

Teaching Change Extended Workshop

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SMART is the ability to change your mind.
Education is preparation for the unknown.
Curriculum and disciplinary breadth are like a toolbox.
The human brain is not a computer.
A New 3Rs: Relationships, Resilience and Reflection
Targeted Universalism: John Powell (2008).

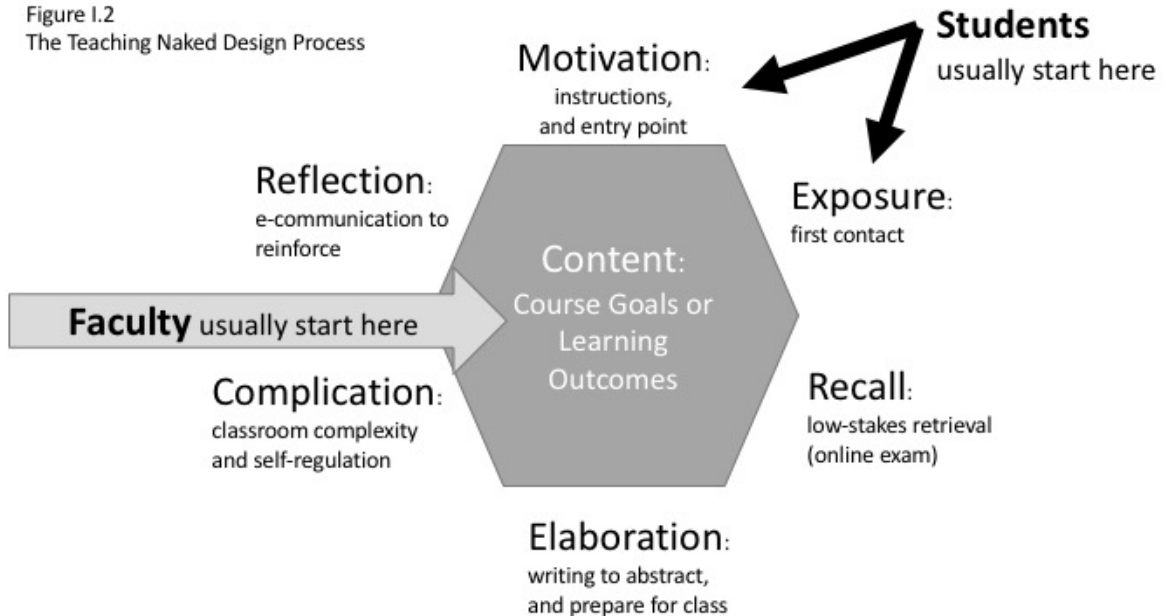
The Scholarship of Teaching and Learning

Make It Stick: The Science of Successful Learning. (Brown, Roediger & McDaniel)
Exposure, rereading, highlighting and massed practice = false fluency NOT learning)

- **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 1.2
The Teaching Naked Design Process



Good Teaching is Inclusive Teaching



Transparency

Clarity
Rubrics



Scaffolding

Structure + Flexibility
Checklists & Backchannels
Study Smarter
Vary Assessments



Model Change

Support Ambiguity & Process
Explain Difference
Slow Thinking
Model Failure



Belonging

Demonstrate Caring
Communication
Syllabus
Names & Pronouns



Engagement

Purpose
Early Feedback
Real-world problems
Vary Teaching Strategies
Entry Points & Motivation
Survey

TRANSPARENCY

Make the BIG Picture Clear

Make the DETAILS Clear

- One up-to-date place for course info (LMS)
- What is required and where (OER?)
- Clear navigation and access of course materials
- Connect learning goals (why) to everything
- What else is hidden?

Rubrics

Make visible your own assumptions, biases and expectations

Find template at www.teachnaked.com/rubrics (under “Borrow”)

Syllabus

First Impressions

Tone and Transparency Matter

Find template at www.teachnaked.com/syllabus (under “Borrow”)

eCommunication Policy – A Clear Invitation

The best way to contact me is: _____ (email/FB/LinkedIn/text)

I will respond to (email/FB chat/text messages etc.) within _____ hours,
except on ___ or between _____ (9pm and 9am etc.)

