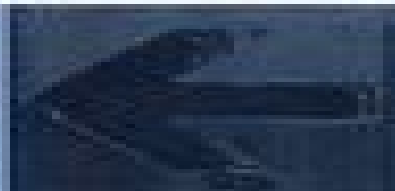


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Jennifer Boman

EDITORS

Using the Decoding The Disciplines Framework for Learning Across the Disciplines



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Decoding The Disciplines New Directions For Teaching And Learning

David Pace,Joan Middendorf



Decoding The Disciplines New Directions For Teaching And Learning:

The Decoding the Disciplines Paradigm David Pace, 2017-02-27 Teaching and learning in a college setting has never been more challenging. How can instructors reach out to their students and fully engage them in the conversation? Applicable to multiple disciplines, the Decoding the Disciplines Paradigm offers a radically new model for helping students respond to the challenges of college and provides a framework for understanding why students find academic life so arduous. Teachers can help their pupils overcome obstacles by identifying bottlenecks to learning and systematically exploring the steps needed to overcome these obstacles. Often experts find it difficult to define the mental operations necessary to master their discipline because they have become so automatic that they are invisible. However, once these mental operations have been made explicit, the teacher can model them for students, create opportunities for practice and feedback, manage additional emotional obstacles, assess results, and share what has been learned with others. *Using the Decoding The Disciplines Framework for*

Learning Across the Disciplines Janice Miller-Young, Jennifer Boman, 2017-07-17 Decoding the Disciplines, a program designed to help instructors increase learning in their courses, provides a framework for identifying and remedying course elements that are most problematic for students. Decoding is a seven-step process in which instructors: 1. identify a bottleneck of learning; 2. make explicit the mental operations required to overcome the obstacle; 3. model the required steps for students; 4. give them practice at these skills; 5. deal with emotional bottlenecks that interfere with learning; 6. assess the success of their efforts; and 7. share the results. Providing detailed information so that readers may develop effective models of practice, this volume provides examples and evidence of the ways the framework has been applied across disciplines and used to inform teaching curriculum and pedagogical research initiatives. It outlines how various communities of practice got started, describes the analyses of three different collections of Decoding interviews, extends the Decoding framework using different theoretical lenses, and connects the learning to practical applications for teachers and scholars in higher education. This is the 150th volume of the Jossey-Bass higher education series. It offers a comprehensive range of ideas and techniques for improving college teaching based on the experience of seasoned instructors and the latest findings of educational and psychological researchers. **Using the Decoding The Disciplines Framework for Learning Across the Disciplines**

Janice Miller-Young, Jennifer Boman, 2017-06-22 Decoding the Disciplines, a program designed to help instructors increase learning in their courses, provides a framework for identifying and remedying course elements that are most problematic for students. Decoding is a seven-step process in which instructors: 1. identify a bottleneck of learning; 2. make explicit the mental operations required to overcome the obstacle; 3. model the required steps for students; 4. give them practice at these skills; 5. deal with emotional bottlenecks that interfere with learning; 6. assess the success of their efforts; and 7. share the results. Providing detailed information so that readers may develop effective models of practice, this volume provides examples and evidence of the ways the framework has been applied across disciplines and used to inform teaching curriculum and

pedagogical research initiatives It outlines how various communities of practice got started describes the analyses of three different collections of Decoding interviews extends the Decoding framework using different theoretical lenses and connects the learning to practical applications for teachers and scholars in higher education This is the 150th volume of this Jossey Bass higher education series It offers a comprehensive range of ideas and techniques for improving college teaching based on the experience of seasoned instructors and the latest findings of educational and psychological researchers Decoding the Disciplines: Helping Students Learn Disciplinary Ways of Thinking David Pace, Joan Middendorf, 2004-12-02 The Indiana University Faculty Learning Community realized that the mental operations required of undergraduates differ enormously from discipline to discipline and that these ways of thinking are rarely presented to students explicitly IUFLC Fellows from fields as diverse as creative writing marketing and genetics and as knowledgeable about their research areas as few people in the world began to explore how students learn this content The Decoding the Disciplines model takes advantage of the differences in thinking among academic fields in order to decode each individual discipline Following the model faculty answered a series of questions to define crucial bottlenecks to learning dissected the ways an expert deals with the issues that causes the bottleneck and invented ways to model this thinking for students After giving students an opportunity to practice these skills and receive feedback each professor assessed student performance on these basic operations Their chapters in this issue of NDTL show faculty in the disciplines as they delved deeply into the specifics of thinking and learning in their disciplines and become involved in the scholarship of teaching and learning It presents principles for facilitating assessments and a Faculty Learning Community Institutions are invited to consider the Decoding the Disciplines model as a tool for structuring faculty inquiry into the thinking and learning in their disciplines This is the 98th issue of the Jossey Bass quarterly higher education report New Directions for Teaching and Learning **The University and its Disciplines** Carolin Kreber, 2010-07-15 University teaching and learning take place within ever more specialized disciplinary settings each characterized by its unique traditions concepts practices and procedures It is now widely recognized that support for teaching and learning needs to take this discipline specificity into account However in a world characterized by rapid change complexity and uncertainty problems do not present themselves as distinct subjects but increasingly within trans disciplinary contexts calling for graduate outcomes that go beyond specialized knowledge and skills This ground breaking book highlights the important interplay between context specific and context transcendent aspects of teaching learning and assessment It explores critical questions such as What are the ways of thinking and practicing characteristic of particular disciplines How can students be supported in becoming participants of particular disciplinary discourse communities Can the diversity in teaching learning and assessment practices that we observe across departments be attributed exclusively to disciplinary structure To what extent do the disciplines prepare students for the complexities and uncertainties that characterize their later professional civic and personal lives Written for university teachers educational developers as well as new and

