

**FACULTY INSTITUTE 2016**  
EMERGING PRACTICES  
AUG. 12, 2016  
FRIDAY 11:20 AM – 12:20 PM  
PRESENTER: SAM VILLAMIZAR

## **INDUCTIVE TEACHING WITH LEARNINGHUB**

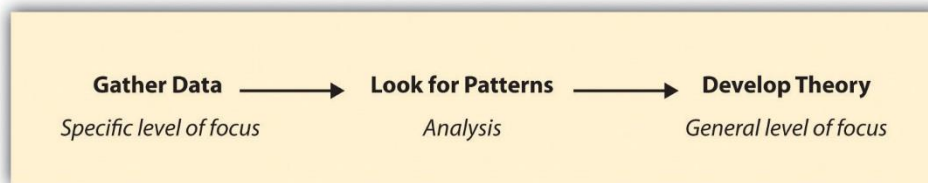
### **INDUCTIVE TEACHING**

Inductive teaching is achieved when the student is exposed to a different set of examples, observations, experiences and/or patterns that promote inductive reasoning.

### **INDUCTIVE REASONING**

Reasoning that happens when you start with specifics and move to generality. By going through this process, the student will be making a conclusion based on examples, observations, experiences and/or patterns.

### **BASIC PATTERN OF INDUCTIVE REASONING**



### **DATA SUPPORTING EFFECTIVENESS OF INDUCTIVE LEARNING/TEACHING**

Presented by Michael Prince, Stanford University  
<https://www.youtube.com/watch?v=BLFJCS92Slo>

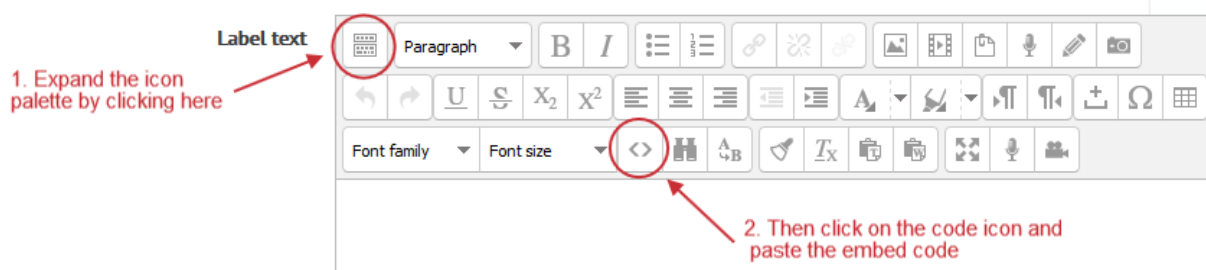
### **INDUCTIVE TEACHING USING LEARNINGHUB**

Using LearningHub (LH) as a primer for your inductive teaching is an excellent idea because you can get the students thinking and creating mental paths about concepts, ideas, and/or theories, even before they come into the classroom. Using this method not only prepares the students for what is coming, but also saves you classroom time.

Another great advantage of using inductive teaching methods via LH is that you will have the students' input before they come into the classroom. This will also allow you to adjust your lesson based on the responses received from the inductive activity.

## BASIC ELEMENTS NEEDED TO BE IN PLACE (IN LH) IN ORDER TO CREATE AN EFFECTIVE INDUCTIVE ACTIVITY

1. **Keep it all in-house:** As much as possible, try to keep all the resources that you will use in the activity housed within the course space in LH. To achieve this, the embedding of resources will be necessary. Embedding is easily achieved by getting the embed code from the external website and pasting it into a "Label" resource in LH. Remember to paste the embed code in the "Code" interface (see screenshot below)



IMPORTANT NOTE: Since the learninghub domain/URL is a secure one; it has **https** at the beginning of its URL,

<https://learninghub.andrews.edu/course/n>

it can only display embedded materials that have secure URLs. If you are embedding code that comes from a **http** domain, not from a **https** one, simply add the 's' after **http** and it will display the embedded material.

2. **Create sequences of learning:** Since inductive learning comes from the experience of observation, noticing, patterns; sometimes it will be necessary to guide the students through activities that need to be done in sequential order. The student should not jump ahead to the next activity, one has to be completed before working on the next one.

This kind of control can be achieved by going into the settings of the next activity and editing the "Restrict access" area. Restrictions can be based on grading of any other activity, date range, name of student, etc.; you will mainly use the 'Grade' and 'Date' options.

Restrictions can also be applied to the main sections of a course.

3. **Completion Tracking:** Enable completion tracking in your course in order to have control over sequences based off of resources (such as labels).
4. **Proper usage/setting of common activities/resources:**  
**Forum activity:** Used Q&A type in order to allow the student to post before he/she can see

other students' points of view. REMEMBER, for the Q&A forum type to work, you (the instructor) need to make the first post in the forum.

**Label resource:** Used with embedded materials as a way to provide background information (scaffolding) before the student starts the inductive activity

**Quiz activity:** Used the 'Drag and drop onto image' question type, which allows you to upload a background image and create text (or upload images) that can be dragged and dropped onto pre-programmed spots in the background image.

**Glossary:** Used as a way to determine what kind of previous (background) knowledge the students have before coming to the class. How deep are their definitions? Are they mostly correct? A glossary provides options for creativeness, it is mainly a simple-to-use database. The definition field can host not only text, but also pictures, audio, video, etc. – Let creativity fly!

5. **Course format:** Choose a course format setting that will keep the course from looking too long. Options are; to show only one section at a time or use the Onetopic format.



Additional questions or comments regarding LearningHub topics?

Please contact us at [dlit@andrews.edu](mailto:dlit@andrews.edu) - It will be our pleasure to guide you and empower you in order to make your online teaching more effective and efficient.