

# Teaching as Deliberate Practice

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# Two Questions

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- Why do you want to teach?
- What do you want students to learn from you?
- Think about it for 2 minutes, write it down
- Talk with a partner for 2 minutes

# Background

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- MIA and the Purpose of School
  - Citizenship, Creativity, Ethical Reasoning, Cultural Competence, Communication
- Yale Center for the Psychology of Abilities, Competencies, and Expertise
- Teaching – Practical Intelligence, Effectiveness, Evaluation



# Developing Expertise through Deliberate Practice

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- What is required is deliberate practice, in which
- (a) the task is at an appropriate level of difficulty for the individual
- (b) provides informative feedback to the individual
- (c) provides opportunities for repetition, and
- (d) allows correction of errors

Ericsson, K. A., & Smith, J. (Eds.). (1991). Toward a general theory of expertise: Prospects and limits. New York, NY, US: Cambridge University Press.

# Developing Expertise

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- Should involve periodic big picture reflection
- Reflection can be empirically and/or theoretically informed
- Engaging in a sufficient amount of deliberate practice will, under normal circumstances, produce an expert



# One Possible Theory: Schiro's Ideologies

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- Understand how each uses language differently
- Able to communicate and negotiate more effectively

# Four Ideologies (Pedagogical Orientations)



Knowledge

- Scholar Academic

- Knowledge Oriented

- Learner Centered

- Interest Oriented



- Social Efficiency

- Skill Oriented

- Social Reconstructionist

- Community Oriented



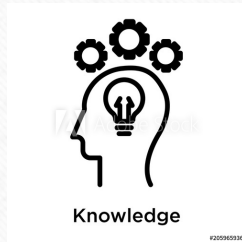


# Differ in their Fundamental Beliefs

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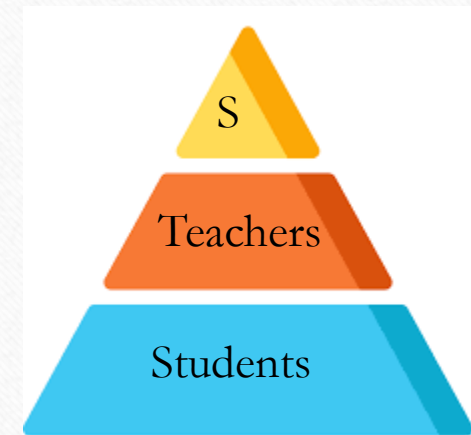
- Purpose of School
- Role of the Teacher
- Best Approach to Learning
- What Knowledge is of Most Worth
- The Role of Evaluation

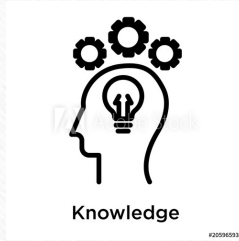




# Scholar Academic (Knowledge Oriented)

- Purpose of School
  - Learn accumulated knowledge of our culture (academic disciplines)
- Inquiry into Truth is the Highest Value
- Role of Teacher (Hierarchy of People)
  - Scholars at the top – inquirers into truth
  - Teachers of truth – disseminate truth discovered by scholars
  - Learners of truth – Students who seek to become members of a discipline

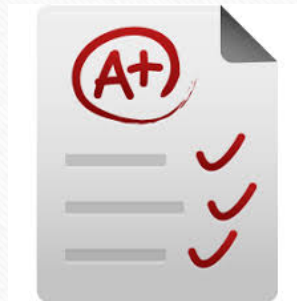




# Scholar Academic (Knowledge Oriented)

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- Best Approach to Learning?
  - Study under a master (scholar)
  - Subject area mastery via reading, watching, listening
- Role of Evaluation?
  - Subject Matter Tests







# Social Efficiency (Skill Oriented)

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- Purpose of School
  - Efficiently train youth to function as mature members of society
  - Goal is to perpetuate future functioning of society (job preparation)
- Beliefs about Learning
  - Behaviorism. Stimulus-Response, Punishments-Rewards, Badges, etc.
  - Immediate corrective feedback is crucial to development



# Social Efficiency (Skill Oriented)

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- Best Approach to Learning
  - Skill acquisition and differentiation
  - Standardization within skill set
- Knowledge of Most Worth
  - Demonstrable skills
- Evaluation
  - Maker-movement
  - Demonstration of skills







