

Transforming Our e-Learning 'Worst Practices' into Excellent Teaching

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Sponsored by *ASIST SIG-ED* and *ALISE SIG-DE*

1997 (!)

Research:
Papers, books,
talks...

Teaching:
Text, voice,
a/synchronous

JELIS
I <3 LIS
education!



Learner-led

Engaging

Rigorous

BEST PRACTICES

Interactive

Guide on the Side

Community



We know what we "should" do... but that still leaves a LOT of leeway for us to inflict horribleness on ourselves, our students, and our TAs (if we have them!).

And let's admit: we have all made mistakes. Really truly awful mistakes. And we know from our research that some of those mistakes get propagated to the point that they masquerade as "best practices." Let's explore WHY it happens and then some examples.

Why Bad Things Happen:

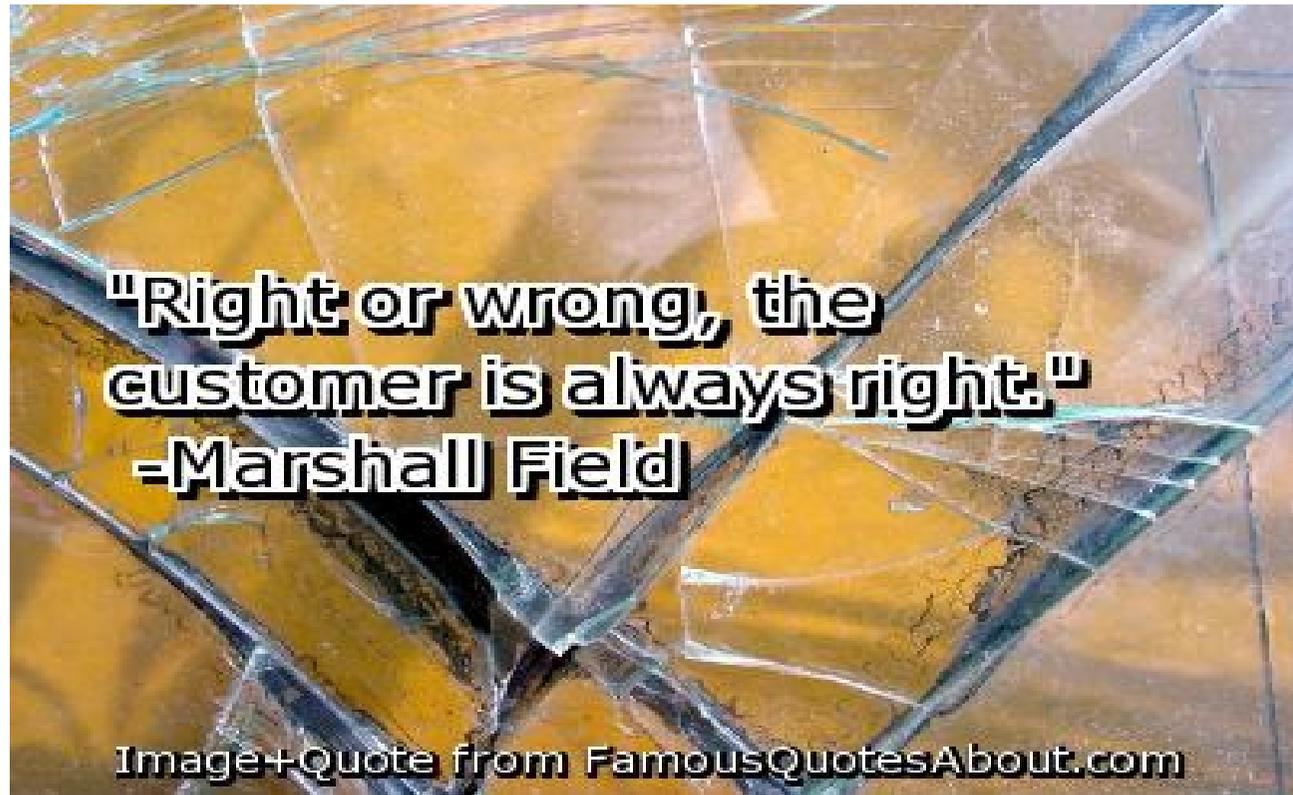
- Technology won't behave;
- Students have varying preferences;
- Institutional norms (or requirements);
- Instructor preferences and own educational experiences;
- Honest errors and "first tries";
- Overloads;
- Mentoring TAs

Systemic problems:
Underlying things that aren't specific to a CMS or a specific program

Theory/practice and the ways we've tried to "solve" it

Student as customer

Economy (more students!)