I am available online (email/FB/Zoom/LinkedIn/Twitter) _____ on _____ days and also
available for _____

If you want an individual (physical/Zoom/Skype/chat) appointment _____

I accept/do not accept FB/LinkedIn friend requests (until graduation?).

TONE: I look forward to helping and supporting you outside of class too!

TITLE: Student office hours, student success hours, hangout time

WHY: Examples of why students might visit your office hours.

LOCATION: Virtual but perhaps in an open space (with coffee)

EXPECTATIONS: regarding email or other contact by students (e.g., student must include his/her name in the email, must put the subject of the email in the subject line, must use an appropriately formal tone, etc.)

BELONGING

Demonstrate Caring

- Learn names and pronouns (pre-class survey)
- Introduction Video
- Say it matters
- Articulate difficulty
- Build Community
- More Reminders
- Personal Messages
- Encourage Persistence
- Virtual Office Hours
- Arrive Early and Stay Late
- Invitations
- Ask for early feedback

Online Content and First Exposure

- identify discipline-specific online content or organize a podcast

1. Finding Tools and Content in Your Discipline

- Lectures & Demos: utubersity, iTunesU, Khan, YouTube, OpenYale, MITOpen
- Other Content: Merlot.org, Google, Wikipedia, universities, governments
- Courses: Udacity, UoPeople, Coursera, EdX, OpenYale, MITOpen

2. Podcasts

- Videos of lectures are a type of podcast
- Real podcasts are better: *teach to the many, not to the middle.*
 - use chapters: organize and give students more control
 - time is no longer an issue
 - use multiple, redundant and alternative examples
 - add something for advanced students (the others can skip)
 - recycle
- Start Small

3. Games

- New Games
- Free Games: Merlot, SeriousGames, EducationArcade, iTunes (apps) GameScene, TheProblemSite, FreeOnlineGames, GameNode, MiniClip

MOTIVATION & EFFORT

Activating Intrinsic Motivation & Discretionary Effort

“to seek out novelty and challenges, to extend and exercise one’s capacity, to explore, and to learn”

- | | |
|---|--|
| <ul style="list-style-type: none"> • Salience Detection <ul style="list-style-type: none"> • Relevant & Worthwhile • Purpose & Meaning • Attention Control <ul style="list-style-type: none"> • Competency & Mastery • Optimal Challenge: Pleasantly Frustrating • Variety • Autonomy <ul style="list-style-type: none"> • Choice, Self-Determination & Growth • Feedback & Supportive Communication | <p>Engagement</p> <p>Optimism</p> <p>Agency</p> |
|---|--|

Instructions and Entry Point

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

Motivating Reading

- Consider the length of reading assignments in relation to your learning outcomes.
- Tell students *why* they are reading in advance.
- Analyze the opening *before* you assign the reading.
- Tell students in advance why the ending is important.
- Email students between classes about specific passages.
- Encourage students along the way using twitter or email.
- Require students to reflect on the entire reading in writing before class
- Give a reading quiz before every class
- Structure class activities or assessment to reward those who did all of the reading.
- Avoid punitive measures.
- Coordinate courses across the curriculum.

Using Summary Sites

- Know and understand the competition: sparknotes, Wikipedia, CliffsNotes, PinkMonkey, gradesaver, enotes, bibliomania.
- Convince students to read just a few chapters first.
- Ask students to read the summary first and discuss how it changes the experience.
- Ask students to compare summary sites.
- Make your assignment more about style or character than plot.
- Ask an unusual question (that won't be answered by the summary)

More Engagement

- Feedback – Early and Often
- Pre-Class Survey
- Real –World Problems
- Vary Teaching Strategies
- Diversify your content and perspectives
- Who else can you highlight?
- Make Effort Visible: If you don't care, I don't care
- Video Feedback
- Active & Student to Student Learning

Online Exams

- 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?
- 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

Motivation: why are we doing this? (goal & how it connects to learning outcomes)

Clarity: around **expectations** (how long & how should this time be divided?)

Checklists: what are the **parts**? (do I think, research, write, draft, edit?)

Rubrics: share **in advance** (what matters and is most valuable)

Spacing and Interleaving: (can I do this all in one sitting?)

