From Learning to Teaching
Learning from our own experience

We've all had positive and negative learning experiences. By sharing and categorizing our own experiences, we can identify some elements that can help create a positive and productive learning environment.

Activity adopted from the Tomlinson Project in University Level Science Education, Faculty of Science, McGill University
Learning Objective

Learners will:

- Become comfortable discussing teaching practices with peers.
- Identify elements found in positive learning experiences.
- Recognize the differences between the “teacher-centered” and “learner-centered” instructional approaches.

Activity adopted from the Tomlinson Project in University Level Science Education, Faculty of Science, McGill University
Group Learning Activity:

Sharing of Learning Experiences

1. Think of a memorable positive and negative learning experience and write them down. Try to identify what made these experiences positive or negative. (3 minutes)

2. Share your experiences in your group. Try to extract common elements from your shared learning experiences. (7 minutes)

3. Afterward, we will come back to the large group to discuss some of these common elements

Activity adopted from the Tomlinson Project in University Level Science Education, Faculty of Science, McGill University
Personal Learning Activity: 3 minutes

Recall Past Learning Experiences

• Think of a memorable positive and negative learning experience and write them down.
• Try to identify what made these experiences positive or negative.
• Not all learning experiences are from academia.
Small-Group Learning Activity: 7 minutes

Share your Learning Experiences

- Share your experiences in your group.
- Try to extract common elements from your shared learning experiences.
- Recognize the value of different viewpoints, particularly those from international students or minorities.
Large-Group Learning Activity: 15 minutes

Sharing of Common Elements

- Each group chooses a speaker.
- Speaker reports a learning experience and highlights elements that made it positive or negative.
- Try to discuss examples that highlight different elements than the other groups.
Small-Group Learning Activity: 3 minutes

Reflect on learning experiences

Think on all these positive learning experiences

• Was the knowledge ‘told to us’ and it stuck?
• Did we build the knowledge ourselves (perhaps with some guidance)?
Teaching Approaches

Teacher-centered vs. Learner-centered

- Teaching is a flow of information from educator to learner
- Knowledge is static and can be transferred
- Teaching is providing opportunities to work with content and construct meaning
- Knowledge is constructed within the learner

Activity adopted from the Tomlinson Project in University Level Science Education, Faculty of Science, McGill University
Shifting to Learner-centered

This course will continue to look at how to shift our teaching methods toward a learner-centered environment.

After the break, we will hear from Mya where we will learn the importance of using a problem solving method in teaching.
References

This module was developed with materials from:

- The Tomlinson Project in University Level Science Education, Faculty of Science, McGill University