

Teaching Orientation @ Ohio State: Session Agenda

Introduction to Teaching & Learning—Part 2: Lab & Lab/Rec

Coordinator: Teresa Johnson, johnson.674@osu.edu

Date: Wednesday, August 17, 2016

Time: 9:00 a.m – 12:30 p.m.

Timeline:

- 9:00 - 9:15 **I.** Transition from Day 1& Introduction of Faculty Mentor
 9:15 - 9:45 **II.** Theory: the relationship between teaching and learning
 9:45 - 10:15 **III.** Application: implementing and managing teaching methods
 10:15 - 10:40 **IV.** Obtaining and using student feedback on teaching
 10:40 - 12:20 **V.** Practice: Group lessons (includes BREAK)
 12:20 - 12:30 **VI.** Overall wrap-up and Evaluations

On Carmen:

“Planning for the First Day of Class” (*optional—from Day 1; use the second page only*)

“Learning Principles” (*on Carmen only*)

“Teaching Scenarios” (*on Carmen, but your coordinator may also email these to you*)

“Sources and Types of Feedback” (*suggested answers version, Carmen only*)

“Resources for Feedback on Your Teaching” table

“Teaching Topics—Lab Course” (*on Carmen only*)

“UCAT TA Support Testimonials Video” (*on Carmen only*)

“Additional Resources on Introduction to Teaching and Learning” (*referenced in wrap-up*)

Additional Resource on Carmen:

“The Change-Up In Lectures”

“Students in a Diverse Classroom”

Before 8:40-9:00 Getting Set up in Your Classroom

- Write the guiding questions for the session on the board:
 - **What is the relationship between teaching and learning?** (3-part question, follows):
 - What do students need from me in order to learn?
 - What are some foundational learning principles to guide my teaching
 - What teaching methods are available?
 - **How do I implement and manage teaching methods?** (3-part question, as follows)
 - How do I decide what methods will be most effective in different situations
 - What factors do I need to consider when planning daily/large-scale activities
 - What do I do if...?
 - **How do I know that I am accomplishing my teaching goals?**

I 9:00-9:15 Transition from Day 1 & Introduction of Faculty Mentor

[Brian] 9:00-9:15 Introduction and Attendance

- As they walk in, given them a number 1 to 6
- Pass around the attendance list and the materials for the session
- Introduce yourselves and the faculty mentor
- Show faculty mentor responses to posts
- Introduce the guiding questions of the session. (These should be on the board)
- Set expectations for today
 - Today is different: focus on teaching in the long term.
 - The focus in the classroom is on learning, not about what the instructor has to do or how the instructor might appear to students
 - Good teaching means being aware of what you want to accomplish and what your learning goals are for your students
 - Today, focus on activate and employing ideas about diversity and identity: how can you adapt your techniques to reach all students, including hidden diversity
- Log into Carmen!!

II 9:15-9:45 Theory: The Relationship Between Teaching & Learning

[Saskia]

Guiding question(s):

- **What is the relationship between teaching and learning? (3-part question, as follows):**
 - **What do students need from me in order to learn?**
 - **What are some foundational learning principles to guide my teaching?**
 - **What teaching methods are available?**

9:15-9:25: Discussion on participant experiences with learning (first discussion, Google Drive)

- Reflect on their own experiences as students. The discussion questions/prompt could be something like the following:
 - Think about your own learning experience in a classroom where you were learning new/difficult material outside your own major.
 - What did you do to learn it?
 - What did the teacher do to help you learn?
 - How did he/she present the material?
 - What did the teacher not do in classes where you had difficulty?
 - What more did you need from your teacher, or what more did you need to do yourself to successfully learn the material?

9:25-9:35 Discussion that links participant experiences to learning principles (second discussion)

Introduce each of the following four learning principles below

Learning Principles

Students who have learned are students who...

[Brian] (1) **...understand how information is organized.** Students must see structure, connections, and patterns, as well as recognize what within that structure is important.

[Darla] : Will interject about the fact that students have their own brains, and we can't control their background or the approach and chaotic thinking they may bring

[Saskia](2) **...see course content as relevant and meaningful.** They see how course content relates to things outside of the course and why they need to know that content.

[Brian] (3) **...can use what they know.** They are able to apply information and skills to successfully complete assignments in the class, and they are able to transfer what they have learned to situations outside the class including future coursework.

[Saskia] (4) **...are aware of their own learning.** They can accurately assess their understanding and abilities; they have developed effective strategies for learning content in the discipline.

[Saskia]

- C&P class list into chart (1,2,3,4) on google drier
 - Know that some of the strategies generated in the list may correspond to more than one learning principle.
- **Ask your participants:**
 - Will these principles look the same for each student in your class?
 - Will students demonstrate that they have achieved these learning principles in the same way?
- Link this discussion back to the ideas of diversity and identity discussed on Day 1.
 - Each of the four learning principles is related to the diversity of students.
 - **[Brian: Not every student has the same “real world” experiences]** Facilitators could give some examples [i.e. What is meaningful? How does information get organized?] or share an anecdote.
 - Possibly ask participants: Could you see how student diversity connects with these learning principles?

