Teaching Academy

Goal: create a course that fits your content, your students, and your teaching style by sharing your ideas and learning from your colleagues.
Common Questions

What am I going to do the first day?

How do I get my students to read?

What if no one talks during discussion?
How do I build a welcoming, positive, equitable class environment?
Building an Inclusive Classroom

Building Community Starts with Understanding People
Community Building

Note Card Activity
- Name, major, minor, number of semesters left (including this one)
- Grade level you enjoy right now, why?
- Experiences with children (block, observation, work, volunteer, etc.)
- Specifically, what do you want to learn in this class

“The Power of Story Telling”

Introduce yourself and tell a story about a child/adult interaction that encouraged you to choose to be a teacher.
Note Card Examples

Warm-Up Activity

- Fold your notecard lengthwise
- Write your name (in large letters) on blank side so it can be on your desk
- On the lined side of the notecard, write a definition in your own words of “variable” as it is used in math
Community Building

Note Card Activity for the Teaching Academy

- Preferred Name
- Teaching Experience
- Where did you live/work before coming to Eau Claire?
- Specifically, what question do you have or what topic are you most interested in talking about during this teaching academy?

Paired Response
Community Building

“The Power of Story Telling”

Introduce yourself and tell a story about a influential person/event in your life who/that encouraged you to be a teacher.
Educational Research
“The goals for the first day of class”

- Get Students’ Attention
- Immerse in Content
- Develop Skills Needed Later in Semester
- Establish Connections

- Results

Increased student perception of trust in the professor, professors organizational skills, and satisfaction with class.

“The Reciprocal Interview”

Small groups of students discuss course expectations (5-10 min) then create questions for the instructor.

Result – Increased student motivation throughout and satisfaction with class

Time to Work

• Get Students Attention

• Immerse in content

• Teach Skills

• Establish connections
How do I build a welcoming, positive, equitable class environment?
How am I going to know if they really learned what I want them to learn?
Class logistics

What do you know about your students?
Type of classroom?

Outcomes for course?
Liberal Education outcome(s)?

Do you have access to a past syllabus or course materials?
Do you know the department expectations (spoken, unspoken)?
Are my activities, assignments, assessments, and content aligned with my outcomes?
Course Outcomes

Start with a verb, an action word
States what the students will do to demonstrate what they know

Limit the number to what you can realistically do in 14 weeks
Does your course take a broad approach or an in depth approach?

What do you want your students to remember in 5 years?
What do you want your students to remember in a month?

Clarify your content using the “Bullseye” approach
Course Outcomes

Decide who will speak first

1. Share one of your outcomes
   Check for the verb, student centered, and is it reasonable for the course level

2. Does your course take a broad approach or an in depth approach?
   How will the students know which approach you are using?

3. Share one critical outcome or topic you want your students to remember in 5 years?
4. Share one necessary content topic or outcome

Give one, Get one
Assessments – Grading - Feedback

How will your students demonstrate what they know or learned?

Students need to practice and get feedback before the assessment

Prompt and rubric/grading criteria up front

Schedule Time to Grade

Instructional Choices Chart
Testing Effect

SSSS vs SSST vs STTT
(S=Study, T=Test)

1 Immediate results
2 Delayed learning

Roediger & Karpicke (2006)
Educational Research

Multiple Choice Test Questions

3 groups (180 students) 3-4-5 options
No significant differences in item difficulty
No differences in reliability

*Use 3 options on MC test Questions
*Spend more time on testing more content and less time creating more distractors for each question.

Baghaei and Amrahi (2011)
Time to Work

Identify potential Assessments you may use and align them with the content and outcomes
The Muddiest Point

Crystal Clear
A Little Hazy

Pretty Foggy
Total Black Out

Results: Structure of class
Research/Text book
Assignments

Muddiest Point
Are my activities, assignments, assessments, and content aligned with my outcomes?
For next time (Ticket In)

Two ways you may use to build a welcoming environment
Outcomes identified/clarified
Assessments identified/clarified
Content identified/clarified

Day 2 Agenda:
Welcoming syllabus language
Student activities/practice
Communicating with Students
More (content, assessments, assignments)
Teaching Academy

Day 2

Goal: Choose activities to use in your course to ensure students are active everyday.

Goal: Create syllabus language that is welcoming and uses a positive tone.
Retrieval

Think about the content, activities, modeling, and Q & A from Day 1
Share one take-away from yesterday.

What question did you leave with yesterday?

Give one, Get one
Ticket In

Two ways you may use to build a welcoming environment
Outcomes identified/clarified
Assessments identified/clarified
Content identified/clarified

Ticket in
How do I teach all my content and have students be active every class period?
Educational Research

Same instructor
Low structure - lecture

Medium structure – added clicker questions and weekly practice exams

High structure- added daily reading quizzes and in-class group exercises, small amount of lecturing

Results:
Active learning exercises alone do not help with information transfer, only with problem-solving and other higher-order learning.

