

## ***Introduction to Pedagogical Training 1.0***

***Presented by***

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Presenters are from the **University of Illinois in Urbana-Champaign**.



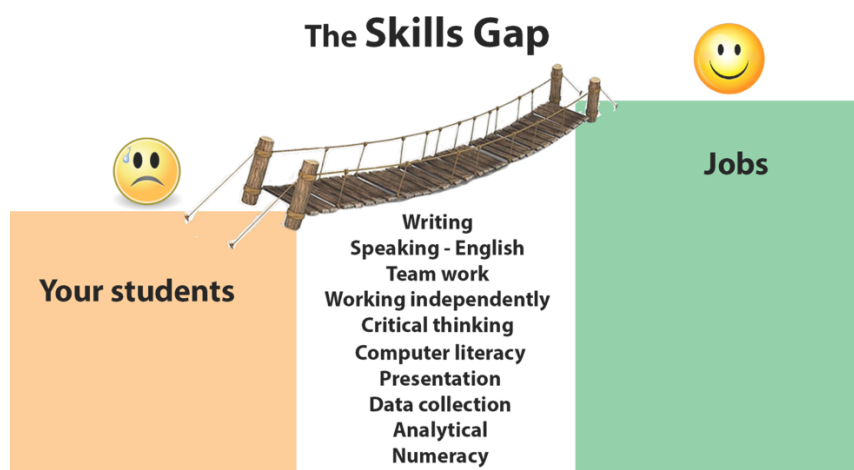
Walter Hurley is Professor Emeritus of Animal Sciences, at the University of Illinois in Urbana-Champaign. He has been a member of the Department of Animal Sciences at Illinois for over 35 years. His research focused on lactation and mammary gland biology, particularly in dairy cattle and swine. He taught a number of undergraduate courses, including his long-standing undergraduate course in Lactation Biology. Students in that course were led on a journey of exploration that introduced them to the mammary gland, lactation physiology, milk, and how those topics relate to various animals, as well as to themselves. The course emphasized student participation, problem solving, critical thinking, group work, leadership and communication skills. He developed an introductory Lactation Biology MOOC (massive, open, online course) that is accessible to anyone around the world. Dr. Hurley also had a significant role in the revitalization and redevelopment of the Agricultural Education Program at Illinois as Program Director. His excellence and innovation in teaching have been recognized locally and nationally through a number of honors, including the Land O'Lakes/Purina Teaching Award in Dairy Production, presented by the American Dairy Science Association, numerous College and campus teaching excellence awards, the campus Distinguished Teacher-Scholar Award, teaching awards from the North American Colleges & Teachers of Agriculture, and the Regional Award for Excellence in College and University Teaching in the Food and Agricultural Sciences from the Association of Public & Land-Grant Universities and US Department of Agriculture. Dr. Hurley has visited Sierra Leone several times, presenting curriculum review and pedagogical training workshops.



Cheelan Bo-Linn is the Senior Specialist in Education in the Center for Innovation in Teaching & Learning (CITL) at the University of Illinois in Urbana-Champaign and Lecturer in the Department of Education Policy, Organization, and Leadership. In her position in CITL, she is responsible for the promotion of teaching excellence across campus and academic units in areas such as faculty consultations, programs and retreats. Areas for consultation have included course and curriculum design, learning outcomes and assessment, experiential learning and active learning. She also leads and coordinates the campus faculty development programs, such as the annual Faculty Retreat, the Faculty Seminar Series on Teaching and Learning, and the college Teaching Academies. She has been an educational advisor and has served as a teaching mentor and educational consultant on several NSF, USAID, UKAID, and international Fulbright grants and routinely consults with international visitors about faculty development programs and initiatives. She has been invited to present nationally and internationally, most recently in China, India, Hong Kong, Taiwan, and Sierra Leone. In recognition of her contributions to the University of Illinois campus, she received the Chancellor's Academic Professional Excellence Award. She was instrumental for Illinois' participation in the Carnegie Academy for the Scholarship of Teaching and Learning (CASTL) initiatives. Her most frequent workshop presentations have been on student learning teams, inquiry-based learning, formal and informal assessment of teaching and learning, innovative course redesign, and classroom research.

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## SHPEIR Project Identified Skills Gap of Sierra Leone University Graduates:



### Career Readiness:

[from Career Readiness for the New College Graduate, The National Association of Colleges and Employers (NACE), USA. See: [naceweb.org](http://naceweb.org)]

Career readiness of college graduates is of critical importance in higher education, in the labor market, and in the public arena. Yet, up until now, “career readiness” has been undefined, making it difficult for leaders in higher education, work force development, and public policy to work together effectively to ensure the career readiness of today’s graduates.

**Definition:** Career readiness is the attainment and demonstration of requisite competencies that broadly prepare college graduates for a successful transition into the workplace.

### Employers Rate the Essential Need of the Career Readiness Competencies

Competency	Average Rating* (2018)
Critical Thinking/Problem Solving	4.62
Teamwork/Collaboration	4.56
Professionalism/Work Ethic	4.46
Oral/Written Communications	4.30
Leadership	3.82
Digital Technology	3.73
Career Management	3.46
Global/Multi-Cultural Fluency	3.01

\*5-point scale, where 1=Not essential, 2=Not very essential, 3=Somewhat essential, 4=essential, 5=Absolutely essential

### Competencies:

**Critical Thinking/Problem Solving:** Exercise sound reasoning to analyze issues, make decisions, and overcome problems. The individual is able to obtain, interpret, and use knowledge, facts, and data in this process, and may demonstrate originality and inventiveness.

