

January 28, 2014

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Lancaster Bible College

Office of Teaching Effectiveness  
Dr. Penny Clawson

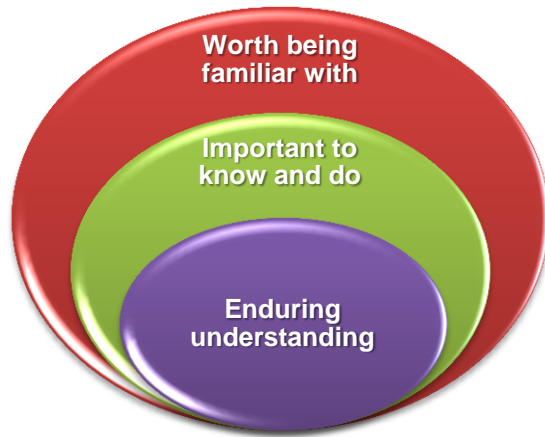
## **[OUTCOMES: ABSORB AND SOAK IN VS. EXPLORE AND DISCOVER]**

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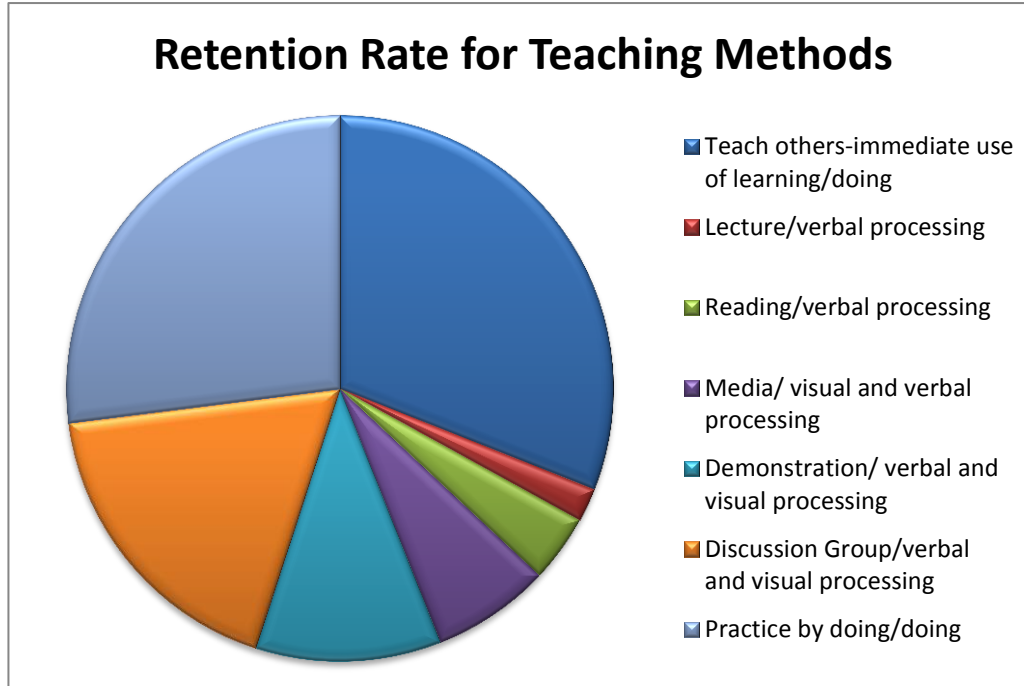


What is your desired outcome?

Wiggins, Grant and Jay McTighe.  
*Understanding by Design*



Lee, HeeKap .  
*Faith-Based Education that Constructs: A Creative Dialogue Between Constructivism and Faith-Based Education*



Sousa, D. A. *How the Brain Learns*. P95

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Where are we headed?

Hook the student through engaging and provocative entry points.

Explore, enable, equip.

Reflect and rethink.

