Walking the Talk:

Signature Pedagogies and Metateaching

in

Graduate-Level Education Courses

Katrin Becker

8: Friday, May 16
11:30 – 12:30

Overview

- Who AM I?
- What are Signature Pedagogies?
- The Usual Scenario in M.Ed.
- Who are M.Ed Students?
- Going Meta
- Cants
- A Few Examples

What are Signature Pedagogies?

Lee Shulman:

"the types of teaching that organize the fundamental ways in which future practitioners are educated for their new professions (2005, p. 52).

Signature Pedagogies

surface structure

concrete, operational acts of teaching and learning

implicit structure.

beliefs about professional attitudes, values, and dispositions

deep structure

assumptions about how best to impart a certain body of knowledge and know-how

What are Signature Pedagogies?

http://doc.med.yale.edu/historical/cushing/career.html

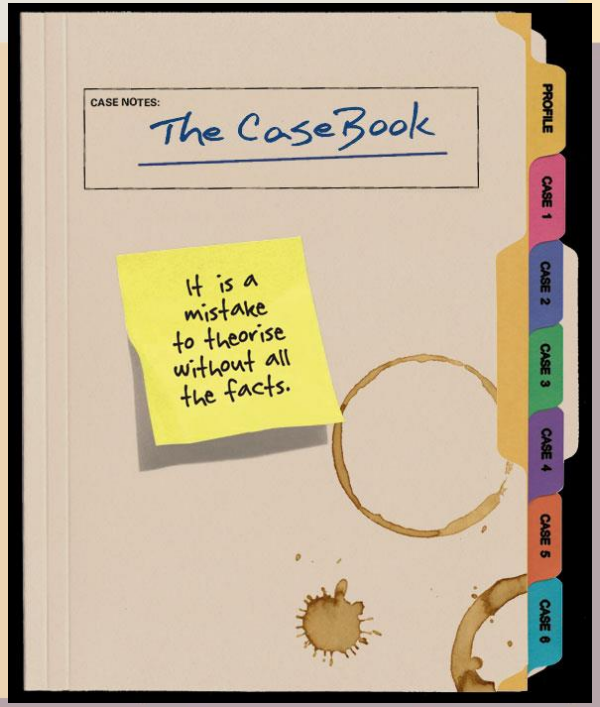
Medicine

http://www.ruralhealth.unimelb.edu.au/Study/MD%28Graduate%29/MD%20_RCS/student%20feedback/index.html

What are Signature Pedagogies?

http://lawmindscience.wordpress.com/2011/03/27/a-proposal-for-the-use-of-psychodrama-in-law-school/

Law



What are Signature Pedagogies?

Distinctive - to that profession

Pervasive – across courses & institutions

Computer Science → Programming

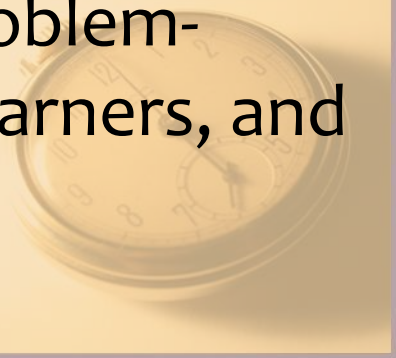
Chemistry → Lab Work

Drama → Theatre

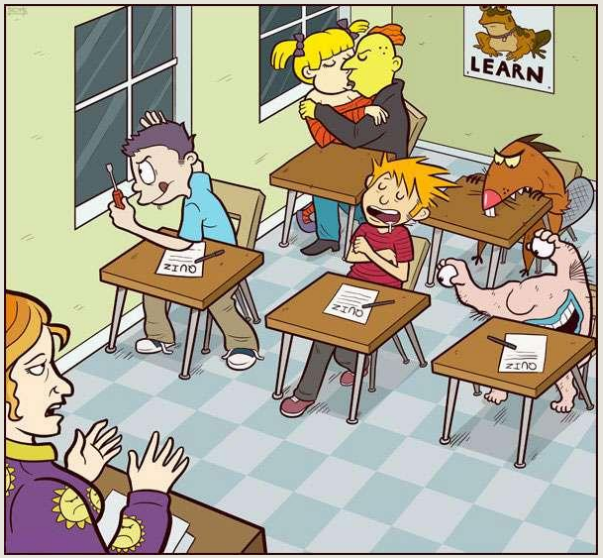
Music → Composition / Performance

The Usual Scenario in M.Ed.

Many M.Ed. programs claim to incorporate signature pedagogies in their programs, which often include approaches such as inquiry-based, case-based, and problem-based learning, communities of learners, and more.



But Do We Really?



What do our students *usually* DO?

What *usually* happens in our classrooms?

