

SCHEDULE

- 8:30 - 9:00** **Registration**
- 9:00 - 9:15** **Opening and Welcome**
Shalu Wunnava, Chair of the Teaching Effectiveness Conference Planning Committee and Assistant Professor of Business Administration at SUNY Potsdam
Ben Dixon, Administrative Coordinator, Associated Colleges of the St. Lawrence Valley
- 9:15 - 10:45** **Workshop**
How Learning Works: 7 Research-Based Principles for Smart Teaching
Prior Knowledge, Knowledge Organization, and Motivation
Dr. Michele DiPietro
50 years of research on learning from the cognitive, metacognitive, motivational, developmental, and inclusiveness perspectives will be synthesized into seven integrated principles. In the first part of the workshop we will address principles 1-3, examining the role of prior knowledge and knowledge organization for learning and performance, as well as the motivational levers educators can use to orient students toward learning. We will use demonstrations and reflections and generate teaching strategies.
- 10:45 – 11:00** **Break**
- 11:00 – 12:15** **Workshop**
How Learning Works: 7 Research-Based Principles for Smart Teaching
Mastery, Goals, Practice, and Feedback
Dr. Michele DiPietro
We next turn to principles 4 and 5, and the issue of teaching and learning skills. It is not true that practice makes perfect, therefore we will examine the conditions that make practice beneficial, and the role educators can play by giving feedback. In addition, we will consider how our own expertise can work against us as we try to share it with our students. We will practice a short (and fun!) in vivo teaching activity to demonstrate some of the principles, and practice becoming more precise in our instruction.
- 12:15 – 1:30** **Networking Lunch**
Attendees to be seated at tables of same or similar disciplines
- 1:30 – 3:30** **Workshop**
How Learning Works: 7 Research-Based Principles for Smart Teaching
Student Development, Climate, and Metacognition
Dr. Michele DiPietro
This section will focus on how students' levels of maturity (intellectual, emotional, social, etc.) impact their learning, and how we can create course environments responsive to their developmental trajectory. We will also ponder how to make students more strategic about their own learning. We will then turn these insights on ourselves, working on developing an action plan for ourselves as educators.
- 3:30 – 3:40** **Closing remarks and book signings**