Teaching as Deliberate Practice

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Two Questions

• 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

• 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

- 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

Developing Expertise

- 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

• Understand how each uses language differently

• Able to communicate and negotiate more effectively

Four Ideologies
(Pedagogical Orientations)

- Scholar Academic
  - Knowledge Oriented

- Social Efficiency
  - Skill Oriented

- Learner Centered
  - Interest Oriented

- Social Reconstructionist
  - Community Oriented
Differ in their Fundamental Beliefs

• 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)

- 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)

• 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)

• 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)

• 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)

• 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)

- 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)

- 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

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

• 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
• 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

• 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

• 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.
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?

• 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

• 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