How do our students *usually* get assessed?

The Usual Scenario in M.Ed.
The Learner View

RECEIVES

Watch

Listen

Read

GIVES

Research Reports

Research Proposals

Ethics Applications

Research Papers

Topical Presentation

Blog Posts

Readings & Responses

The Usual Scenario in M.Ed.
The Instructor View

GIVES

Purveyor of Knowledge

Discussion Leader/Host

M.C.

RECEIVES

Papers
heavy emphasis on citations

Project

PPT / Prezi Presentations on a Topic

Short Writings

Signature Pedagogies

surface structure

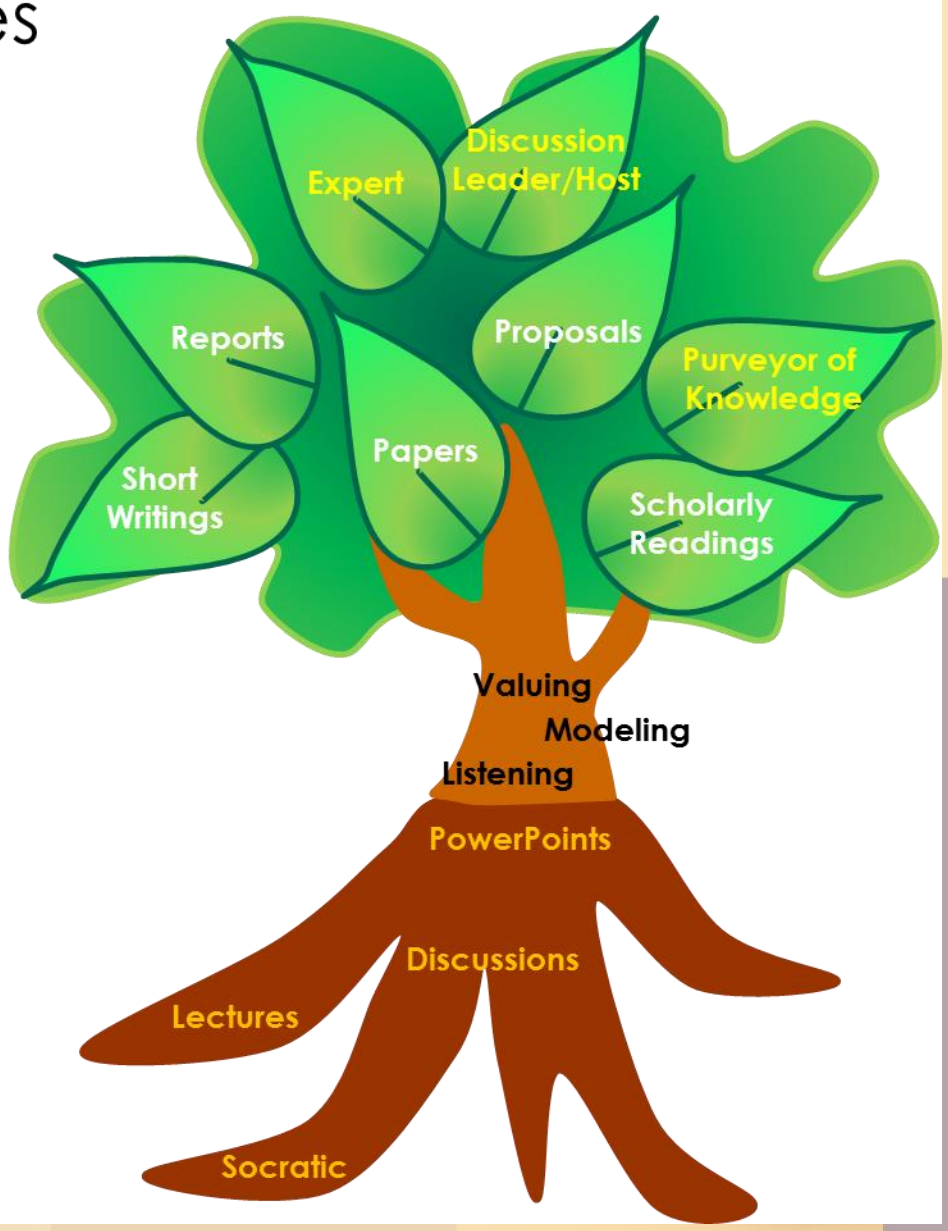
concrete, operational acts of teaching and learning

implicit structure.

beliefs about professional attitudes, values, and dispositions

deep structure

assumptions about how best to impart a certain body of knowledge and know-how



The Usual Scenario in M.Ed.

What does our pedagogy reveal, intentionally or otherwise, about the habits of head, hand, and heart as we purport to foster through our disciplines?"

