

What the Best College Teachers Do

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Introduction and Background

- Book Discussion
- Summer Institute

Teaching for Deep Learning





Creating a Natural Critical Learning Environment

- Findings supported by research
- People tend to learn more effectively and deeply in ways that make a sustained, substantial, and positive influence on the way they act, think, or feel when...



Creating a Natural Critical Learning Environment

- ... they are trying to solve problems (intellectual, physical, artistic, practical, abstract, etc.) that they find intriguing, beautiful, and/or important
- ...they are able to do so in a challenging yet supportive environment in which they can feel a sense of control over their own education



Creating a Natural Critical Learning Environment

- ... they can work collaboratively with other learners to grapple with the problems
- ...they believe that their work will be considered fairly and honestly
- ... they can try, fail, and receive feedback from expert learners in advance of and separate from any summative judgments of their efforts



Creating a Natural Critical Learning Environment

- Time to think...
- Think of how you could design an activity in your class that would allow you to implement these principles

The Personal and Intellectual Development of Students





How do you know you have made a
lasting impact on a student's life?



Intellectual AND Personal Development

- “Why should I care about this?”
- How can you foster personal development in your discipline?
- Examples?



How to Promote Intellectual and Personal Development

- Bring your own enthusiasm
- Respect the student
- Use the large lecture as a dialogue
- Help students to see how higher order learning/critical reasoning works in your discipline
 - This is a developmental process, which must be modeled
 - A good foundation is required
 - It starts with a syllabus!



The Promise Syllabus

IV. COURSE OBJECTIVES

The Promise: I Promise that I will improve your ability to speak in public, sharpen your communication skills and decrease your anxiety, as well as create an enjoyable class experience, if you will attend all possible class sessions (up to the last day), monitor your progress and commit to completing the assignments to the best of your ability.

General Education Objectives:

- **Communication:** listening critically, analyzing and giving appropriate feedback; analyzing audiences and situations, and adapting; working collectively in a group; planning (written) and delivering (oral) a message to an audience to inform and persuade.
- **Information Management:** conducting research, collecting



Assessment Philosophy Shift

- Average performance over a semester (rewards everything – may not accurately represent end result, timing is important)
- Final Assessment (gets assessment of end product – high pressure for single performance event)
- Cumulative Attainment of Goals (competencies) (reflects cumulative achievement without time implications – allows incremental withdrawal)



Assessment Procedure Shift

- Outline desired competencies, and developmental levels (what is an “A” speech)
- Provide multiple events to demonstrate each competency
- No Points, No Make up
- Stress student choice and consequences
- Eliminate all activities/assessments that do not relate to one of the competencies

LEVEL 4: To receive an “A” you must achieve 17 competencies from Levels 3 & 4, and all Level 2 and below

- ____ (A) Can use an attention-getter effectively and appropriately at the beginning **and end of a speech.** Introductions #1, #2, informative, persuasive, toast
- ____ (B) Can outline a speech with clear main points, that are in **the most appropriate pattern (supporting a clear specific purpose)** that is developed and supported **with cited evidence.** Introductions #2, informative, persuasive, toast
- ____ (C) Can deliver a speech with clear main points that **are in the most appropriate pattern** and are developed and supported. Introductions #1, #2, informative, persuasive, toast
- ____ (D) Has **transitional statements.** Introductions #2, examination, informative, persuasive, toast
- ____ (E) Can gather and share outside material/support related to the topic and points, **and cites sources well.** Introductions #2, informative, persuasive, debate, toast
- ____ (F) Body language and eye contact include/connect to audience. Joke, introductions #1, #2, quote, informative, persuasive, debate, toast
- ____ (G) Voice used to create an appropriate/important mood for speech. Joke, introductions #1, #2, quote, informative, persuasive, debate, toast
- ____ (H) Can **promote group process effectively through conflict.** Evaluation exercise, quote speech, examination, persuasive proposal.
- ____ (I) Can evaluate own or peer speech and **recommend improvements.** Introductions #2, informative, persuasive
- ____ (J) Can effectively respond to an alternate view with logic **and evidence.** Persuasive speech, debate.
- ____ (K) Can effectively use technology to **enhance** communication. Introductions #2, informative, persuasive, toast
- ____ (L) Can accurately follow complex oral instructions. Examination, Outline (persuasive), topic report



To pass this class, you must achieve all of the below “Requirements to Pass”

Understand the basics of preparing and giving a speech as first seen in:

_____ (T) Speech (U) _____ Outline
Introduction #2, informative, persuasive

_____ (V) Can deliver a speech to share information. Joke,
introductions #1, #2, quote, informative, persuasive, debate, toast

_____ (W) Can deliver a speech toward changing another's
opinion. Persuasive, debate

_____ (X) Can volunteer and address an audience. Joke,
introductions #1, #2, quote, informative, persuasive, debate, toast

_____ (Y) Can share humor or personal insight with an
audience. Joke, introductions #1, #2, quote, informative, persuasive,
debate, toast

_____ (Z) Can present another person to an audience.
Introductions #1, #2, debate, toast



LEVEL 1: To receive a “D” you must achieve 6
competencies from Level 1, and all of the Requirements
to Pass

- _____ (A) Can use an attention-getter.
- _____ (B) Can complete a basic outline toward a purpose.
- _____ (C) Can deliver a speech with 2 or more distinct and clear main points.
- _____ (D) Has a preview.
- _____ (E) Can explain and his/her position logically.
- _____ (F) Movement and body language are not distracting.
- _____ (G) Volume is sufficient, voice clear and distinct enough.
- _____ (H) Can work in a group to **actively help** produce a product.
- _____ (I) Can identify an organizational pattern and appropriate main points.