experienced researchers of Higher Education this highly anticipated first edition offers innovative perspectives from leading Canadian US and UK scholars on how academic learning within particular disciplines can help students acquire the skills abilities and dispositions they need to succeed academically and also post graduation Carolin Kreber is Professor of Teaching and Learning in Higher Education and the Director of the Centre for Teaching Learning and Assessment at the University of Edinburgh

Threshold Concepts on the Edge Julie A. Timmermans, Ray Land, 2019-12-30 Since the first literature about the Threshold Concepts Framework was published in 2003 a considerable body of educational research into this topic has grown internationally across a wide range of disciplines and professional fields Successful negotiation of a threshold concept can be seen as crossing boundaries into new conceptual space or as a portal opening up new and previously inaccessible ways of thinking about something In this unfamiliar conceptual terrain fresh insights and perceptions come into view and access is gained to new discourses This frequently entails encounters with troublesome knowledge knowledge which provokes a liminal phase of transition in which new understandings must be integrated and importantly prior conceptions relinquished There is often double trouble in that letting go of a prevailing familiar view frequently involves a discomfiting change in the subjectivity of the learner We become what we know It is a space in which the learner might become stuck

Threshold Concepts on the Edge the fifth volume in a series on this subject discusses the new directions of this research Its six sections address issues that arise in relation to theoretical development liminal space ontological transformations curriculum interdisciplinarity and aspects of writing across learning thresholds

Re-imagining Curriculum Lynn Quinn, 2019-11-15 The book argues that academics academic developers and academic leaders need to undertake curriculum work in their institutions that has the potential to disrupt common sense notions about curriculum and create spaces for engagement with scholarly concepts and theories to re imagine curricula for the changing times Now more than ever in the history of higher education curriculum practices and processes need to be shared the findings of research undertaken on curriculum need to be disseminated to inform curriculum work We hope the book will enable readers to look beyond their contextual difficulties and constraints to find spaces where they can dream and begin to implement innovative and creative solutions to what may seem like intractable challenges or difficulties

To Improve the Academy Douglas Reimondo Robertson, Linda B. Nilson, 2007-10-12 An annual publication of the Professional and Organizational Development Network in Higher Education POD To Improve the Academy offers a resource for improvement in higher education to faculty and instructional development staff department chairs faculty deans student services staff chief academic officers and educational consultants

, **Higher Education: Handbook of Theory and Research** Michael B. Paulsen, 2015-01-12 Published annually since 1985 the Handbook series provides a compendium of thorough and integrative literature reviews on a diverse array of topics of interest to the higher education scholarly and policy communities Each chapter provides a comprehensive review of research findings on a selected topic critiques the research literature in terms of its conceptual and methodological rigor and

sets forth an agenda for future research intended to advance knowledge on the chosen topic The Handbook focuses on a comprehensive set of central areas of study in higher education that encompasses the salient dimensions of scholarly and policy inquiries undertaken in the international higher education community Each annual volume contains chapters on such diverse topics as research on college students and faculty organization and administration curriculum and instruction policy diversity issues economics and finance history and philosophy community colleges advances in research methodology and more The series is fortunate to have attracted annual contributions from distinguished scholars throughout the world

The Scholarship of Teaching and Learning Jacqueline M. Dewar, Curtis D. Bennett, Matthew A. Fisher, 2018 The Scholarship of Teaching and Learning A Guide for Scientists Engineers and Mathematicians shows college and university faculty members how to draw on their disciplinary knowledge and teaching experience to investigate questions about student learning It takes readers all the way through the inquiry process beginning with framing a research question and selecting a research design moving on to gathering and analyzing evidence and finally to making the results public Numerous examples are provided at each stage many from published studies of teaching and learning in science engineering or mathematics At strategic points short sets of questions prompt readers to pause and reflect plan or act These questions are derived from the authors experience leading many workshops in the United States and Canada on how to do the scholarship of teaching and learning SoTL The taxonomy of SoTL questions What works What is What could be that emerged from the SoTL studies undertaken by scholars in the Carnegie Academic for the Scholarship of Teaching and Learning serves as a framework at many stages of the inquiry process The book addresses the issue of evaluating and valuing this work including implications for junior faculty who wish to engage in SoTL The authors explain why SoTL should be of interest to STEM science technology engineering and mathematics faculty at all types of higher education institutions including faculty members active in traditional STEM research They also give their perspective on the benefits of SoTL to faculty to their institutions to the academy and to students

