Teaching strategies you can use today: Part I and II

**Knowledge**
- predicting, retrieving, interleaving

**Connecting**
- connecting, practicing, self-explaining
The goal of this presentation is to discuss small teaching strategies you can use: Motivating, Growing, Expanding.
Criteria for strategy inclusion

- Based on evidence from the learning sciences
- Real-word application (preferably higher education)
- Personally attempted or directly observed by Lang
Characteristics of Small Teaching

- 5-10 minutes online or in class
- One-time intervention OR throughout the course
- Minimal preparation and grading
- Used in a pinch
How to use the book

You could:

- Read cover to cover over a break for a big picture view.
- Choose one strategy and experiment with it if the semester is already underway.
- Evaluate and adjust for maximum effectiveness.
Inspiration increases deep learning

- 3 daughters: Curiosity
- Practice and persist
- 2 daughters < Interest
- 3rd daughter persisted for 2 years
I. Motivating

**Intrinsic/Internal**

Love of the subject
Recognition of importance for life and/or career
Learner cares about learning.

**Extrinsic/external**

Grades
Praise
Learner cares about the reward.
Emotions

- Students lose momentum
- 3rd daughter persisted
- Emotions capture students’ attention
Sense of Self-transcendent Purpose

- Ability to persist
- Work harder
- Tunes the focus
- You see what you look for
Emotions are social

- Other’s emotions influence us
- Motivated students enhance motivation through social connections
More enthusiasm > students’ enjoyment and value of subject (Cavanagh, 2016)

Show you care about the subject and why

Be yourself

Let the enthusiasm you had when you were first studying your discipline spill over into your classroom
Get to class early

• Model curiosity and wonder
• Ask: What do you notice?
• What do you wonder?
Get to Class early, part 2

• Pay attention to everyone = positive atmosphere
• Feedback = critique of work > motivation to improve
• Communicates, “You matter and your work matters.”
Tell Great Stories

- Meant to relate to and remember stories
- Captures attention and primes for what is next
- Lesson plan in story format
- Case studies
Remind students of the purpose

• “This course/paper is designed to help improve your skills in crafting a thesis and using evidence to support an argument...These presentations will prepare you to discuss medications with patients.”
  • On the syllabus
  • On individual assignments
  • On the board, real or virtual
  • In the opening and closing minutes of class: this is where you’ve been, where you are now, and where you are going and WHY.
Show compassion

• Stresses:
  • Loss of a family member
  • Failed an exam
  • Loss of financial support
• Consider reasons student is struggling
• Look for patterns
II. Growth
Mindset: the new psychology of success
Dweck and colleagues

**Growth mindset**

- Changeable
- Can be improved with effort

**Fixed mindset**

- Static
- Natural ability, no effort needed
- Who you are
- Limiting
• **Growth mindset**
  
  • You worked hard on this paper.
  
  • Communicates: you can improve with effort

• **Fixed mindset**
  
  • You are a talented writer.
  
  • Communicates: you have a natural ability
Mindset

- Affects academic performance
- Impacts attitude toward learning..
- “I’m not good at ___________”
- ...right now, but that can change over the semester!
Feedback Loops for Continuous Improvement

- Try, fail, improve
- Fits with Chapter 5 on technique of practicing
- Weigh assignment heavier after feedback

Reward growth
“You can do this if …”

“All of this will require effort on your part, but that effort should really pay off on your next paper.”

“Excellent work, you used the strategies we discussed in class in this assignment.”
Joe Hoyle send emails to students in spring for fall courses

http://joehoyle-teaching.blogspot.com/

“I think if you put in a good effort next semester, you will be absolutely amazed by how much you can learn about financial accounting.”
Communication

- Ask students who made As to comment on their success and share
- Tell students how you were able to be successful
- Include a “Tips for success in this course” handout
Communicate these Three main points

• Importance of:
• Working hard
• Persevering when things are tough
• Take advantage of opportunities to make better grades

ONE OF THE MOST IMPORTANT KEYS TO SUCCESS IS HAVING THE DISCIPLINE TO DO WHAT YOU KNOW YOU SHOULD DO, EVEN WHEN YOU DON'T FEEL LIKE DOING IT.

{TODD SMITH}
WWW.LIVELIFEHAPPY.COM
Expanding

- Your view of what student learning could look like
- Make a positive difference
- Immerse students in real-world problems and activities
Activity-based learning

https://ablconnect.harvard.edu/

Why ABL

Adds fieldwork, public service, community service to active learning in the course

Many examples on site
Service Learning

• Theory to practice
• Classrooms with communities
• Learn
• Develop and practice skills
• Analyze and reflect
• Positive outcomes

• Colleges provide faculty, staff, and students with a rich source of intellectual capital and youthful energy!
Service learning

• SL has the power to inspire and motivate students to see a deeper value in their college and their college experience.
Games and Simulation

- Introduce topic and raise interest
- Situate content for learners to > relevance
- Immediate goals to achieve
- [https://reacting.barnard.edu/reacting-home](https://reacting.barnard.edu/reacting-home)

In traditional classes, students learn by receiving ideas and information from instructors and texts, or they discuss such materials in seminars. “Reacting to the Past” courses employ a different pedagogy. Students learn by taking on roles, informed by classic texts, in elaborate games set in the past; they learn skills—speaking, writing, critical thinking, problem solving, leadership, and teamwork—in order to prevail in difficult and complicated situations.
Simulation
Expanding your vision as a teacher

- Read one or > books on teaching & learning every year
- Consult one or > web-based source per week
- Create a personal learning network on Twitter with your favorite teaching experts
- Attend conferences on teaching yearly
- Attend UTT Center for Excellence in Teaching and Learning!
- Join Faculty Learning Community
Podcast

SMALL TEACHING ONLINE
WITH FLOWER DARBY | JANUARY 17, 2019 |  

Flower Darby shares about Small Teaching Online on episode 240 of the Teaching In Higher Ed podcast.

QUOTES FROM THE EPISODE

"COMPARSED TO HOW LONG WE'VE BEEN TEACHING IN PERSON, ONLINE LEARNING IS IN ITS INFANCY."

FLOWER DARBY
ON THE TEACHING IN HIGHER ED PODCAST #240

RESOURCES MENTIONED

- Small Teaching Online: Applying Learning Science in Online Classes by Flower Darby and James Lang
- Small Teaching: Everyday Lessons from the Science of Learning, by James Lang
- Taking a Mile in Our Students’ Shoes by Flower Darby on ACUE
- ICAR Study of Faculty and Information Technology, 2017
- Flower Darby’s Website
Bottom line

Students have to know the content and meet the SLOs.

Tests and quizzes make sure students learn what’s needed to master the content.

What if you could master the course content while inspiring students with creative course design.

So choose one or more small teaching strategy today!
Thank you for your attention!

• Comments?