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# Using the Decoding The Disciplines Framework for Learning Across the Disciplines



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# Decoding The Disciplines New Directions For Teaching And Learning

**Julie A. Timmermans, Ray Land**



## **Decoding The Disciplines New Directions For Teaching And Learning:**

*Decoding the Disciplines: Helping Students Learn Disciplinary Ways of Thinking* David Pace, Joan Middendorf, 2004-12-02  
The Indiana University Faculty Learning Community realized that the mental operations required of undergraduates differ enormously from discipline to discipline and that these ways of thinking are rarely presented to students explicitly IUFLC Fellows from fields as diverse as creative writing marketing and genetics and as knowledgeable about their research areas as few people in the world began to explore how students learn this content The Decoding the Disciplines model takes advantage of the differences in thinking among academic fields in order to decode each individual discipline Following the model faculty answered a series of questions to define crucial bottlenecks to learning dissected the ways an expert deals with the issues that causes the bottleneck and invented ways to model this thinking for students After giving students an opportunity to practice these skills and receive feedback each professor assessed student performance on these basic operations Their chapters in this issue of NDTL show faculty in the disciplines as they delved deeply into the specifics of thinking and learning in their disciplines and become involved in the scholarship of teaching and learning It presents principles for facilitating assessments and a Faculty Learning Community Institutions are invited to consider the Decoding the Disciplines model as a tool for structuring faculty inquiry into the thinking and learning in their disciplines This is the 98th issue of the Jossey Bass quarterly higher education report *New Directions for Teaching and Learning* *Using the Decoding The Disciplines Framework for Learning Across the Disciplines* Janice Miller-Young, Jennifer Boman, 2017-07-17  
Decoding the Disciplines a program designed to help instructors increase learning in their courses provides a framework for identifying and remedying course elements that are most problematic for students Decoding is a seven step process in which instructors 1 identify a bottleneck of learning 2 make explicit the mental operations required to overcome the obstacle 3 model the required steps for students 4 give them practice at these skills 5 deal with emotional bottlenecks that interfere with learning 6 assess the success of their efforts and 7 share the results Providing detailed information so that readers may develop effective models of practice this volume provides examples and evidence of the ways the framework has been applied across disciplines and used to inform teaching curriculum and pedagogical research initiatives It outlines how various communities of practice got started describes the analyses of three different collections of Decoding interviews extends the Decoding framework using different theoretical lenses and connects the learning to practical applications for teachers and scholars in higher education This is the 150th volume of this Jossey Bass higher education series It offers a comprehensive range of ideas and techniques for improving college teaching based on the experience of seasoned instructors and the latest findings of educational and psychological researchers **Re-imagining Curriculum** Lynn Quinn, 2019-11-15 The book argues that academics academic developers and academic leaders need to undertake curriculum work in their institutions that has the potential to disrupt common sense notions about curriculum and create spaces for engagement with scholarly

concepts and theories to re imagine curricula for the changing times Now more than ever in the history of higher education curriculum practices and processes need to be shared the findings of research undertaken on curriculum need to be disseminated to inform curriculum work We hope the book will enable readers to look beyond their contextual difficulties and constraints to find spaces where they can dream and begin to implement innovative and creative solutions to what may seem like intractable challenges or difficulties

**The University and Its Disciplines** Carolin Kreber, 2010-07-15 University teaching and learning take place within ever more specialized disciplinary settings each characterized by its unique traditions concepts practices and procedures It is now widely recognized that support for teaching and learning needs to take this discipline specificity into account However in a world characterized by rapid change complexity and uncertainty problems do not present themselves as distinct subjects but increasingly within trans disciplinary contexts calling for graduate outcomes that go beyond specialized knowledge and skills This ground breaking book highlights the important interplay between context specific and context transcendent aspects of teaching learning and assessment It explores critical questions such as What are the ways of thinking and practicing characteristic of particular disciplines How can students be supported in becoming participants of particular disciplinary discourse communities Can the diversity in teaching learning and assessment practices that we observe across departments be attributed exclusively to disciplinary structure To what extent do the disciplines prepare students for the complexities and uncertainties that characterize their later professional civic and personal lives Written for university teachers educational developers as well as new and experienced researchers of Higher Education this highly anticipated first edition offers innovative perspectives from leading Canadian US and UK scholars on how academic learning within particular disciplines can help students acquire the skills abilities and dispositions they need to succeed academically and also post graduation Carolin Kreber is Professor of Teaching and Learning in Higher Education and the Director of the Centre for Teaching Learning and Assessment at the University of Edinburgh

