



# The Whole Learner Learns

- How might/how do these TL principles show up in my/our practice?
- What do these principles look like, feel like, and sound like in practice?

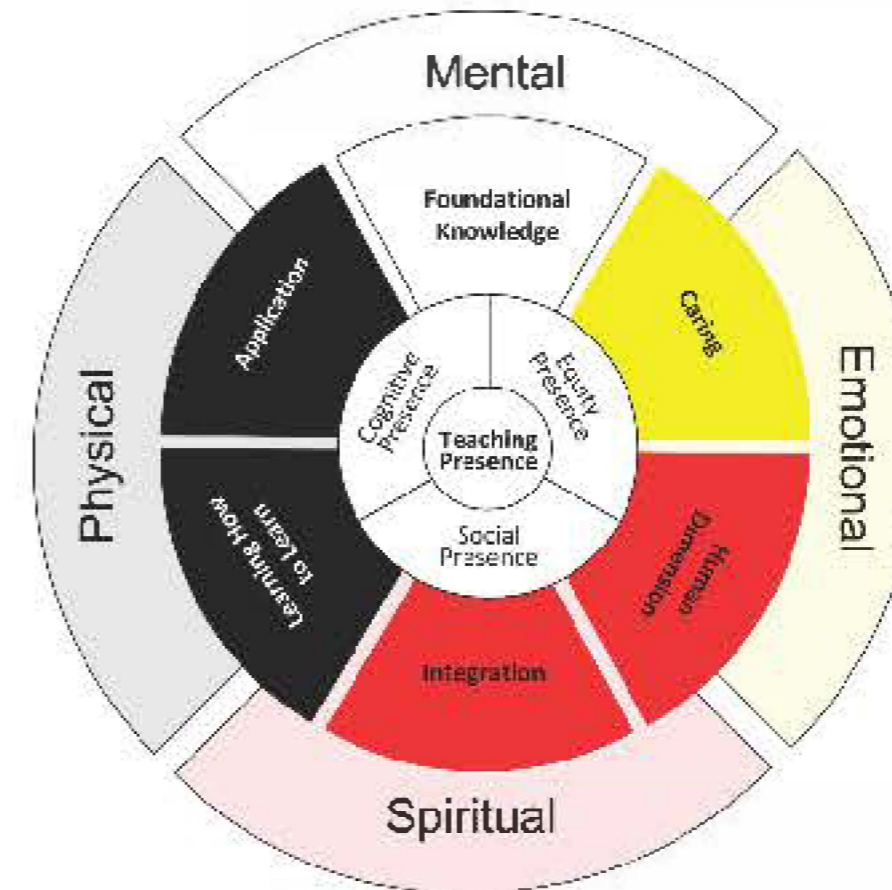
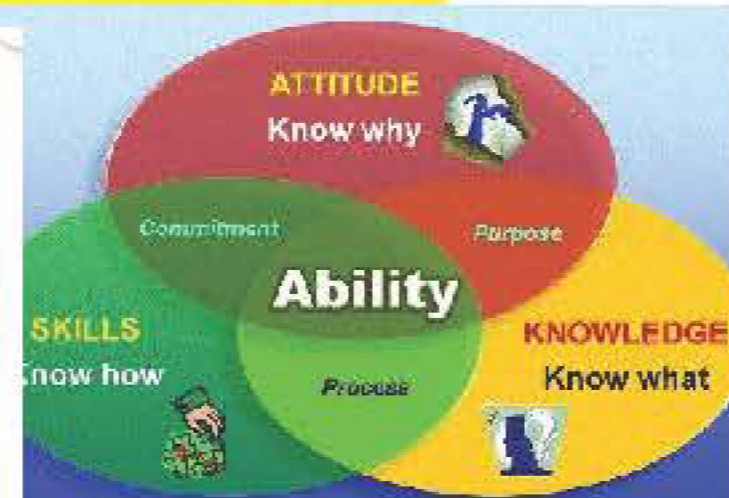
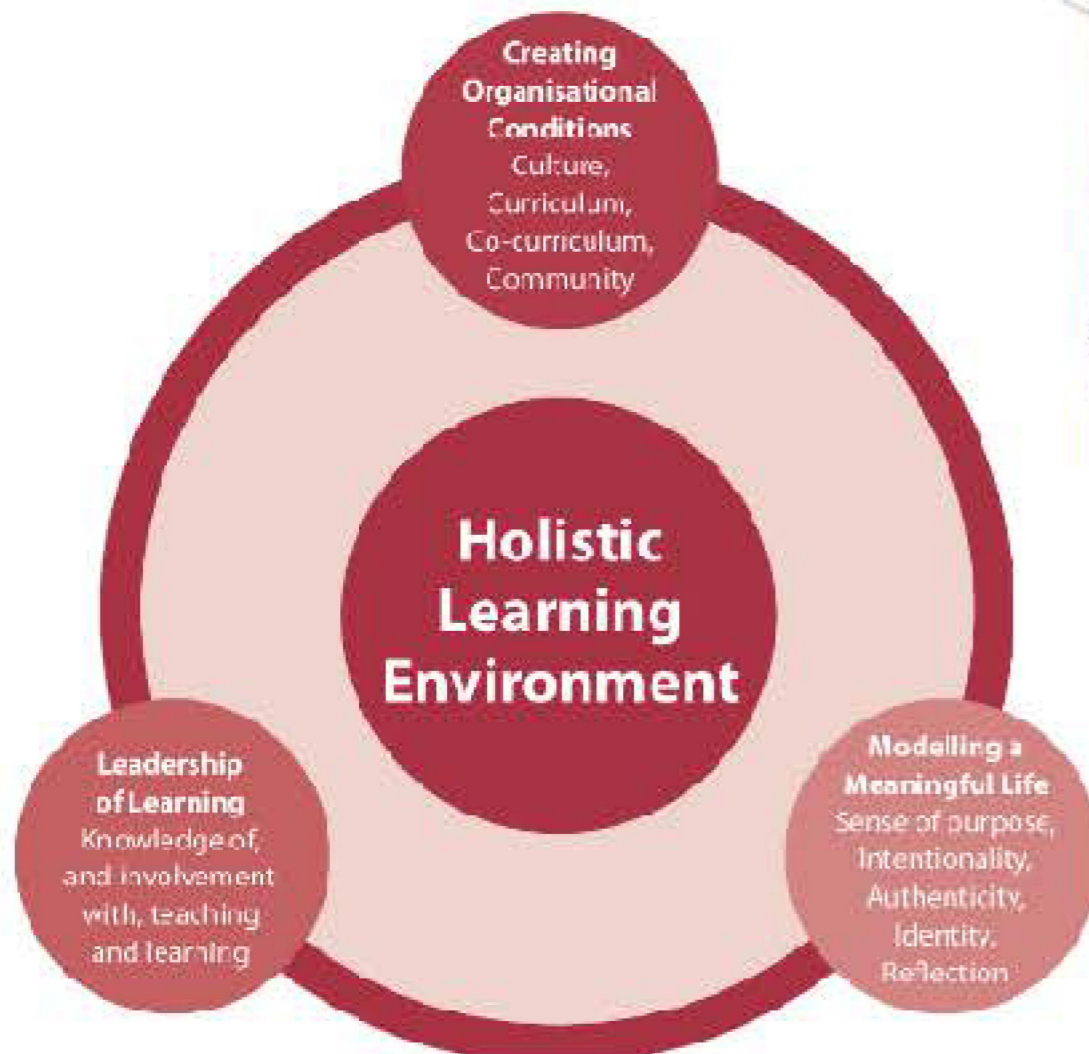
## Examples:

