

CVM TA SUMMER BOOK CLUB

HOW LEARNING WORKS: SEVEN RESEARCH-BASED PRINCIPLES FOR SMART TEACHING

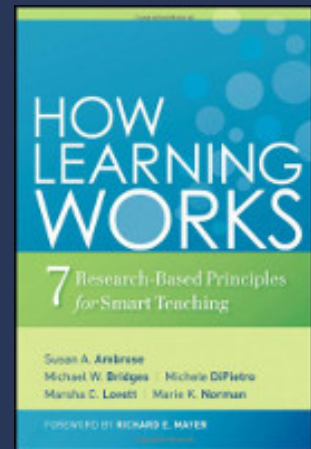
About the Book:

In this volume, the authors introduce seven general principles of learning, distilled from the research literature as well as from twenty-seven years of experience working one-on-one with college faculty. They have drawn on research from a breadth of perspectives (cognitive, developmental, and social psychology; educational research; anthropology; demographics; and organizational behavior) to identify a set of key principles underlying learning—from how effective organization enhances retrieval and use of information to what impacts motivation. These principles provide instructors with an understanding of student learning that can help them see why certain teaching approaches are or are not supporting student learning, generate or refine teaching approaches and strategies that more effectively foster student learning in specific contexts, and transfer and apply these principles to new courses.

Summer Book Club

For the past three years, we have had a successful summer program, which has provided a great opportunity for Teaching Academy members to get together and discuss educational topics in a comfortable setting.

The CVM Teaching Academy Summer Book Club continued this year with the activity to read and revisit the book "How Learning Works" by *Ambrose, et al.* The Academy read this book as a summer program in 2011, and there was strong consensus that we revisit this great read. It has short, practical chapters that lend themselves to productive discussion. Many members felt that reading "How Learning Works" in book club will result in rethinking some of what they currently think about teaching and learning. Those who had read the book before still benefited from reading it again, and were in a good place to help lead the group discussion.



Any conversation about effective teaching must begin with a consideration of how students learn. However, instructors may find a gap between resources that focus on the technical research on learning and those that provide practical classroom strategies. How Learning Works provides the bridge for such a gap.

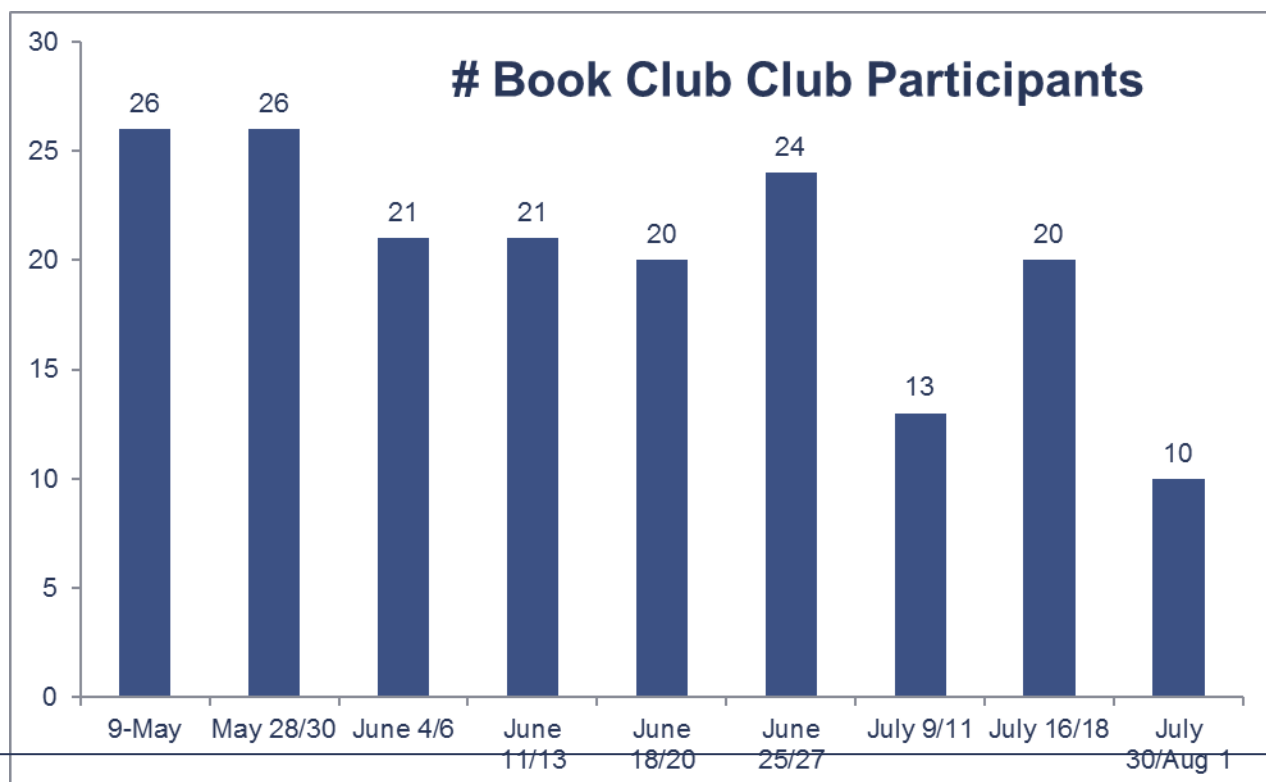
The Book Club Format:

