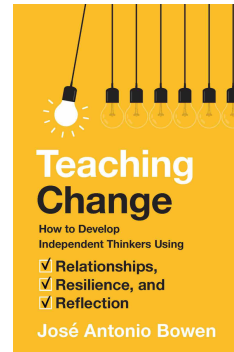


Teaching Change Workshop A

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

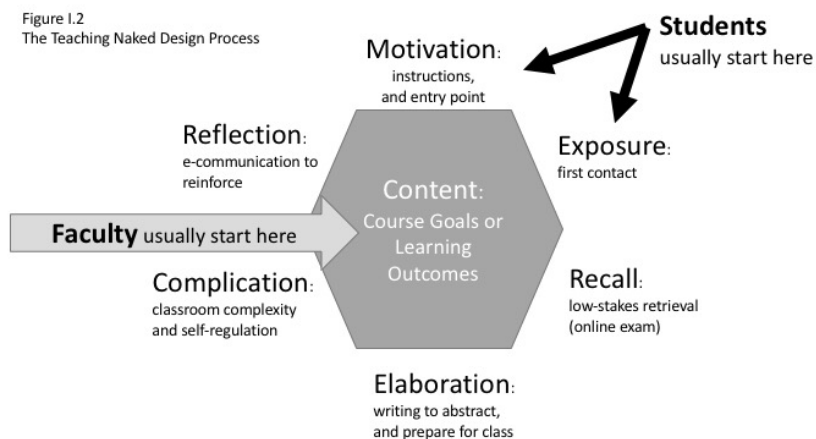
Make It Stick: The Science of Successful Learning. (Brown, Roediger & McDaniel)

Concrete and Personal (matters to me, examples)

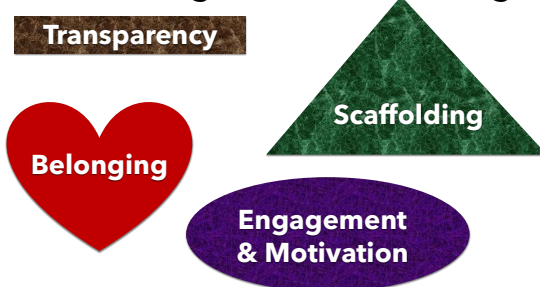
- **Knowledge is Necessary** (but not sufficient)
- **Retrieval and Self-Testing** (online exams, games)
- **Elaboration** (connections, analogies, writing)
- **Abstract** (extracting rules, larger context, mental models)
- **Failure** (add difficulty, attempts before solutions, feedback)
- **Interleaving**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

Teaching Naked Design Process

Figure 1.2
The Teaching Naked Design Process



Good Teaching is Inclusive Teaching



Targeted Universalism:
John A. Powell (2008).

Online Content and First Exposure (Scaffolding)

- identify discipline-specific online content or organize a podcast

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

Instructions and Entry Point (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

Online Exams (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

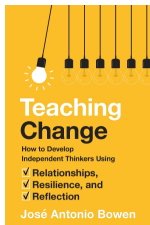
- More feedback
- More personal
- More nuance
- More human & “connected” (shows you care)
- Less likely to be misunderstood
- Tone feels more positive
- Faster

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.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)

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](#)