

Perspectives Week: Thursday (5/17/18)  
New Science of Learning  
Faculty and Life Coach Ideas Shared During Session

CTL New Science of Learning Website: <https://www.maryville.edu/academicaffairs/center-teaching-learning/perspectives-week/new-science-of-learning/>

The link to the website above provides evidence-based suggestions for teaching and learning strategies to apply the science of learning to 1) course design, 2) course assignments, 3) course facilitation, and 4) assessment/feedback. It also includes a section on creating an institutional learning culture.

Growth Mindset: Faculty and Life Coach Ideas

How can we create conditions for students' willingness to take academic risks, experiment, and use failure as an opportunity for learning?

Ø Kelly Lave shared the idea of "test wrappers" as a strategy a " " " " " "

- Ø Sandy Ross re-framed the language on the syllabus from an expectation that students must “pass the lab to pass the class” to an expectation to “to successfully complete the lab.”
- Ø Discuss with students how learning occurs through reflection and use real-world examples.
- Ø Set up several low-stakes assessments to develop students’ efficacy and mastery of concepts before the first exam.
- Ø Discuss with students how difficult topics require time and patience to master; prioritize learning goals (to improve and master competence) and success can be found.
- Ø Create an environment for “fearless learning” where mistakes are celebrated as a natural part of the learning process with new or difficult concepts. Include this language in the syllabus and explain why you have created certain assignments so that students can make mistakes on “lowstakes” in-class assignments with minimal poiw1 0 8 7Bpwral



- Ø Give rationale for advanced assessment (MSN) with written assignment and video clinical situation with a written assignment for deep processing of learning.
- Ø We brainstorm study strategies and ideas together as a class, and I talk about how useful those ideas will be.
- Ø On the first day of class, share the rationale that "doing the work" before-hand will help students get more out of class time.
- Ø Be up front with students about your expectations that they read before class, and let them know that they may be called on or that they may work in pairs (a form of retrieval practice).
- Ø Be explicit in the syllabus (and in class) about why you embedded retrieval practice opportunities into the course. When students know these assignments are there for them, as evidence-based mechanisms to assist their learning, and they know why they work, they are more likely to use them.

We thank you for sharing your ideas during the session! Our hope is that all 3 concepts (retrieval practice, growth mindset, and self-authorship) that we highlighted in the session will benefit our students' learning. If students only know evidence-based study strategies, but don't believe that ability can be developed (fixed mindset), then they are more likely to give up and not persevere when they face academic difficulty. If they believe that ability can be developed (growth mindset), but they don't use evidence-based study strategies, then they are likely