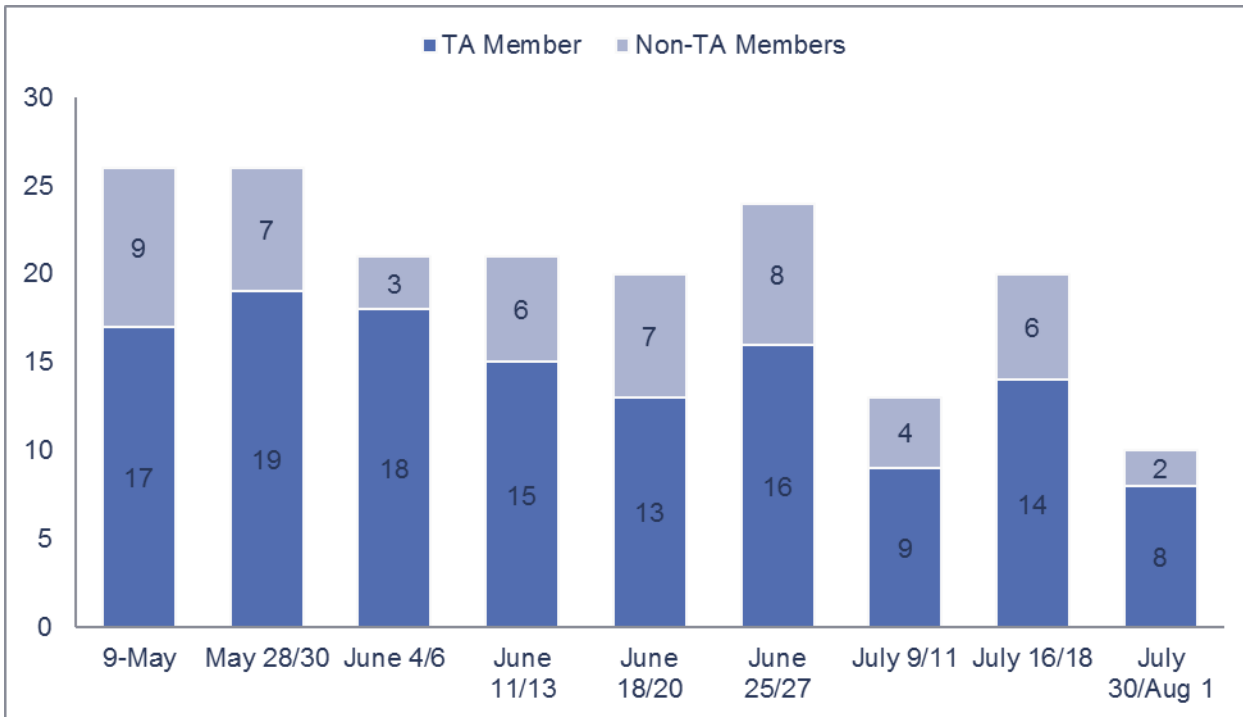
The "club" met weekly to discuss ONE chapter and possibilities of classroom activities. The format allowed participants to attend as time allowed. As in the past two years, the guiding principle continued to be "no guilt/no pressure," which aided in open group discussions.

