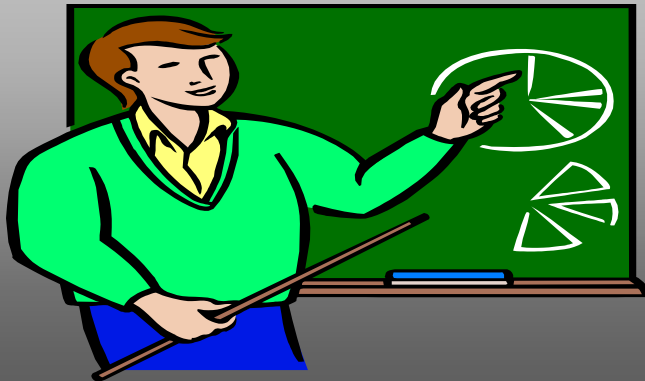


Teaching Techniques Workshops Series



Presenter:

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Teaching Techniques Workshops Series

Workshops Outline

Overview

This workshop series is designed to help new and seasoned college instructors develop dynamic courses and use various teaching techniques effectively. The series consists of four workshops, each lasting about an hour and a half, that are normally covered over a two days period. The first two workshops discuss how to design a dynamic course and how to deliver individual lessons. The latter two workshops provide instructors with practical assessment tools and introduce them to different technologies that they can utilize in their classroom. The workshops provide instructors with many practical tools that can truly help them enrich their teaching.

Workshop 1: The Foundations of a Dynamic Course

- Deciding on Learning Objectives
- Understanding How Students Learn
- Writing the Course Syllabus
- Organizing the Class Material
- Getting and Staying Organized

Workshop 2: Towards Effective Teaching

- Designing an Effective Lesson
- Delivering a Captivating Lecture
- Using Teaching Tools Well
- Encouraging Classroom Interaction
- Building a Learning Community

Workshop 3: Cool CATs – Classroom Assessment Techniques

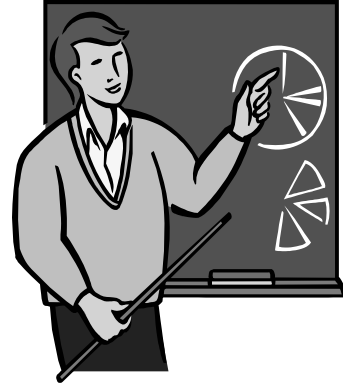
- Using In-class Assessment Techniques
- Assigning Homework
- Responding to Students' Writings & Presentations
- Writing Reliable Tests
- Designing an Optimal Grading Scheme

Workshop 4: Technology in the Classroom

- Using Word to Write Lecture Notes
- Utilizing Excel to Record Grades
- Creating Powerful PowerPoint Presentations
- Designing a Classroom Website
- Getting Students to Use Technology

The Foundations of a Dynamic Course

Workshop 1



A successful course must have a clear set of learning objectives and be designed to meet these objectives. This workshop discusses the various content and aptitude objectives that can be included in a course and how to achieve each one of them. It also teaches instructors how to write a syllabus, organize course material and administrate a class. Establishing a clear class policy via the syllabus and using sound time management and organizational techniques to administrate the class can help assure that the course runs smoothly.

Most instructors have well-defined content objectives (facts, theories and interpretations that they want the students to learn) for their courses, but they do not consider aptitude objectives. Aptitudes are skills and capabilities that the instructor wants to help the students develop. They include communication skills such as writing and presenting, learning skills, various thinking abilities and computer skills. Helping students develop certain aptitudes is arguably more important than teaching them the course material because it provides them with lifelong skills that they can use in any profession.

The course syllabus is of great importance since it represents a written contract between the instructor and the students. The syllabus can include the instructor's contact information, a tentative schedule for the course, the grading composition, advice for the students and the class policy. Deciding on a sound class policy and consistently following it can help assure that the class runs smoothly and that the students feel as if they are treated fairly. The course material can be drawn from various sources including textbooks, academic articles, guest speakers and various medias such as movies, newspapers, television shows and books. The workshop discusses which material is appropriate for the class and how to find class material that will make the course more interesting for the students and help support the learning objectives of the course.

Finally, this workshop illustrates how to administrate a class. Administrating a class requires getting and staying organized throughout the semester. The workshop provides useful tips on how compose, file and distribute class handouts, how to keep track of attendance, how to keep track of grades and other classroom tasks. More importantly, the workshop suggests ways for instructors to balance their various obligations, which normally include teaching, research and service, and manage their time effectively. Instructors who complete this workshop will know both how to organize a dynamic course and how to stay organized throughout each semester.

Towards Effective Teaching

Workshop 2



An effective lesson must be well organized, promote class interaction and help the students meet some of the learning objectives for the course. This workshop discusses the four component of an effective lesson. Using these components will make the material more meaningful and possibly more fun for the students. Participants will learn how to deliver captivating lectures and how to use various teaching tools such as the blackboard or a slide projector effectively. The workshop also discusses how to promote class interaction and create a learning community that will encourage students to study and will help them get academic support from one another and their instructor.