**Oral/Written Communications:** Articulate thoughts and ideas clearly and effectively in written and oral forms to persons inside and outside of the organization. The individual has public speaking skills; is able to express ideas to others; and can write/edit memos, letters, and complex technical reports clearly and effectively.

**Teamwork/Collaboration:** Build collaborative relationships with colleagues and customers representing diverse cultures, races, ages, genders, religions, lifestyles, and viewpoints. The individual is able to work within a team structure, and can negotiate and manage conflict.

**Information Technology Application:** Select and use appropriate technology to accomplish a given task. The individual is also able to apply computing skills to solve problems.

**Leadership:** Leverage the strengths of others to achieve common goals, and use interpersonal skills to coach and develop others. The individual is able to assess and manage his/her emotions and those of others; use empathetic skills to guide and motivate; and organize, prioritize, and delegate work.

**Professionalism/Work Ethic:** Demonstrate personal accountability and effective work habits, e.g., punctuality, working productively with others, and time workload management, and understand the impact of non-verbal communication on professional work image. The individual demonstrates integrity and ethical behavior, acts responsibly with the interests of the larger community in mind, and is able to learn from his/her mistakes.

**Career Management:** Identify and articulate one's skills, strengths, knowledge, and experiences relevant to the position desired and career goals, and identify areas necessary for professional growth. The individual is able to navigate and explore job options, understands and can take the steps necessary to pursue opportunities, and understands how to self-advocate for opportunities in the workplace.

### **Using the Definition and Competencies:**

The definition and competencies provide for development of strategies and tactics that will close the gap between higher education and the world of work. They lay the foundation for the work necessary to prepare college students for successful entry into the work force by:

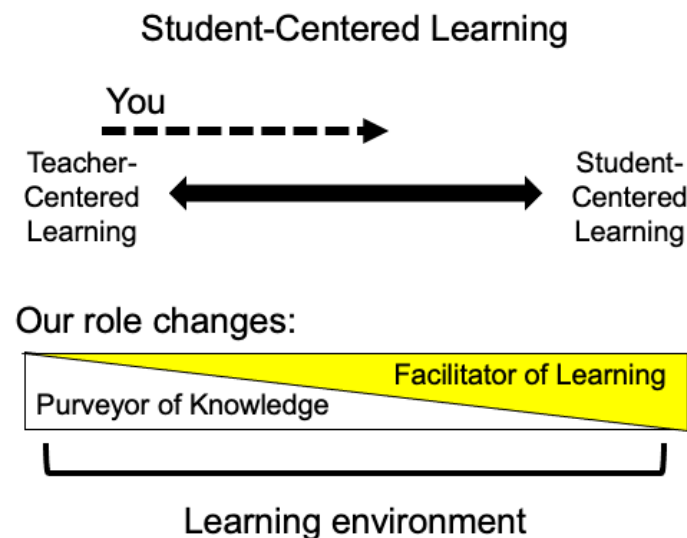
- \* Providing a common vocabulary and framework to use when discussing career readiness metrics on campus, within employing organizations, and as part of national public policy.
- \* Establishing defined competencies as guidelines when educating and advising students.
- \* Establishing defined competencies to identify and assess when hiring the college educated.

## **Teacher-Centered vs Student-Centered Learning**

**Teacher-centered learning**, or perhaps more accurately, teacher-centered teaching, has been the norm in higher education for many decades. It primarily is described in the context of lecture-only class sessions, followed by a major, high-stakes examination of the ability of students to remember what was shared in the lectures. Lecturing can be a powerful means of

stimulating learning in students. However, it most often falls significantly short of stimulating true learning in our students.

**Student-centered learning**, or learner-centered learning, places the emphasis on learning by the students, not on teaching by the teacher. Learning experiences and instructional methods are focused on addressing the learning needs, interests, and backgrounds of students. This is achieved by using a wide variety of instructional strategies. These strategies take into account the most effective means of facilitating student learning.



Moving from a teacher-centered approach to a student-centered approach requires a change in mindset by the instructor.

### Characteristics of Teacher-Centered vs Student Centered Learning

	Teacher-Centered	Student-Centered
Student participation	passive	active
Role of instructor	leader, authority	facilitator, partner
Assessment of learning	summative only	formative and summative
Student prior knowledge	not taken into account	taken into account
Learning environment	individualistic, competitive	collaborative, supportive
Student contributions	none	positive

Summative – evaluating student learning

Formative – monitoring student learning

**Activity:** On a piece of paper or in the space below:

1. Sketch out what the typical classroom looks like when you are teaching.
2. Then sketch out what you envision a student centered classroom looks like; include what is happening in those classrooms.
3. Make a list of how the student centered classrooms differs from your typical classroom.
4. Make a list of ideas on how you might turn your typical classroom into a student centered classroom into something that would accommodate a student centered classroom.
5. Keep sketches and lists for later in the workshop.