Habits of Mind

content

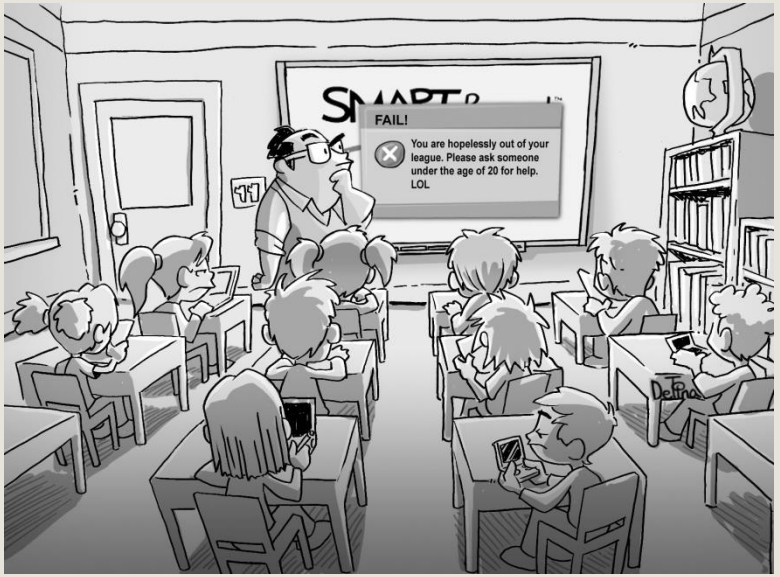
Habits of Hand

skills

Habits of Heart

values

Learning TO BE vs Learning ABOUT

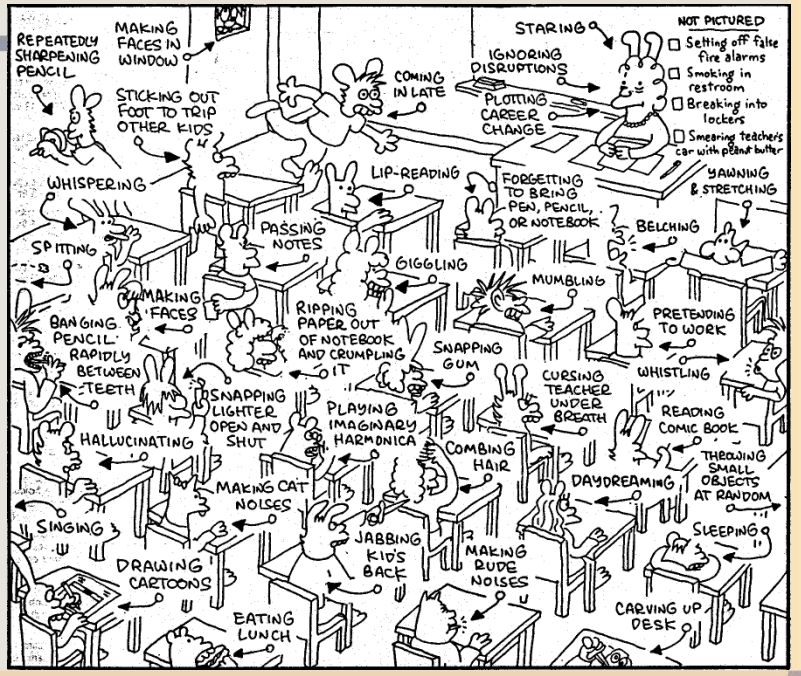


Is there, or should there be, a consistent connection between a way a discipline *creates or discovers new knowledge* and the way it apprentices new learners?

(Ciccone, 2009, p. xii).

Who are M.Ed Students?

Learning TO BE vs Learning ABOUT



Is there, or should there be, a consistent connection between a way a profession is *practiced* and the way it apprentices new learners?

How We See the World

To a (an) ….		Everything is a(n) …
Computer Scientist	➔	Algorithm.
Musician	➔	Song.
Writer	➔	Story.
Thespian	➔	Play.
Film-maker	➔	Movie.
Set Designer	➔	Set.
Educator	➔	*LESSON*.

Going Meta

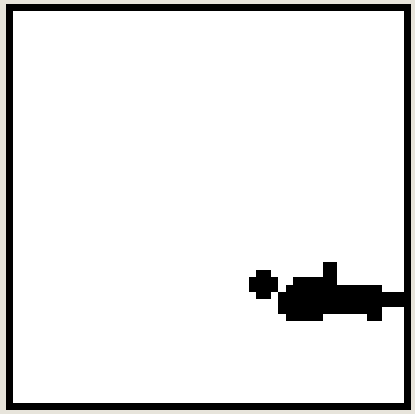
Given that metacognition is thinking about thinking,

Metateaching has been defined as thinking about teaching.

