

Empowerments for Student Learning

Exclusively for Adjuncts

Honoring learner-centered teaching activities and supportive teaching environments in a changing paradigm of higher education

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Collaboration is an important part of any kind of learning. A framework that gives more latitude in developing and delivering lessons is highlighted as a necessary step for students to increase collaboration between professor and student as well as between student and student. The framework consists of 4 components:

- 1. Focus lessons** introduce new concepts and ideas to learners. Focus lessons establish content and language objectives and feature professor modeling as to how students should be thinking (called Think-Alouds) to expose the thinking of an expert to novice learners. Professors model and demonstrate their internal thinking in a transparent way.
- 2. Guided instruction** releases some cognitive responsibility to learners as they try to apply new learning under the watchful eye of the professor. When students stall, their understanding is scaffolded using questions, prompts, and cues.
- 3. Productive group** work further increases student responsibility within a small group format. In the company of peers, students clarify their understanding, resolve problems, reach consensus, or identify solutions.
- 4. Independent learning** occurs as students approach mastery of concepts or skills. This includes both in-class and out-of-class (homework) opportunities for independent application and extension.

Frey, N., Fisher, D., & Nelson, J. (2013). It's all about the talk. *Kappan*, 94(6), 8-13.

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