

## THE FLOATING CLASSROOM

Best Practices Teach on Semester at Sea

#### **AGENDA**

07:30-07:35	All Hands On Dec
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07:35-07:40 \*Muster Stations\*

07:40-07:45 Teaching on Semester at Sea

07:45-07:50 \*Muster Stations\*

07:55-08:15 Research methods and key findings

08:15- 08:20 \*Muster Stations\*

08:20- 08:30 Reflection and Questions

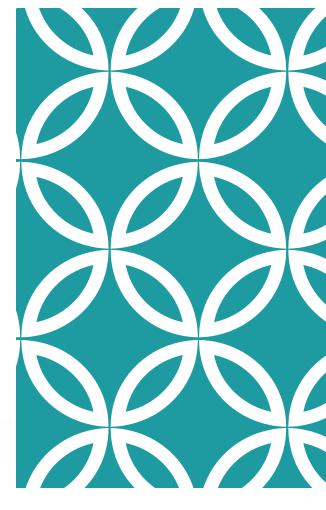


## VHAT IS THE ROLE OF THE TEACHER IN THE CLASSROOM?









## WHAT DOES IT MEAN TO HAVE A FLOATING UNIVERSITY?



#### SEMESTER AT SEA: MISSION & VISION



- Mission: To educate students with the global understanding necessary to address the challenges of our interdependent world. With the world as our classroom, our unique shipboard program integrates multiple-country study, interdisciplinary coursework, and hands-on field experiences for meaningful engagement in the global community.
- Vision: To be the leader in comparative global education.

nat best-practice teaching methods did Semester at Sea faculty between the years of 2006 and 2013?

what extent are these methods experiential, student-centered, blem-based, creative, comparative and/or multidisciplinary?

### RESEARCH QUESTION





## WHAT IS A BEST PRACTICE? WHAT IS A BEST PRACTICE TEACHING METHOD?



#### RESEARCHER DEFINITION OF KEY TERMS

Best practice - a method of instruction that is most effective in the shipboard environment, as reported by the faculty respondents

Teaching methods - the various activities and assignments used to instruct students in the given subject

#### REVIEW OF LITERATURE

#### Theories of Education

Constructivism —believes individuals create knowledge and meaning out of the interplay between lived experiences and thoughts

Objectivism – believes knowledge or meaning exists outside the minds of individuals

#### Constructivist Pedagogies

- ➤ Experiential Education
- ➤ Student-Centered Pedagogy
- Problem-Based Learning
- Creativity in Education
- ➤ Comparative Studies
- Multidisciplinary Teaching

#### THEMES FROM THE LITERATURE

- >Students should be empowered to learn and have a role in their own assessment
- The role of the teacher is of facilitator or co-constructor of knowledge, not the owner or distributer of the knowledge
- Issues can and should be studied from more than one point of view; there is more than one "right answer"
- Active, hands-on and small-group methods, such as group discussion, problem-solving, concept checking or simulations, help increase student understanding

#### RESEARCH DESIGN

- Mixed methods survey questionnaire using Semester at Sea's Survey Monkey account
- Quantitative questions (ranking scales; yes/no) and qualitative questions (open-ended)
- Random sampling from archival contact information from Summer 2006- Fall 2013 faculty members

#### did you use the following methods in your classroom on board?

#### of Use

ptions	Never	Rarely	Occasionally	Frequently	Daily	
	2%	3%	12%	42%	41%	
l Discussion	0%	2%	12%	38%	48%	
Jp Discussion	9%	16%	38%	28%	9%	

## TEACHING METHODS Key Findings

#### MOST AND LEAST EFFECTIVE TEACHING METHODS

Of the teaching methods that you used frequently or daily in your classes, which did you feel were most effective and why?

- Mixed methods (39%)
- Constructivist (36%)
- Objectivist (15%)

Of the teaching methods that you used frequently or daily in your classes, which did you feel were least effective and why?\*

- **❖** Lecture (25%)
- Discussion (19%)
- ❖Other (6%)
- ❖Not Applicable to Me (24%)
- Problem with Students (13%)
- Problem with Logistics (8%)

\*This was clearly a problematic question!

#### / Findings

#### lid you assign the following out-of-class work on board?

f	Use	

tions	Never	Rarely	Occasionally	Frequently	Daily	
	3%	10%	36%	29%	23%	
	15%	4%	11%	27%	44%	
	1370	470	1170	27 /0	77 /0	
ırce						
	5%	16%	<b>29</b> %	29%	20%	
	22%	11%	27%	33%	7%	

### ASSIGNMENTS AND ASSESSMENT

### **Key Findings**

## HOW OFTEN DID YOU ASSIGN THE FOLLOWING OUT-OF-CLASS WORK ON BOARD?

- 44% assigned textbook reading daily
- 36% assigned homework occasionally
- 33% assigned journaling frequently
- 29% assigned primary source reading occasionally/frequently

#### you assess student learning in your class? How often did you use this assessment method?

#### y of Use

<b>Options</b>	Never	Once	Two times	Three times	Four or more times	
	6%	21%	27%	18%	29%	
	9%	19%	47%		4%	
	48%	7%	10%	8%	26%	
l Presentations	35%	37%	10%	5%	13%	
esentations	43%	38%	8%	6%	6%	

## ASSIGNMENTS AND ASSESSMENT

**Key Findings** 

# HOW DID YOU ASSESS STUDENT LEARNING IN YOUR CLASS? HOW OFTEN DID YOU USE THIS ASSESSMENT METHOD?

- □47% had 2 exams
- 37% assigned individual presentations once
- 29% assigned papers 4 or more times and 27% twice
- 48% never used quizzes, 43% never used group presentations

### HAT WERE THE BEST PRACTICES USED ON SEMESTE [ SEA?



#### BEST PRACTICE: COMPARATIVE PERSPECTIVE

BEST PRACTICE: EXPERIENTIAL METHODS

BEST PRACTICE: ADAPTIVE TEACHING