(Timpson 1999)

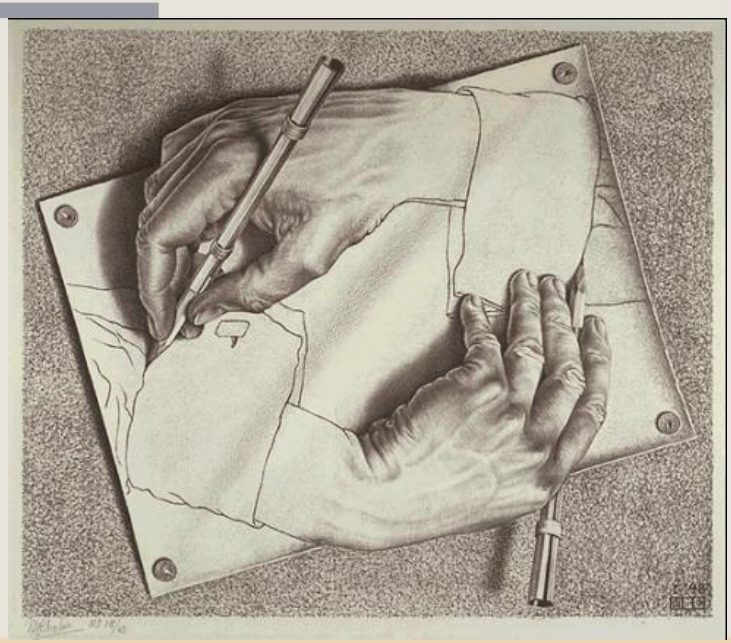
Going Meta

But it's not…..



Meta-X = X about X

Going Meta



So, if metacognition is thinking about thinking,

and a meta-language is a language about languages,

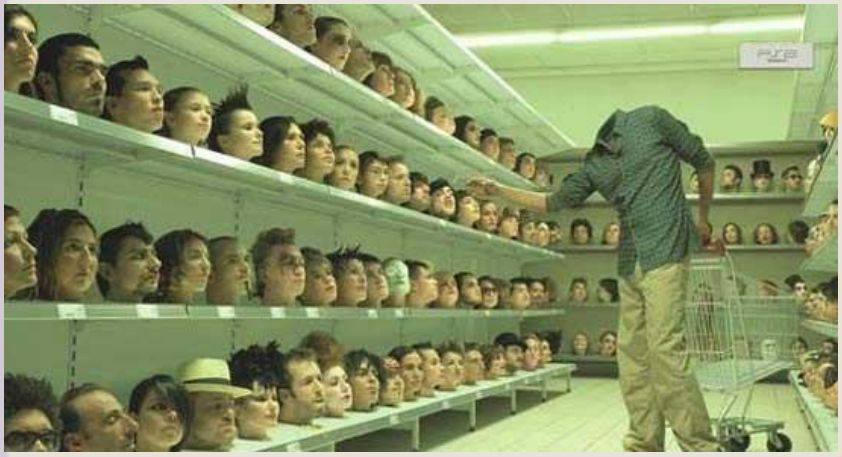
then meta-teaching is in fact:

***teaching* about teaching.**

Going Meta

Teacher education is unique among disciplines in that we are doing what we are teaching.

Going Meta



If we combine this
with notions of signature pedagogies

and

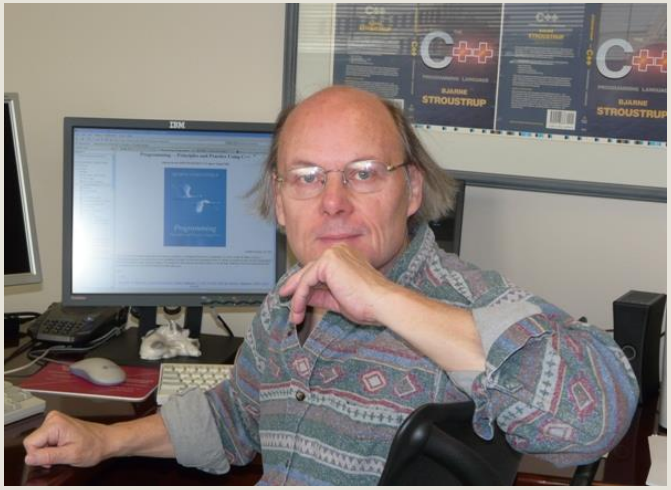
the idea that we should be modeling what we are teaching,

then what does this mean at the graduate level?

WARNING:

The following contains opinions and suggestions that some may find distasteful.

Bjarne's Can't



"[Y]ou can't teach what you don't practice
…
and therefore don't understand."

