
Reading, Writing, and Research: Confessions of An Eduholic

a.k.a., Kids, Cows, Computers

Faculty Forum, Faculty Development Center

March 12, 2008

Our Plan for Today

- Research: What is it? How do we do it?
- Research at CSUS and Ranch Research
- Our goal: To focus on your own research agenda
- Activity Centers

First, where is the ranch? Google Earth with Chris Roe

Turlock to the ranch: 1534 miles

First Day:

- 99 to 80 over the Sierras
- Boomtown
- Lovelock
- Winnemucca

Second Day:

Salt Lake City by noon

Rawlins

- Elk Mountain to Laramie to Cheyenne?
- Medicine Bow Ranch
- Or, north to Casper to Wright to Gillette?

Third Day:

- North on I25 to Buffalo to catch I90
- Gillette
- Sundance
- Spearfish and
- Sturgis (of the famed Harley Davidson Rally)
- 85 miles on Highway 34 to ranch

Comparison/Contrast: University Research and Ranch Research

Prairies: The greater the diversity, the healthier the environment.

Perspectives: The greater the diversity, the broader the thought.

People: The greater the diversity, the better the democracy.

~Wink, 2005, p. 3

So, what is research?

- The search for truth?
- The advancement of knowledge?

So, what is research?

- Writing is thinking.
- As we write, we get smarter.
- As we write, we learn new things.

So, what is research?

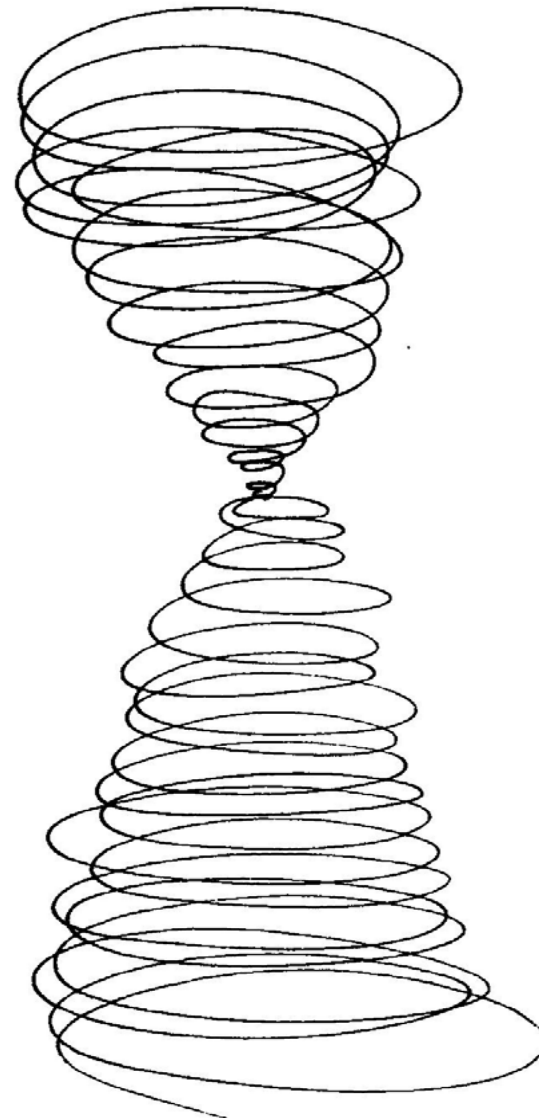
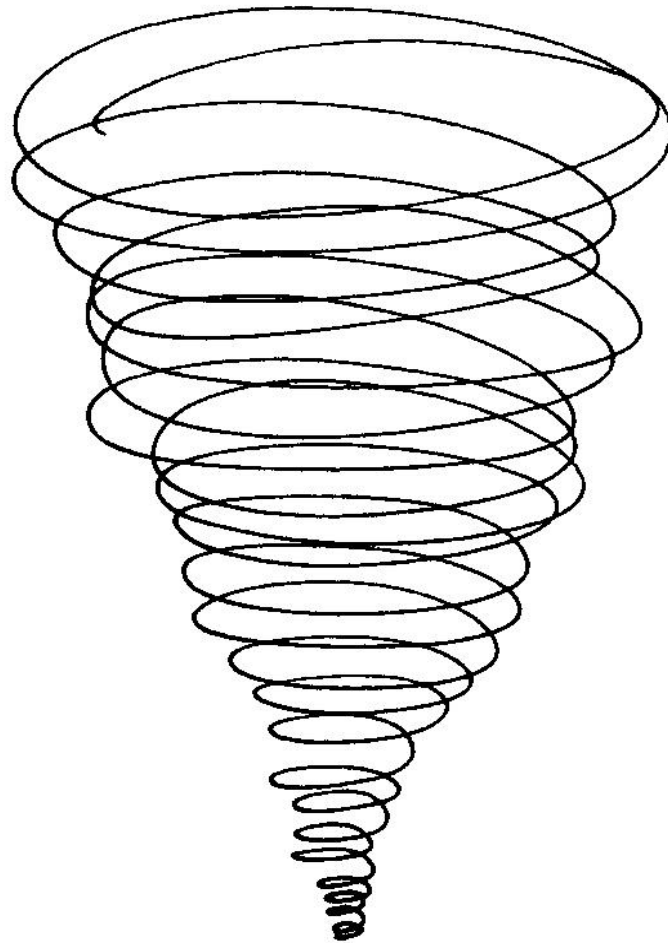
- Study things.
- Study people.
- Study ourselves.
- Shift happens.