# Learner Centered (Interest Oriented)

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- Purpose of School
  - Focus on the needs of the individual, not needs of society
  - Goal is individual growth, development of the person
  - School should be enjoyable
- Role of the Teacher
  - Carefully create a context that stimulates growth in people as they construct meaning



# Learner Centered (Interest Oriented)

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- Knowledge of Most Worth
  - That acquired through one's own experience
- Nature of Learning
  - People are inherently motivated
  - Don't need external motivators/rewards
- Role of Evaluation
  - Portfolio and Projects
  - Process Oriented







# Social Reconstruction (Community Oriented)

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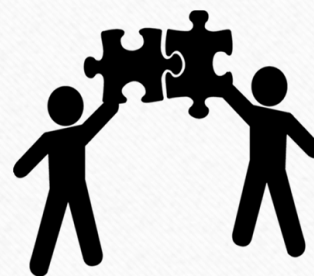
- Purpose of School
  - Create a more just society that offers maximum satisfaction to all members
- Role of the Teacher
  - Make students uncomfortable with the status quo



# Social Reconstruction (Community Oriented)

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- Knowledge of Most Worth
  - Recognition of one's role in society and debt to making it better
- Nature of Evaluation
  - What have you done to make the world a better place?





# Differ in their Fundamental Beliefs

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- Purpose of School
- Role of the Teacher
- Best Approach to Learning
- What Knowledge is of Most Worth
- The Role of Evaluation

# Your History

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- Think of your favorite teacher
- Think of your least favorite teacher
- Was there an alignment with your ideology?
- What kinds of things would people say if they were misaligned?



# Actual Examples Students Generated

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*Learner Centered student  
evaluating  
Scholar Academic teacher*



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- Professor was too focused on getting through the lecture material and did not take time to explore student questions
  - I felt that the assessments in this course were much more focused on regurgitating memorized material rather than exploring opinions and ideas
  - The material would have been more meaningful to me if the professor had provided examples relating the coursework back to applicable events in our lives.
  - Professor does not realize that people have different interests and ways of learning
  - Just reads from the books/slides
  - Too focused on learning lecture and textbook material through practice quizzes and rote learning. Very little experiential learning





*Scholar Academic student*  
evaluating  
*Social Reconstructionist teacher*



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- Unfocused/unclear curriculum, doesn't actually teach material by the book
  - I felt that many of the concepts we covered in class were overly vague, discussing the social and cultural implications of everything rather than going more in depth.
  - The lesson plans seemed too political and with a goal in mind besides just learning; teaching should be value-neutral.
  - Exams were extremely unpredictable, subjective, and biased



*Social Efficiency student*  
evaluating

*Learner Centered teacher*



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- Spends too much time exploring individual inquiries and random topics irrelevant to the core curriculum
  - I didn't feel like I learned any skills that can actually be applicable in the real world.
  - At times I felt like the professor was overly lenient with our class
  - All the different approaches the teacher took with the material was distracting; I would have learned better if they had had a standardized approach to teaching.





*Scholar Academic student*  
evaluating  
*Learner Centered teacher*



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- I would have liked to hear more from the professor and less from other students in the class. I am here to learn from an expert in the field, not from people my age just stating their opinions.
  - The classroom setting is too unorganized and lacks structure
  - The professor did not cover common knowledge taught in other classrooms and schools for this course, so I feel like I am behind



*Social Reconstructionist student*  
evaluating  
*Scholar Academic teacher*



- The professor focused more on rote learning of the subjects rather than further developing our critical thinking about the body of knowledge we were discussing.
- This teacher is detached from society, does not address important issues
- No practical application to today's problems
- There was a heavy emphasis on the ability of rote memorization as opposed to productive and interactive discussions surrounding our current society and social justice.
- I do not feel that the multiple-choice method of evaluation truly evaluates our ability to have an impact on the world



# What Ideology is Best?

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- Discussions of Teaching Effectiveness beg the question...

Effective for whom?

- This is not about “learning styles”
- It is about philosophical value orientations

# Teaching as Deliberate Practice

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- Big Picture Reflection
- Did you resonate with one or more of the ideologies?
- Does one of your courses orient itself more in one direction than another?
- How will you think about engaging students who have orientations that are different from your own?



# Discussion

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