Teaching Change Workshop

José Antonio Bowen

gosoapbox.com Event Code: 721-968-362
Socrative.com Room: JoseB
Menti.com Ten Attributes of Good Teaching
A New 3Rs: Relationships, Resilience and Reflection

The Science of Motivation

- Engagement   **I CARE**
- Optimism   **I CAN**
- Agency   **I MATTER**

## The Scholarship of Teaching and Learning

Make It Stick: The Science of Successful Learning. (Brown, Roediger & McDaniel)
Concrete and Personal (matters to me, examples)

- **Knowledge is Necessary** (but not sufficient)
- **Retrieval and Self-Testing** (online exams, games)
- **Elaboration** (connections, analogies, writing)
- **Abstract** (extracting rules, larger context, mental models)
- **Failure** (add difficulty, attempts before solutions, feedback)
- **Interleaving** (varied practice, space out practice)

Teaching Naked Design Process
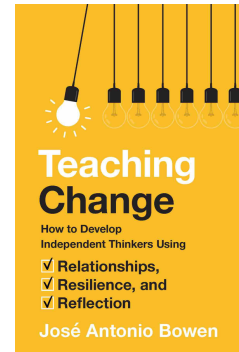

Figure I.2
The Teaching Naked Design Process
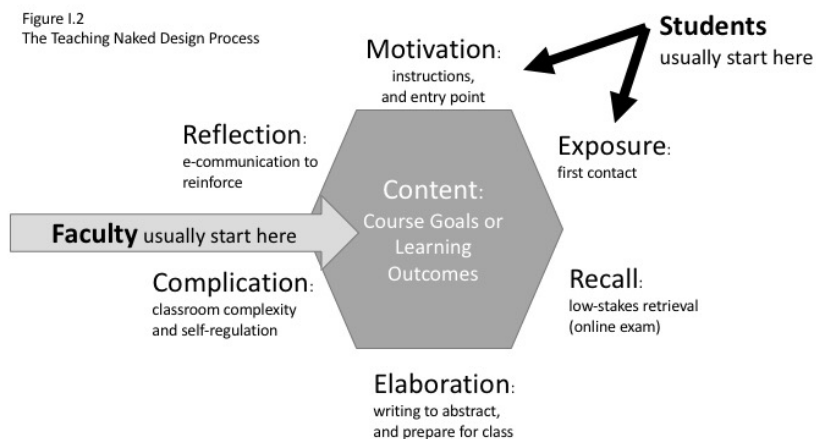
Good Teaching is Inclusive Teaching

Transparency

Belonging

Scaffolding

Engagement & Motivation

Targeted Universalism:
john a powell (2008).

<u>Online Content and First Exposure</u> (Scaffolding)
- identify discipline-specific online content or organize a podcast

<u>Finding Tools and Content in Your Discipline</u>
- Lectures & Demos: utubersity, iTunesU, Khan, YouTube, OpenYale, MITOpen
- Other Content: Merlot.org, Google, Wikipedia, universities, governments
- Courses: Udacity, UoPeople, Coursera, EdX, OpenYale, MITOpen

<u>Instructions and Entry Point</u> (Motivation)
Safety First
Focus & Urgency
"Find something interesting to you…"
"Look for different perspectives…"
"Stop, linger, and imagine…"
Optimistic Uncertainty
"This could be…" vs "This is…"
This could be the best solution, vs. This is the best solution
"How?" instead of "Is it possible?"
What would be required for a nasal contraceptive to work? vs. Is it possible?
How could you design a bra that only opens if you are in love? vs. Could you?
"Mostly" "Often" "Usually"
The current theory is… vs. This is…
Entry Point
Start with what matters to students,
then connect with what matters to you

<u>Online Exams</u> (Scaffolding)
- Improve class preparation
- Clarify expectations
- Provide feedback

Question 1 (Analysis Level)
The following are all true statements.
Which are fact, opinion or judgement?
Which are most relevant in arguing for Y?
Which are most relevant in arguing against Y?
Which are most likely to be used by Dems/Repubs to support government policy?
Check all that apply. Partial credit is avail
- Government spending creates jobs.
- Tax cuts stimulate job creation.
- Uncertainty is bad for business
- A large debt can hurt the economy.
- Government spending cuts can hurt the economy.

Better Multiple Choice Exams with **Bloom Levels**
KNOWLEDGE (recall and recognition)
  • Which of the following are important theories of X?
  • Identify which of the following are symptoms of X?
COMPREHENSION (understanding examples, meaning, and extrapolating)
  • Which of the following is an example of X?
  • Which of these are summaries of X?
APPLICATIONS (organize or solve with new situations or terms)
  • Which of the following Y might be most useful to X?
  • What would be the best way to improve X?
ANALYSIS (breaking apart, compare and contrast, generalizing)
  • Which of the following statements from article X are fact/opinion?
  • Which of the following facts (all true) are most relevant for the argument X?
  • What assumptions led to this discovery? **(Belonging)**
  • Who benefited?
  • Who is missing and why?
SYNTHESIS (combining elements into a new patterns)
  • Which of the following about X would be evidence in SUPPORTING the argument Y?
  • Which of the following are restatements of the thesis in article X from a person who
        disagrees?
  • Which of the following develop the thesis of X further?
EVALUATION (presenting and defending judgments)
  • Which of the following statements about X (all true) would be best evidence in
        REFUTING the argument Y? (Same set of answers to chose from.)
  • Which of the following represents the strongest argument for why…?
  • Which critique of X is most compelling?