Relevance: (can I enhance motivation by choosing better examples?)

Examples at Transparency in Learning and Teaching (TILT)

<https://tilthighered.com/tiltexamplesandresources>

Assignments that Extend/Surprise in Class

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?

SCAFFOLDING

Structure and Flexibility are both inclusive practices

Study Scaffolding

Find template at <https://teachingnaked.com/study-smarter/> (under "Borrow")
 Customize study habits and time on task framework

Study Smarter: Part 1

Reflect: How much time did you need to get the grade you want?

Choose Strategies: Which resources and activities will be most useful

Plan & Implementation: What will you do when and where?

Study Smarter: Part 2

Reflect: What did you actually do?

Adjust: What worked the best?

Revise Your Plan: What will you do differently?

More Scaffolding

Checklists

Essential Concepts

Assessment and Assignment Options

Back-Channel

Need	Sample Uses	Tools
Chat or Q&A	Share resources Ask question Respond to prompts Clarify Comment	GoSoapBox.com Twitter or Google Slides Mentimeter (Q&A type slide) Tricider Teams/Zoom Chat BackChannelChat.com
Word clouds & Open-ended responses	Lists of ideas Unclear concepts Rephrase an idea Examples or Applications	Mentimeter (word cloud, open-ended) AnswerGarden Padlet (visual board)
Voting, Polling & Quizzes	Discover baseline Answer questions Check understanding	Mentimeter Poll Everywhere or Socrative Google Forms Tricider GoSoapBox (“confusion barometer”)
Visual, Brainstorming or Jamming	Collect & connect ideas Share images Play with concepts	Padlet.com Mural.co Jamboard.google.com

Thinking with Others: Why Discussion Fails

Do you think for yourself?

Group Polarization

Influence and Persuasion

The Spotlight Effect

Better Discussions

- **Anonymous Polls First (like a jury)**
- **Prepare Opening Statements (or write first)**
- **Neutral and Two-Sided Questions**
 - When private beliefs are at stake, you dig in
 - “How many different explanations can you...”
 - “Can you think of both an example and a counter-example?”
- **Build Common Purpose/Problems/Goals**
 - Groups build trust over time
 - Explain Relevance
- **Articulate Academic Process**
 - Use a Rubric
 - Engage in Meta-Analysis of the Discussion
 - Create Ambiguity
 - Assign Roles (Evidence Watchdog)
- **Diverse Groups & Encourage Outliers**
 - Longer wait times (1.5 seconds on average)

Inclusive Teaching & Difficult Discussions

1. Develop Trust & Rules of Engagement

Set Expectations about uncertainty and complexity

Clarify Your Role answers, direction or input?

Situational Humility confidence & humility are not opposites

Appreciate Effort your initial response matters most

Reframe Failure errors, accidents or intelligent failure?

Conformity, Trust & Network Bias

Belonging is stronger than facts

Create common class purpose

Examine the flow of cues that announce information to be rejected

Articulate negative associations with groups and ideas.

Nazi doctors discovered, but...

Consensus messaging is the MOST powerful tool

(Do your friends believe in climate change?)

Negativity Bias (4 – 1 ratio)

Cultural Excellence

Heterodox Academy's OpenMind

<https://openmindplatform.org/wp-content/uploads/2020/10/Takeaway.pdf>

Meaningful Conversations

Handout: <https://teachingnaked.com/handouts/>

Class Values Template

Handout: <https://teachingnaked.com/handouts/>

Behaviors of Trust

Listen First: Listen before you speak and question your own assumptions.

Talk Straight: Be honest, open and authentic. Use simple language.

Demonstrate Respect: Show and display how you care for others genuinely.

Clarify "Offensive": can we unpack the emotions/history/context that drive this?

Right Wrongs: Apologize quickly, but recognize 4/1

Give Credit: Be loyal to the absent.

Hold Yourself Accountable First: Take responsibility.

Extend Trust: Don't withhold trust because there is risk involved.

