1 TASK • 14 DIMENSIONS

Defining Innovations in Teaching

Adjunct Faculty Advisory Committee
University of Richmond

INNOVATIONS in TEACHING

RICHMOND
School of Professional & Continuing Studies™
What is Innovation?

“Innovation is the creation of better or more effective products, processes, services, technologies, or ideas that are accepted by markets, governments, and society.

Innovation differs from invention in that innovation refers to the use of a new idea or method, whereas invention refers more directly to the creation of the idea or method itself.”

Source:

What is the Educational Innovation Movement?

“Educational Innovation” is an overarching term that includes both reform and innovation. Primarily functions as the “grassroots” level; frequently national in scope; based on both internal and external processes.

- Shift from lecturer to facilitator
- Shift from “sage on the stage” to “guide on the side”
- Helping students learn about and respect other cultures
- Helping students value diversity
- Helping students address the transitional challenges they face which are not typically part of a formal curriculum
- Linking and coordinating the curriculum with out-of-classroom experiences
- Facilitating group projects and active learning, using problem-oriented assignments
- Emphasis on interdisciplinary teaching and curriculum helps students understand connections between various ways of looking at the world through different disciplinary lenses
- Emphasis on examples and processes rather than memorizing facts
- Service learning builds empathy
- Faculty member as community builder
- Undergraduates involved in faculty research in similar way to graduate research assistants

Adapted from:

What is the Future of Learning?

- Learner-directed learning
- Decreasing role of “expert”
- Networked workplace
- Decreasing half-life of knowledge
- Growing complexity and expectations
- Rising life expectancy
- Following curiosity and creating meaning
- Continuous learning and adaptability
- Need for growing interdisciplinarity
- Increasing collaboration across borders and boundaries

Sources:

What is the Role of Higher Education in This Learning Future?

• Build an innovative and diverse knowledge society

• Use a new vision and paradigm of higher education, which should be student-oriented, catering to ever more diversified categories of people

• Respond to the social responsibility to advance our understanding of multifaceted issues

• Go beyond cognitive mastery of disciplines

• Develop divergent thinking which is necessary for creativity – the ability to see multiple answers and multiple ways of interpreting questions

• Provide solid skills for success in the present, and in the world of the future

• Promote critical thinking and active citizenship

• Aid students in learning from and with each other with the support of a faculty member “coach”

• Help students learn how to learn – Focus on ways to look at problems and solutions, rather than on facts

• Advance research, innovation and creativity

• Lead society in generating global knowledge to address global challenges

• Contribute to the education of ethical citizens

• Address different types of learners

• Meet students where they are, provide choice, an opportunity to follow curiosity, and the ability to discover their passion

• Provide an active, technology-rich learning environment that appeals to the technology-connected learner who knows how to find information easily

• Maintain student connection and interaction, and individualized attention, even when students are not in the same room, using available technology and innovative teaching methods

• Use more visual learning tools like video to keep students engaged

• Adapt learning approaches quickly to changes in technology and in the world

• Place certain forms of content online, reserving more class time for discussion, inquiry, and participatory activities.

• Respond to and anticipate social needs

• Provide equitable access to technologies that are improving the ways in which knowledge can be produced, managed, disseminated, accessed and controlled

• Use new methods of testing that will promote not only powers of memory but also powers of comprehension, skills for practical work and creativity

• Invest in the training of faculty and staff in evolving teaching and learning systems

• Provide open access to scientific literature

• Provide access to both broad general education and targeted, career-specific education, often interdisciplinary, that equips individuals to live and work in a variety of changing settings

• Reinforce the University’s role of service to society, mainly through an interdisciplinary and transdisciplinary approach in the analysis of problems and issues