Better, Shorter and More Efficient Assignments
Transparency, **Motivation**, **Belonging** and **Scaffolding**

   WHY are we doing this? (goal & how it connects to learning outcomes)
   CLARITY around expectations (how long & how should this time be divided?)
   CHECKLIST of the parts (do I think, research, write, draft, edit?)
   SPACING and Interleaving: (can I do this all in one sitting?)
   RUBRIC in advance (what matters and is most valuable)
   RELEVANCE and the motivation of better examples
   WHERE should I do this and with whom?

BOTH High Standards + High Care
Examples at Transparency in Learning and Teaching (TILT)
https://tilthighered.com/tiltexamplesandresources

Assignments that Extend/Surprise in Class (Motivation and Scaffolding)

EXAMPLE: Bring to class a pitch for a meeting in New York. Then in class, surprise:

1. Alter conditions
   - the meeting has been moved to Tokyo
   - the client has changed the request
2. Change data
   - the product failed a recent test
   - the demographic data you used was flawed
3. Extend conditions
   - the marketing person is sick: you're on
4. Complicate
   - your competition has just released a better technology/product
5. Use in activity
   - 10-20 minutes to do new research and make the changes.
   - make presentations, submit revised plans or write about the change process.
6. Use in discussion
7. Reframe the problem
   - how might you have prepared differently?

Planning for Better Discussions (Belonging and Scaffolding)

   Do you think for yourself?

Preliminaries: Belonging is stronger than facts
- **Clarify The Challenge:** Be transparent.
- **Clarify The Goal:** ambiguity, understanding, practice facing controversy etc.
- **Clarify Your Role:** Umpire, resource, emcee or devil's advocate?
- **Build Common Purpose**
  – How could we all benefit?
  – Encourage compliments
  – Explain relevance
- **Articulate Academic Process**
  – What are the primary sources? Rules of evidence? Personal, legal or historical?
  – Use a Discussion Rubric
- **Situational Humility** confidence & humility are not opposites
- **Rules of Engagement** (Create a Values Agreement)
  – **Listen First:** Listen before you speak and question your own assumptions.
  – **Demonstrate Respect:** Show you care for others. Discuss how!
  – **Accountability:** Apologize quickly and take responsibility.
  – **Extend Trust:** Don't withhold trust because there is risk involved.
  – **Ideas not People:** Avoid inflammatory language and personal insults

Techniques and Strategies
- **Anonymous Polls First :** like a jury
- **Prepare Opening Statements:** write first
- **Expand Possibilities**
  – "How many different explanations…"
  – "Can you provide both an example and a counter-example?"

- Encourage Outliers
- **Consider Smaller Groups**
- **Assign Roles:** Evidence watchdog
- **Pause for Meta-Analysis:** What were the most useful insights/techniques?
- **Triage the Issue:** Find the specific and essential disagreements and tensions
- **Start with How:** Explain before Thesis (The Illusion of Explanatory Depth (Rozenblit & Keil, 2002)
  - Harvard Project Zero, Thinking Routines Toolbox
  - http://www.pz.harvard.edu/thinking-routines#CoreThinkingRoutines
- **Disrupt Binary Bias**
- **Stimulate Ambiguity**
- **Practice on Safe and Easy Topics**
  - Where is the best pizza?
  - What are the different ways we could answer this question?

Diverse groups do better work BECAUSE they take longer & interrupt assumptions:

What if I say the wrong thing?

Lead with empathy and clear intentions.

I don't know if this is an unfamiliar situation for you or not,
but I am going to do my best to treat you as a guest in my house.

Just apologize; don't explain.

Authenticity comes with some risk: take it. Mistakes are guaranteed.

Persist and Practice

The perfect thing to say to one person is the wrong thing for another.

Rise to the level of your aspirations, not down to the level of your comfort.

Better Feedback (Motivation, Belonging and Scaffolding)

Summative = evaluation
Formative = how to improve

Feedback vs Grades
  Early and Often
  Timely and Non-judgmental
  Specific
  Limited
Reflective Exam Questions
  What grade do you think you will get?
  How long did you study?
  How did you study?

Save Time with Tech
  Rubrics
  Peer Review Peerceptiv)
  Annotations & Embedded Comments
  Automated Feedback
 Check your LMS for built in tools

Benefits of Audio or Video
  More feedback
  More personal
  More nuance
  More human & "connected" (shows you care)
  Less likely to be misunderstood
  Tone feels more positive
  Faster

Free!
- SoundCloud: Audio that can embed in your LMS
- Screencast-O-Matic:
- Screencastify: A screen recorder for Chrome
- Kaizena: Verbal comments directly on student documents and more
- 75 digital tools: https://www.nwea.org/blog/2021/75-digital-tools-apps-teachers-use-to-support-classroom-formative-assessment/

More at **www.teachingnaked.com** (under "Borrow")
- Study Scaffolding Template
- Rubrics
- Syllabus Template
- Inclusive Teaching Resources
- Meaningful Conversations
- Class Values Template
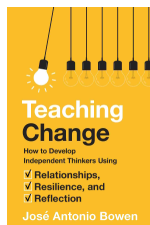
Save 30% on BOOKS!
Teaching Change: How to Develop Independent Thinkers Using Relationships, Resilience, and Reflection (Johns Hopkins University Press, 2021)
        Code HTWN at JHUP

Teaching Naked: How Removing Technology from your College Classroom will Improve Student Learning (San Francisco: Jossey-Bass, 2012). AAC&U *Ness Award 2013*
Teaching Naked Techniques: A Practical Guide to Designing Better Classes with C. Edward Watson (San Francisco: Jossey-Bass, 2017).
        Code TNT30 for any Teaching Naked book at Wiley