~McNiff, (Retrieved March 3, 2008, from www.jeanmcniff.com; Jean McNiff is closely associated with Jack Whitehead's study of living action research.)

Three activities

– Why whole group first?

- Value Lines
- Face Off, 2 rounds
- Journal Dialogue

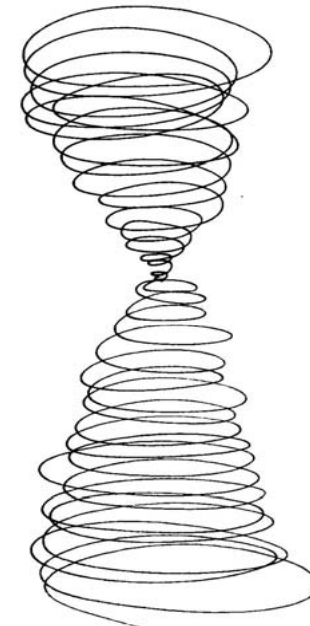
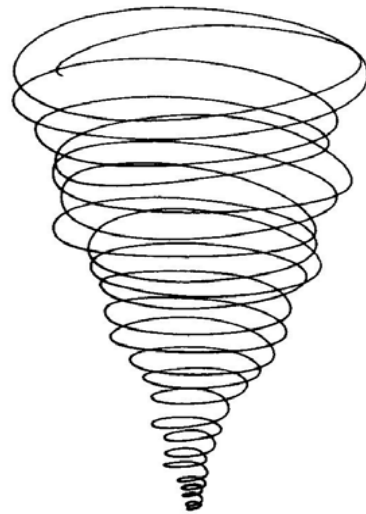


Joan's Perspective on Research

- The Spiral or The Whirlwind
- Crazed attraction to ideas
 - knowledge generation
- Linkages
 - between our research and our classes
 - between our ideas and those of others
 - between our ideas of yesterday, today, and tomorrow
- Value laden.
- Meaningful purposeful, respectful, relevant
- Sharing

So, what is the Idea Generator

Dynamic and reciprocal
teaching/learning



Learning Pyramid

What I hear, I forget.

What I see, I remember.

What I do, I understand.