So let's tackle those 3 systemic problems as our first few 'worst practices' -- I'm going to reframe them:

Downplaying
the inherently
interactive
nature of theory
and practice

Failing to
achieve a
balance
between
student-as-
customer and
student-as-
product

Resorting to
assembly-line
instruction and
group projects
without sound
underlying
pedagogical
rationale

I have done some specific things -- let's stay as specific as possible! -- and you can think about some you have done too

Connect theory
with practice in
class &
discussions

Visit
workplaces

Have students
build theory
inductively
from practice

?

Make the
students do
the work

...which leads into the next part, because many 'worst practices' I have inadvertently demonstrated in my own teaching have come from not letting the students do the *meaningful* parts of the work.

group projects are bad* .

collaborative learning is good.

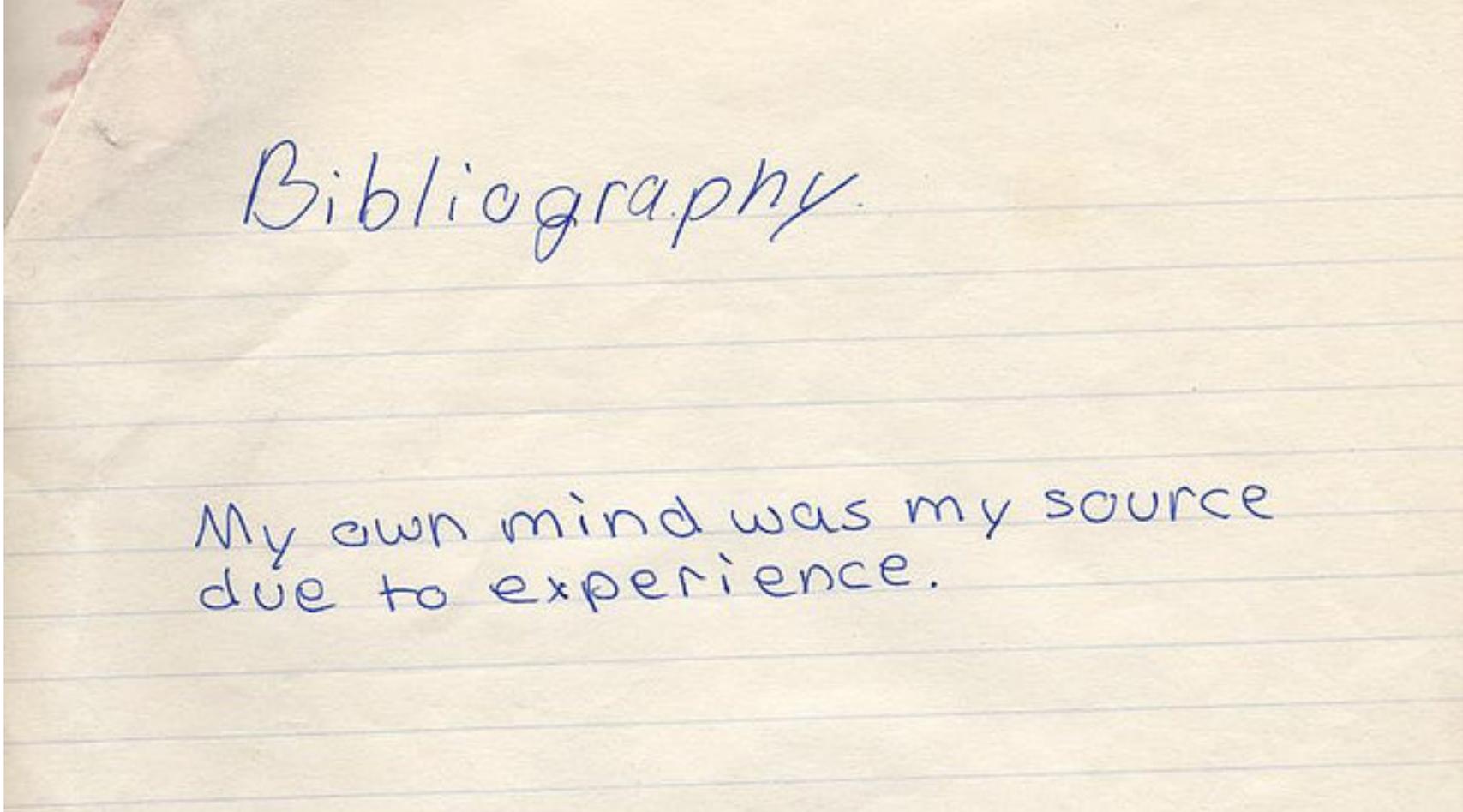
what to do???

well, don't do what I did...

