

# Teaching and Learning: Context Matters (Part II)

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*"You have the right to remain silent. Anything you say can be taken out of context and put on Twitter and then it'll be a whole thing."*

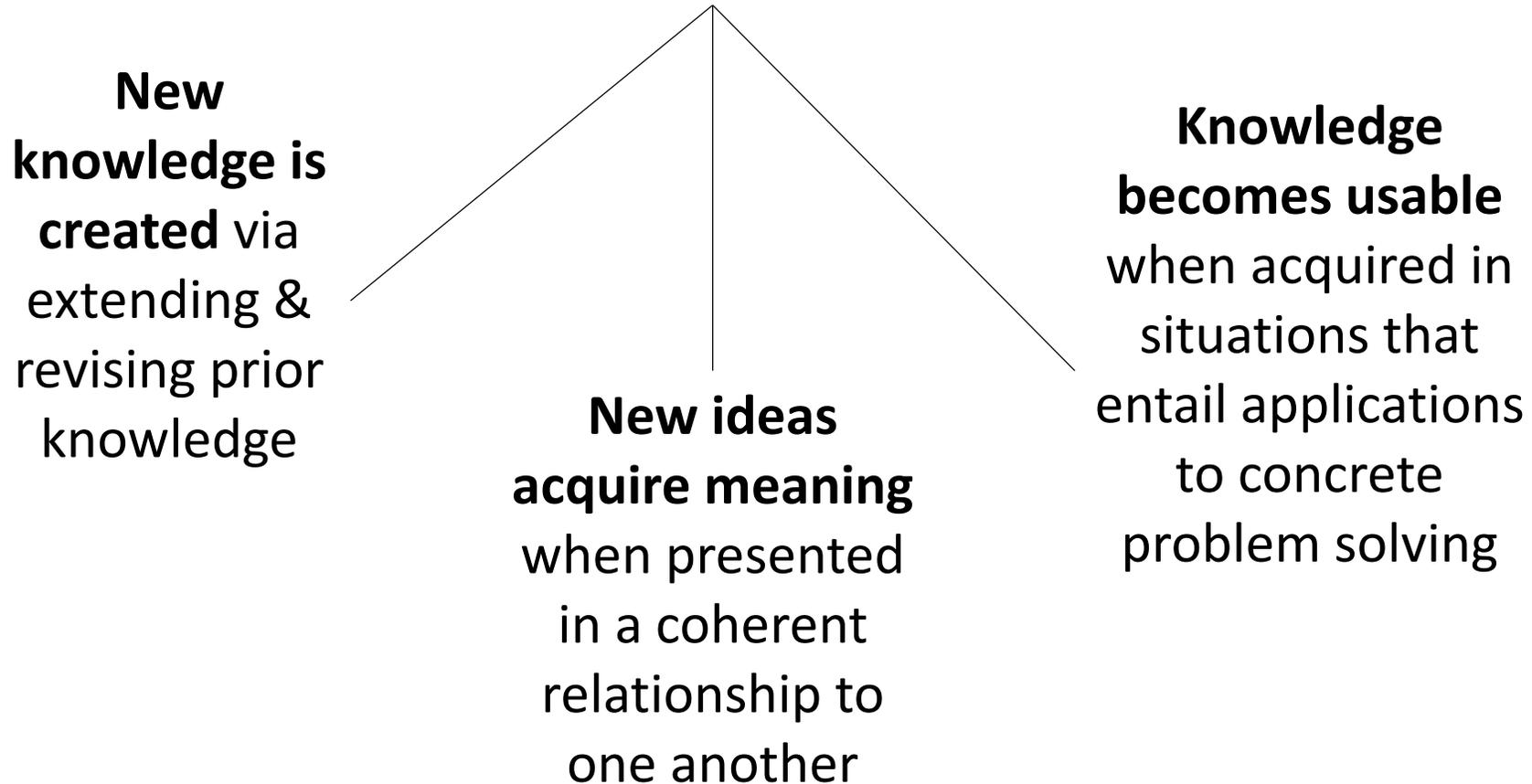
# How does learning occur?

Who is responsible for learning?

*What is teaching?*

Why should people go to school?