9:35-9:45 Participants plan teaching strategies to promote learning (third discussion)

- [Saskia] Ask participants to go through each of the four principles and come up with some teaching strategies that they will try to use in the classroom to promote that aspect of learning.
- Fill these out below the chart on google doc
- You may use the questions:
 - How will you do that in your classroom?
 - What will that look like in your classroom?
 - **Remind the participants to plan with the diversity of their students and their teaching philosophies in mind.

III 9:45-10:15 Application: Implementing and Managing Teaching Methods

[Brian] 9:45-9:55: Small group discussion of teaching scenarios and planning for good and bad approaches to responding to this scenario

[Saskia: Pulls up the scenario]

- Groups of five; Each set of two groups have 1 of the three scenarios
- First, in groups, discuss the worst way possible to teach in this context
- Now, think about ways that could work better
 - WHY are they better?
 - What learning principles did you re-introduce?

[Brian] 9:55-10:00: Large group debrief of the teaching scenarios discussion

- Bring participants back together in a large group (if they were working in small groups)
- Discuss the following questions with your participants; highlights ONLY: By scenario, then “what did the other group think”:
 - What strategies did you pick, and what factors did you consider in choosing your strategy? (e.g., student population, time of day, difficulty of material, point in the term, etc.)
 - What to do in these scenarios can include planning things for students to do outside the classroom.

[Saskia] 10:00-10:15 Participants plan a “Plan B” activity for one of the teaching scenarios

- Sometimes things don’t work out!
 - What would be a good “Plan B” should this teaching method not work out?
- Additional Factors:
 - What if...nobody has done the reading? ...it’s Michigan Week? ...it’s horrible weather? ...what you’ve tried really isn’t working? ...one of your students reacts emotionally to a topic/ approach based on their personal or cultural experiences?
 - What specific things can a teacher use to assess whether or not it’s working? When in the term would be the best times for these assessments to happen?
- Conclude by asking participants to sum up (or help you sum up) the main points.

- Remind them that there are many options of teaching methods, and their challenge is to find ones that fit their style and philosophy while maintaining flexibility to try a variety of things to promote student learning.
- Have participants write alternate activities into their plans.
 - [Brian] Project the “Session Plan” on the 2nd page of “Planning for the First Day of Class” from Day 1

IV 10:15-10:40 Obtaining and Using Feedback on Teaching

[Saskia] 10:15-10:20 Participants brainstorm qualities of useful feedback on teaching (what is good feedback)

- Ask participants to brainstorm a list of qualities that good (useful) feedback on teaching would have [text a poll: word cloud].
- Help them come up with some ideas, if needed. For example, feedback that:
 - is constructive and specific
 - is about different elements of teaching such as clarity, organization, presentation, etc.
 - is about things the instructor can actually control
 - mentions things that are going well as well as things that could be improved.
- Ask participants to brainstorm about sources of feedback for their teaching (text a poll again)

[Brian] 10:20-10:25 Participants brainstorm sources of feedback on teaching (how do you get good feedback)

- Debrief the “how to get it”
 - Ask a question such as, “Who can give feedback on your teaching?”
 - Help them to come up with some of these if necessary: Supervisors, Peers, Students, Teaching Consultants
- Look at the “Sources and Types of Feedback.”
- You get can get feedback from lots of places
- The bottom line: there is no one source for all kinds of feedback on your teaching.

[Saskia] 10:25-10:35: Discuss End of term feedback, mid-term feedback, and ongoing feedback

- [Brian] Project the document “Resources for Feedback on Your Teaching” to discuss the three types of feedback.

Notes for facilitators on Types of Feedback: [Darla as needed]

End of Term Feedback

Quantitative feedback: the SEI is administered in **online form** only. Some departments may have their own feedback form with numerical ratings to use instead of or in addition to the SEI. Qualitative feedback: electronic SEIs have room for discursive comments. Alternatively, they can be written on a blank sheet of paper during class. If you'd like to you can ask for feedback on specific things about your course, depending on what you'd like to know, e.g.

- Did class activities help you learn concepts?
- Was the book well organized and easy to use as a learning tool?
- Do you understand _____?
- **Note that very few** lab/recitation instructors will receive SEIs. But TAs can still generate their own feedback forms for end of term feedback, if they want it. They should check with departments to find out what evaluation processes departments have in place for lab instructors. → YOU CAN ASK TO BE ADDED TO SEIs
 - **Show an SEI**

Mid-Term Feedback

Tell participants that collecting feedback at the mid-point of a class gives teachers the opportunity to make adjustments for the students who provide the feedback (instead of for a new group of students in a subsequent term). Even small adjustments can be beneficial and it gives students a voice in the teaching process.

