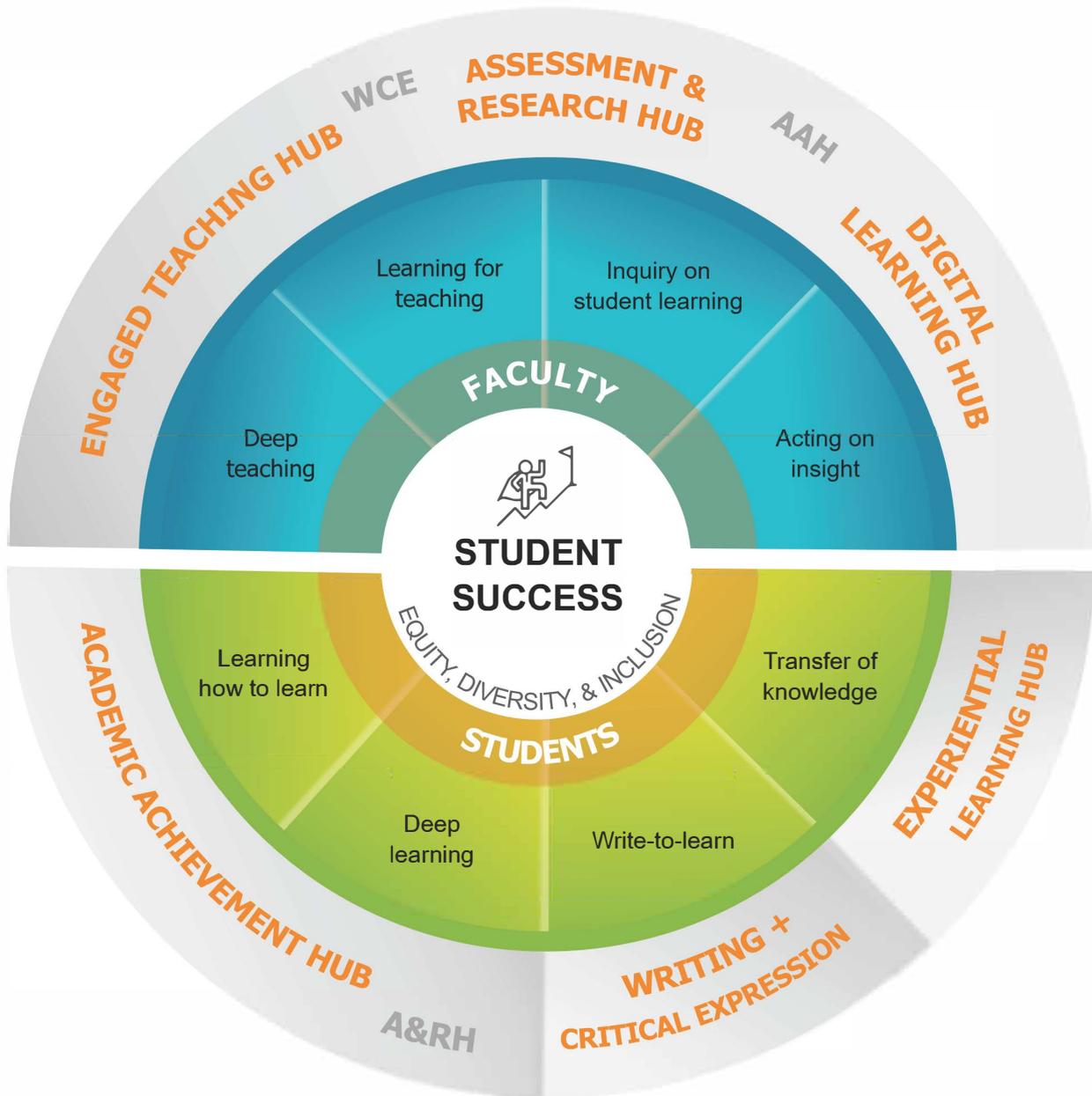


TEACHING + LEARNING commons



Deep Teaching and Learning

Deep Teaching and Learning requires an understanding of the complexities of the teaching and learning process and unique experiences, beliefs, and values we each bring to the learning environment.

