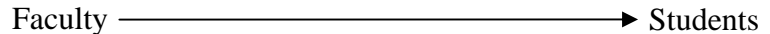


What I Say, What They Hear: Do Students Really Learn What Faculty Teach?

Faculty think what they are teaching/communicating is being received and understood by the student exactly as they intend--clearly and without any mediating factors.

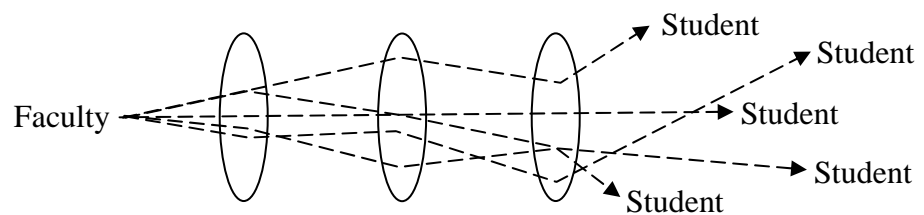
Expected Information Transfer



Realistic Information Transfer

In all communications, information is filtered, as if through a series of lenses.

As a result, information is received differently by different students. The information students receive has likely been deflected or altered as it passes through these lenses.



What are some of the lenses through which information is 'transferred'?

- Faculty Experiences and Characteristics
Faculty actions in class and are influenced by their position in life and past experiences (e.g. race, culture/ethnicity, age, economic status). These may also influence faculty perceptions, assumptions, and expectations of students.
- Students' Experiences and Characteristics
Like faculty, students' backgrounds and characteristics vary and impact how they receive and understand what faculty present.
- Course Material
Do you think of your course content as neutral or objective and 'simply' representative of disciplinary standards? Does it also reflect your interests and choices?
- Teaching Methods
Teaching methods and classroom activities are influenced by faculty members' own classroom experiences and those of their classmates.

One Goal

Faculty can decrease their own and students' frustration by making attempts to learn how they are being perceived by students.