Attendance:

Date	Total Attendance	TA Member	Non-TA Members
9-May	26	17	9
May 28/30	26	19	7
June 4/6	21	18	3
June 11/13	21	15	6
June 18/20	20	13	7
June 25/27	24	16	8
July 9/11	13	9	4
July 16/18	20	14	6
July 30/Aug 1	10	8	2
Average	20	14	6

# People		
Registered to participate	47	
Attended at least 1 session or more	38	80.85%
Attended 2 sessions or more	32	68.09%





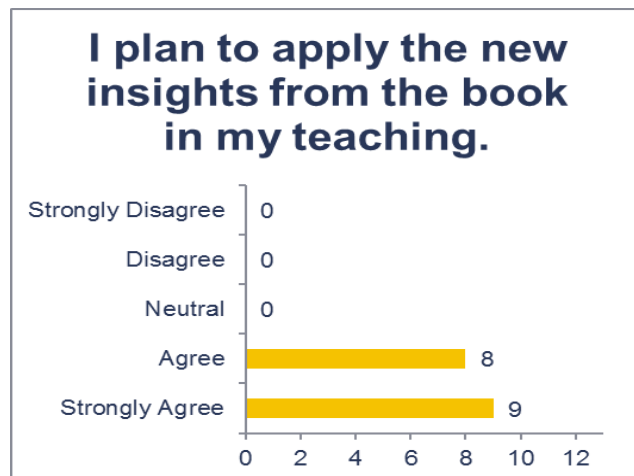
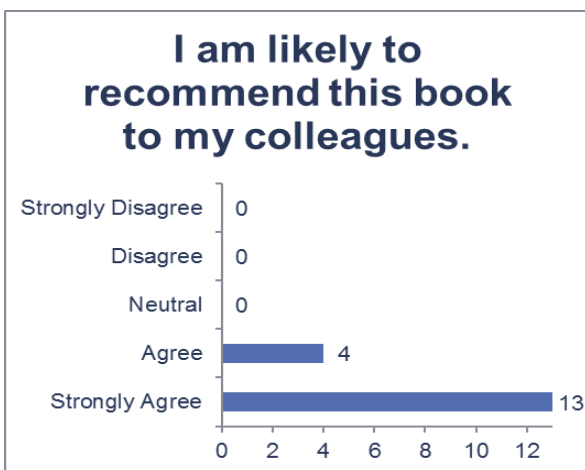
Survey Results:

The online survey was taken by **17 people**. (85% of the average attendance took the survey)

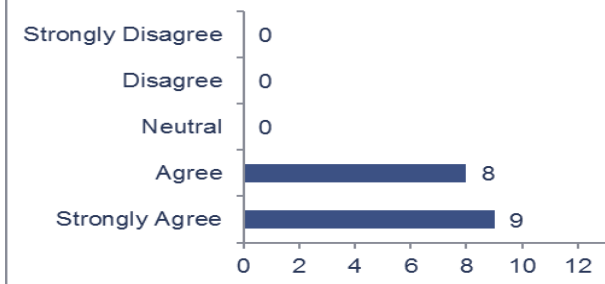
Attended which Session regularly:

On-Campus, Day Session	4
Off-Campus, Evening Session	8
Both	2

Please Rate Your 2013 CVM Summer Book Club Experience:



I have gained new insights from reading this book



Comments:

- This was my 2nd time, but well worth revisiting
- Although this was the second time I'd read the book, I still gained new insights and it stimulated some excellent discussion with colleagues
- Unfortunately I was not able to make it to all of the book club sessions. The ones I did make it to were interesting and help put the book in perspective.
- Very useful book
- Since I read the book previously and was not able to attend many sessions, I got more out of it the first year.

What were the strengths of this 2013 summer book club?

