asked students to sit in pairs and answer questions such as:

- Does the essay have a main idea?
- Is the main idea clear and effective?
- Are the ideas connected to each other clearly and logically?
- Does the writing address the assignment?

When Peer Review Works


- Students received assignment rubric
- Students read model essays
- Students used rubric to evaluate model essays
- Students then worked in pairs reading and reviewing each other's writing

Students engaged in peer review:

- Received useful feedback
- Improved their writing
- Learn to become self directed

Everyday Student Engagement

- Pre-class Readings
- Personal Writing: Example of Discrimination Witnessed or Experienced
- Paired Discussions: Extrapolate Principles
- Whole-Class Discussions
- Film Viewing
- Reflection Paper: Effects of Discrimination Based on Film



What is the best
example of a small but
effective teaching
innovation you have
seen or experienced?