


## Engaging 21<sup>st</sup> Century Students: A Case for Learning Styles

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## Who are 21<sup>st</sup> Century Undergraduates?



- 18 to 24-year-old college students . . .
- . . . whose educational and social characteristics don't fit with what schools typically offer.

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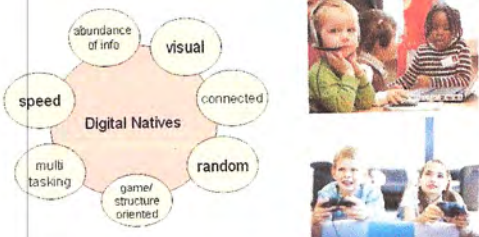
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## Digital Natives (mid-1990s +)



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## Teacher goal adjustment...

◆ **Future orientation**

- ◆ **Utility** (What can I do with this information?)
- ◆ **Value** (This matters because...)
- ◆ **Relevance** (How will this help me survive and get ahead in the world beyond and after college?)



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## Engaging Students Today....Arghh!



- 1) Developmental approach
- 2) Clarify learning outcomes & expectations (early & often)
- 3) Lighten up (Assume the best first!)
- 4) Rethink content coverage
- 5) Learner-centered pedagogy

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# What does learner-centered pedagogy look like?

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## Learning =

- Comprehension +
- Retention +
- Application

Method	Average Retention Rate
Lecture	5%
Reading	10%
Audio-Visual	20%
Demonstration	30%
Discussion Group	50%
Practice by Doing	75%
Teach Others/Immediate Use	90%

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## Learning Styles Research

- Pros
  - Learner centered
  - Varied teaching strategies
- Cons
  - Atheoretical
  - Terms and definitions
  - Labeling
  - Measurement tools



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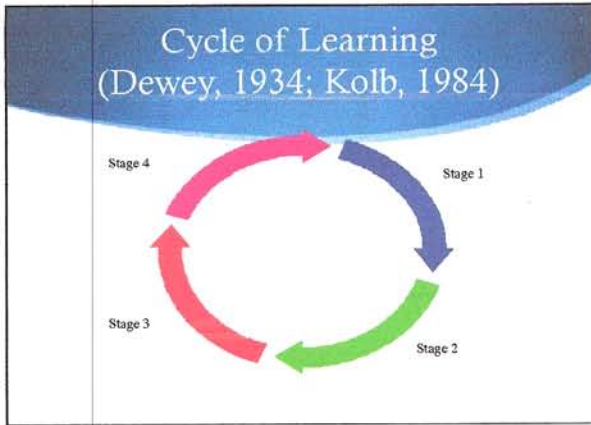
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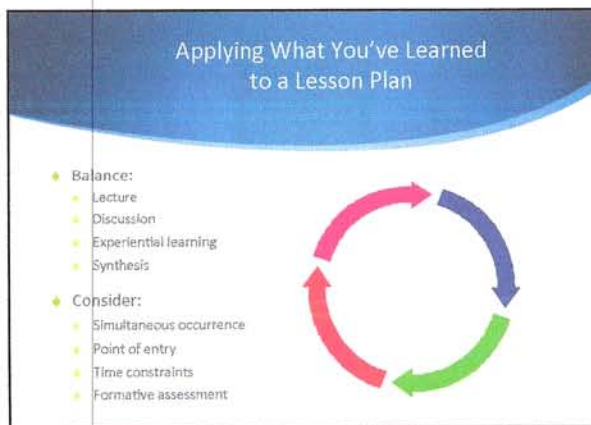
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### Lesson Planning Sample

- Goal: Overarching purpose
- Rationale: So what?
- Learning Outcomes: What will students do?
- Performance Criteria: How you will measure achievement of each outcome? (assessment & evaluation)
- Plan (with time parameters)
- Take home point or question



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### Lesson Plan (1)

- Goal: Students will learn about the rhetorical appeals used in persuasive messages.
- Rationale: Students will be better producers and consumers of the persuasive messages they get bombarded with everyday.
- Learning Outcomes: Students will . . .
  - Define each type of rhetorical appeal
  - Use each type of rhetorical appeal in their persuasive messages.
  - Identify each type of rhetorical appeal in messages by others
- Performance Criteria:
  - Think/pair/share and advertisement activity in class
  - Persuasive speech assignment
  - Persuasive speech critiques
  - Questions on upcoming exam

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### Lesson Plan (2)

- Think/Pair/Share: Ask students to write about a time they were persuaded and why, then turn to neighbor and share (10 minutes)
- Post comments on board in 3 columns (without headings) (10 minutes)
- Add labels (ethos, pathos, logos) and definitions (5 minutes)
- Small groups: Magazine advertisement analyses (10 minutes)
- Group Reports: (10 minutes)
- Synthesis (Why did we do this?) (5 minutes)
- Assign persuasive speeches for next time (5 minutes)

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