• Help society, which is currently undergoing a profound crisis of values, transcend economic considerations and incorporate deeper dimensions of morality and spirituality
• Promote humanistic values and intercultural dialogue and cooperation
• Reflect international, regional and national dimensions in both teaching and research
• Aim at the creation of a new society – non-violent and non-exploitative
• Provide the opportunity for students to fully develop their own abilities with a sense of social responsibility, educating them to become full participants in democratic society and promoters of changes that will foster equity and justice
• Create new learning environments, ranging from distance education facilities to complete virtual higher education institutions and systems, capable of bridging distances and developing high-quality systems of education
• Create mutually beneficial partnerships with communities and civil societies to facilitate sharing of knowledge

Adapted from:


## What Does Innovations in Teaching Require of SPCS Faculty?

For each dimension of Innovations in Teaching (in the left column), there is a list of actions to the right that range from expected actions for faculty members (at the top) to advanced activities that are suggested (at the bottom).

<table>
<thead>
<tr>
<th>Dimensions</th>
<th>Faculty Actions</th>
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| **Demonstrate the Highest Level of Ethics and Integrity** | Demonstrate integrity in thoughts, words and deeds  
Model skills and behaviors expected of students  
Be honest and fair  
Make ethical decisions and use ethical behavior  
Be consistent and treat everyone with respect  
Keep promises  
Demonstrate an understanding of ethical issues in today’s society  
Integrate ethical principles into every class taught  
Understand and teach ethical use of information |
| **Honor Principles for the Future of Learning** | Set high expectations  
Provide high support  
Honor diversity  
Treat others with respect  
Use socially networked learning |
| **Know What’s Going on in the Community & the World** | Keep up with trends in your area(s) of teaching  
Keep up with trends in learning, education, classroom leadership, enhancing student learning, collaborating, using social media, etc. |
| **Research to Maintain Current Knowledge in Your Field(s)** | Keep up with innovative practices in the field and the skills to use them  
Ensure that current knowledge doesn’t supersede baseline knowledge, but builds on it  
Help students learn to do individual and joint research  
Support students doing research and encourage them to publish their work  
Blog regularly about your field  
Publish articles in trade journals or newsletters  
Publish articles in peer-reviewed journals |
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| Understand Student Needs       | Find out what students are concerned about  
                                 “Seek first to understand, then to be understood”  
                                 (Stephen Covey)  
                                 Listen twice as much as you talk  
                                 Keep up with issues affecting today’s students  
                                 Integrate the technology today’s students use into your teaching  
                                 Demonstrate that you care about student challenges and support success in those areas |
| Teach Real World Application   | Help students understand how they can take what they learn and use it in their work and in their lives  
                                 Teach students how to think in ways that will make them good citizens and respected employees |
| Use Effective Facilitation Skills | Keep lecture time minimal  
                                 Engage the group using group facilitation skills |
| Actively Engage Students       | Get students excited about learning  
                                 Get the context out there quickly and move to group work, problem-solving, interaction, talking with each other  
                                 Use multiple frames of reference to retain interest |
| Take Accountability For Student Success | Communicate class plans and your expectations clearly  
                                 Apply standards equitably, while realizing that each learner is different  
                                 Accept that if the students don’t do well, we may not have supported them well enough  
                                 Stay connected. Assist in ongoing career development |
| Demonstrate Flexibility/Adaptability | Update your courses every time you teach them to incorporate new knowledge and teaching methods  
                                 Change your course structure, materials, examples, activities, exams, and assignments to reflect changes in the world (for example, social media as a major communication channel)  
                                 Adapt the class agenda based on expressed student interests and needs |
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<td>Collaborate</td>
<td>Be actively learning how to communicate, collaborate and interact in a socially networked world and a socially networked classroom</td>
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| Use Technology to Enhance Engagement | Link technology use to course objectives and assignments  
Post links and handouts on Blackboard  
Avoid using technology as a crutch in teaching. Talk about what’s between the lines |
| Organize Your Teaching      | Plan well  
Communicate clearly up front  
Stay on schedule  
Respond quickly with grades after assignments are turned in |
| Participate in Professional Development Regularly | Participate in regular professional development in your area(s) of teaching  
Participate in regular professional development in use of technology in teaching |
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