Bjarne Stroustrup

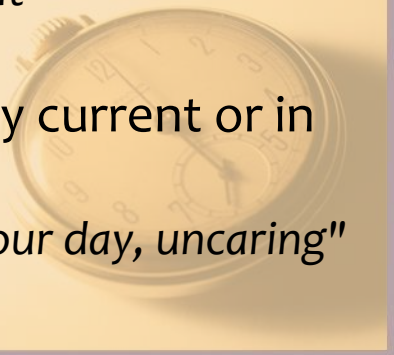
http://cacm.acm.org/magazines/2010/1/55760-what-should-we-teach-new-software-developers-why/fulltext

…. and other Cants

cant:

1. hypocritical and sanctimonious talk, typically of a moral, religious, or political nature.
   "the liberal case against all censorship is often cant"

2. denoting a phrase or catchword temporarily current or in fashion.
   "they are misrepresented as, in the cant word of our day, uncaring"



What We Teach vs How We Teach

Variety of Sources

New Media

Innovation

Embracing Change

Scholarly Papers

Textbooks

Traditional CMS

PPT

MSOffice

Discussion

What We Preach vs What We Assess

Authentic Experiences

New Theories & Models

Active Learning

Just-in-Time

Personalization

Leading by Example

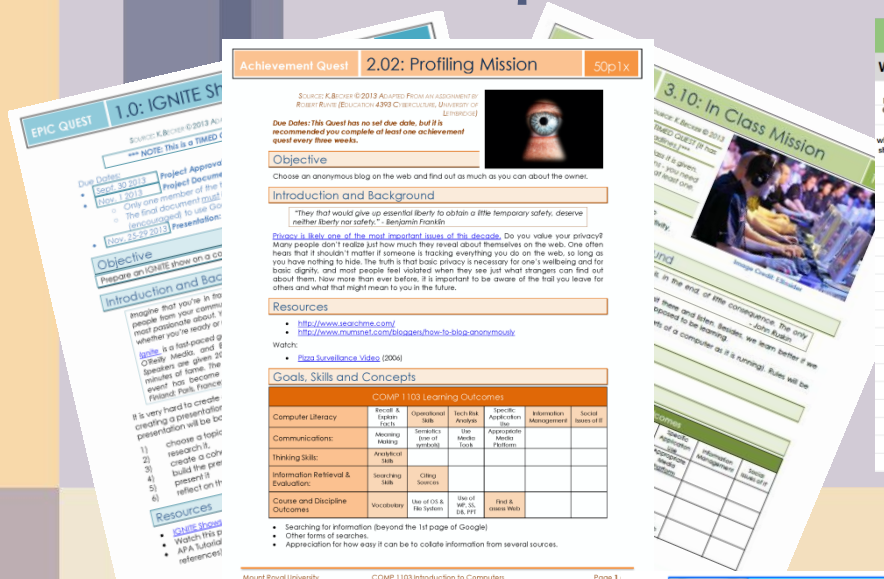
Presentations

Papers

Blog Posts

Reflections

Example: A DGBL Course, Gamified



1103 Leaderboard

Week	1	2	2	3	3	4	4.1	5	6	7	7.5	8	8.5	9	9.5	10	11	11	12	12	13	13	14	14	14.5	End Game	FINAL GRADE
(date posted)	Sept 12	Sept 18	Sept 21	Sept 23	Sept 27	Sept 30	Oct. 3	Oct 7	Oct 14	Oct 21	Oct. 24	Oct 28	Oct. 31	Nov 4	Nov. 6	Nov 11	Nov. 15	Nov 18	Nov 21	Nov 25	Nov 28	Dec 2	Dec 6	Dec 9	Dec 13	Dec 22		
Current mean	30	34	45	48	61	64	77	92	100	114	142	168	189	204	231	274	286	319	339	375	459	472	493	497	569	690		
	XP	40	50	80	110	150	175	200	270	340	370	400	435	470	500	540	580	620	660	700	740	780	820	850	850	1000+	
where you should be	Level	0	0	0	0	0	0	1	1	1	1	2	2	2	3	3	4	5	5	8	8	10	10	12	12	13	
1	40	50	71	71	99	99	135	231	231	235	369	429	459	459	577	722	722	769	769	824	916	936	952	952	956	1165	A+	1,165
2	40	40	50	55	95	95	134	164	170	231	280	325	350	447	509	622	647	716	726	794	903	903	903	923	952	1127	A+	1,127
3	30	40	50	50	75	93	130	160	164	204	251	322	332	382	459	572	604	670	672	726	820	870	880	880	923	1044	A+	1,044
4	30	40	50	50	71	87	128	138	160	194	235	307	327	350	439	509	592	657	670	695	789	839	870	870	897	1003	A+	1,003
5	30	30	50	50	67	75	99	117	139	160	197	245	307	332	332	449	474	474	597	607	767	767	789	789	890	956	A+	956
6	30	30	49	50	67	71	89	99	138	151	194	235	256	256	256	363	363	459	474	506	605	605	767	767	870	925	A	925
7	20	30	40	50	65	69	87	99	117	148	186	197	255	255	255	275	314	400	400	400	545	576	630	685	789	924	A	924
8	20	30	40	50	50	67	87	97	99	109	141	171	244	244	244	244	244	329	359	397	482	502	527	527	695	890	A	890
9		30	40	49	50	65	67	70	97	97	103	146	146	181	204	244	244	244	268	359	476	475	475	475	638	853	A	853
10		30	40	40	50	60	65	67	67	67	85	103	103	107	191	191	191	201	244	244	333	383	428	428	603	769	B	769
11		20	40	40	50	50	50	65	65	66	81	85	87	103	103	103	103	189	189	239	328	328	328	328	413	551	D+	551
12			40	40	50	50	50	50	50	65	67	67	85	85	85	85	85	85	124	189	267	267	267	267	349	530	D	530
