Ken Bain's *Super Courses: Future of Teaching and Learning* (2021), pp. 31-34

Essential Elements: Worksheet

Select ONE of the Elements you are not using currently. How can it apply to your course?

Or, offer details of implementation for each Element as it can apply to your course.

1. "What is the biggest question your course and discipline will help students to address" (31)? Center courses on big questions or problems.
2. Frame the big question/issue in narratives, images that will relate to students.
3. Which problem or project enables current students to tackle the big question?
4. Facilitate collaboration of small groups to tackle the problem, project, big question.
5. Facilitate speculation of possible solutions to the big question; test hypotheses. (similar to Lang's prediction, too)
6. Determine student models/paradigms/assumptions, demonstrate where the models do not work. (hypothesis-exposure-feedback)
7. Help them acquire new models/paradigms/assumptions, eg, rational inquiry. Help them be in control of their inquiry, their own learning as an ideal goal and a practical matter.
8. Have students teach other students; peer instruction to class or in pairs.
9. Encourage discovery that intelligence and skills are not fixed: both can grow.
10. Foster the sense of something larger than the course and grade.
11. Teach them to think from specific to the general, inductively.

The essential elements within our attitudes as teachers:

12. Offer them chances to 'do the discipline' before they know it.
13. Encourage them; know that they will fail and encourage them to persist. 'You can do this'. 'Your efforts matter to yourself, to me, to others.'
14. Identify and speak openly about our own learning journey, or early biases, including ways of seeing, our own failures, how we coped and persisted.
15. When possible, bring other disciplines in to address the problem, big questions.

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