From Student Engagement to Transformation: Best Practices for Teaching & Learning

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THIS... IS NOT THE ANSWER!
We Know How Learning Works

100 years of research from a philosophy of teaching to a science of learning

- Cognitive Psychology
  - Cognitive psychology within an interdisciplinary framework
  - Incorporates e.g., computer science; psychology; linguistics; neuroscience

- Cognitive Science
  - Cognitive science “in the wild”
  - Incorporates e.g., anthropology; applied linguistics; ed research

- Learning Sciences
  - Learning sciences within the disciplines

- Discipline-Based Educational Research
  - Learning sciences across the academy

For example:
- Susan Ambrose, Michael Bridges, Michele DiPietro, Marsha Lovett & Marie Norman (2010) How Learning Works: Seven Research-Based Principles for Smart Teaching
We Know How Learning Works

*the punch line...*

From a sage on the stage to a guide on the side

*e.g.*, Dewey’s (1938) *Experience & Education*

From teaching to learning back to teaching

Merrienboer’s (2012) four-component instructional design for complex learning
HIGH IMPACT PRACTICES

COMMON INTELLECTUAL EXPERIENCES
• Learning Communities
• First-Year Seminars and Experiences
• Collaborative Assignments and Projects

EXPERIENTIAL EDUCATION
• Undergraduate Research
• Diversity/Global Learning
• Service Learning, Community-Based Learning

EDUCATION THAT MATTERS
• Internships
• Writing-Intensive Courses
• Capstone Courses and Projects

Best Practices

- **High Impact Practices**
  - **Experiential Education**
  - Common Intellectual Experiences
  - Education That Matters

- Self-authorship
- Backwards design
- Project-based learning
- Inquiry learning

See, for example, Marsha Baxter-Magolda (1999) *Creating Contexts for Learning and Self-Authorship*; Grant Wiggins (2005) *Understanding by Design*
The Answer? Engagement

- ONE’S FUTURE
- SELF
- ACADEMIC CONTENT
- COMMUNITY
- MENTORS
- PEERS

Aligned to UWI’s Strategic Plan – specifically around teaching & learning; student experience & engagement.

See, for example, Dan Butin (2010) Service-Learning in Theory and Practice: The Future of Community Engagement in Higher Education.
So...
Why Doesn’t the Story End Happily Ever After?
Teaching is Easy; Learning is Hard

- Implosion of the Academy
- Unbundling faculty work
- Rise of for-profit and online learning
- Disinvestment of higher education
- Unacceptable outcomes for student learning gains, retention and graduation rates

Massification of higher education

Importance of college degree

No such thing as “traditional” student

A “PIVOTAL POINT” for UWI: How do we move from “good enough” to engagement to transformation?
My Vision...
From the “Flipped Classroom” to the “Flipped University”
My Vision...
From the “Flipped Classroom” to the “Flipped University”

Student-centered

“outsource” the lecture

Deep learning

Discussion as central

Instructor as “curator”

Faculty professional development
My Vision...
From the “Flipped Classroom” to the “Flipped University”

- project-centered
- “outsource” the class
- Authentic learning
- Outcomes as central
- Instructor as researcher
- Community-based teaching & learning
My Vision...
From the “Flipped Classroom” to the “Flipped University”

- impact-centered
- “outsource” the “checklist mentality”
- Scaffolded deep & authentic learning
- Transformation as central
- University as experience
- The Engaged University...
The “UWI Idea”
Questions

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