

# From Learning to Teaching

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# Learning from our own experience

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We've all had positive and negative learning experiences. By sharing and categorizing our own experiences, we can identify some elements that can help create a positive and productive learning environment.



# Learning Objective

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Learners will:

- Become comfortable discussing teaching practices with peers.
- Identify elements found in positive learning experiences.
- Recognize the differences between the “teacher-centered” and “learner-centered” instructional approaches.



Group Learning Activity:

# Sharing of Learning Experiences

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1. Think of a memorable positive and negative learning experience and write them down. Try to identify what made these experiences positive or negative. (3 minutes)
2. Share your experiences in your group. Try to extract common elements from your shared learning experiences. (7 minutes)
3. Afterward, we will come back to the large group to discuss some of these common elements



Personal Learning Activity: 3 minutes

# Recall Past Learning Experiences

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- Think of a memorable positive and negative learning experience and write them down.
- Try to identify what made these experiences positive or negative.
- Not all learning experiences are from academia.



Small-Group Learning Activity: 7 minutes

# Share your Learning Experiences

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- Share your experiences in your group.
- Try to extract common elements from your shared learning experiences.
- Recognize the value of different viewpoints, particularly those from international students or minorities.



Large-Group Learning Activity: 15 minutes

# Sharing of Common Elements

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- Each group chooses a speaker.
- Speaker reports a learning experience and highlights elements that made it positive or negative.
- Try to discuss examples that highlight different elements than the other groups.



Small-Group Learning Activity: 3 minutes

# Reflect on learning experiences

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Think on all these positive learning experience

- Was the knowledge ‘told to us’ and it stuck?
- Did we build the knowledge ourselves (perhaps with some guidance)?

# Teaching Approaches

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## Teacher-centered vs. Learner-centered

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| <ul style="list-style-type: none"><li>□ Teaching is a flow of information from educator to learner</li><li>□ Knowledge is static and can be transferred</li></ul> | <ul style="list-style-type: none"><li>□ Teaching is providing opportunities to work with content and construct meaning</li><li>□ Knowledge is constructed within the learner</li></ul> |
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# Shifting to Learner-centered

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This course will continue to look at how to shift our teaching methods toward a learner-centered environment.

After the break, we will hear from Mya where we will learn the importance of using a problem solving method in teaching.



# References

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This module was developed with materials from:

- The Tomlinson Project in University Level Science Education, Faculty of Science, McGill University