13			40	40	40	50	50	50	50	58	58	58	67	67	67	75	75	85	85	172	264	264	264	264	267	374	F	374
14			30	30	30	47	47	47	47	50	50	50	60	60	60	67	67	58	85	85	134	134	134	134	264	349	F	349
15						30	40	40	40	40	40	40	58	58	58	58	58	50	58	85	85	85	85	85	85	178	F	178
16						20	37	37	37	37	37	37	50	50	50	50	50	37	50	50	85	85	85	85	85	85	F	85
17							20	37	37	37	37	37	37	37	37	37	37	0	0	0	0	0	0	0	0	0	F	0

Avatar	<your avatar>	Item Max Count	Item Max Score
	Totals		
Epic Quest [Guild]			
1.00 IGNITE Presentation		1	200
Achievement Quests [Solo : Do at least 4]			
2.01 One - Two Minute Minute Pitch		1	50
2.02 Profiling Mission		1	50
2.03 A.I. Mission (Chicken Paper)		1	50
2.04 Excel Game/Sim		1	50
2.05 Data Analysis Mission		1	50
The Game [Solo Standard & Mini Quests]		53	
3.01 Timed Quest [Posting A self-Introduction]		1	20
3.02 Persuasion Quest [Editorial Response/Reflection]		4	20
3.03 Defend Quest [Respond to someone else's comment		10	10
3.04 Talk To Quest [Comment on a post made by another		5	10
3.05 Collection Quest [Create a class poll.]		4	25
3.06 Craftskill I [Create an Avatar]		2	10
3.07 Craftskill II [Screencapture]		5	10
3.08 Craftskill III [Image Editing]		4	15
3.09 Delivery Quest [Out of Class Mission]		4	10
3.10 Discovery Quest [IN Class Mission]		4	10
3.11 Interact Quest [Create a LinkedIn account]		1	25
3.12 Test of Lore [Quiz]		5	10
3.13 Turn-In Quest [QIC - Form]		4	25
Boss Battle [The Final]			
4.00 Boss Battle (a.k.a. Final Exam)		1	250

Quest 3: DGBL Game

Image Credit: A Quest of Knights Onrush, Chillingo Games

Various Challenges and Other Goals worth 50%
Individually Weighted Challenges

Solo
Due: April 16 (plus multiple intermediate due dates)
Assessment see Moodle

This portion of the course embodies a gamified design. All work in this part is individually assessed.

For this component you are asked to choose from among various challenges. In order to 'win' you must complete sufficient challenges to achieve the full 200 points.

The challenges are designed to help you consolidate and expand your growing understanding of the potential and process of game based learning, including gamification. Challenges will be allotted various point values, depending on their level of difficulty and the quality of the work produced. Some items will be counted as done/not done, while others may be allotted a range of points based on quality. The instructor (a.k.a. 'e' Puppetmaster) determines the level of quality of each completed challenge.

There are some challenges that MUST be attempted[1] in order to earn your final grade, but there is no limit to the number of challenges / goals any one participant may achieve - i.e. less than full points on any one challenge simply means you will have complete an additional challenge if you want a full score.

