

FEBRUARY 2023



THE TFF TATTLER

Training Future Faculty Monthly Newsletter



FEBRUARY 2023

Hello Future Faculty,

Has the following common learning scenario dominated your educational experience?

You show up to class, an instructor gives a lecture, and you take notes. Perhaps you have done some teaching and have given lectures yourself. What's wrong with that? The instructor is, after all, the subject matter expert! This teacher-centered approach is known as a "Sage on the Stage." However, as we have been emphasizing in the modules and workshops, this is usually not the most effective teaching practice.

Instead, we encourage you to consider taking a "Guide on the Side" approach, which is more *learner-centered*, where you are more a facilitator than a director. In this issue, we'll give you some strategies to transition to this role, as well as some theoretical background and justification for this approach.

By the way, this being a newsletter, we'd like to hear what's happening with you! Do you have any news related to your teaching and learning journey or your research that you'd like shared in the next issue?

Send us an email at tff@ohsu.edu

Best,

Amy, Brenda, Graciela, Justi, Larry, & Jennifer

TEACHING TIPS

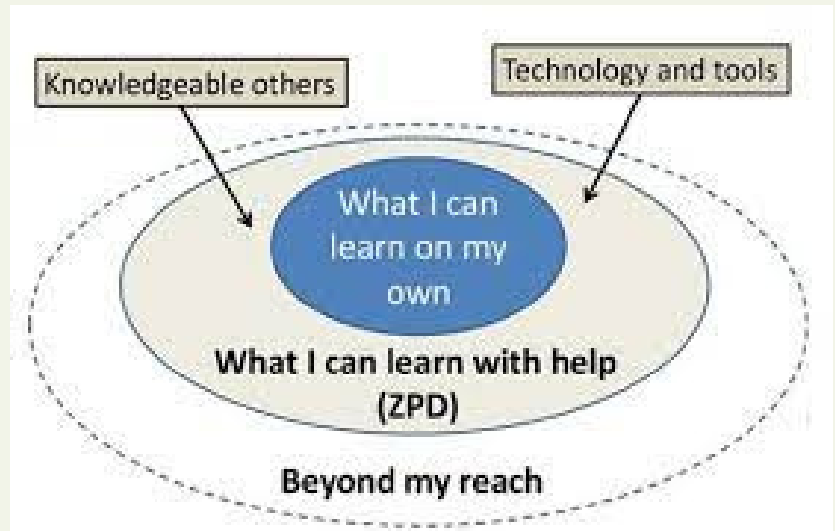
CONSIDER BEING A "GUIDE ON THE SIDE"

Sage on the Stage	Guide on the Side
lectures, directs as the authority and expert	questions, supports, steers as a guide and facilitator
information is passively absorbed by learners	learners actively participate
teacher-centered	learner-centered

A "sage on the stage" imparts knowledge to be passively absorbed, while a "guide on the side" facilitates an active learning experience. That's good news because you aren't doing all the work!

A useful framework for this approach is Constructivism, where learners connect their existing knowledge and skills to contextualize the new information and create their own meaning. Like the Andragogy framework (see [October newsletter](#)), Constructivism views the life experience and skills that learners bring as essential components of the learning experience. Instead of an authority or expert directing learners what to think, the instructor is a facilitator-guide enabling learners to take an active role in their own knowledge creation.

Consider the zone of proximal development, an educational theory developed by psychologist Lev Vygotsky. This zone is the gap between what a learner can do with and without help. You are helping your learners bridge that gap, so that they can achieve an understanding just beyond what they would be capable of getting to alone.



PAST NEWSLETTERS: [OCT/NOV ISSUE](#) [DEC ISSUE](#) [JAN ISSUE](#)

LINKING THEORY TO PRACTICE

So how can someone be a "guide on the side"? What does that look like?

As an instructor facilitating an active learning experience, you might:

- Ask open-ended questions to challenge, engage, make connections and promote discussion
- Pose case studies for learners to discuss and problem solve
- Model or demonstrate, then give learners an opportunity to practice, offer feedback
- Provide informational resources to help learners explore the concepts



For more tips about how to promote active learning:

- Review Sarah Jacob's Active Learning presentation (from February's Professional Development group),
- Explore the [Teaching Resources](#) and Fundamentals module in [Sakai](#)
- Check out the [Active Learning page](#) at Poorvu Center for Teaching and Learning

PRACTICE AND REFLECTION

Reflecting back on your academic experiences, when did you feel most engaged? Did your instructor use active learning strategies?

After reviewing some of the resources above, can you identify one or two active learning strategies that you can incorporate into your teaching? Can you think of an activity that could replace part of, or break up a lecture?

UPCOMING EVENTS

RECAP, PROFESSIONAL DEVELOPMENT GROUP

Anticipating snow, we met online for the February Professional Development group workshops. Lisa Hatfield shared tips on classroom "management," revisited the educational frameworks, and helped us plan for challenges in the classroom. Sarah Jacobs got us thinking and planning for Active Learning, and showed us some great online engagement strategies.

COMING UP

Classroom and Clinical Assessment: Part II

Friday, March 3, 12:00-1:30pm. Online.

Professional Development Group

Tuesday, March 14, 9:00-12:00pm. LBRB 381

Communicating to Learn: Incorporating Scientific Communication into STEM Courses

Tuesday, March 14, 11:00-12:30pm. Online.

Mentoring and Advising Relationships: What Skills Am I Developing?

Tuesday, March 21, 10:30-12:00pm. Online.

How CIRTl Has Impacted My Career: Teaching Careers

Thursday, March 23, 11:00-12:00pm. Online.

Building My Networks and Engagement in Communities

Tuesday, March 28, 10:30-12:00pm. Online.

TFF Spring Social: Game Day

Friday April 21, 2:00-4:00pm. AUD 211

SEND US YOUR NEWS!

Hearing about people's successes or even hiccups is helpful for all of us. Do you have any news related to your teaching and learning journey or your research that we can share in the next issue of the newsletter? Drop us a line at tff@ohsu.edu