[Brian] Describe how you or your colleagues collect mid-term feedback, or ask participants whether they experienced giving midterm feedback as a student (or elicited it as a teacher if they have previous teaching experience).

Tell participants there are different OSU resources to help teachers collect midterm feedback:

- Feedback on Your Instruction or FYI
- Survey tool on Carmen
- Creating your own survey

Describe **how you have responded to feedback** in the past, e.g. addressing both positive and negative comments with your students after collecting the feedback, explaining what is and is not in an instructor's power to change, describing what sorts of changes you have made, and noting that it is not necessary (nor is it advisable) to change everything.

On-Going Feedback

Remind participants that it is useful for students to assess their own learning, and eliciting feedback on an ongoing basis can provide them the opportunity to do this. It also provides the teacher with more frequent communication with the class. The teacher can use this to find out sooner rather than later whether the class is confused about anything.

These types of short tasks do not need to be graded.

Show participants the website on classroom assessment techniques: (<http://www.celt.iastate.edu/teaching/cat.html>), which is on the “Resources for Feedback on your Teaching” handout.

Point out that questions used in obtaining ongoing feedback can focus both on participants’ understanding of material and their reception of the presentation, and that responses to either kind of question provide feedback on both teaching and learning.

[Saskia] 10:35-10:40: Show UCAT Video/Remind participants of how UCAT can help with feedback collection [Brian pulls up on projector]

- Re-introduce utility of UCAT in helping TAs plan for ways to get, interpret, and make use of feedback, ranging from interpreting the SEIs, to collecting midterm feedback, to designing CATs.
- Point out to participants that saving records of teaching feedback will not only let you know whether your methods are working and allow you to make modifications that help your students to learn, but also having a record of feedback is useful for generating teaching portfolios, which they will likely have to do at some point to go on the job market. It will also let you reflect on the ways your teaching (and teaching philosophy) change over time.
- Show the “Feedback Testimonials Video” (on Carmen)

V 10:40-12:20 Practice: Group Lessons and Break

[Brian] 10:40-11:05 Participants plan their mini-lesson

- Put participants into groups by the number on their nametag
- [Saskia] Hand them their teaching topic
- Participants should plan as a group how they will present their chosen topic.
- Give them info
 - Have 25 minutes to prep, in those 25 minutes take a five minute break when its convenient for you
 - Start presentations at 11:05: 8 minutes to present, 2 for feedback
 - Everyone in the group must contribute or talk during the teaching practice
- Things to focus on [Darla interject as needed]
 - Be as creative as you want: i.e. the board, chalk, paper, markers, the computer display, etc.
 - We’ll be circulating and listening and offering feedback
 - Meta-teaching point: this activity is a type of active learning and that active learning techniques can serve to reinforce learning. (“Students can use what they know.”)

[Saskia and Darla] 11:05-12:05 Presentations of mini-lessons and feedback

- Point out “Points and Examples for Discussion.”

- All participants should use this handout to take notes and jot down their thoughts, ideas and examples
- Focus on teaching strategies, not presentation skills or content accuracy.
- Keep strict timing!
- Timeline is: 8 minute presentation, 2 minutes of feedback from peers and Darla

[Saskia] 12:05-12:20 Debrief & ask participants to individually reflect on the experience

- Ask participants to reflect on what they learned about teaching from this activity.
- After all groups have presented, have a discussion about what makes for good teaching, citing examples from the presentations.
 - Can you see any of the learning principles at play?
 - Did any of you consider a different way of presenting your topic than what you eventually chose? Why did you choose the method you did? Why did you not select other options?
 - Did the diversity of your students affect the choices you made about how to present your topic? How did you address it? How could you address it?
 - Did any of you try something that didn't work out the way you had hoped it would in your planning? What surprised you?
 - Would any of you try doing something differently next time?
 - What didn't work as well?
 - How did you know?
 - How would you assess this activity
- **[Brain]** Start a discussion thread under the "Practice Teaching" topic with your names in the title. Add to it as they discuss.
 - Individuals or groups
 - Things they learned from watching other participants during micro-teaching
 - Pieces of feedback they would like to get on their own teaching.
 - Ask for two or three volunteers to share.

VI 12:20-12:30 Overall Wrap-up and Evaluations

Point out the following additional resources that they have on Carmen.

[Brian] Display, "Additional Resources on Introduction to Teaching and Learning." *Introduction to Teaching and Learning – Part 1 > Additional Resources on Introduction to Teaching and Learning*

[Brian, Darla] as needed]

Ask participants if they have any remaining questions.

[Saskia] Have participants fill out Evaluations

Hi Darla,

This is a friendly reminder from Saskia and I (your TA Orientation facilitators) to please take a moment tonight to respond to participant questions on Carmen. Thank you so much for your feedback, and we look forward to introducing you to the participants tomorrow morning!

Best,

Saskia and Brian