We invite faculty and graduate student instructors to reflect on their teaching in a spirit of scholarly inquiry and what it means to teach the whole student. This involves reflecting on: Who they are as educators, their beliefs about student learning and experiences teaching today's students, their pedagogical choices, and the content and context in which they teach. Our goal is to inspire and advance teaching excellence through evidence-based, learner-centered, and equitable teaching practices.

- **Collaboration** is central to our work with educators in advancing teaching excellence. Through interdisciplinary, as well as discipline-specific workshops, faculty and graduate student instructors have an opportunity to learn with and from each other about teaching practices that support student learning. Through individual consultations, we mutually identify teaching strengths and strategies to improve instruction and learning.
- **Evidence-based** practices, informed by the education literature, are integrated into our programming. We also support faculty in the design of learning assessments and formal scholarly research studies on teaching and learning.
- Our **Learner-centered** approach focuses on the whole student. We take an asset-based approach to support students to mature as learners throughout their time on our campus and beyond. This involves harnessing the strengths, interests, and motivations of our students. It is realized through the integrated work of the six hubs in the Commons that support educators in meeting the needs of our students and fueling their desire to learn.

Learning for Teaching

We actively explore the potential for peer review of teaching to enhance teaching practice and student learning outcomes, to address the need to improve teaching quality (teaching for learning), to provide opportunities for faculty to improve their understanding of effective teaching (learning for teaching), and to embed a scholarship of learning and teaching.

Inquiry on Student Learning

Scholarly teaching involves educators learning from existing research on teaching and learning and investigating learning in their own classrooms and disciplines. Questioning, reflecting on, and documenting the impact of approaches to teaching on student learning and success allows instructors to make informed decisions about instructional approaches. It also encourages attending to inequitable outcomes in student learning by noting patterns of success among different groups of students. We support educators who engage in the inquiry on student learning, whether for the purpose of improving instruction or for contributing to educational research.

Acting on Insight

Inquiry on and assessment of students' learning provide insights about students' understanding and way of thinking. These insights then inform the selection of instructional strategies that advance students' deep learning.

Learning-how-to-learn

Learning-to-learn is the ability to pursue and persist in learning, to organize one's own learning. The goal of our academic student support services is to advance students' abilities to know the difference between thinking about **what** they are learning and **how** they are learning. Learning-how-to-learn draws on cognitive science research and develops a student's metacognitive knowledge and skills.

Deep Learning

Our methodology to student academic support is to shape students' approach to learning so that they are motivated to understand material for themselves, critically interact with content knowledge, relate ideas to their previous knowledge and experiences, discover and use organizing principles to integrate ideas, relate evidence to conclusions and examine the logic of arguments.

We guide students to conceptual understanding away from aiming merely for procedural competence.

We advance faculty members' pedagogical skills to facilitate and encourage deep learning in the classroom. For example, we support educators to create assessments (e.g., test, projects, homework) that encourages and requires students to engage with problems, which encourages students to use and apply their learning.

Write-to Learn

Writing promotes both critical thinking and learning. Write-to-Learn is a pedagogical tool is a tool for discovering, for shaping meaning, and for reaching understanding.

We work with students to improve their ability to use writing for deep learning and as a means to contribute knowledge in a field.

We work with departments and faculty to bring more writing into students' educational experiences.

Transfer of Knowledge

In education, Transfer of learning or transfer of knowledge or transfer refers to learning in one context and applying it to another, i.e. the capacity to apply acquired knowledge and skills to new situations.

We actively support students in seeking and engaging in opportunities that allow students to apply mastery of knowledge or skills in one context to knowledge or skill required in a different context.

We work with faculty to enhance their skills in how to detect possible negative transfer by students by – for example - assessing students' prior knowledge.