- Kung Fu Tzu (Confucius)

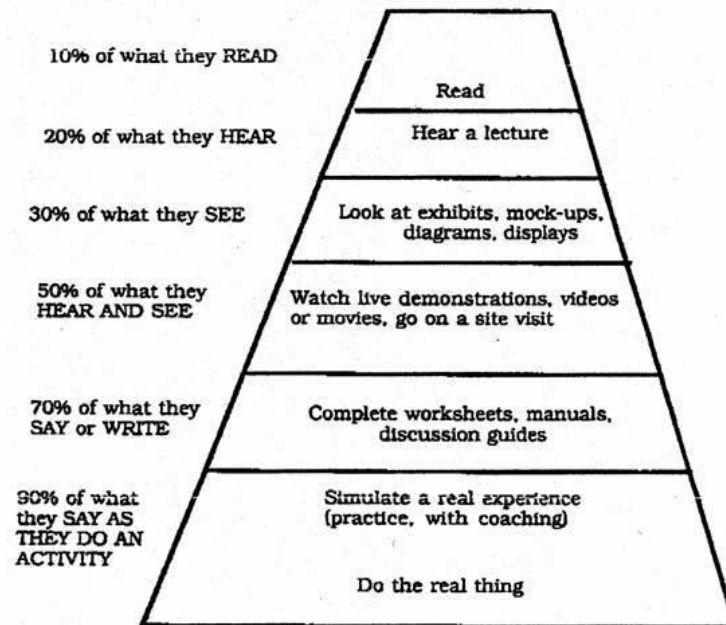
Edgar Dale, *Cone of Experience*

http://www.indiana.edu/~molpage/Cone%20of%20Experience_text.pdf

- 1946 Audio Visual Methods in Teaching
- 1954 Audio Visual Methods in Teaching
- 1969 Audio Visual Methods of Teaching
- Dale begins to mention Jerome Bruner's (1966) cognitive psychology

PEOPLE GENERALLY REMEMBER

An important learning principle, supported by extensive research, is that people learn best when they are actively involved in the learning process. The "lower down the cone" you go, the more you learn and retain.



Adapted from *Audio-Visual Methods in Teaching*, Edgar Dale Dordun Press, N.Y., 1954., p. 43.

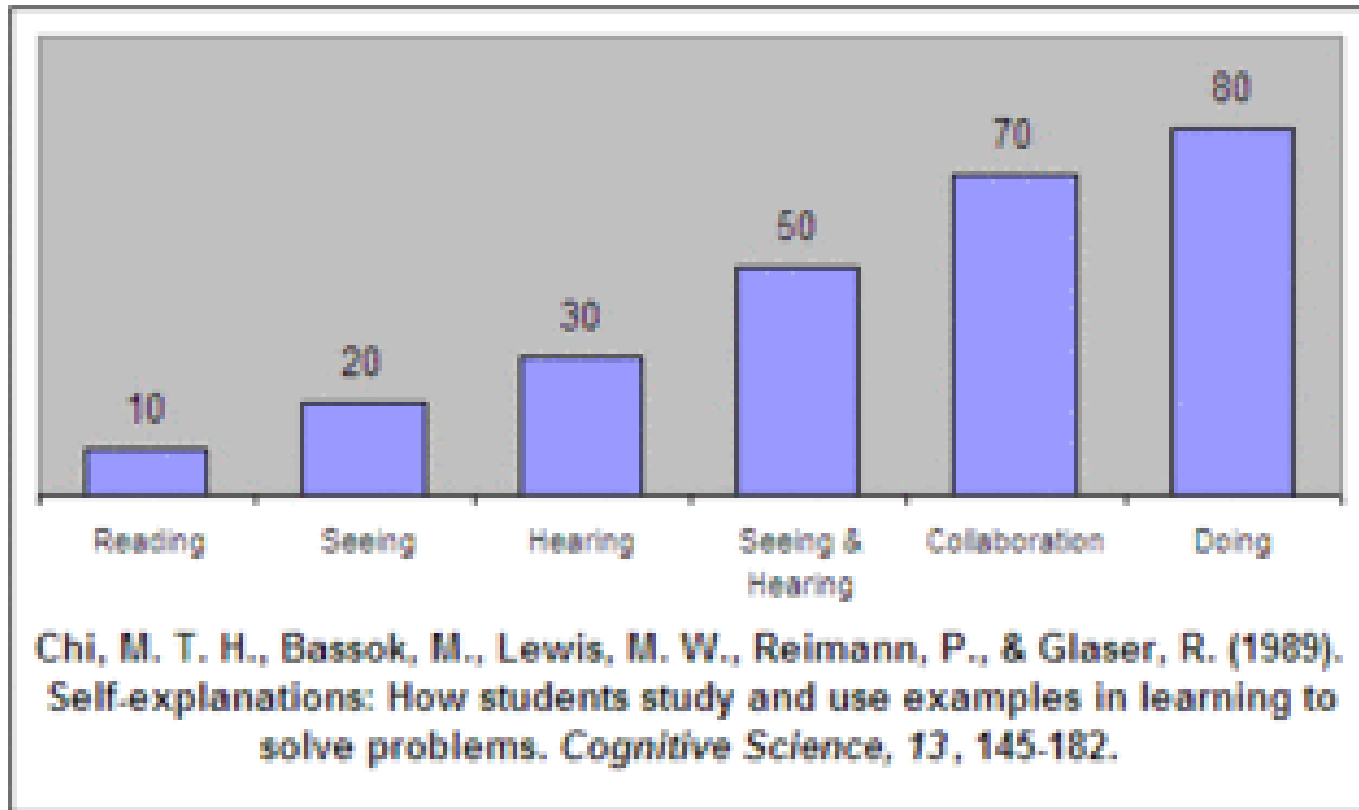
National Training Institute (NTL) Institute for Applied Behavioral Science,
300 N. Lee St., Suite 300, Alexandria, VA 22314, 1.800.777.5227.

