

## **The Curse of Knowledge:**

Why might the Curse of Knowledge be **deadly** when you mean to speak to inform (or to teach)?

What strategies could help you  
**fight** the deadly impact of the  
Curse of Knowledge in your teaching -  
and **why** would they work?

What are some ways you could  
integrate these  
**Small Teaching strategies**  
into your teaching?

# KNOWLEDGE

**creating strong foundations  
through carefully planned sequencing and repetition**

- **PREDICTING** – making guesses about what you are going to learn – creating fertile ground for learning – you will understand and remember better after predicting
- **RETRIEVING** – recalling learned information (in own words when possible)(freeing up working memory for higher-order thinking tasks)
- **INTERLEAVING** – spacing and mixing learning of different concepts/skills (retrieving after a little forgetting retriggers consolidation)(spiral) – most powerful learning strategy

## **UNDERSTANDING**

**exploring methods to use new knowledge  
for a range of cognitive activities**

- **CONNECTING** – building on existing knowledge to create and strengthen new neuronal networks (linking old and new knowledge) (Hebb's – fire together/wire together)
- **PRACTICING** – live performance (classroom or online interaction) of knowledge/skills which will be formally assessed, accompanied by formative feedback (from instructor or peers) – writing sentences, developing core math skills, answering M/C or essay questions, giving pieces of presentations, crafting arguments, etc. (10-15 minutes)
- **SELF-EXPLAINING** – explain to yourself/others what you are doing (and why) during the completion of a task; reflect on what could be flexed

## **INSPIRATION**

**positively shaping student attitudes  
toward learning and intelligence**

- **MOTIVATING** – leveraging the power of positive emotions (purposefulness/wonder, etc.) to feed flames of intrinsic motivation
- **GROWING** – encouraging cultivation of desirable academic qualities (e.g., creativity, risk-taking, integrity) (communicate that you believe in your students) (allow revisions/retakes) (give formative feedback and expect growth!) (reward growth over time)
- **EXPANDING** – ceding some control to students; immersing students in real-world processes, conflicts, solutions; forcing students to think creatively together about all the logistics

# **SMALL TEACHING**

James M. Lang (2016)

James Lang is a well-respected learning specialist whose latest book, **Small Teaching**, focuses on nine strategies we can use to tweak our teaching in small ways that can maximize student learning. (These strategies are briefly described on the back of this sheet.) Lang has also partnered to create a version of the book exploring these strategies in **online** learning environments.

Building on learning theory, on experiments done in higher ed classrooms, and on his own classroom experience, Lang shows how we can make small changes in our teaching that will strengthen our students' **knowledge** base, deepen students' **understanding** of course concepts, and **inspire** our students to have positive attitudes about what they are learning and about themselves as learners.

If you are interested in exploring these ideas in a **Faculty Learning Community** this year, contact Laura in and let her know!

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# **SMALL TEACHING STRATEGIES**

James M. Lang (2016)

<p><b>KNOWLEDGE</b></p> <p>creating strong foundations</p>	<p><b>PREDICTING</b> – making guesses about what we are going to learn</p>
	<p><b>RETRIEVING</b> – recalling learned information (in our own words when possible)</p>
	<p><b>INTERLEAVING</b> – spacing and mixing learning of different concepts/skills</p>
<p><b>UNDER- STANDING</b></p> <p>using/applying new knowledge in multiple contexts</p>	<p><b>CONNECTING</b> – building on existing knowledge to create and strengthen new neuronal networks (linking old and new)</p>
	<p><b>PRACTICING</b> – performing new knowledge/skills (which will be formally assessed later) and receiving formative feedback</p>
	<p><b>SELF-EXPLAINING</b> – explaining to ourselves/others what we are doing (and why) during the completion of a task</p>
<p><b>INSPIRATION</b></p> <p>positively shaping student attitudes toward learning and intelligence</p>	<p><b>MOTIVATING</b> – leveraging the power of positive emotions (purposefulness, wonder, integrity, etc.) to feed the flames of our intrinsic motivation</p>
	<p><b>GROWING</b> – being rewarded for growth; cultivating desirable academic qualities such as creativity and risk-taking</p>
	<p><b>EXPANDING</b> – being given some control over our own learning; immersing ourselves in real-world problems; being forced to think creatively with others about logistics to be managed</p>