

SMHS Teaching & Learning Book Study Reading Guide

Telling Ain't Training By Harold Stolovitch and Erica Keeps

As you read this text, the authors will ask you to complete some small activities. You probably won't be able (or expected) to do all of them, but in most cases, they take less than 30 seconds each, and they are designed to help you *experience* the concepts they talk about rather than just learn *about* them. You will get a lot more out of the book if you attempt to them along the way. We will also use some of these activities as discussion points in our meetings, so you (and the group!) will be more engaged if you have your own experiences to share.

Finally, remember that this book was written for people with no formal background in educational theory who find themselves responsible for teaching adult learners in various settings and who have very little time or interest in becoming educational theory experts. That means the authors opted for brevity over completeness, simplicity over complexity, everyday language over pedagogical terminology, and generalizations over specifics. You may take issue with some of the terminology used (I do!) and the generalizations the authors make, but the core of this book and the recommendations they make are built on a solid foundation of educational theory and practice. It will make for a lively discussion!

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We will meet three times om SMHS Room E493:

- Thursday, February 27, 1:00–2:00 PM
- Thursday, March 26, 1:00–2:00 PM
- Thursday, April 30, 1:00–2:00 PM

Meeting No. 1: Thursday, February 27, 1:00–2:00 PM, E493

We will discuss Chapters 1–3 (26 pages).

1. What principles do you think lie at the core of the examples the authors provide in Chapter 1 (the map vs. text; the story vs. straight memorization of the long number)? What might those principles look like when applied to your own teaching?
2. Consider the authors' definition of "learner-centered" and "performance-based." Can you think of an example from your own experience as a student that was learner-centered? Performance-based? What made those experiences learner-centered and performance-based?
3. Were you surprised by the authors' assertion that the effectiveness of live vs. online instruction is determined by how the instruction was designed rather than the medium itself? Have you experienced effective or ineffective forms of each type? What made them successful or not?
4. What do the authors mean by "learning is change, adaptation?" What are the implications for teaching AND assessment?

Meeting No. 2: Thursday, March 26, 1:00–2:00 PM, E493

We will discuss Chapters 4–7 (78 pages).

1. The authors contend (and research backs them up) that experts and novices do not process information in the same way. What are the implications for you, a subject matter expert, and your students, who are novices?
2. As an instructional designer, I have a different definition of procedural vs. declarative knowledge.¹ Terminology notwithstanding, how do we teach procedural knowledge without using declarative strategies? What are the alternatives?
3. What are the implications of learners having differing levels of prior knowledge for your own lectures? Curriculum?
4. Can you think of any examples from your own teaching for readiness, experience, autonomy, or action?
5. Have you ever experienced one of the six types of cognitive strategies in action, either as a learner or a teacher? Can you think of how one of them could be applied to your own teaching?

Meeting No. 3: Thursday, April 30, 1:00–2:00 PM, E493

We will discuss Chapters 8–11 (66 pages).

1. Can you think of an example in your own teaching where each of the four types of training would be appropriate? Which of the four types would you say is MOST appropriate overall for your own program's students?
2. Can you think of an example where one of the 25 training types could be applied in your own teaching?
3. As an instructional designer, I take exception to the use of the term “test” for things that are done to see how learners are doing with what you are teaching them.² Nonetheless, what is the role and benefit to incorporating “testing” into your teaching activities?
4. How does the example of the railroad training apply to “transfer,” where we are concerned with whether students can apply what we teach to real-world health care contexts?
5. Where might you use a behavior checklist in your own assessment of student behavior? An observation form?

¹ We prefer to use taxonomies to classify types of learning into five main varieties with five sub-types.

² We use nine events of instruction to scaffold our own teaching, of which “elicit performance” and “provide feedback” are the equivalent to the authors’ definition of “testing.” You may be more familiar with the term “formative evaluation” for this as well.