Retrieved February 25, 2008, from
<http://homepages.gold.ac.uk/polovina/learnpyramid/about.htm>

NTL

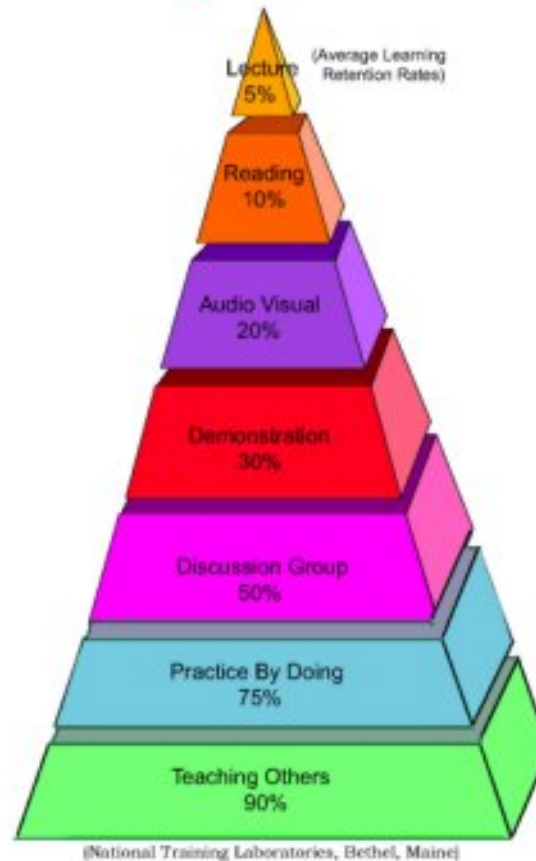
changes started to happen with the language and the numbers a bit.

- 90% of what they learn when they teach someone else/use immediately.
- 75% of what they learn when they practice what they learned.
- 50% of what they learn when engaged in a group discussion.
- 30% of what they learn when they see a demonstration.
- 20% of what they learn from audio-visual.
- 10% of what they learn when they've learned from reading.
- 5% of what they learn when they've learned from lecture.



Chi, M. T. H., Bassok, M., Lewis, M.W., Reimann, P., & Glaser, R. (1989). Self-explanations: How students study and use examples in learning to solve problems. *Cognitive Science*, 13, 145-182, http://www.willatworklearning.com/2006/05/people_remember.html