Threshold Concepts on the Edge Julie A. Timmermans, Ray Land, 2019-12-30 Since the first literature about the Threshold Concepts Framework was published in 2003 a considerable body of educational research into this topic has grown internationally across a wide range of disciplines and professional fields Successful negotiation of a threshold concept can be seen as crossing boundaries into new conceptual space or as a portal opening up new and previously inaccessible ways of thinking about something In this unfamiliar conceptual terrain fresh insights and perceptions come into view and access is gained to new discourses This frequently entails encounters with troublesome knowledge knowledge which provokes a liminal phase of transition in which new understandings must be integrated and importantly prior conceptions relinquished There is often double trouble in that letting go of a prevailing familiar view frequently involves a discomfiting change in the subjectivity of the learner We become what we know It is a space in which the learner might become stuck Threshold Concepts on the Edge the fifth volume in a series on this subject discusses the new directions of this research Its six sections

address issues that arise in relation to theoretical development liminal space ontological transformations curriculum interdisciplinarity and aspects of writing across learning thresholds **To Improve the Academy** Douglas Reimondo Robertson, Linda B. Nilson, 2007-10-12 An annual publication of the Professional and Organizational Development Network in Higher Education POD To Improve the Academy offers a resource for improvement in higher education to faculty and instructional development staff department chairs faculty deans student services staff chief academic officers and educational consultants *Overcoming Student Learning Bottlenecks* Joan Middendorf, Leah Shopkow, 2023-07-03 Decoding the Disciplines is a widely used and proven methodology that prompts teachers to identify the bottlenecks the places where students get stuck that impede learners paths to expert thinking in a discipline The process is based on recognizing the gap between novice learning and expert thinking and uncovering tacit knowledge that may not be made manifest in teaching Through decoding implicit expert knowledge can be turned into explicit mental tasks and made available to students This book presents a seven step process for uncovering bottlenecks and determining the most effective way to enable students to surmount them The authors explain how to apply the seven steps of Decoding the Disciplines how to identify bottlenecks unpack the critical thinking of experts teach students how to do this kind of thinking and how to evaluate the degree to which students have learned to do it They provide in depth descriptions of each step and at the end of each chapter at least one exercise the reader can do on his or her own Because the decoding process works well with groups they also provide exercises for leading groups through the process making available to informal groups as well as groups led by professional developers the tools to transform their understanding of teaching and learning by getting the student view that they refer to as the bottleneck perspective Because it focuses on the mental moves that underlie the cognitive competencies we want students to develop spelling out what critical thinking consists of for any field the methodology helps teachers to get beyond focus on content delivery and transmission and provides criteria to select from the bewildering array of teaching tools the methods most appropriate to what they are teaching This is a book for faculty who want their students to develop disciplinary forms of reasoning and are moreover interested in a methodology with the potential to transform and reinvigorate their teaching It is particularly suitable for use in communities of practice and should be indispensable for any one engaged in cross disciplinary teaching as it enables co teachers to surface each other s tacit knowledge and disciplinary assumptions

