

Our Team



PETER ARTHUR, Ph.D.

Director

250.807.9207 | SCI 200B

peter.arthur@ubc.ca

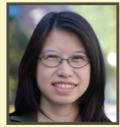


JANINE HIRTZ, M.A. (Education)

e-Learning Instructional Support Specialist

250.807.9133 | SCI 200E

janine.hirtz@ubc.ca



VANIA CHAN, M.A. (Candidate)

e-Learning Instructional Support Specialist

250.807.9408 | SCI 200D

vania.chan@ubc.ca



HEATHER HURREN, M.Ed.

Manager, Academic Development

250.807.9288 | SCI 200C

heather.hurren@ubc.ca



LYNNE MCPHERSON

Communication & Teaching Evaluation Coordinator

250-807-8845 | SCI 263

lynne.mcpherson@ubc.ca



JOHN PARRY, M.Ed.

Coordinator, Graduate & Teaching Assistant Program

250.807.9316 | SCI 259

john.parry@ubc.ca



TRICIA LALLI, B.A.

Centre for Teaching & Learning Support

250.807.9293 | SCI 200

tricia.lalli@ubc.ca

www.ubc.ca/okanagan/ctl



a place of mind
THE UNIVERSITY OF BRITISH COLUMBIA

Winter 2012

Centre for Teaching and Learning



When do Students Learn?

D.G. Treichler published research that suggested students learn:

- 10% of what they read;
- 20% of what they hear;
- 30% of what they see;
- 50% of what they both see and hear;
- 70% of what they discuss with people whose opinions they value;
- 80% of what they personally experience; and
- 90% of what they teach to other people.

The implication of these findings are compelling, especially for those who rely too much on lectures as their primary tool of instruction.

Confucius put it like this:

I hear and I forget, I see and I remember, I do and I understand

In practical terms this means that one should:

Spend less time lecturing.

Use more technology, including interesting visuals to complement the lecture.

Present frequent problem solving activities that require higher order thinking skills.

Initiate discussion in small groups; the students will be less inhibited.

Incorporate personal experiences into your course; thus you are making the material relevant and you are also increasing the bond between student and professor.

Students who teach each other learn material thoroughly and can frequently apply their knowledge to real world situations.

Teach for transfer. Students learn certain skills in context. These learned skills can frequently be used in other contexts but students have a difficult time appreciating the importance of transferring the skills.

Adding these dimensions to your teaching repertoire will not only increase the learning for students but also make your task of presenting the material more rewarding.

Students Learn by reading:

There is frequently a text or, in today's world, links to up-to-date academic articles on the Internet. Some instructors will use student centered web research assignments, WebQuests and library resources.

Students Learn by asking questions:

They will ask their peers, professors, and other professionals. Frequently a mentor can play a major part in the academic advancement of a student. Some students will use chat rooms, email, and instant messaging to seek out answers. In class discussions allow students to share and promote each other's work as well as provide constructive criticism and encouragement.

Students Learn by listening:

Lectures provide the mainstay of the learning in this modality. Interviews and hearing peers' presentations and presentations by experts also contribute.

Students Learn visually:

Presentations, diagrams, graphs and film enhance learning. There are numerous sources including online tutorials and YouTube.

Students learn by doing:

Field trips, role-playing, involvement in case studies and participation in discussions all involve active participation; (a chance to articulate and explore ideas).

Centre for Teaching and Learning

The Centre for Teaching and Learning at UBC's Okanagan campus promotes and supports excellence in teaching and learning. The Centre provides campus-wide support for all models of teaching and learning, including online learning.

It is our Mission:

"To lead, support and promote teaching and learning excellence, innovation and scholarship at the UBC Okanagan campus."