



Planting the Seed:

*Shifting Highly Traditional Teaching Styles in
Developmental Education*

Lisa Silverstein

FastStart@CCD Coordinator
Community College of Denver

“I tried teaching in a new way and it worked! The student who had a hard time with word problems finally got it! I saw the light bulb go on!”

First time FastStart@CCD Math Instructor sharing his success this semester.



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Definitions and Perceptions

- Your vision of an ideal teacher in your program.
- Your view of a highly traditional teacher.



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Why are Traditional Teaching Styles Less Effective for Low-Skilled Adults?

- Need real life, applicable contexts to find meaning and purpose in lessons.
- Have not had positive experiences in education in the past.
- Come in with a variety of issues that require some level of support services.
- Need to learn how to problem solve.
- Connect with students and instructor.
- Retention.



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How Do We Shift Instructional Strategies without Hurting the Integrity of the Instructor?

Not all traditional teachers think of themselves as traditional

- Informal observation
- Discussion around their teaching practice
- Easy to incorporate ideas
- Survey about professional development needs
- Evaluations



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Challenges Faced around Shift

- Curriculum and content is prescribed
- This is the way I learned
- So much content to cover, no extra time
- Classroom set up

Other Challenges:

- Collaboration and participation among faculty
- Changes in curriculum mean changes in assessment
- Creative, authentic assignments and lessons take more time



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Shifting Perceptions

- Peer observations
- Warm up activities
- Compensation for professional development
- Include staff in solving pertinent questions for the institution and program
- Role model
- Develop a philosophy
- Data



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Pressure from government and industry for higher quality graduates, student demands for better experiences and technological and social pressure are challenging traditional teaching and curricular approaches as well as traditional understandings of teaching. Because of these demands, a shift is necessary.

New curricula is evident in the USA where Universities are committing to 'service learning': involving undergraduates in research and community projects which put them in closer contact with professors, graduate students and the community. 'Civic engagement', the 'engaged campus', 'partnership with the community' are part of the transforming rhetoric in the USA.

(McGinty, McTaggart, 2002)