**Assessment Reform in Education** Rita Berry, Bob Adamson, 2011-04-07 This book discusses the recent assessment movements in the eastern and western worlds with particular focuses on the policies implementation and impacts of assessment reform on education A new perspective of assessment sees assessment as a means to enhance learning This book examines the tensions challenges and outcomes intended and unintended of assessment reform arising at the interface of policy and implementation and implementation and student learning The book reviews the experiences insights gained from research and identifies the facilitators and hindrances to effective change It reflects current thinking of assessment and

provides the readers with ample background information of assessment development in many countries including USA England Scotland Wales Northern Ireland Australia Singapore Taiwan and Hong Kong Breakthroughs in College Reading Nelson Graff, Nika Hogan, Rebecca Kersnar, 2024-09-05 This collection offers snapshots and reflections on teaching reading in disciplinary contexts grounded in threshold concept theory and the experiences of practitioners Chapters describe activities routines and practices that help students struggle successfully with academic reading Addressing Faculty and Student Classroom Improprieties John M. Braxton, Alan E. Bayer, 2004 Early discussions of classroom incivility have focused primarily on student behavior that rises to the level of incivility This issue adds another perspective by looking at the impact of faculty and student behaviors on one another recognizing that the teaching learning relationship is a two way street This is the 99th issue of the Jossey Bass quarterly higher education report New Directions for Teaching and Learning Threshold Concepts Within the Disciplines Ray Land, Jan Meyer, Jan Smith, 2008 Threshold Concepts within the Disciplines brings together leading writers from various disciplines and national contexts in an important and readable volume for all those concerned with teaching and learning in higher education The foundational principle of threshold concepts is that there are in each discipline conceptual gateways or portals that must be negotiated to arrive at important new understandings In crossing the portal transformation occurs both in knowledge and subjectivity Such transformation involves troublesome knowledge a key concern for contributors to this book who identify threshold concepts in their own fields and suggest how to deal with them Part One extends and enhances the threshold concept framework containing chapters that articulate its qualities its links to other social theories of learning and other traditions in educational research Part Two encompasses the disciplinary heart of the book with contributions from a diversity of areas including computing engineering biology design modern languages education and economics In the many empirical case studies educators show how they have used the threshold concept framework to inform and evaluate their teaching contexts Other chapters emphasise the equally important being and becoming dimension of learning Part Three suggests pedagogic directions for those at the centre of the education project with contributions focusing on the socialisation of academics and their continuing quest to be effective teachers The book will be of interest to disciplinary teachers educational researchers and educational developers It also is of relevance to issues in quality assurance and professional accreditation *To Improve the Academy* Linda B. Nilson, 2008-10-20 An annual publication of the Professional and Organizational Development Network in Higher Education POD To Improve the Academy offers a resource for improvement in higher education to faculty and instructional development staff department chairs faculty deans student services staff chief academic officers and educational consultants **Scholarship of Multicultural Teaching and Learning** Matthew Kaplan, A. T. Miller, 2007-10 The desire to continue a quest for multiculturalism in postsecondary education burns bright on campuses across the country New legal decisions have made it possible for institutions to once again pursue a diverse student population at public universities As before faculty and administrators are

searching for new and effective ways of infusing multicultural instruction into the everyday life of the institution This issue provides some very important innovative suggestions to support their quest Series editor **Exploring Research-Based Teaching** Carolin Kreber,2006-11-10 Illustrates the scope of possibilities in interpreting and promoting research teaching synergies This book also looks more explicitly at what institutions can do to promote two distinct forms of research based teaching It construes research based teaching as student focused inquiry based learning Advancing Faculty Learning Through Interdisciplinary Collaboration Elizabeth G. Creamer,2005-08-16 This volume addresses the limitations of an instrumental perspective on collaboration and explores why stakeholders in higher education should refocus attention on collaboration as a source of faculty learning The chapters establish a theoretical basis for thinking about faculty learning and then use case studies to explore this topic in the context of service or outreach research and teaching Included as well are a meta analysis of the cases to demonstrate what they teach about contexts that promote faculty learning and a discussion of the implications of the analysis for higher education policy and practice including the evaluation of collaboratively produced work The framework and cases are useful to an audience of academic leaders committed to faculty development and to creating hiring promotion and tenure policies that reward the full range of scholarly pursuits They should also prove instructive to faculty embarking on interdisciplinary teaching research or outreach activities This is the 102nd issue of the Jossey Bass quarterly report series New Directions for Teaching and Learning *Curriculum Development in Higher Education: Faculty-Driven Processes and Practices* Peter Wolf,2007 This issue focuses on two new perspectives The first is a more international perspective from the very active and thriving faculty development work being done in Canada The second is curriculum design The authors attempt to blend the very real need for institutions to engage in regular curriculum practice as a growth experience and the important role that faculty can lay in the process In addition they propose the idea of a scholarship of curriculum practice to complement the scholarship of teaching and learning They pose the interesting challenge Shouldn t everything we do in the academy be done in a scholarly manner **Supplemental Instruction: New Visions for Empowering Student Learning** Marion E. Stone,Glen Jacobs,2006-07-24 This issue both introduces basic tenets of supplemental instruction to those who do not know it and brings those familiar with the method up to date on how far it has come and where it is headed in the future Jacket **Educating Integrated Professionals: Theory and Practice on Preparation for the Professoriate** Carol L. Colbeck,KerryAnn O'Meara,Ann E. Austin,2008-04-11 There is a need for doctoral students to broaden their perspective on their own education so that they value teaching and service professional and community equally with research This volume explores two interrelated paths to that goal The first path encourages doctoral students and their faculty mentors to take advantage of the synergies among their teaching research and community service roles Involving students in research conducting research about one s teaching or collaborating with community partners and students to investigate and solve real world problems can enhance the effectiveness and efficiency of academic