LEVEL 1: To receive a “D” you must achieve 6 competencies from Level 1, and all of the Requirements to Pass

Pr Ia 12 1 (A) Can use an attention-getter.

Pr Ia 12 (B) Can complete a basic outline toward a purpose.

Pr Ia (C) Can deliver a speech with 2 or more distinct and clear main points.

Pr Ia? (D) Has a preview.

D Pr Ia (E) Can explain and his/her position logically.

Pr (F) Movement and body language are not distracting

Pr Ia 12 (G) Volume is sufficient, voice clear and distinct enough

Pr X GS (H) Can work in a group to **actively help** produce a product.

PE X (I) Can identify an organizational pattern and appropriate main points.

LEVEL 2: To receive a “C” you must achieve 14 competencies from Levels 1 & 2, and all of the

Requirements to Pass

- _____ (A) Can use an attention-getter **effectively**. Introductions #1, #2, informative, persuasive, toast
- _____ (B) Can outline a speech with 2 or more distinct and clear main points, **that are related and in a pattern**. Introductions #2, informative, persuasive, toast
- _____ (C) Can deliver a speech with 2 or more distinct and clear main points, **that are related and in a pattern**. Introductions #1, #2, informative, persuasive, toast
- _____ (D) Has **a preview that reflects main points**. Introductions #2, examination, informative, persuasive, toast
- _____ (E) Can **gather and share outside** material/**support**. Introductions #2, informative, persuasive, debate, toast
- _____ (F) Eye contact and gestures add meaning to content/structure Joke, introductions #1, #2, quote, informative, persuasive, debate, toast
- _____ (G) Volume, rate and/or tone add to meaning of speech Joke, introductions #1, #2, quote, informative, persuasive, debate, toast
- _____ (H) Can work in a group to actively help produce a **quality** product. Evaluation exercise, quote speech, examination, persuasive proposal.
- _____ (I) Can evaluate a peer’s speech. Introductions #1 to 2, group speech, examination, informative
- _____ (J) Can respond to an alternate view with logic. Persuasive speech, debate.



To receive a “B” you must achieve 16 competencies
from Levels 2 & 3, and all of Level 1 and below

- _____ (A) Can use an attention-getter effectively **and appropriately at the beginning of a speech.**
- _____ (B) Can outline a speech with clear main points, that are in **an appropriate pattern (supporting a clear specific purpose) that is developed and supported.**
- _____ (C) Can deliver a speech with clear main points, that are in an **appropriate pattern that is developed and supported.**
- _____ (D) Has a **review.**
- _____ (E) Can gather and share outside material/support **related to the topic and points.**
- _____ (F) Eye contact and gestures add impact to content/structure
- _____ (G) Volume, rate and/or tone add to emotional tone of speech
- _____ (H) Can **employ leadership roles to promote process.**
- _____ (I) Can evaluate a peer’s speech **and recommend improvements.**
- _____ (J) Can **effectively** respond to an alternate view with logic.
- _____ (K) Can use technology to **support** communication.
- _____ (L) Can accurately follow complex written instructions.



LEVEL 4: To receive an “A” you must achieve 17 competencies from Levels 3 & 4, and all Level 2 and below

- _____ (A) Can use an attention-getter effectively and appropriately at the beginning **and end of a speech.**
- _____ (B) Can outline a speech with clear main points, that are in **the most appropriate pattern (supporting a clear specific purpose)** that is developed and supported **with cited evidence.**
- _____ (C) Can deliver a speech with clear main points that **are in the most appropriate pattern** and are developed and supported.
- _____ (D) Has **transitional statements.**
- _____ (E) Can gather and share outside material/support related to the topic and points, **and cites sources well.**
- _____ (F) Body language and eye contact include/connect to audience
- _____ (G) Voice used to create an appropriate/important mood for speech
- _____ (H) Can **promote group process effectively through conflict.**
- _____ (I) Can evaluate own or peer speech and **recommend improvements.**
- _____ (J) Can effectively respond to an alternate view with logic **and evidence.**
- _____ (K) Can effectively use technology to **enhance** communication.
- _____ (L) Can accurately follow complex oral instructions.



Guidelines for Deep Learning

- 1. They are trying to answer questions or solve problems they find interesting, intriguing, important, or beautiful
- 2. They can try, fail, receive feedback, and try again before anyone makes a judgment of their work
- 3. They can work collaboratively with other learners struggling with the same problems
- 4. They face repeated challenges to their existing fundamental paradigms



Guidelines for Deep Learning

- 5. They care that their existing paradigms do not work
- 6. They can get support (emotional, physical, and intellectual) when they need it
- 7. They feel in control of their own learning, not manipulated
- 8. They believe that their work will be considered fairly and honestly



Guidelines for Deep Learning

- 9. They believe that their work will matter
- 10. They believe that intelligence and abilities are expandable, that if they work hard, they will get better at it
- 11. They believe other people have faith in their ability to learn
- 12. They believe that they can learn



Final Thoughts...

- “Teach less better” (Jeanette Norden)
- Highly successful teachers build their courses and each part of their courses around questions
- “Teaching has not occurred until learning has happened” (Jeanette Norden)