# All Learning is Contextual



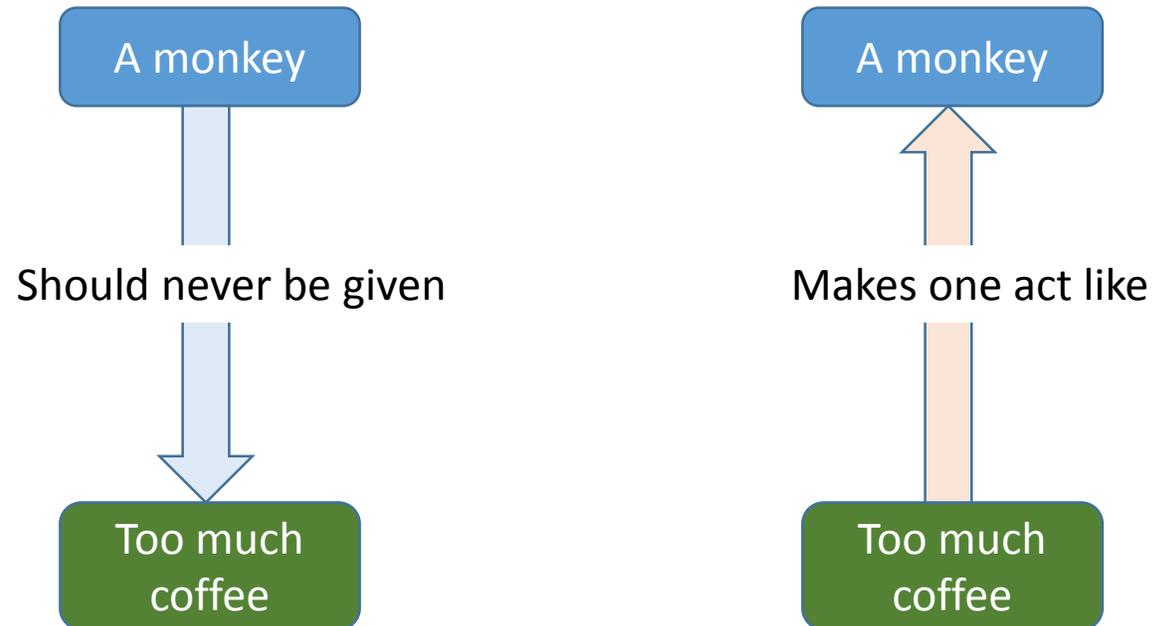
# Learning

*“People learn to the degree to which they can actively manipulate facts within some general framework and can relate general ideas to specific events in their experience.”*

**Learners are responsible for learning.  
Students and instructors are learners.  
Teaching is a process to enable learning.**

