HUGO ROSSI LECTURE SERIES

How do we use research on teaching and learning to influence our teaching?

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The Catholic University of America

Tuesday, October 4th
TBBC rm 4630
10:45am lecture
11:45am reception

Abstract:
There is a lot of professional buzz about adopting pedagogical approaches in our teaching that are based on research on teaching. But how do we do that? Research on teaching and learning usually investigates a limited number of variables and the jump from what we read in journals to how we implement it in our teaching can be formidable. The real answer is to back up and look at what cognitive psychology tells us about how the brain operates and then redefine the problems we see in our courses in light of this perspective. Based on that analysis and the research that has been done, we can make minor adjustments to our teaching that may result in significant changes in the quantity and quality of learning that takes place. The purpose of this presentation will be to present practical ways to use both cognitive psychology and research-based learning to develop or modify our own approaches to teaching.

Diane Bunce received a B.S. in Chemistry from LeMoyne College, a M.A. in Science Teaching from Cornell University, and a PhD in Chemical Education from the University of Maryland, College Park. She is a Professor Emerita from The Catholic University of America where she was a professor of chemistry for 29 years. Dr. Bunce has received several national awards for both her teaching and research including the ACS George C. Pimentel Award for Chemical Education (2012), James Flack Norris Award for Outstanding Achievement in the Teaching of Chemistry (2007), and Helen Free Award for Public Outreach (2001). Her research focuses on understanding how student learning occurs and is affected by different teaching pedagogies in chemistry.

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