Some adapted from The Thirteen Behaviors of a High Trust Leader in Stephen Covey from The Speed of Trust

2. Start with How

The Illusion of Explanatory Depth, Leonid Rozenblit & Frank Keil (2002)

Harvard Project Zero: Thinking Routines Toolbox

<http://www.pz.harvard.edu/thinking-routines#CoreThinkingRoutines>

3. Disrupt Binary Bias

Yale Program on Climate Change Communication. Take the Test:

<https://climatecommunication.yale.edu/about/projects/global-warmings-six-america/>

Stimulate Ambiguity & Ambivalence

Steve Martin in Father of the Bride:

<https://www.youtube.com/watch?v=onunl7e5DpE> 2:15

Unresolved Tensions

The Power of Paradox

History of Knowledge

4. Explore Divergence

Look for quantity, difference or spectrums

What are the many different reasons people might be opposed to vaccinations?

Disrupt the group associations – Are these all associated with the same group?

Increase ambiguity

What are the ways these ideas/concerns overlap?

What surprises you about these data?

What other explanations can we generate?

What are some things you like/hate about this?

Wicked or thorny problems can be useful BECAUSE of their complexity

Stay specific

5. Articulate the Underlying Tension

Distinguish between **problems** (to solve) & **tensions** (to manage)

Innovation & Efficiency

Safety & Cost

Control & Freedom

Change & Stability

Individual & Collective

Liberty & Justice

Freedom & Equality

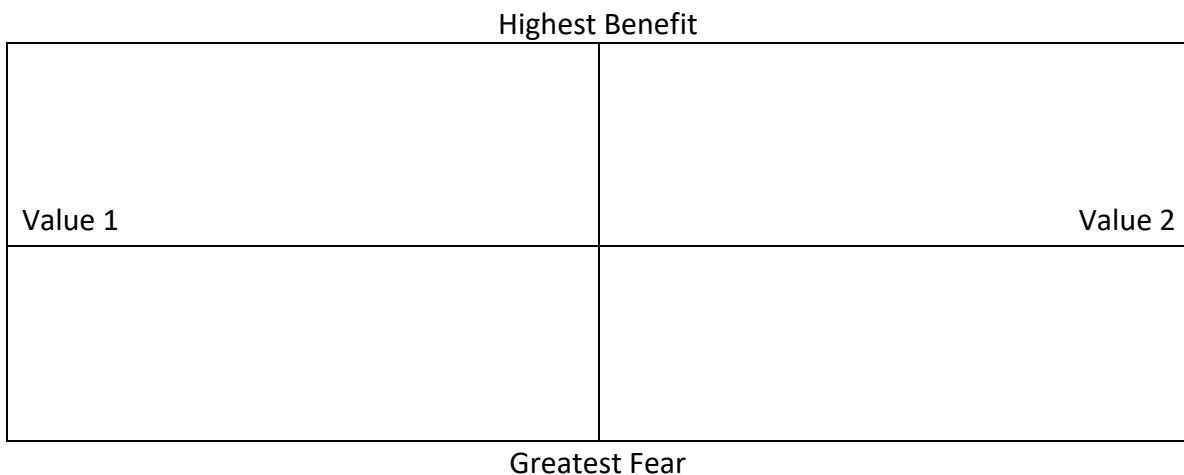
Problems to solve have endpoints and choices.

Tensions are not choices.

Multiple solutions, No right/wrong; No endpoint: Yes/Yes.

Choosing sets up the pendulum.

Polarity Map



6. Find Shared Values

- Awareness of up and down-side for each value
- We all have a preferences
- Acknowledge the downside of your preference and the upside of theirs
- When we hold complexity, we invite others into thinking this way and grow tolerance for ambiguity.

7. 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.

MODEL CHANGE

- Ambiguity
- Intellectual Humility
- Process
- Explaining over Arguing
- Slow Thinking
- Model Failure
- Reframe Failure

Increasing Discretionary Effort

Low Anxiety + High Intrinsic Motivation
Segmented Incentives (sometimes)
Engagement + Optimism + Agency

BIAS & POLICY

System 1 & 2
Limited Cognitive Load
Shortcuts & Cognitive Biases
Motivation & Cognitive Load
Outcomes over Intentions

More at www.teachnaked.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) **NEW!**

Code HTWN at [JHUP https://jhupbooks.press.jhu.edu/title/teaching-change](https://jhupbooks.press.jhu.edu/title/teaching-change)

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