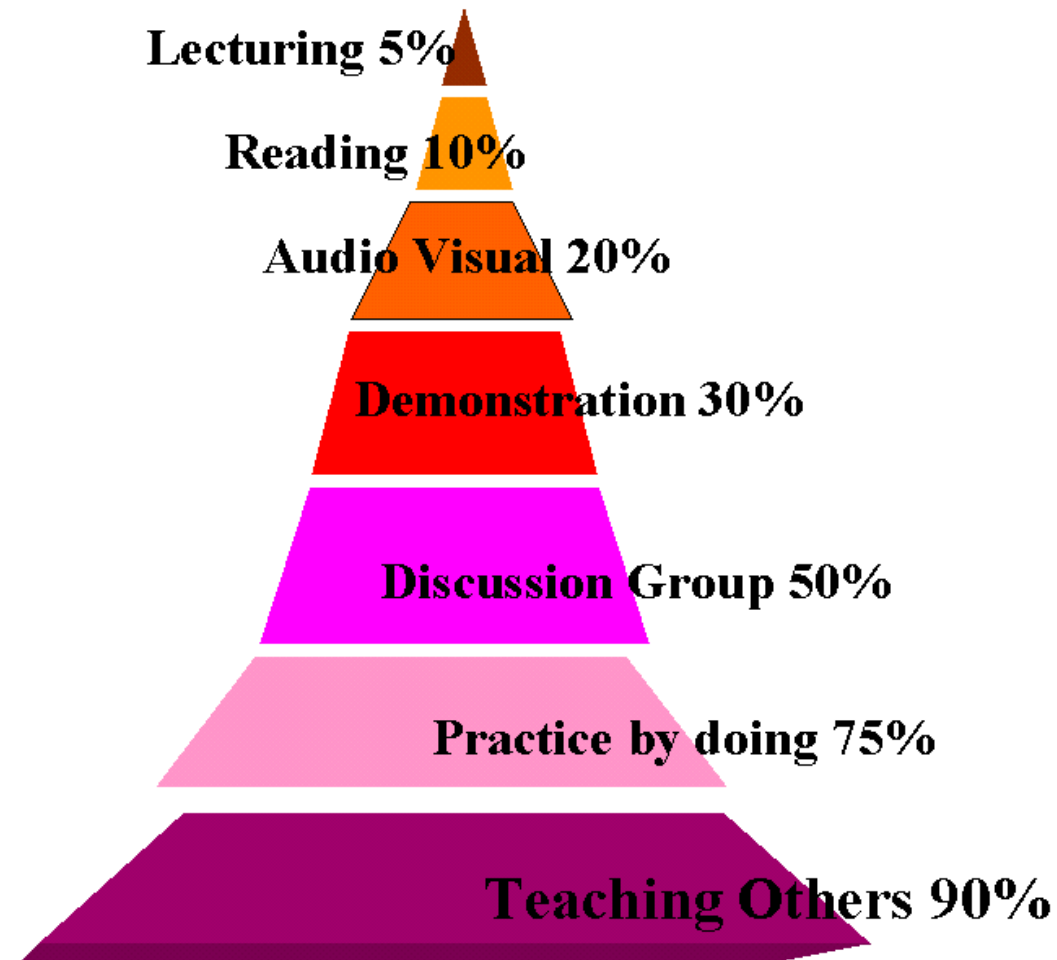
Learning Pyramid



Learning Pyramid

National Training Laboratories, Bethel Maine

<http://www.tcde.tehama.k12.ca.us/pyramid.pdf>



Home of WW, the Learning Pyramid
By Louis Walkup

<http://www.walkupsway.com/fyelearningpyramid.htm>

We learn: 1% through taste
1.5% through touch
3.5% through smell
11% through hearing
83% through sight

Examining the data from a different viewpoint, the same group reported that we remember:

10% of what we read
20% of what we hear
30% of what we see
50% of what we see and hear
80% of what we say
90% of what we say as we act

