Walking the Talk: Signature Pedagogies and Metateaching in Graduate-Level Education Courses

8: Friday, May 16
11:30 – 12:30

Katrin Becker
Overview

- Who AM I?
- What are Signature Pedagogies?
- The Usual Scenario in M.Ed.
- Who are M.Ed Students?
- Going Meta
- Cants
- A Few Examples
Who Am I?
What are Signature Pedagogies?

Lee Shulman:

“the types of teaching that organize the fundamental ways in which future practitioners are educated for their new professions (2005, p. 52).
Signature Pedagogies

**Surface Structure**
concrete, operational acts of teaching and learning

**Implicit Structure**
beliefs about professional attitudes, values, and dispositions

**Deep Structure**
assumptions about how best to impart a certain body of knowledge and know-how
What are Signature Pedagogies?

Medical
What are Signature Pedagogies?


Law

http://www.sherlockology.com/share/the-casebook
What are Signature Pedagogies?

Distinctive - to that profession

Pervasive – across courses & institutions

Computer Science → Programming

Chemistry → Lab Work

Drama → Theatre

Music → Composition / Performance
The Usual Scenario in M.Ed.

Many M.Ed. programs claim to incorporate signature pedagogies in their programs, which often include approaches such as inquiry-based, case-based, and problem-based learning, communities of learners, and more.
But Do We Really?

What do our students *usually* DO?

What *usually* happens in our classrooms?

How do our students *usually* get assessed?
The Usual Scenario in M.Ed.

The Learner View

**RECEIVES**

- Listen
- Watch
- Read

**GIVES**

- Research Reports
- Research Proposals
- Ethics Applications
- Topical Presentation
- Research Papers
- Blog Posts
- Readings & Responses
The Usual Scenario in M.Ed.

**GIVES**
- Purveyor of Knowledge
- Discussion Leader/Host
- M.C.

**RECEIVES**
- Papers with heavy emphasis on citations
- Project
- PPT / Prezi Presentations on a Topic
- Short Writings
Signature Pedagogies

**surface structure**
concrete, operational acts of teaching and learning

**implicit structure.**
beliefs about professional attitudes, values, and dispositions

**deep structure**
assumptions about how best to impart a certain body of knowledge and know-how
The Usual Scenario in M.Ed.

What does our pedagogy reveal, intentionally or otherwise, about the habits of head, hand, and heart as we purport to foster through our disciplines?”
Learning TO BE vs Learning ABOUT

Is there, or should there be, a consistent connection between a way a discipline creates or discovers new knowledge and the way it apprentices new learners?

(Ciccone, 2009, p. xii).
Who are M.Ed Students?

All but 2 are teachers.
Is there, or should there be, a consistent connection between a way a profession is *practiced* and the way it apprentices new learners?
How We See the World

To a (an) ....

Everything is a(n) ...

Computer Scientist ➞ Algorithm.
Musician ➞ Song.
Writer ➞ Story.
Thespian ➞ Play.
Film-maker ➞ Movie.
Set Designer ➞ Set.
Educator ➞ LESSON.
Going Meta

Given that metacognition is thinking about thinking,

Metateaching has been defined as thinking about teaching.

(Timpson 1999)
Going Meta

But it's not.....

Meta-\textcolor{red}{X} = \textcolor{red}{X} about \textcolor{red}{X}
Going Meta

So, if metacognition is thinking about thinking,

and a meta-language is a language about languages,

then meta-teaching is in fact:

*teaching about teaching.*
Going Meta

Teacher education is unique among disciplines in that we are doing what we are teaching.
Going Meta

If we combine this with notions of signature pedagogies

and

the idea that we should be modeling what we are teaching,

then what does this mean at the graduate level?
WARNING:

The following contains opinions and suggestions that some may find distasteful.
Bjarne's Can't

"[Y]ou can't teach what you don't practice ...

and therefore don't understand."

Bjarne Stroustrup

http://cacm.acm.org/magazines/2010/1/55760-what-should-we-teach-new-software-developers-why/fulltext
cant:

1. hypocritical and sanctimonious talk, typically of a moral, religious, or political nature. "the liberal case against all censorship is often cant"

2. denoting a phrase or catchword temporarily current or in fashion. "they are misrepresented as, in the cant word of our day, uncaring"
What We Teach vs How We Teach

Variety of Sources
New Media
Innovation
Embracing Change

Scholarly Papers
Textbooks
Traditional CMS
PPT
MSOffice
Discussion
What We Preach vs What We Assess

Authentic Experiences
New Theories & Models
Active Learning
Just-in-Time
Personalization
Leading by Example

Presentations
Papers
Blog Posts
Reflections
Example: A DGBL Course, Gamified

1103 Leaderboard

Quest 3: DGBL Game

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Example: An ID Course

Each ID theory, personified.
Example: A Digital Content / Media Course

Where the instructor uses the tools discussed.
What About....

Collaborative Culture
Assessment
Counselling
Educational Leadership
Curriculum
STEM Education
Thanks!

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Abstract

Many M.Ed. programs claim to incorporate signature pedagogies in their programs, which often include approaches such as inquiry-based, case-based, and problem-based learning, communities of learners, and more.

Teacher education is unique among disciplines in that we are doing what we are teaching. Metateaching has been defined as thinking about teaching (Timpson 1999), but if metacognition is thinking about thinking, and a meta-language is a language about languages, then metateaching is in fact teaching about teaching. If we combine this with notions of signature pedagogies and the idea that we should be modeling what we are teaching, then what does this mean at the graduate level?

It means that graduate instructors should themselves be modeling what they are teaching. Wouldn’t signature pedagogy in education be one that actually implements the theories and models being studied in order to teach those same theories and models? Shouldn’t it be one that employs experimental designs and invites the students (most of who are teachers) to examine the course design as it’s being taught? Wouldn’t it make sense to have the students have input into the design and/or teaching?

This presentation will examine the common approach to teaching graduate level education courses - the seminar - and suggest an alternate approach that uses the theories and models being taught and where the teaching methodology matches the kind of work the participants will do when they graduate.
Resources