It's Your Turn to Teach...

...Now What?

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Discussion

• Consider the following questions:

  • Why are you attending this session?
  
  • Do you have any teaching experience?
  
  • If so, what would you like to work on in your teaching practice?
  
  • If you have never taught before, what are you most concerned about?
It’s your turn to teach…

Objectives
Outline fundamental principles of effective teaching:

• Tips for preparing and presenting content and materials

• Interacting and engaging with students
It’s your turn to teach…

Bloom’s Taxonomy provides instructional framework

• Teach what you want students to learn…
• not what you want to teach
It’s your turn to teach...

Bloom’s Taxonomy provides instructional framework

Acquisition of new knowledge a six-step process

• First:
  • recall facts and concepts related to new knowledge
It’s your turn to teach…

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- Second:
  - *demonstrate* understanding
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• Third:
  • Apply new knowledge to new situations
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• Fourth:
  • *analyze* different ideas, techniques, strategies
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- Fifth:
  - evaluate new knowledge
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• Sixth:
  • *use* new knowledge
It’s your turn to teach…

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Acquisition of new knowledge a six-step process

- recall related facts and concepts
- use new knowledge
- apply new knowledge
- analyze different ideas, techniques, strategies
- evaluate new knowledge
- use new knowledge
Lectures

• Lecturing is one of the oldest, and most widely used method of conveying knowledge.

• Effective lecturing balances the talents of scholar, writer, producer, entertainer, and teacher in ways that contribute to student learning.

• Lectures suffer from serious handicaps as not all information is available in print form. Thus, it is not uncommon to adapt materials from a variety of sources or tailor the background of interest towards an audience.

• What’s wrong with this slide?
Introduction of Lecture

• **Focus student attention:**
  • Case Studies
  • Situation
  • Existing Knowledge
  • Provide Framework
• One of the most common mistakes is trying to include too much!

• Students’ information processing capacities are limited.
  • “mental daze”

• Do not be afraid to use the chalkboard, overhead, or PowerPoint.
  • However, do not rely entirely on visuals!

• Provide examples the relate the student’s experience and knowledge with the subject matter

• Do not be afraid to ask if the students have questions.
Conclusion of Lecture

• Opportunity to make up for lapses in the body of the lecture.
• Encourage students to question!
• Reiterate major points, purpose questions, or even ask the students questions over the main points of the lecture.
How to interact and engage with your students?
Three ways to interact, engage with your students

1. Small group discussions, *in class*
2. Group activities, *out of class*
3. Plickers...yes, *Plickers!*
Three ways to interact, engage with your students

1. Small group discussions
   - Assign class to groups of four to six students
   - Group meets end of class to decide key topics from today’s class, one minute reports to class
Three ways to interact, engage with your students

2. Group activities, *out of class*

- Assign a topic or question(s) to each group
- Each group submits “answers” via email (technology)
- Each group *ready* to report at beginning of next class
Three ways to interact, engage with your students

Small group discussions

- Manage "report" time
- One person speaks at a time
Three ways to interact, engage with your students

Use the groups to develop individual “expertise”

- An “expert” from each group sits in with another group
- Encourages use of new knowledge
Three ways to interact, engage with your students

Small group discussions

Key: Use APPLE...

- Ask...
- Pause...
- Pick...
- Listen...
- Evaluate
Three ways to interact, engage with your students

Plickers…yes, *Plickers*!

User friendly in your classroom

Ask question, get Individual and class Answers via your Smartphone
Three ways to interact, engage with your students

Plickers...yes, *Plickers*

Learn more from KSU Center for Teaching and Learning

https://www.kent.edu/ctl
Final Thoughts

• What have you learned?

• What strategies will you incorporate into your own classroom?

• What do you disagree with from this presentation?
Questions?

Feel free to contact us:

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