Advancing the Culture of Teaching on Campus Constance Cook, Matthew Kaplan, 2023-07-03 Written by the director and staff of the first and one of the largest teaching centers in American higher education the University of Michigan s Center for Research on Learning and Teaching CRLT this book offers a unique perspective on the strategies for making a teaching center integral to an institution s educational mission It presents a comprehensive vision for running a wide range of related programs and provides faculty developers elsewhere with ideas and material to prompt reflection on the management and practices of their centers whatever their size and on how best to create a culture of teaching on their campuses Given that only about a fifth of all U S postsecondary institutions have a teaching center this book also offers a wealth of ideas and models for those administrators who are considering the development of new centers on their campuses Topics covered include The role of the director budgetary strategies and operational principles Strategies for using evaluation to enhance and grow a teaching center Relationships with center constituencies

faculty provost deans and department chairs Engagement with curricular reform and assessment Strengthening diversity through faculty development Engaging faculty in effective use of instructional technology Using student feedback for instructional improvement Using action research to improve teaching and learning Incorporating role play and theatre in faculty development Developing graduate students as consultants Preparing future faculty for teaching The challenges of faculty development at a research university In the concluding chapter to provide additional context about the issues that teaching centers face today twenty experienced center directors who operate in similar environments share their main challenges and the strategies they have developed to overcome them through innovative programming and careful management of their resources Their contributions fall into four broad categories institutional level challenges engaging faculty and students and supporting engaged pedagogy discipline specific programming and programming to address specific instructor career stages

How to Use Writing for Teaching and Learning Suzanne S. Hudd, Robert A. Smart, Andrew Delohery, J T Torres, 2025-01-09 This interdisciplinary guide encourages faculty to use both formal and informal writing to promote deeper learning and problem solving Readers will learn to apply concentric thinking a systematic set of cognitive steps to improve their course design and deepen student learning

Navigating Disciplinary Literacies in English-Medium Higher Education Davinia Sánchez-García, Ariadna Sánchez-Hernández, Emma Dafouz, 2025-10-30 This collection offers a holistic overview of disciplinary literacies DLs in English medium higher education EME with chapters employing a wide range of methodological approaches and data sources to illustrate the importance of a focus on DLs in facilitating positive outcomes for student learning The volume puts explicit emphasis on DLs within the context of EME here understood as the skills and resources necessary for developing complex disciplinary knowledge particularly in light of increased globalization and the internationalization of high pressure academic and professional environments The book takes a tripartite perspective exploring the perspectives of students lecturers and teacher educational developers This approach allows for a better understanding of both lecturers and students views on DLs the classroom practices employed in the teaching and learning of DLs and ways forward for enhancing teacher professional development programs to raise greater awareness of subject specific needs and in turn the significant role DLs can play in setting up students for success in and beyond the classroom This book will be of interest to students and scholars in applied linguistics TESOL teacher education and language education as well as stakeholders in teacher education development programs

Overcoming Student Learning Bottlenecks Joan Middendorf, Leah Shopkow, 2023-07-03 Decoding the Disciplines is a widely used and proven methodology that prompts teachers to identify the bottlenecks the places where students get stuck that impede learners paths to expert thinking in a discipline The process is based on recognizing the gap between novice learning and expert thinking and uncovering tacit knowledge that may not be made manifest in teaching Through decoding implicit expert knowledge can be turned into explicit mental tasks and made available to students This book presents a seven step process for uncovering bottlenecks and

determining the most effective way to enable students to surmount them The authors explain how to apply the seven steps of Decoding the Disciplines how to identify bottlenecks unpack the critical thinking of experts teach students how to do this kind of thinking and how to evaluate the degree to which students have learned to do it They provide in depth descriptions of each step and at the end of each chapter at least one exercise the reader can do on his or her own Because the decoding process works well with groups they also provide exercises for leading groups through the process making available to informal groups as well as groups led by professional developers the tools to transform their understanding of teaching and learning by getting the student view that they refer to as the bottleneck perspective Because it focuses on the mental moves that underlie the cognitive competencies we want students to develop spelling out what critical thinking consists of for any field the methodology helps teachers to get beyond focus on content delivery and transmission and provides criteria to select from the bewildering array of teaching tools the methods most appropriate to what they are teaching This is a book for faculty who want their students to develop disciplinary forms of reasoning and are moreover interested in a methodology with the potential to transform and reinvigorate their teaching It is particularly suitable for use in communities of practice and should be indispensable for any one engaged in cross disciplinary teaching as it enables co teachers to surface each other's tacit knowledge and disciplinary assumptions Assessment Reform in Education Rita Berry, Bob