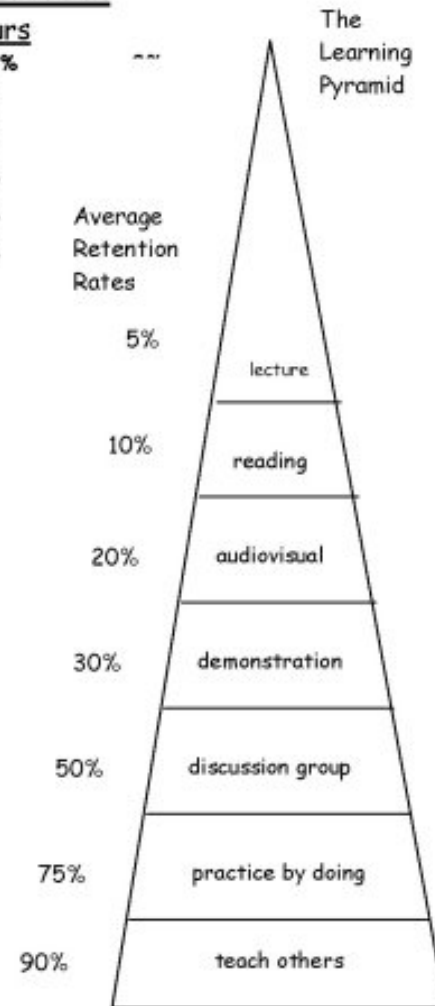
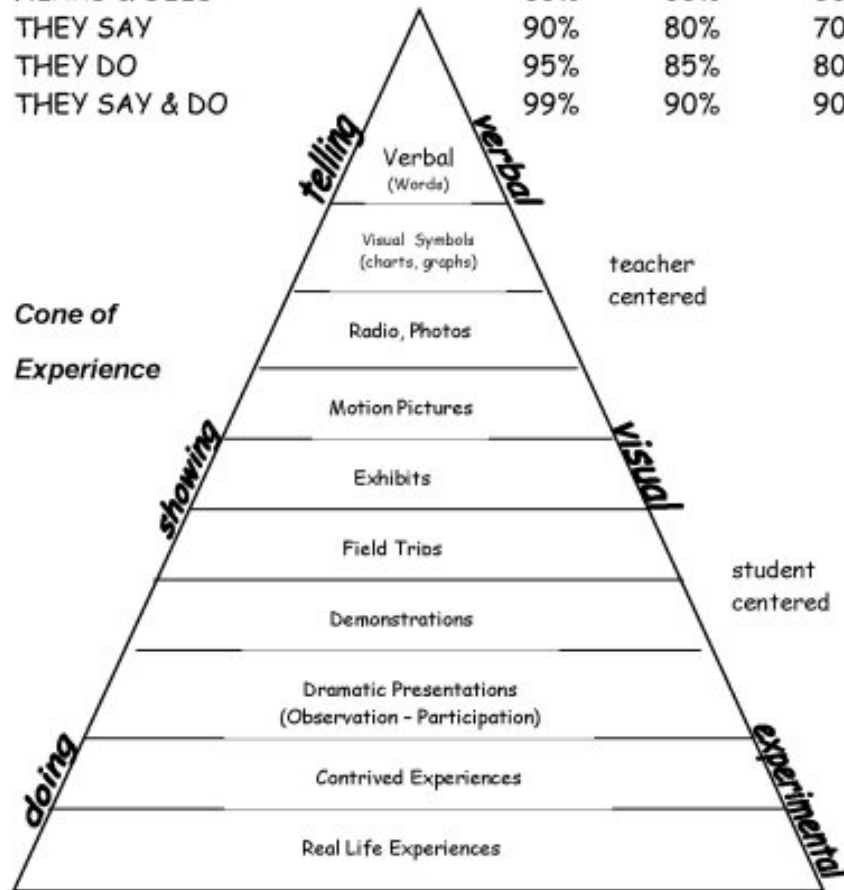
Beacon Light Teacher Training in Texas

http://www.texashte.com/html/Sessions/new_teacher/section5/section5.pdf

METHOD OF PRESENTATION

RECALL AFTER

	HEARS ONLY	3 hours	24 hours	72 hours
SEES ONLY		72%	20%	10%
HEARS & SEES		85%	65%	50%
THEY SAY		90%	80%	70%
THEY DO		95%	85%	80%
THEY SAY & DO		99%	90%	90%