Consider the different domains: cognitive (thinking), affective (emotion and motivation, values dimension), psychomotor (skills), metacognitive (reflection)

Structuring course in such a way where content is shown and then students are working collaboratively even in more analytics based courses.

Demonstrating trust, caring, empathy, understanding. Respecting the Journey that the student has taken before they arrived in your class.

Human learning [is] the combination of processes whereby the whole person—body (genetic, physical and biological) and mind (knowledge, skills, attitudes, values...



...emotions, beliefs, and senses) experiences a social situation, the perceived content of which is then transformed cognitively, emotively, or practically...

(or through any combination) and integrated into the person's individual biography resulting in a changed (more experienced) person. (p. 13) in Longmore et al.



Active learning experiences, disjuncture, and critical reflection as conduits for learning

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## Examples:

Helping students make sense of the world by providing analytical frameworks such as legal analysis steps, stakeholder approach, ethical theories, etc.

In-class case problem exercises with written Socratic submissions, feedback and discussion



Using socratic teaching method to challenge students' opinions.

Recognizing and addressing disjuncture when providing feedback to students.

Identifying the point where students miss it or where there is a disconnect. How do we move forward from this point?

Low-stakes formative assessment such as online pre-class quizzes.

Outline: Interactive lectures, group work, inquiry-based activities, presentations, and hybrid delivery round out the learning experience.

Case Assignments with real-life problems which involves performing a hypothesis test and interpreting what results mean in the context of the problem.



Reflective Learning Journal assignment at end of semester to reflect on how learning experiences contributed to development of core competencies.



MATH



Working examples in class...one student puts the first step, another student gives the next step, and so on. Active listening then active participation.

Pre-work to set the scene for class learning, then post-work to reinforce the learning. Infinite opportunities to work on each question. Formative assessment.

Mktg Fundamentals - Trade Show



Learning is emergent and socially constructed

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## Examples:

Co-creating definitions of competency and attribute in a CoP

Integrative and ongoing case studies.

Different simulations in different courses.

Live case study of a business.

Ongoing weekly reflection activities

Student developed content & presentations on course topics.

Simulation decision presentations & follow-up questions.

Encourage collaboration in class with group activities that allow students to learn from each other.

Professor sharing personal experiences relevant to the topic.

Allowing students to share their experiences

Potential consideration: EDGE Live Case Studies

Potential Consideration: VR Cases



Making the learning relevant, with all business applications. Math examples which relate to their program of study.



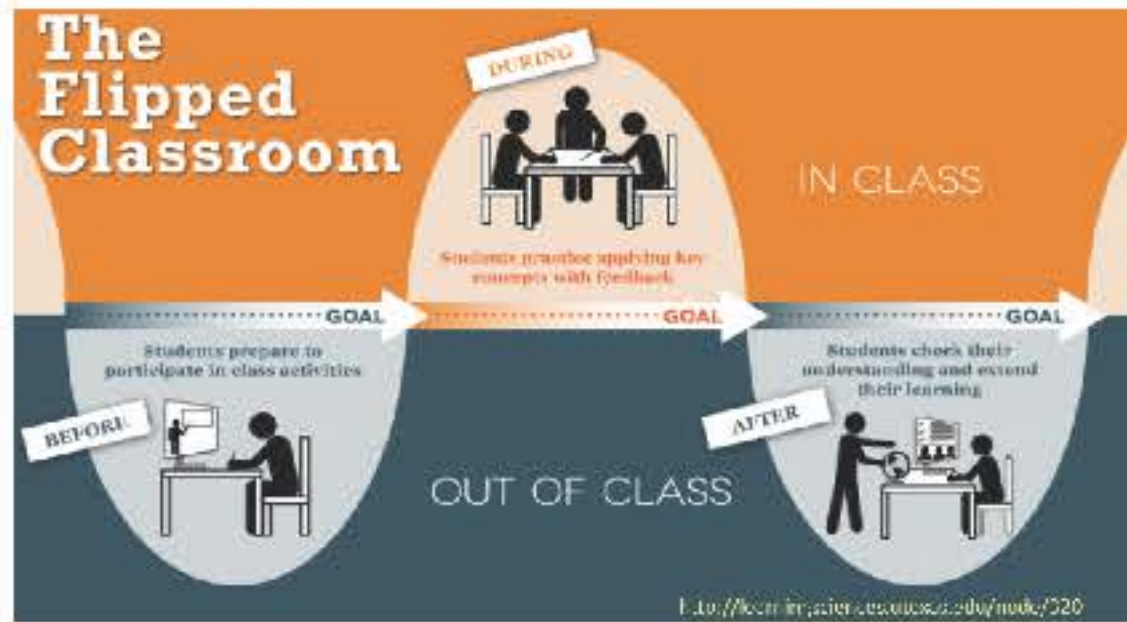
BizCafe is a business essentials simulation



## Instructor as learning facilitator and guide

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## Examples:



**Leveraging announcements in Slate for summary of week + upcoming.**

**Highlighting content relatability to their own lives.**

**Ongoing guidance on assessments.**

**Asking questions instead of lecturing**

**Providing guidance and feedback on formative in-class assessments.**

**Silence is golden. The pause is necessary for facilitating reflection.**

**The less I talk, the more effective I am.**

**In class, focus on active learning activities instead of lecturing.**

**Having Discussions with students and taking time to hear what they actually think.**