# Content vs. Context

Context is the network of relationships which lives between the content

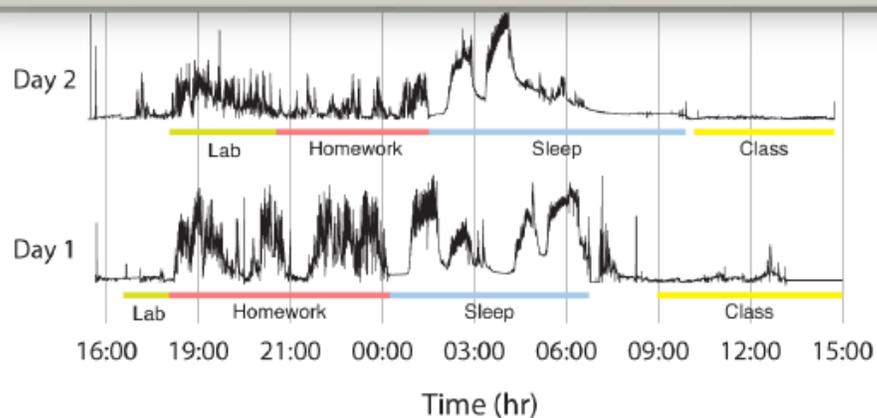
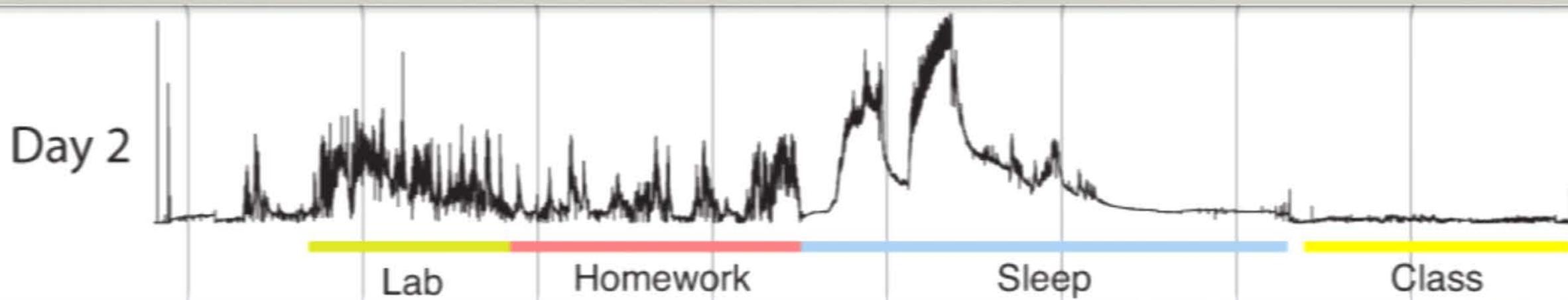
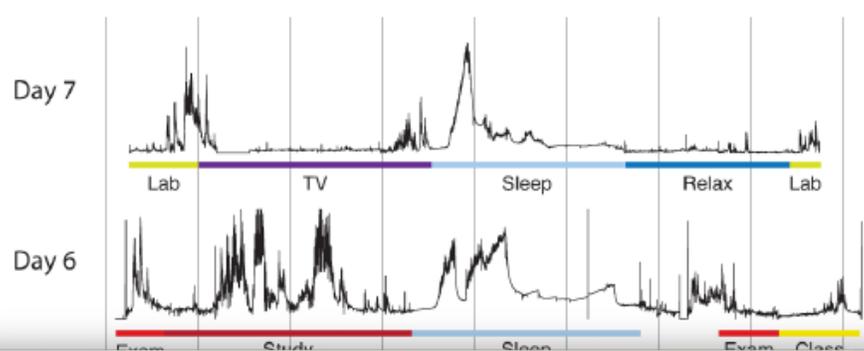


It is good practice to tell learners about the context.  
It is **GREAT** practice to ask learners to determine context themselves.

# How learning happens...

*“We have knowledge... only as **we** actively participate in its construction.”*

## **How can we support active learning?**



A Wearable Sensor for Unobtrusive, Long-Term Assessment of Electrodermal Activity  
 Ming-Zher Poh, Nicholas C. Swenson, and Rosalind W. Picard\*, IEEE TRANSACTIONS ON BIOMEDICAL ENGINEERING, VOL. 57, NO. 5, MAY 2010

Fig. 9. Long-term *in situ* EDA recordings. Continuous skin conductance measurements were recorded for seven days in a natural home environment. Daily EDA waveforms displayed are normalized.

**Stats for Everyday Life – Spring 2004 - Angelo**

**First Concept Review**

**Circle the variable in each pair that you would expect to have the largest standard deviation:**

1.1 peoples' heights

peoples' weights

1.2 domestic dogs' weights

domestic cats' weights

1.3 language skills of 12-year-olds

math skills of 12-year-olds

1.4 hours students spend  
in this classroom

hours students spend studying  
for this class

## **THEORETICAL/ CONCEPTUAL**

**Philosophy**

**Theories**

**Principles/  
Conceptual Systems**

**Concepts:** Perceived  
regularities in events  
or objects

**FOCUS  
QUESTION:**

Answers require an  
active interplay  
between the  
right side  
and  
left side.

## **METHODOLOGICAL**

**Claims: Value  
Knowledge**

**Transformations**

**Records**

**Events/Objects**

Figure 1.2 Gowin's Vee heuristic invented to illustrate the conceptual and methodological elements that interact in the process of knowledge construction or in the analysis of lectures or documents presenting knowledge.

# Active Learning

- Practical ways:
  - Combine with formative assessment
    - <https://cloudfront.ualberta.ca/-/media/gradstudies/professional-development/gtl-program/teaching-resources/planning-formative-assessment-workshop.pdf>
  - Do it soon (first class, first 5 minutes)
  - Repeat it
  - Share the results

# References

1. Christensen, C. R., David A. Garvin, and A. Sweet, eds. *Education for Judgment: The Artistry of Discussion Leadership*. Boston: Harvard Business School Press, 1991.
2. Schön, D.A., *Educating the Reflective Practitioner: Toward a New Design for Teaching and Learning in the Professions*. Josey-Bass, 1987.