An effective lesson has four components: a bridge, an introduction, a body and a reexamination. The bridge briefly reviews the material that was covered in the previous lesson. The introduction previews the topics that will be covered in the current lesson and clarifies why they are important. New material is covered in the body of the lesson through interactive lectures, class discussions, students' presentations, and any other techniques that the instructor finds instrumental. Finally, the reexamination reviews the material that was covered in the lesson through questions, group assignments or an interactive review. The reexamination also gives students the opportunity to ask questions about the class material. Using all four components helps students understand why the material is important and learn the material by repeating it and working on it.

This workshop also trains instructors how to deliver captivating lectures by altering their tone and body language, by weaving interesting stories into their lecture, by asking their students questions and by using various teaching tools. Participants learn how to use teaching tools such as a blackboard or a data projector effectively and when to use them. This workshop explains how to ask students though provoking questions and other methods that are designed to increase class interaction. It also addresses why students are reluctant to interact and how to make them comfortable interacting.

Finally, this workshop will explain what a learning community is and how instructors can develop learning communities through their courses. A learning community gives the student both academic and moral support and empowers them to learn. Instructors can help foster a learning community by listening to the students concerns, by supporting the students outside of class and by encouraging students to work together in the classroom and outside of it.

Classroom Assessment Techniques

Workshop 3



Assessment tools can help evaluate the students' performance, indicate to the instructor which parts of the material should be reviewed and motivate students to work harder. This workshop discusses how to use various assessment techniques. It explains how to use minute papers, mini-projects and other in-class assessment techniques to motivate students and promote class interaction. The workshop also illustrates how to create effective homework assignments. It focuses on responding to students' writing assignments and class presentation, which helps develop the students' communication skills. Lastly it describes how to write reliable tests and how to design an objective grading scheme.

In-class assessment techniques can help the instructor evaluate the students' understanding of the material and identify which topics require additional review. In-class assessments also encourage students to study between classes, get the students to further think about the material and can help promote students' interaction. Instructors can assess the students' understanding of the material by asking them questions, by giving them a quiz or a mini-project, by getting them to write a minute paper in response to a short essay question or by asking them to critique an article or an argument.

Homework assignments are an important component of most successful courses. Homework assignments encourage the students to further analyze the material outside of class and can help foster a learning community. The workshop explains how to write effective homework assignments and how to ensure that the students get the most out of the assignment by breaking large assignments into smaller components and by getting the students to work on assignments with their peers. The workshop places special emphasis on writing and presentations, which help develop the students' presentation skills. Participants learn how to develop a criteria sheet that will guide the students' effort.

Finally, this workshop discusses how to write reliable tests and how to create a good grading scheme. Taking a test can be a stressful experience for students, but there are ways to help students prepare for tests and alleviate their stress. The workshop discusses how to reduce cheating in the classroom and how to respond to students cheating. Additionally, participants will talk about the optimal grading scheme. Creating a fair and effective grading scheme can encourage students to study. For example, instructors can eliminate the lowest quiz grade or use an improvement rule, whereby a student test grade is replaced by a new test grade if they do significantly better on the latter test.

Technology in the Classroom

Workshop 4



Modern technology allows instructors to better administrate their class, to challenge students in new ways and to interact with students via the Internet. This workshop discusses how to use various Microsoft packages in the classroom, to build a class website and to get students to use computers. It shows how to create lecture notes using Word, to record and calculate students' grades using Excel and to create visually appealing PowerPoint slides. It also explains how to use HTML and Dreamweaver to design a class website and discusses Internet services, such as Blackboard, that create websites for instructors. Lastly, the workshop illustrates how to get students to use computers for class, which is an increasingly important skill.

Although most instructors are already familiar with Microsoft application, this workshop will provide them with new ways to use these tools for their course. The workshop demonstrates how to create lecture notes as well as how to create graphs and other illustrations in Word. Next, participants will learn how to record grades in Excel and use formulas to calculate students' grades. For instance, participants will learn how to get Excel to calculate the average grade for a test, eliminate the lowest homework grade and assign students a letter grade. The workshop will also discuss how to create effective and interesting PowerPoint presentations. Participants will learn how to use different fonts, illustration and special effects to create visually appealing slides. The workshop also provides useful tips on how to deliver the presentation to the students.

The Internet plays an increasingly important role in student' lives and can be also used to support college courses. This workshop will demonstrate how to create a class website. Instructors can use the Internet to distribute information to students, to collect feedback from students and even to test students on class material. Participants will learn how to design basic web pages using Dreamweaver and simple HTML commands. The workshop will also discuss Internet services such as Blackboard and Web CT that provide websites for instructors and demonstrate how these services work. Additionally, participants will receive a list useful Internet sources for instructors and students.

Finally, this workshop will explain how computers can be used in college courses. Knowing how to use computers is essential to students' professional success. This workshop gives instructors ideas for assignments that require students to use computers and explains how to help students develop computer literacy. Participants will briefly discuss the use of distance learning and web-based courses.