



Why Implement?

Joanne Tippin; Nutrition Instructor; Shasta College [00:00:18] Implementing is, it's like Science 101. You're trying it out, and you're actually getting results, and it's fabulous. Or, you can change it.

Stephen Brookfield, PhD; John Ireland Endowed Chair; University of St. Thomas, Minnesota [00:00:25] The only way you're going to learn a new teaching strategy is to do it. You have to apply what you've learned.

Laurell Malone, EdD; Coordinator, Office of Faculty Professional Development; North Carolina Central University [00:00:32] And you can go to a workshop, you can go to a conference. You get really excited, "Oh my gosh, I'm gonna go back and I'm gonna try this." And then you go back, and you lose momentum because life happens and everything else comes up.

Stephen Brookfield, PhD [00:00:43] You know, you can go to a conference and hear someone talk all day about principles of effective practice, but unless you apply it, unless you try it out and then reflect on what worked well, what needs tweaking in the future, what I've missed, what students appreciate about it. Unless you do that, you know, learning about good pedagogy really doesn't mean that much.

Joanne Tippin [00:01:06] There's options for the Plan to Implement and then to actually implement. And there's so much more value in actually implementing because you can anticipate how you think students are going to respond to different techniques. But when you actually implement something, especially when that light bulb goes on for those students, there's just nothing like it.

Hollie Fortkamp; Academic Technology Specialist; Stanford University [00:01:27] If you just plan, you are going to miss the party. This is a party you can go to you. You can RSVP to this party. You can actually implement this thing. And also, you can invite your students to that party. And they want it too.

Mari Morris; Adjunct Faculty, Health Sciences; Santa Rosa Junior College [00:01:38] When things do succeed, when they do hit, when you implement them, gosh, is that rewarding! And when students come back to you, even unsolicited, and they're like, "Hey, that was really cool." Like, "Wow, this was a fun class!" Then you're like, "Oh!" Right? You're just standing up a little bit taller. You're feeling better about yourself as an instructor because you realize, I can make these changes. I can improve.

Laurell Malone, EdD [00:01:57] When they can see their students' grades improve, or the achievement, or their completion rates, or the incivility stop, that is going to impact their self efficacy in teaching and their student engagement and achievement.



Matthew Witter, PsyD; Adjunct Assistant Professor; City College of New York [00:02:11] It kind of shows me, wow, like I'm actually, you know, I can implement the information I learned in the ACUE course, and it's really connecting well with students. And I felt more confident once I can use ACUE principles to help these students really succeed.

Rachel Emas, PhD; Assistant Teaching Professor; Director, MPA Program; Rutgers University—Newark [00:02:26] In order for the program to be successful, you need to work at it. You need to apply the program in your classroom. If you are not willing to invest your energy in that process, then you won't find it as valuable.

Hollie Fortkamp [00:02:38] It makes teaching fun. It makes learning fun. So how could you say no to that?