

# IP&T 520: FIRST PRINCIPLES OF INSTRUCTION

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# ANNOUNCEMENTS

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- Merrill's presentation on Thursday!



# TEACHING/LEARNING STATEMENTS

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- Teachers College — Send: Letter of application addressing the perceived fit for this position, **theoretical stance** and projected research trajectory; Curriculum vitae; Three recent publications; Three letters of reference.
- Lehigh University's year-old Environmental Initiative seeks an Assistant Professor for a tenure track position To apply, please send a cover letter, current curriculum vitae, syllabi and other evidence of teaching style and effectiveness, **a statement of teaching philosophy**, a sample of scholarship (if available) and three letters of reference.



# SPEED (THEORY) DATING

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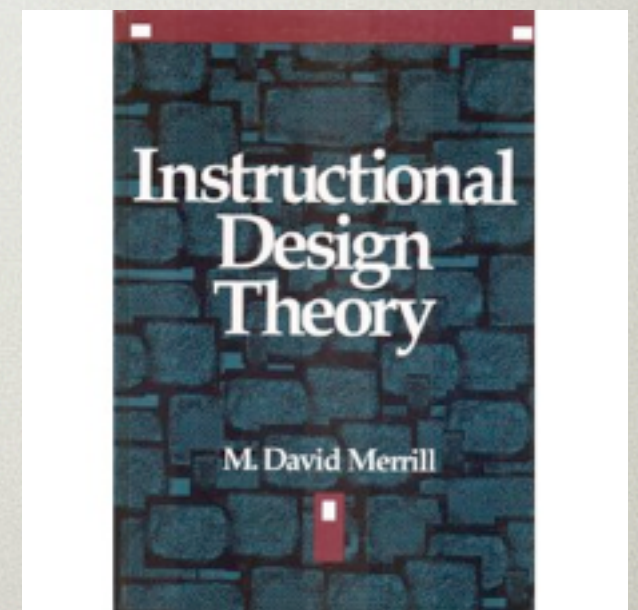
- 3 minutes each to explain
  - the main points of your chapter
  - what kinds of teaching situations it most benefits
  - psychological basis for the theory
  - role of teachers and learners
  - kinds of expected learning outcomes



# DAVID MERRILL

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- Former faculty member at BYU, USU, BYU-Hawaii, and now Florida State.
- TICCIT Authoring System
- Component Display Theory
- Elaboration Theory
- Instructional Transaction Theory
- AECT Lifetime Achievement Award
- First Principles of Instruction



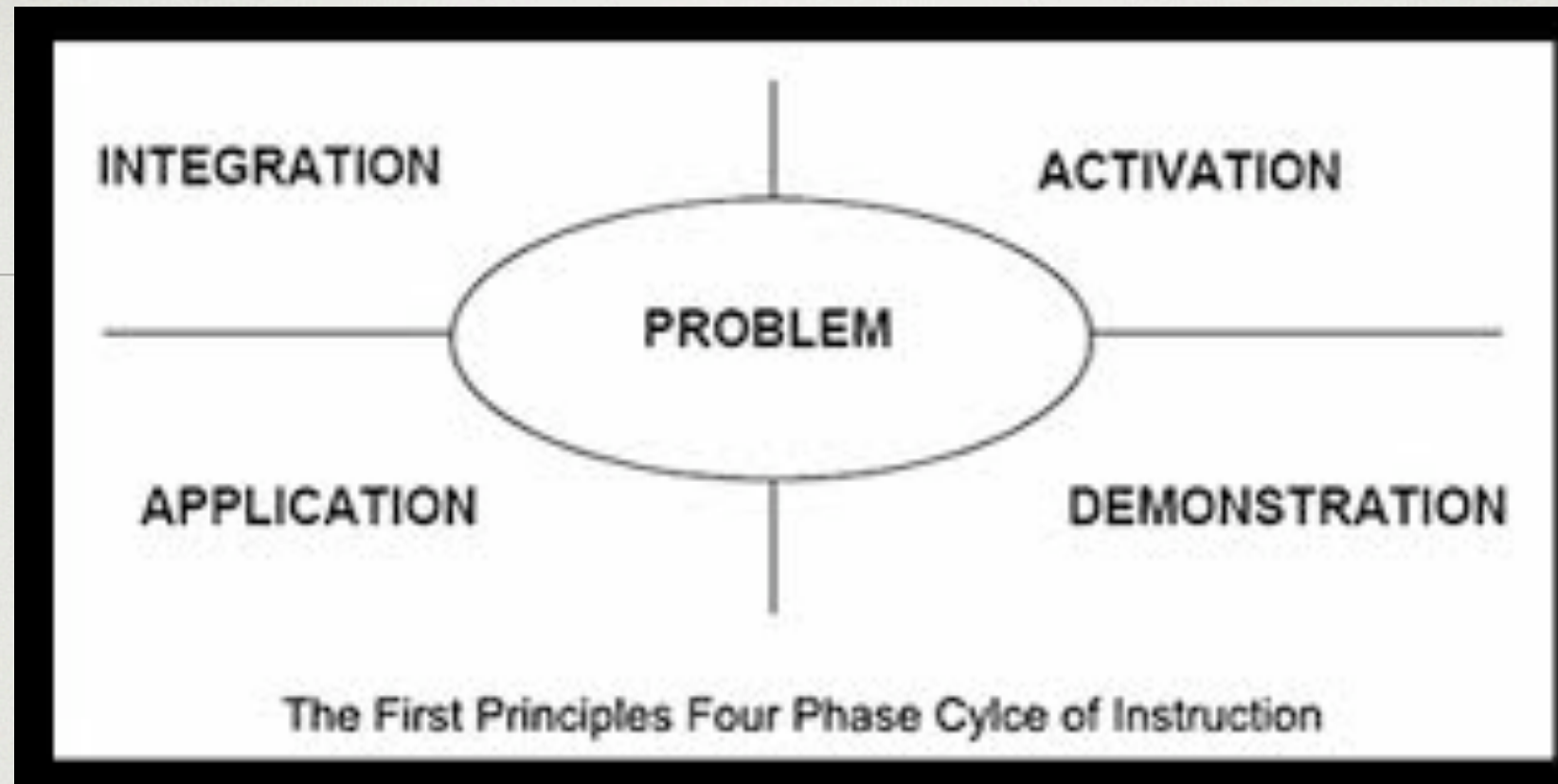


# DO YOU AGREE?

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“Different theories and models do share common principles . . . they do not incorporate fundamentally different principles. No theory . . . includes principles that are contrary to those identified.” (p. 63 of Reiser & Dempsey, 2nd Edition)





Copy this down on a paper. Try to overlay one of the theories you studied onto Merrill's First Principles.

Does your theory fit? Can you think of one that doesn't?



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A new study comes out explaining the economic benefit of innovation in your discipline. Your supervisor believes that you need to encourage the employees to be more creative and asks you to develop training to “teach them how to be creative.” How will you do this? What theory could help you form a framework for what to do?



# WHAT IS YOUR THEORY?

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- Form groups of three
- Each person gets 2 minutes to explain their approach to teaching & learning and three minutes to get feedback



# FOR NEXT TIME ...

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- Read

Reiser & Dempsey, ch. 2

Gordon & Zemke, 2000 OR Zemke & Rossett, 2002

- Annotate
- Personal teaching and learning philosophy statements due