Wiggins, Grant and Jay McTighe.  
*Understanding by Design*

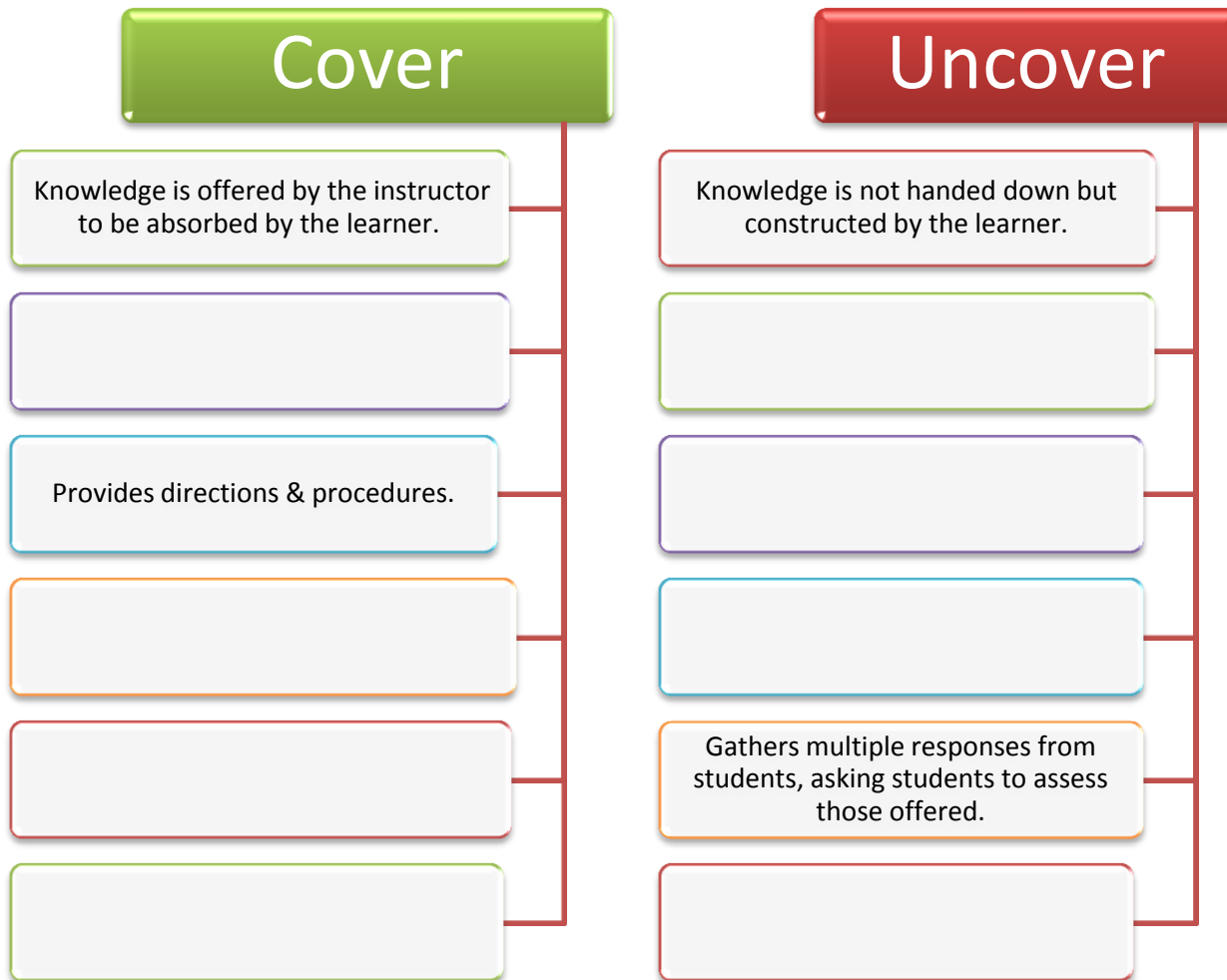
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Exhibit and evaluate.



## Methods for Inquiry

For Depth	For Breadth
<p><i>Unearth it</i></p> <ul style="list-style-type: none"><li>• Make assumptions explicit</li><li>• Make points of view clear</li><li>• Bring to the surface and bring to light the misunderstood, the subtle, the nonobvious, the problematic, the controversial, the obscure, the missing and the lost.</li></ul> <p><i>Analyze it</i></p> <ul style="list-style-type: none"><li>• Inspect and examine</li><li>• Dissect, refine and qualify</li></ul> <p><i>Question it</i></p> <ul style="list-style-type: none"><li>• Test</li><li>• Challenge</li><li>• Doubt</li><li>• Critique</li></ul> <p><i>Prove it</i></p> <ul style="list-style-type: none"><li>• Argue</li><li>• Support</li><li>• Verify</li><li>• Justify</li></ul> <p><i>Generalize it</i></p> <ul style="list-style-type: none"><li>• Subsume it under a more encompassing idea</li><li>• Compare and contrast</li></ul>	<p><i>Connect it</i></p> <ul style="list-style-type: none"><li>• Link discrete and diverse ideas, facts and experiences</li></ul> <p><i>Picture it</i></p> <ul style="list-style-type: none"><li>• Make it concrete and simple</li><li>• Represent or model the idea in different ways</li></ul> <p><i>Extend it</i></p> <ul style="list-style-type: none"><li>• Go beyond the given to implications</li><li>• Imagine "what if?"</li></ul>

Wiggins, Grant and Jay McTighe.  
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## **Example: Reading Seminar**

Students prepare for the discussion by reading an assigned and distributed article. Make copies with a wide right hand margin for students to record questions and issues prior to class. Include your essential question for the class period to follow. In class group students to question one another about the material and record three conclusions about the material. The students may not participate in a group without showing the read and marked up article, but may observe the group working. Following the 20 minute seminar discussion, students record on the back a response to the essential question and submit to the professor.

## **Example: Team Concept Maps**

Student teams draw a diagram that conveys the members' combined ideas or understanding of a complex concept, procedure, or process. Choose a concept, procedure or process that is rich in association or connections. Provide students with a large poster paper and markers. Allow the students to choose the graphic image that best represents the relationships in the concept, e.g.: spoked wheel, flow chart, network tree, fishbone, etc.

## **Example: Lecture T Chart**

Provide students with a handout that includes a T Chart, with the left column used to record the notes from the lecture, and the right column to record the summary thoughts or answers to the essential question and its supporting ideas. Distribute the chart at the onset of the lecture, and then have students share with "elbow" partner at the conclusion of the class period by comparing the contents in the right column. Then before dismissing class, ask them to predict the content and direction of the following lecture.

## **Additional Examples:**

Barkley, Elizabeth. *Student Engagement Techniques: A Handbook for College Faculty*, San Francisco: Jossey Bass, 2010.

Himmele, Persida and William Himmele. *Total Participation Techniques*, Alexandria, ASCD, 2011.