- I really enjoyed the conversations. After reading the book, I was curious how others (who had already read the book) had implemented or thought about the ideas. It was very, very informative--and the people were fun, too.
- "The book put somewhat confusing teaching and learning research into clear and actionable language. The book focused on broad themes rather than precise mechanics, so it had wider applicability."
- Interaction with colleagues - exchange of opinions and ideas regarding teaching strategies and philosophies.
- "A new, diverse group aided discussions. New faculty members were included, esp. those just starting their teaching. Many meeting times offered a convenient set of options."
- Having a schedule kept me on track so that I continued to read so as to be prepared each week. And the book is EXCELLENT!
- "The strengths include: (1) built in schedule for reading the material. (2) opportunity to communicate with our colleagues specifically about teaching. (3) Good opportunity to get to know other faculty in the vet school. "
- Relatively small group size. Flexibility in which sessions to attend.
- I really enjoyed discussing the book with individual who have more experience teaching.
- It was enjoyable to discuss the book with colleagues in a relaxed atmosphere with a nice view. I gained a lot of insights from reading the book - my first time reading it.
- I liked the mix of people who had read the book before and people who were new to the book.

- The chance to interact with new members of the group. The setting (Banyan's) was perfect.
- Multiple groups allowed for scheduling flexibility, and it was useful to read the book again with some new people in the mix for a broader perspective.
 - The book. 2) Having a facilitator for each meeting and having that responsibility rotate through the group-- this probably helped us all take ownership and be more engaged.
- "I thought that the influx of new people and their perspectives was very helpful for those of us that had read the book previously. I was able to think more critically about the chapters and talk about what I have done or not done in my teaching since reading the book."
- Good ideas from all participants.
- Hearing the other participants views on the reading. Kept me on schedule with the book even when I could not attend the meetings!

What were some things that you would like to change regarding the summer book club?

- 8:30 in the morning instead of 8. It would give me time to check my email, grab coffee and be on time. :)
- It would be good to emphasize/enforce ground rules (i.e. no bashing students or faculty). Many discussions seemed to digress toward student bashing in particular. **(a day session)**
- More focus on creative ideas in addition to the large classroom focus.
- I was dismayed that later sections were cancelled, as I returned from summer travel and wanted to re-enter the discussions.
- "I wish I'd had the opportunity to meet with more new people. There must be some way to more effectively mix up the people. Maybe we should be strongly encouraged to attend other sessions. The extra 2 weeks scheduled was confusing and unnecessary."
- I don't know how this can be changed but I was very put off by some people's attitude towards students. It wasn't common but it did occur that basically "what is wrong with kids these days" was how teaching was viewed. Anyway, I felt like I should say something. I'm sure we all have our preconceived ideas about students and how they learn. I just found it dismissive and disrespectful. It certainly won't keep me from participating in the teaching academy. **(a day session)**
- Could have gone through the book faster, two chapters per session, for example.
- Let's do a new book next summer.
- Maybe start a couple of weeks later
- (1) Sometimes it seemed the discussion could have benefited from having more people present--some days our group was pretty small and we could get a bit ""stuck"" debating similar points repeatedly each week. More people--more perspectives--might have helped. (2) Might be useful to have a follow-up meeting during the fall semester to discuss if and how we applied insights from the book."
- I think that the groups started off good at the beginning of the summer but later of the day sessions were poorly attended. Maybe have it bi-weekly or condensed if we were reading another book
- Some of the participants were more interested in a "bash the students" meeting than discussing how we can improve as teachers. **(session not identified)**

Would you be interested in participating in another summer book club in 2014? Any suggestions for next year's book or journal club?

- "How People Learn" by NRC or "Teaching What You Don't Know" by Huston
- yes
- "Yes! -What the Best College Students Do by Ken Bain; Thinking, Fast and Slow by Daniel Kahneman; Dean's List: Eleven Habits of Highly Successful College Students by John Bader; Teaching Naked: How Moving Technology Out of Your College Classroom Will Improve Student Learning by José Antonio Bowen; Making Scientists: Six Principles for Effective College Teaching by Gregory Light and Marina Micari"
- "Yes. I would be interested in discussing whether an every other year journal club is a format others are interested in.
- There are several good book titles that have been floated, but it would be best if someone had actually read one of these books first so we could better know if it was appropriate and likely to be valued."
- "Very likely will be participating in next year's book club.
- Thanks for organizing it this year."
- Yes
- I definitely would love to participate in another summer book club in 2014.
- Yes, I would participate, but there are a lot of potential books.
- I recommend a journal club for 2014. I like the idea of every other summer we do a journal club.
- yes; no suggestions yet
- Yes. No suggestions just now.
- Yes. I can't think of any suggestions right now and will get back to the teaching academy.
- Interested but no ideas for books.
- Yes!