WP1: Assessing the wrong thing



WP2 & 3: Failing to provide adequate scaffolding -- and its evil twin -- doing too much of the work yourself

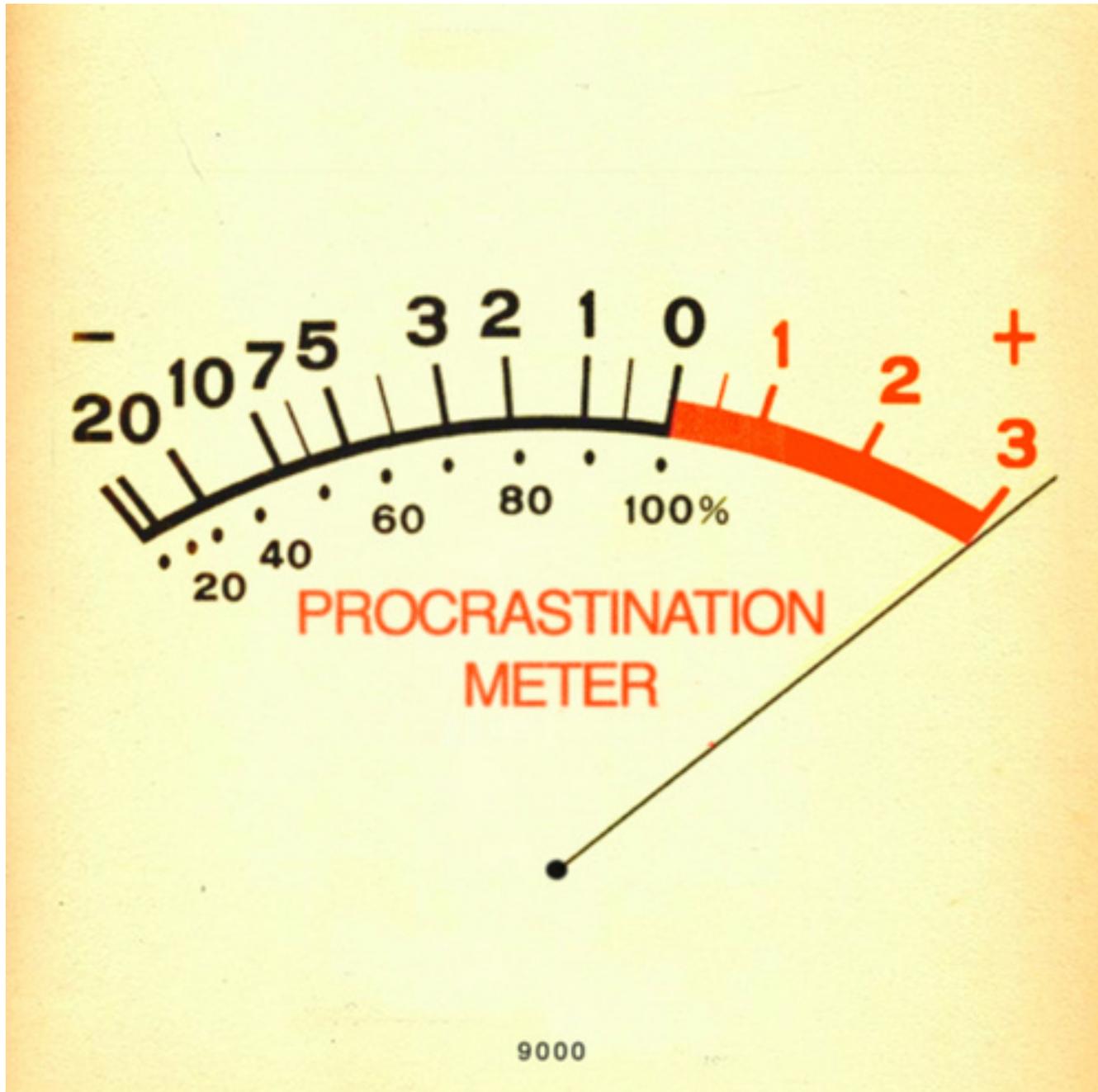
A photograph of a piece of lined paper with handwritten text in blue ink. The paper is slightly wrinkled and has a red binding edge visible on the left. The text is written in a cursive, handwritten style.

Bibliography.

My own mind was my source
due to experience.