*Educationally disadvantaged students can learn; they lack exposure to the challenge of integrating concepts to solve new problems.

Haak et al. (2011)
Re-thinking Assignments: An Equity Issue (Taras, 2006)
Student Activities

How will your students practice the content and skills and then receive feedback before a high stakes assessment? (Page 1 of packet)

Learning occurs faster and lasts longer when it is hard!

Plan lots of practice opportunities in class with the expert in the room
-Self assessment, peer feedback, or instructor feedback

*Student Learning Activities and Practice chart
4 Week slump

Students lose energy, feel overwhelmed, and are disappointed with their performance or blame their teacher.

What changes can you make during the 4th week of classes to reinvigorate students?

Think-Pair-Share-Square or 1-2-4
Educational Research

Mass practice vs Mixing it up

Spaced practice
Interleave concepts
Varied practice

Immediate recall test/quiz:
Mass 89% vs. 60% correct

Testing the same material 1 week later:
Mass 20% vs. 63% correct

Educational Research

Illusions of Knowing

Define
How does this develop?
What can we do about it?

How students think they learn best?
- Rereading text
- Rereading notes
- Having the book or notes open

How learning works in the brain?
- Talk about the content out loud
- Quiz yourself or others
- Practice or use the content

Bjork, Dunlosky, & Kornell, 2013
Thinking Prompt

How will you build in practice time for your students to learn?

Retrieval
Spaced Practice
Varied Practice
Interleave concepts
Avoid developing the “illusion of knowing”
Graphic Organizers

- Synthesizing
- Sequence of Events
- Building Connections
- Inferring
- Making Sense
- Cause & Effect
- Prediction
- Drawing Conclusions
- Questioning
- Visualization
- Extract Main Points

Comprehension
Work Time

What are some activities from the chart on the CETL web page that you think you could use for your class/content/teaching style?

Page 1 of handout – complete at least one row per outcome, multiple rows will offer multiple practice attempts
How can I convey a positive tone in my syllabus & keep my policies firm?
Equality vs. Equity

**Equality** = **Sameness**
GIVING EVERYONE THE SAME THING → It only works if everyone starts from the same place

**Equity** = **Fairness**
ACCESS to SAME OPPORTUNITIES → We must first ensure equity before we can enjoy equality
Sample Language

Welcome
Images
Graphs/charts/tables
Icons for important stuff
Book
Positive language
You are here to help “Please email me” “Please come and see me”
Other helping aids
Office hours – Right time, place, and an invitation
Clicker language
Consider Adding Inviting Image

Welcome to Student Success!

SSD 101-27
Tuesdays and Thursdays 2:00 - 3:20 p.m. CB 119

Dr. Christine Harrington
charrington@middlesexcc.edu
Learning Resources

Text:
| Student Success in College: Doing What Works! Harrington |

Important Policy Information

If you need accommodations due to a disability, contact Disability Services in Edison Hall, Room 105, 732.906.2548.

To foster a productive learning environment, the College requires that all students adhere to the Code of Student Conduct which is published in the college catalog and website.

Academic Integrity Policy: All Students are Expected to Engage in Academically Honest Work

Academic dishonesty is any attempt by the student to gain academic advantage through dishonest means, to submit, as his or her own, work which has not been done by him/her or to give improper aid to another student in the completion of an assignment. Such dishonesty would include, but is not limited to, submitting as his/her own a project, paper, report, test, or speech copied from, partially copied, or paraphrased from the work of another (whether the source is printed, under copyright, or in manuscript form). Credit must be given for words quoted or paraphrased. The rules apply to any academic dishonesty, whether the work is graded or ungraded, group or individual, written or oral. Engaging in academically dishonest acts can
Use Graphs

Grading Information

Grade

- Reading Assignment: 25%
- Quizzes: 10%
- Lesson Plans: 10%
- Research Paper: 10%
- Research Presentation: 10%
- Literature Review Presentation: 10%
- Midterm Exam: 15%
- Final Exam: 25%

Reading Assignments: 10%  
Quizzes: 10%  
Lesson Plans: 10%  
Research Paper–Literature Review: 10%  
Research Article Presentation: 10%  
Literature Review Presentation: 10%  
Midterm Exam: 15%  
Final Exam: 25%
Consider Adding Rationale

Assignments:

Academic Integrity Assignment:
To help you avoid unintentional dishonesty, all students are expected to view the Academic Integrity Narrated PowerPoint presentation (also in Campus Cruiser) and take a 25 question on-line quiz in Campus Cruiser. You can take the quiz as many times as necessary but will need to achieve 100%.

Reading Assignments:
To accomplish all of our learning goals, you will need to be engaged in lots of learning outside of the classroom. You will be expected to read the text and articles. To help you actively engage with the text, you will be completing reading assignments—typing answers to the questions posed (see back of syllabus). While we will be reviewing some of the concepts from the text in class, we will simply not have enough time to cover everything. As a future educator, all of the information is important!

