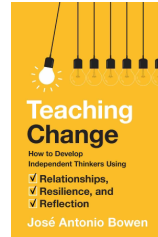


Teaching Change

José Antonio Bowen



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

Discussion and Change

Do you think for yourself?
System 1 and System 2
Homo sapiens as cooperative conformists and shallow experts
 We know a little about a lot and a lot about a little.
Identity and Information: Who you think you are determines what you think.
Group Polarization and the Risky Shift
Influence and Persuasion

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
 - Encourage compliments
- Articulate Academic Process
 - Use a Rubric
 - Engage in Meta-Analysis of the Discussion
 - Create Ambiguity
 - Assign Roles (Evidence Watchdog)
- Diverse Groups & Encourage Outliers

Develop Trust

Listen First: Listen before you speak and question your own assumptions.
Talk Straight: Be honest and tell the truth. Use simple language.
Demonstrate Respect: Show you care for others genuinely. (Discuss HOW)
Create Transparency: Be honest, open and authentic.
Right Wrongs: Apologize quickly and make restitution.
Hold Yourself Accountable: Take responsibility.
Extend Trust: Don't withhold trust because there is risk involved

(Adapted from The Thirteen Behaviors of a High Trust Leader in The Speed of Trust by Stephen M. R. Covey)

Start with How

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

Articulate the Underlying Tension

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

Innovation & Efficiency

Control & Freedom

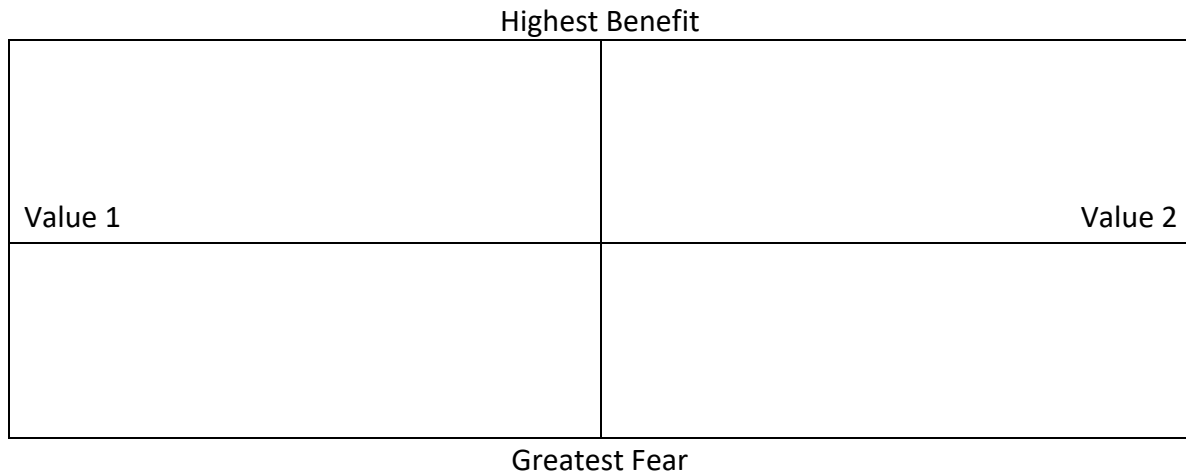
Individual & Collective

Liberty & Justice

Freedom & Equality

Problems to solve have endpoints and choices.

Tensions are not choices.

Polarity Map**TRANSPARENCY****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")

Make the big problem visible

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

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.)

SCAFFOLDING

Structure and Flexibility

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

MOTIVATION & EFFORT

- Salience Detection
 - Relevant & Worthwhile
 - Purpose & Meaning
 - Attention Control
 - Competency & Mastery
 - Optimal Challenge: **Pleasantly Frustrating**
 - Variety
 - Autonomy
 - Choice, Self-Determination & Growth
 - Feedback & Supportive Communication
- Engagement
 Optimism
 Agency

Feedback – Early and Often

Increasing Discretionary Effort

Low Anxiety + High Intrinsic Motivation

Segmented Incentives (sometimes)

Engagement + Optimism + Agency

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

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?)

MODEL CHANGE

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

Learning is S. W. E. E. T. Sleep, Water, Exercise, Eating and Time

The one who does the work, gets the benefit.

Teachers are really “cognitive coaches”

Teaching is a DESIGN problem: to motivate, inspire and guide

Cognitive Coaching

- Support Human Needs
- Provide Scaffolding
- Build Engagement, Motivation & Optimism
- Support Equity & Belonging

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Code HTWN at [JHUP https://jhupbooks.press.jhu.edu/title/teaching-change](https://jhupbooks.press.jhu.edu/title/teaching-change) and
 Code TNT30 for any Teaching Naked book at [Wiley](https://www.wiley.com)

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).

Teaching Change: How to Develop Independent Thinkers Using Relationships, Resilience, and Reflection (Johns Hopkins University Press, 2021) **NEW!**