WP4 & 5: too much structure -- and
its evil twin -- too little structure



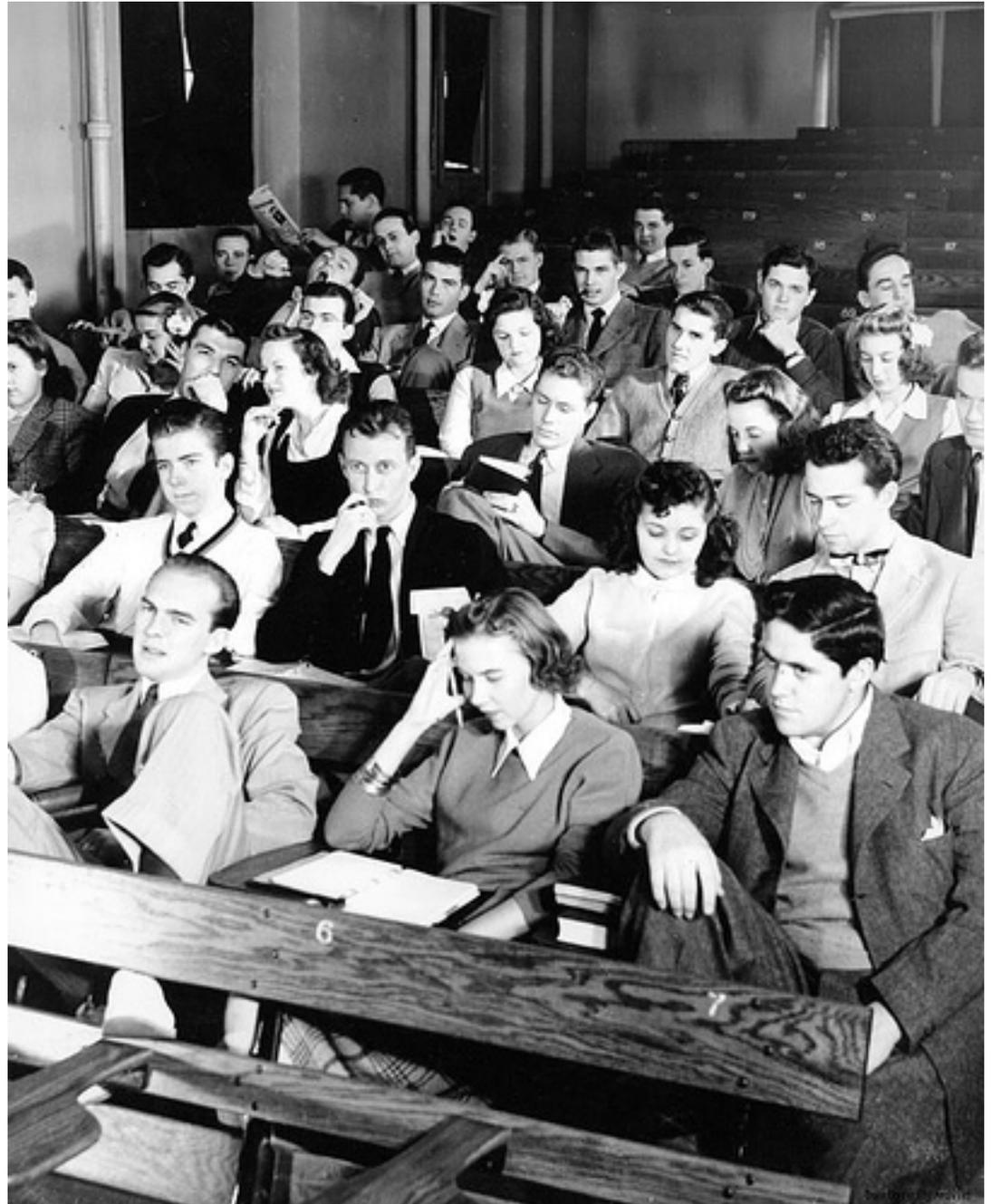


WP6: Facilitating procrastination -- and allowing students to harm themselves in the process

WP7: Having students *write about* instead of *do*



WP8 & 9:
Having students
watch instead of
do -- and its evil
twin -- having
students *do*
without
sufficient
modeling first



I've shared some "worst practices"

both systemic and specific ones

and some solutions I've implemented.

I tried to share concrete solutions BUT

I don't expect that you can (necessarily) use them as-is (although you should feel free to do so if you want).

Rather, I hope you can take the WP and solution pairs as examples of concepts and expand, modify, and personalize them for use in your own teaching.



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(is the handle I use most places,
from old to new -- delicious,
twitter, facebook, g+, and
whatever comes next!)

And sometimes you can find me
f2f -- ASIST and ALISE (our
sponsors today!), plus iConf,
AoIR, C&T....



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