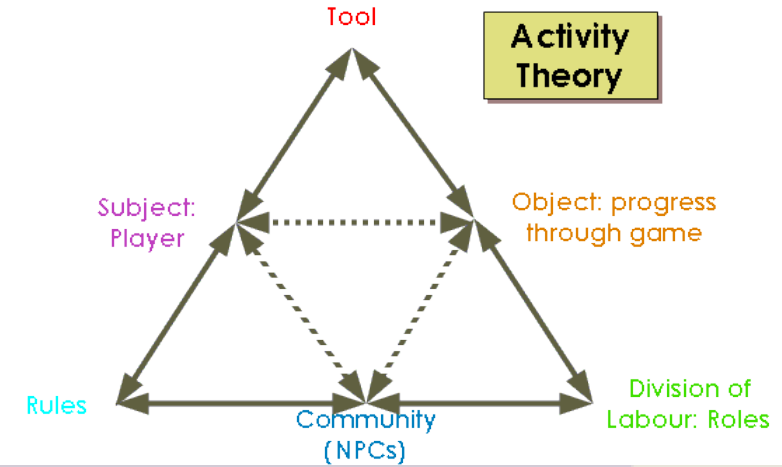
Possible Challenges

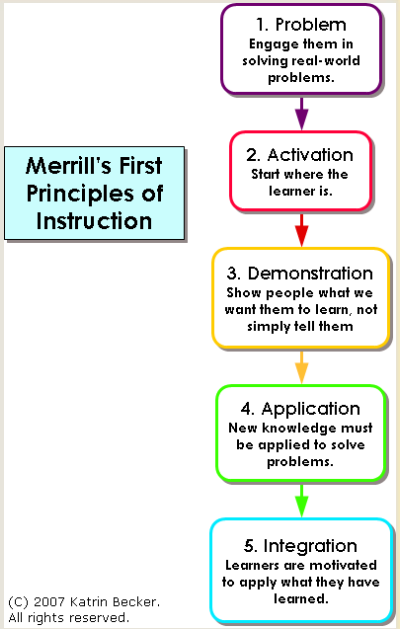
Item	Points	Maximum # of Items	Details
1	20	2	Posting Pre-Course Game Review in a form accessible to class members.
2	5	5	Annotating resources provided by the instructor.
3	10	10	Contributing new annotated resources.
4	25	2	Posting an editorial response to a news item, blog post, or other article.
5	25	2	Writing a critical review of a research or development project conducted by others.
6	15	2	Writing a blog entry.
7	5	10	Adding meaningful comments to the posts, reviews, resources, etc. of other participants.
8	5	10	Rating course resources (either instructor or participant contributions).
.?	TBD	?	Other challenges as appropriate.

GRADE & GPA Table
(Used to calculate student grades on the Gradebook sheet)

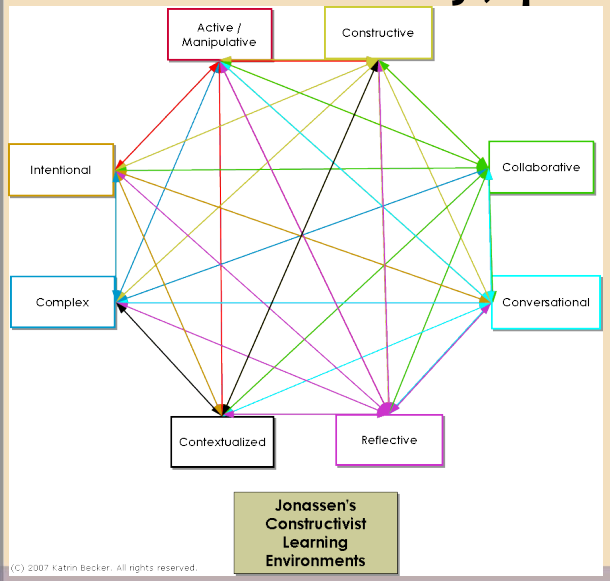
Score	Letter Grade	GPA	XP	Level
0 - 19	F	0.00	0 - 199	0
20 - 39	F	0.00	200 - 399	1
40 - 49	F	0.00	400 - 499	2
50 - 54	D	1.00	500 - 549	3
55 - 59	D+	1.70	550 - 599	4
60 - 62	C-	1.70	600 - 629	5
63 - 66	C	2.00	630 - 669	6
67 - 69	C+	2.30	670 - 699	7
70 - 72	B-	2.70	700 - 729	8
73 - 76	B	3.00	730 - 769	9
77 - 79	B+	3.30	770 - 799	10
80 - 84	A-	3.70	800 - 849	11
85 - 94	A	4.00	850 - 949	12
95 - 100	A+	4.00	950 - 1000	13
101+	A+	4.00	1001+	14

