Notebook – November 2011

From the Director
Debra Lohe

answer a second time and get to see if there has been any change. Depending on the results, I can spend some extra time clarifying an idea, or move on to the next problem.

Eric Mazur developed a strategy called “Peer Instruction” for physics classes, which lend themselves ideally to this type of exercise. There are plenty of problems in physics that can test your understanding of a co

they hold a responsibility to assist learners to recognize the value of planting those seeds and caring for them until fully mature. Learning to cultivate a “garden of knowledge” is a task students must practice to create meaning of, and from, information obtained in class. Otherwise the seeds lie dormant, become scattered, or are lost.

“*Pullin’ weeds, pickin’ stones*
Man is made of dreams and bone
Feel the need to grow my own
‘Cause the time is close at hand...”

Teachers can lead students to their gardens by incorporating learning strategies that support the development of knowledge through experience and association. Examples include classroom assessment techniques (CATS) like 1-minute papers and concept maps. Service learning illuminates direct application of classroom learning while engaging in service to the greater good. It is also important to avoid relying on teaching strategies, such as “Sage on the Stage,” that only promote a transfer of information.

“*Plant your row straight and long*
Temper them with prayer and song
Mother Earth will make you strong
If you give her love and care…”

Teaching students to tend their knowledge-gardens encourages a sense of personal responsibility towards knowledge formation. With practice, learners are able to continue tending their gardens and harvesting the fruits of their labor beyond the classroom.

The Garden Song by John Denver. Album: The Country Roads Collection, 1979
If you want to watch the video of this song:

we can create such intellectual learning space.

Ask yourself, “What is the most fundamental concept to consider, and what kind of exercise will allow students to examine and explore this?” You might give your students a puzzle to solve, a law to write, an event to explain, or an experiment to design, providing them with only bare bones background information to get them started. As you guide students step by step through the exercise, allow them to gather facts along the way in an intellectual “field trip,” fleshing out the essential concept that represents a milestone in their learning. Sharing their ideas and solutions with each other will require them to collect, organize and focus their thoughts and the facts they’ve acquired. They will obtain much the same information that would have been presented in traditional didactic fashion, but in the process of filling this created space, the students will have taught themselves.

Contributors

Trench Warfare in the Classroom
Hamish Binns, M.A. ESL Coordinator-Madrid

The traditional classroom is a battlefield: the teacher mounts a gun position firmly

and oral competency and confidence varied greatly within the group. I too had much to learn, specifically as an

education. Clinical education immerses students in a real-world physical therapy setting. This unique learning space enables each student to connect didactic knowledge with actual patient care, facilitating a one-on-one learning environment in the “real” world.

As a clinical instructor, I have the ability to assess and assist each student with his or her personal strengths and weaknesses. We work together with the patient, encouraging the students to become problem-solving professionals. The clinical learning space guides students to not only think professionally, but to behave as professionals and as graduates of a Jesuit institution with devotion to work as men and women for others.

Teaching physical therapy students can be challenging for a clinician due to productivity and reimbursement issues. Despite these issues, I have found that communication with eager students about the profession that I love energizes me and confirms my passion e un5(a)4(t)-3(on)-7y