work The second path emphasizes connections between professional and academic aspects of faculty work Faculty members who integrate their disciplinary and professional work become adept at recognizing and solving ill defined problems skilled at understanding and responding to ethical questions and able to discover teach and apply knowledge with colleagues students and community partners Topics discussed include Professional Identity Development Theory and Doctoral Education Applying Lessons from Professional Education to the Preparation of the Professoriate Graduate Education and Community Engagement Networking to Develop a Professional Identity A Look at the First Semester Experience of Doctoral Students in Business Lost in Translation Learning Professional Roles Through the Situated Curriculum Strategies for Preparing Integrated Faculty The Center for the Integration of Research Teaching and Learning Career Preparation for Doctoral Students The University of Kansas History Department The authors consider the successes and failures of their case studies in the light of theories of identity development professionalization apprenticeship socialization mentoring social networks situated curriculum concurrent curricula and academic planning They illuminate some of the drawbacks of current education for the professoriate and at the same time point toward current programs and new possibilities for educating doctoral students who will begin their faculty careers ready to integrate teaching research and service This is the 113th volume of the Jossey Bass higher education quarterly report series New Directions for Teaching and Learning offering a comprehensive range of ideas and techniques for improving college teaching based on the experience of seasoned instructors and on the latest findings of educational and psychological researchers

**Alternative Strategies for Evaluating Student Learning**  
Michelle V. Achacoso, Marilla D. Svinicki, 2005-03-17 Although new forms of learning call for new forms of assessment many faculty struggle to find different ways of testing their students achievements This issue introduces readers to both theory and practical examples of innovations in assessment in the college classroom Examples include authentic testing testing with multimedia portfolios visual synthesis and performance based testing among others Contributors also argue that student performance on exams can be improved by techniques that can be implemented both before and after the exam to make the students better learners This is the 100th volume of the Jossey Bass quarterly report series New Directions for Teaching and Learning

*Enhancing Learning with Laptops in the Classroom* Linda B. Nilson, Barbara E. Weaver, 2005-04-20 This issue is the first major publication on teaching with laptops in the classroom Its primary purpose is to show that university instructors make pedagogically productive and novel use of laptops in the classroom As the chapters illustrate laptops indeed offer rich new opportunities to make classes more student active thereby enhancing student engagement and learning Moreover these benefits can accrue without compromising the quality of student instructor interaction or increasing the student workload The issue also has a timely secondary purpose to advise institutional leaders on how to make a laptop mandate successful at their university Clemson University s mandate has met with tremendous and documented success Their Laptop Faculty Development Program ensures that faculty interested in teaching with laptops receive extensive

pedagogical as well as technical training before they take on a laptop course. Some of the more creative and effective laptop faculty are showcased in this volume. This is the 101st issue of the Jossey-Bass quarterly report series *New Directions for Teaching and Learning*.

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## **Decoding The Disciplines New Directions For Teaching And Learning Introduction**

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