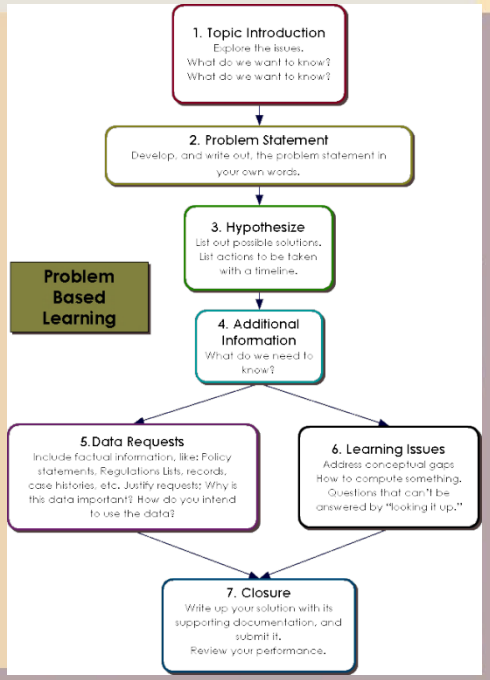
Example: An ID Course





Each ID theory, personified.

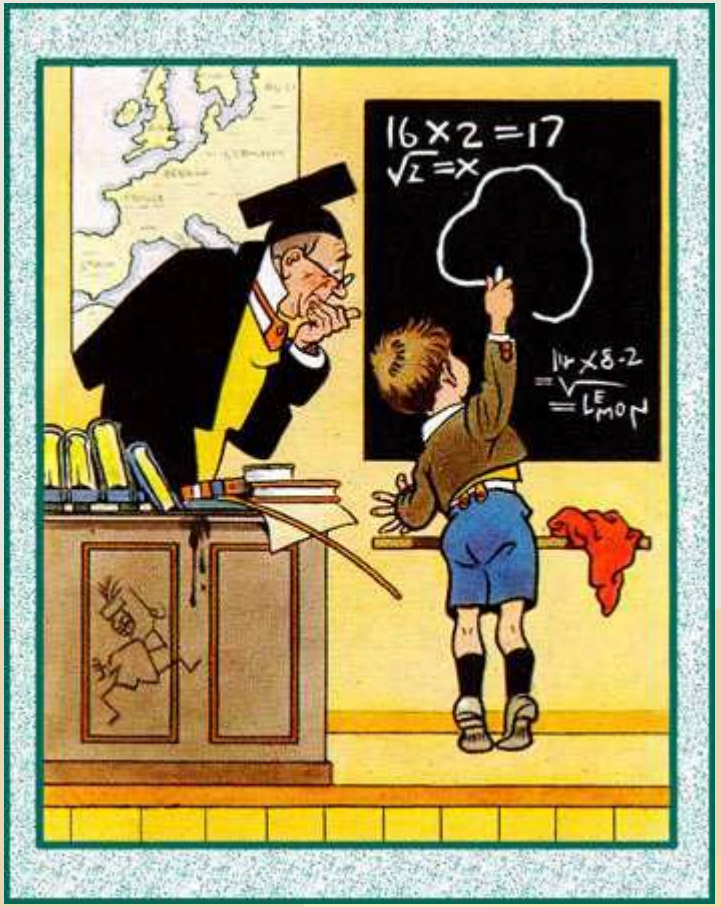




Example: A Digital Content / Media Course

Where the instructor uses the tools discussed.

What About….



Collaborative Culture
Assessment
Counselling
Educational Leadership
Curriculum
STEM Education

Thanks!

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Abstract

Many M.Ed. programs claim to incorporate signature pedagogies in their programs, which often include approaches such as inquiry-based, case-based, and problem-based learning, communities of learners, and more.

Teacher education is unique among disciplines in that we are doing what we are teaching. Metateaching has been defined as thinking about teaching (Timpson 1999), but if metacognition is thinking about thinking, and a meta-language is a language about languages, then metateaching is in fact *teaching* about teaching. If we combine this with notions of signature pedagogies and the idea that we should be modeling what we are teaching, then what does this mean at the graduate level?

It means that graduate instructors should themselves be modeling what they are teaching. Wouldn't signature pedagogy in education be one that actually implements the theories and models being studied in order to teach those same theories and models? Shouldn't it be one that employs experimental designs and invites the students (most of who are teachers) to examine the course design as it's being taught? Wouldn't it make sense to have the students have input into the design and/or teaching?

This presentation will examine the common approach to teaching graduate level education courses - the seminar - and suggest an alternate approach that uses the theories and models being taught and where the teaching methodology matches the kind of work the participants will do when they graduate.

Resources

- Shulman, L. S. (2005). Signature Pedagogies in the Professions. Daedalus, 134(3), 52-59. doi: 10.2307/20027998.
- Timpson, W. M. (1999). Metateaching and the instructional map. Madison, Wis.: Atwood Pub.
- Gurung, R. A. R., Chick, N. L., & Haynie, A. (2009). Exploring signature pedagogies : approaches to teaching disciplinary habits of mind (1st ed.). Sterling, Va.: Stylus Pub.