Beacon Light Teacher Training in Texas

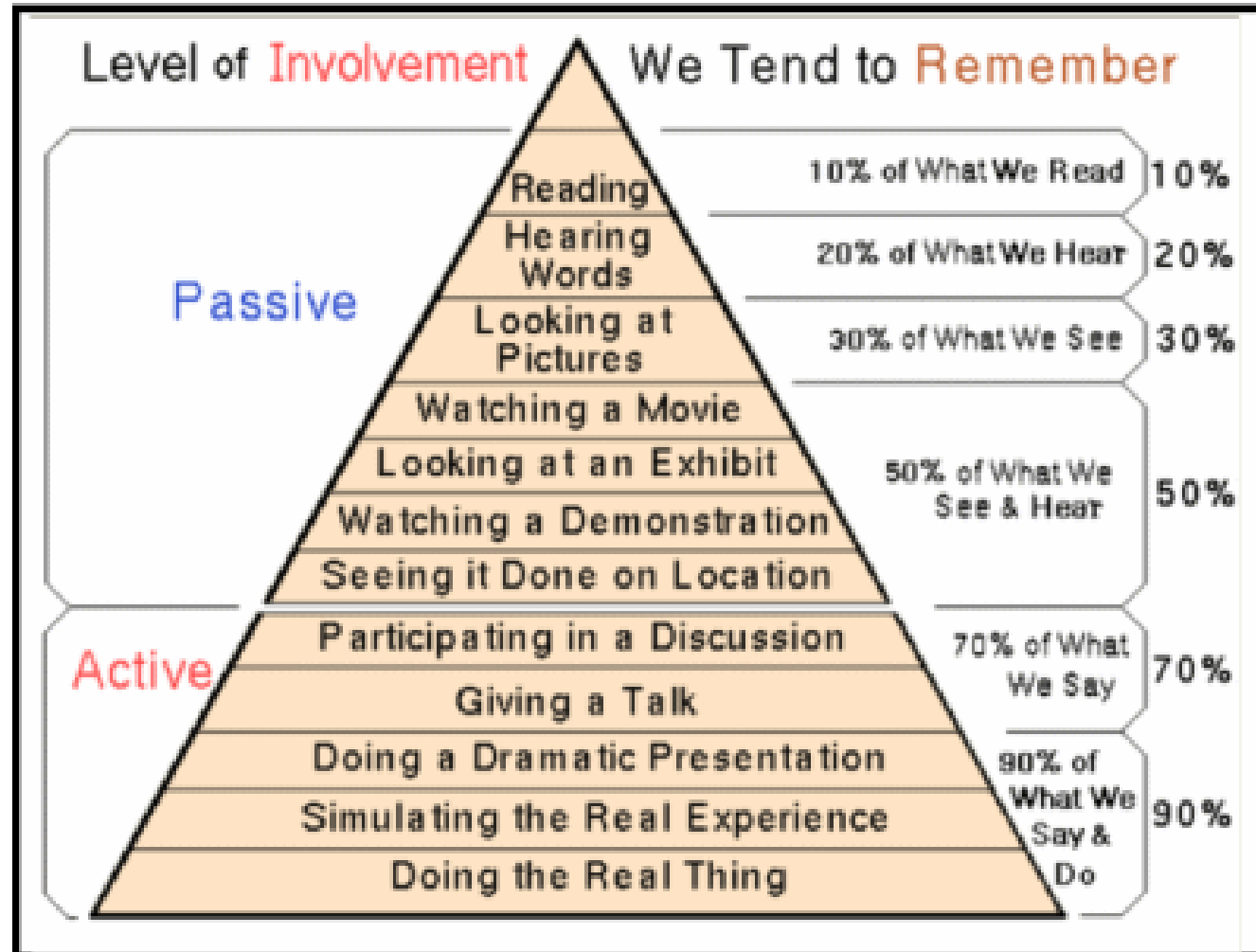
http://www.texashte.com/html/Sessions/new_teacher/section5/section5.pdf

Learning Pyramid

	Average Retention Rate
Lecturing	5%
Reading	10%
Using Audio Visual	20%
Demonstrating	30%
Discussing in Groups	50%
Practicing by doing	75%
Teaching others / Immediate application activity	90%

Source: National Learning Laboratory: Bethel, ME, USA, 1994

Terry Wassall Blog, The Pyramid of Learning, a more critical voice
<http://eduspaces.net/terry/weblog/7678.html>



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Voices of Dissent

Will At Work Learning

http://www.willatworklearning.com/2006/05/people_remember.html