Instructional Division Seminar

Presents

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Curriculum vs Pedagogic Change in the Chemistry Classroom: Leveraging student intellectual development via peer-engagement

Over decades, modifying the general chemistry curriculum has been the most common response to the challenge of improving student performance, interest, and persistence. It has also been one of the least effective for accomplishing those objectives. In contrast, changes in pedagogy that involve intellectually active and communal knowledge construction have demonstrated success for a diverse array of students. This seminar will describe two examples of these new pedagogies -- Peer-Led Team Learning (PLTL) and Process-Oriented Guided-Inquiry Learning (POGIL) -- and the promising outcomes emerging from there. These approaches will be presented against a backdrop regarding current understanding of the state-of-the-art of teaching and learning. Non-content characteristics such as student attitude, self-concept, motivation, and metacognitive awareness will be considered to further emphasize how the multidimensional people in our classrooms may experience learning chemistry, and perhaps why some fall by the wayside despite our best efforts to support their learning.

Tuesday, Jan. 29 | Young Hall 2033 | 11:00 a.m.

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