



Math: The Bridge to Success

Polk State College's Quality Enhancement Plan

April 2014 Newsletter

Using Hands-On Learning to Promote Deep Learning

Incorporating hands-on learning into the design of your course opens up a variety of ways to promote a learner-centered atmosphere in your classroom and encourage deep learning to take place. Many of the programs at Polk State College lend themselves quite well to hands-on learning. Shown below are just a few of the ways students are taking on the responsibility for their learning:



Nursing students work together for a patient in traction.



Music students bring the notes on the page to life.



Collegiate High School students compare tire track impressions to the ones left at the scene.



Collegiate High School students learn how to process a scene for latent print evidence.

Photography by Thomas Hagerty



Ceramics students glaze their projects.



A cardiovascular (CVT) student prepares to practice an interventional vascular procedure on the SimMan.



Emergency Medical Services students practice their skills.



Students obtain solid networking skills while working in live server rooms.

Even if your content area doesn't seem to lend itself to hands-on learning as much as other areas do, try to think of ways to incorporate a few hands-on activities in your class.

Designing Projects using the Six A's

Teaching Tip by Lynda Wolverton, QEP Lakeland Campus Liaison

Many instructors assign student projects in courses. **The Six A's of Designing Projects** offers suggestions about how to support deep learning for students.

Authenticity

- ☐ Does the project emanate from a problem that has meaning to the student?
- ☐ Is it a problem or question that might actually be tackled at work or in the community?
- ☐ Do students create or produce something that has personal and/or social value, beyond the college setting?

Academic Rigor

- ☐ Does the project lead students to acquire and apply knowledge central to one or more discipline or content areas?
- ☐ Does it challenge students to use methods of inquiry central to one or more disciplines (e.g., to think like a scientist)?

- ☐ Does it help students develop higher-order thinking skills and habits of mind (e.g., searching for evidence, taking different perspectives)?

Applied Learning

- ☐ Does the learning take place in the context of a semi-structured problem, grounded in life, real-world work, and the college setting?
- ☐ Does the project lead students to acquire and use competencies expected in high performance work organizations (e.g., teamwork, appropriate use of technology, problem solving, and communication)?
- ☐ Does the work require students to develop organizational and self-management skills?

Active Exploration

- ☐ Do students spend significant amounts of time doing field-based work?
- ☐ Does the project require students to engage in real investigations, using a variety of methods, media, and sources?
- ☐ Are students expected to communicate what they are learning through presentation and/or performance?

Adult Relationships

- ☐ Do students have an opportunity to meet and observe others in the workplace with relevant expertise and experience?
- ☐ Do students have an opportunity to work closely with at least one person in the workplace?
- ☐ Does the project lend itself to input of design and assessment of a person in the workplace?

Assessment

- ☐ Do students regularly reflect on learning using clear project criteria that they have helped set?
- ☐ Can other people from outside the classroom help students develop a sense of real world standards for this type of work?
- ☐ Will there be opportunities for regular assessment of student work through a range of methods, including exhibitions and portfolios?

Excerpted from Steinberg, Adria (1997). Real learning, real work. New York: Routledge.

Teaching tips such as these are sent every two weeks to adjuncts teaching developmental classes. If you would like to be added to the distribution list, contact Rebecca (Becky) Pugh rpugh@polk.edu or Lynda Wolverton (lwolverton@polk.edu). We hope these tips for learner-centered teaching will add to the repertoire of strategies you already use to engage students in instruction.

Upcoming Professional Development

Let's Talk About Student-Centered Teaching Strategies by Jason Mallory

Tuesday, April 8,
2:00 – 3:00 p.m., LAC 1243

Polk State College's
Professional Development Day
Lakeland Campus
April 11, 2014

Several sessions will focus on faculty sharing learner-centered teaching strategies and the use of technology to support those strategies.