



Learning & Teaching: IMTA 2013



& Confusion in Teaching & Learning

Using Confusion & Silence To Promote Intellectual Development (ID)

- 1:00 – 1:30 Introductions: ideas on how participants use confusion to promote ID in their teaching
 - 1:30 – 2:30 The Perry Schema: a group activity to identify levels of ID, experience confusion & threshold concepts
 - 2:30 – 2:45 Walk and talk break 1
 - 2:45 – 3:45 Silence as a Pedagogical Tool: Reading. Participants share *Silence* stories and design a teaching intervention*
 - 3:45 – 4:00 Walk and talk break 2
 - 4:00 – 5:00 Discussion and closure
- * **Homework:** Browse through the stories in *Silences in Teaching & Learning* (attached) and select one story that resonated with you and be able to explain why. During the session, in pairs you will be designing a pedagogical intervention using Silence.

The Perry Game

Group statements according to the ideas that tie them together:

- Think about typical student behavior
- Come up with 3 categories from less to more sophisticated ways of thinking and reasoning
- Give each category a name or label

Intellectual development

(Baxter & Magolda, 1991)

Phase	1st year	2nd year	3rd year	4th year	5th year	6th year
<i>Absolute knowing</i> : knowledge is certain, but student doesn't have access to it	68%	46%	11%	2%	0%	0%
<i>Transitional knowing</i> : absolute knowledge in some areas; awareness of discrepancies among experts	32%	53%	83%	80%	31%	8%
<i>Independent knowing</i> : knowledge is mostly uncertain; so learners equal to authorities, views as valid as teachers	0%	1%	5%	16%	57%	55%
<i>Contextual knowing</i> : nature of knowledge uncertain but some knowledge claims are better than others in a particular context	0%	0%	1%	2%	12%	37%

Perry's Model of Intellectual Development

(Culver & Macros, 1982)