Quizzes:
Practicing retrieval is a very effective learning strategy. To maximize your learning experience, you will be taking a quiz on every chapter. Quizzes are online (in Campus Cruiser), open book, and are not timed. You can take each quiz up to three times (lots of retrieval practice), and the highest score will count. These are called formative assessments—they are designed to help you learn.

Presentations/Teaching Opportunities:
Since this is a course that is preparing you to become an educator, doing presentations is important! You will have the opportunity to do 2 presentations.

1. For one presentation, you will work with a few other students and will lead an exercise on one of the research articles from the packet.
2. For the other presentation (literature review), you will work in a small group of 3-5 students and you will review the research on an educational topic (topic must be approved). Your presentation will provide the class with an overview of this research along with the impact of these findings on the classroom. Note: this will be the topic for your paper too!
Work Time

1. Choose a policy you want to edit to make it more welcoming, positive, and/or equitable for all.
   Draft the language

2. Where can you add color, images, icons, etc.?

3. Draft the teaching methods section
Peer Review

1. Make at least one suggestion for an edit to make part of the syllabus more welcoming or positive.

2. Make at least one suggestion for where color, images, icons, etc. could be added.

3. Read/scan through the syllabus and answer the following question: What would you tell your roommate about this class after the first time looking at the syllabus? (First Impression)
Home Work

1. Complete Page 1 of packet
2. Work on your syllabus language to make it more positive
3. Bring Daily or Weekly schedule draft
Goal for Day 3  Teaching Academy

Don’t work harder than your students
- weekly/daily schedule
- first lesson ...first weeks’ lessons
- your choice

A Few options:
Office hours
Assigned seating vs Choice
Feedback options
Quiz options
Teacher Stations
Tech Tools for the classroom
Class management
Teaching Academy

Day 3

Goal: Discuss your Daily/weekly schedule
Goal: Think through your First day/week of class
Retrieval Activity

Choose one of the Research Studies and explain it to your partner who will listen intently. Switch speakers and listeners and repeat.

High structured environments close the Achievement gap
Mass practice vs. Mixing it up
Illusions of Knowing
Four week Slump

Person whose birthday is closest to today begins, suggest one idea at a time going back and forth with your partner until you can’t think of any more.

Ways to make the syllabus more welcoming and positive
Brain Writing

**Definition:** Extension of brainstorming.

**Benefits:** Everyone has a voice, generate many ideas in a short amount of time, reduced social conformity, and encourages creative thinking.

**When to use it:** When you have a large group, when you are pressed for time, when you have quiet people who may not want to speak in a group, when the environment may not accept all ideas, or you have dominating individuals.
What are some ways to ensure I am not working harder than my students?
Don’t work harder than your students!

- Grading everything
- Extensive record keeping
- Accepting disrespectful comments
- Lowering expectations
- Creating a study guide

- Doing most of the talking
- Telling students all the answers
- Telling students what you think before asking them
- Settling for mediocre work and inflating grades
- Creating all the notes for the students and posting them

What are other behaviors we want to avoid?
Weekly Schedule

Share your draft schedule or your thoughts about how you may put the schedule together.
First Day of Class

Goals:
Get the students attention, Content, Skills, Connect with each other

Be early
Set up your technology – test it
Student Seating?
How will you introduce yourself?
What will you say about the class?
Will students have an ice breaker, will they introduce themselves, will they get contact information from a partner or group?
How will you handle the syllabus information?
What else do you want to talk about?

A few options:
Office hours
Assigned seating vs student choice
Feedback options
Quiz options
Tech Tools for the classroom
Class management
Others…
Using Video in or outside the classroom

Welcome April Pierson
Checklist for the next two weeks

1. Commit to keeping it simple to start the semester.
2. Syllabus policies, post in D2L, decide if you will print or not.
3. Weekly schedule with due dates for tests/projects.
4. Send a welcome email to your classes introducing yourself and the class, remind them the room location and days and times. Encourage them to check out the D2L.
5. Go to the classrooms you will teach in, log in and bring up your materials. Practice moving from one input to another, playing a video, controlling the lights, etc.
6. Schedule personal time to begin the semester. (Sleep, recreation, positive stress outlets, etc.)
7. Get your D2L site prepared (News, Content, Gradebook).
8. Get to know some of your department colleagues.
9. Attend the opening breakfast meeting to get a feel for the campus initiatives.
10. Decide how you will introduce yourself, how you want to be addressed, and other items for the first week.
Resources

CETL Webpage – Teach – Step 1-3 on bottom for charts of activities
http://www.uwec.edu/cetl/

Opening Weeks Calendar
http://www.uwec.edu/cetl/

Teaching and Technology Workshops (August 29th, 9-noon)
http://www.uwec.edu/CETL/Groups/instructional-and-technology-workshops.htm

Drop in Sessions (Teacher station Orientation, i>clicker refresher and others)

Stop in, call, or email us anytime for any question or just to talk – we are here for you!
Thank you for attending the Teaching Academy and for your commitment to teaching our students!