Adamson, 2011-04-07 This book discusses the recent assessment movements in the eastern and western worlds with particular focuses on the policies implementation and impacts of assessment reform on education A new perspective of assessment sees assessment as a means to enhance learning This book examines the tensions challenges and outcomes intended and unintended of assessment reform arising at the interface of policy and implementation and implementation and student learning The book reviews the experiences insights gained from research and identifies the facilitators and hindrances to effective change It reflects current thinking of assessment and provides the readers with ample background information of assessment development in many countries including USA England Scotland Wales Northern Ireland Australia Singapore Taiwan and Hong Kong Educating for Civic-mindedness Carolin Kreber, 2016-06-17 Imagined at their best how might professions contribute most effectively to their local and global communities and how could higher education support graduates future professionals in making this contribution The answer proposed in this book is to educate students for civic mindedness an overarching professional capability grounded in certain dispositions and qualities ideals types of knowledge and political emotions Civic mindedness and its internal counterpart the practitioner's self cultivation give rise to an engagement with professional practice that is authentic civic and democratic The tension between responsiveness or regard for others and regard for self is overcome by recognising that authentic professional identities are constructed through practices around shared purposes and ideals Drawing on a wide range of theorists including Dewey Arendt and Nussbaum professions are envisaged to play a vital role Primarily professions support society's well being by ensuring access to public

goods such as local and global justice access to information health education safety housing the beauty and sustaining power of the ecological environment among others Yet professions also protect the fundamental good of citizen participation in free deliberation and decision making on issues affecting their lives The book concludes with a vision of higher education that is transformative of graduates professionals pedagogies professional practices and communities Issues of increasing social awareness are a key concern for anyone involved in teaching professionals and this book which builds best practice around a sound theoretical and philosophical framework will prove both thought provoking and practical in application

Beyond Fitting In Kelly Ritter, 2023-02-03 *Beyond Fitting In* interrogates how the cultural capital and lived experiences of first generation college students inform literacy studies and the writing centered classroom Essays written by scholar teachers in the field of rhetoric and composition discuss best practices for teaching first generation students in writing classrooms centers programs and other environments The collection considers how first gen students of different demographics interact with and affect literacy instruction in a variety of public and private rural and urban schools offering two or four year programs including Hispanic serving institutions historically Black colleges and universities and public research universities By exploring the experiences of students teachers writing program administrators and writing center directors the volume gives readers an inside view of the practices and structures that shape the literacy of first generation students

Threshold Concepts in the Moment, 2024-04-22 In the twenty years since Ray Land and Erik Meyer published their first paper on Threshold Concepts there has been a steady stream of papers mulling over their original suggestions that learning far from proceeding in an orderly fashion is instead a process of struggle perhaps alienation and confusion that puts students in a troublesome liminal in between state As their understanding develops liminality gives way to transformational insight whereby a whole field of study comes often quite abruptly into focus There is a gain but often also a loss in this new world old certainties assumptions and even aspects of our identity can be left by the wayside Threshold Concepts in the Moment is the sixth collection in the series on the subject of Threshold Concepts following the 8th Biennial Conference held in 2021 anchored at London's UCL but running online across the world Its contributors who range from old hands to new members of the community finding their feet mull over the insights of the threshold concepts framework in higher education scrutinise their own fields of study explore the implications of liminality for pedagogy and becoming professional practitioners and consider the broad implications for pedagogy of factoring in the troublesomeness of knowledge and learning

Threshold Concepts and Transformational Learning, 2010-01-01 Over the last decade the notion of threshold concepts has proved influential around the world as a powerful means of exploring and discussing the key points of transformation that students experience in their higher education courses and the troublesome knowledge that these often present Threshold concepts provoke in the learner a state of liminality in which transformation takes place requiring the integration of new understanding and the letting go of previous learning stances Insights gained by learners as they cross thresholds can be

exhilarating but might also be unsettling requiring an uncomfortable shift in identity or paradoxically a sense of loss The liminal space can be a suspended state of partial understanding or stuck place in which understanding approximates to a kind of mimicry Threshold Concepts and Transformational Learning substantially increases the empirical evidence for threshold concepts across a large number of disciplinary contexts and from the higher education sectors of many countries This new volume develops further theoretical perspectives and provides fresh pedagogical directions It will be of interest to teachers practitioners and managers in all disciplines as well as to educational researchers

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