This is the beginning of a new day. You have been given this day to use as you will. You can waste it or use it for good. What you do today is important because you are exchanging a day of your life for it. When tomorrow comes, this day will be gone forever; in its place is something that you have left behind.... Let it be something good.
How Students Learn: Strategies for Teaching from the Psychology of Learning

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How do you feel about your job?
Seven Principles for Good Practice in Undergraduate Education (Chickering & Gamson, 1996)

- Contact between student and faculty
- Develops reciprocity and cooperation among students
- Uses active learning techniques
- Prompt feedback
- Time on task (motivation to learn)
- Communicate high expectations
- Respects diverse talents and ways of knowing
The first step is to attend to “important” stimuli and block out other stimuli. (balloon)

Attending to discriminative Stimuli in the classroom is critical to maximizing learning...

(Actually, it is critical to living...)
Discriminative Stimuli and Students

Too many cues – no transition from novice to expert

Too few cues – students confused and frustrated.
Pencil
Elephant
Mask
Piano
Carpet
Jacket
Curtain
Rock
Telephone
Jealousy
Blackboard
Thermometer
Bottle
Liver
Airport
Beach
Headlight
Suitcase
Book
Last Serny, Flingledobe and Pribin were in the Berdlink treppering gloopy caples and cleaming burly greps. Suddenly, a ditty strezzle boofed into Flingledobe’s tresk. Pribin glaped. “Oh Flingledobe,” he chifed, “that ditty strezzle is tunning in your grep!”
Preparation and Feedback

IFAT - Quiz
Cognitive Development and Critical Thinking
(Perry, 1999; Nelson, 1997)

Thinking Mode A: Sgt. Friday Level of Thinking (Dualism)
   Transition #1
   Understand Knowledge as Uncertain

Thinking Mode B: Baskin Robbins (Multiplicity)
   Transition #2
   Perceiving Opinion as Insufficient
Cognitive Development and Critical Thinking

Thinking Mode C: Teachers’ Games
(Contextual Relativism)
Transition #3
Games Matter

Thinking Mode D: Commitment Matters
Bloom’s Cognitive Taxonomy Revised

- Create
- Evaluate
- Analyze
- Apply
- Understand
- Remember
How Far Have We Come???
THANK YOU !!!