

**TAKING TIME FOR TEACHING:
PEDAGOGY 101: BEFORE YOU SET FOOT IN THE
(PHYSICAL OR VIRTUAL) CLASSROOM**

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AEC Pedagogy Brownbag Series
October 28, 2016

6 Principles of University Teaching

1. Consider the Audience
2. Plan
3. Enhance Engagement
4. Teach
5. Assess
6. Reflect

Kay Sagmiller (2014) OSU Center for Teaching and Learning:
http://ctl.oregonstate.edu/sites/ctl.oregonstate.edu/files/six_principles_of_university_teaching.pdf; <http://ctl.oregonstate.edu/resources>

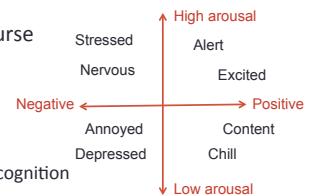
Principle 1. Consider the Audience

- What are students' incentives to learn?
 - Intrinsic interest and motivation for subject matter (us too!)
- How do we harness students' intrinsic interest and motivation?
 - Emotional aspects of course design and interaction
 - Relationship to the instructor
 - Feeling of safety in the classroom

* Proposition 1: Serving student needs meets faculty, department & university goals

Principle 1. Consider the Audience

- Emotional aspects of course design and interaction
 - Want "activating" emotions for learning
 - Positive emotion impacts cognition
 - Facilitates intrinsic motivation
 - Facilitates learning: "Broadening and building" effect
 - Increases creativity
 - Leads to positive judgment and feedback



[Jan Plass, PhD](#), NYU, Co-Director of the Games for Learning Institute (G4LI)

Principle 1. Consider the Audience

- Relationship with instructor is how students decide if they *expect* to learn, which influences if they *will* learn
 - Positive emotions lead to positive relationship
 - One-way relationship? How to present yourself makes them feel like they know you, and that's enough. You are a role model.
- Feeling *safety* in the classroom allows students to open their minds and learn
 - Positive open environment, modeling respectful discourse, setting expectations and following through
 - Build trust in the learning and assessment process

Principle 1. Consider the Audience

- What is threatening or scary about AEC classes?
 - Consider the subject matter and student characteristics
- How do we create a positive, safe environment for students?
 - Model positive emotions: Interest, curiosity, excitement for topic
 - Acknowledge scary aspects and reassure up-front
 - Explain WHY it's important to learn about this topic
 - Explain HOW you will learn about this topic (step by step, meta-cognitive steps)
 - Care! (Or pretend that you care: fake it 'til you make it.)

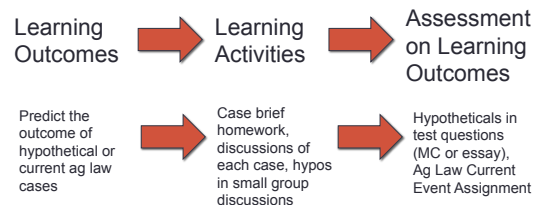
Principle 1. Consider the Audience

- What are students' incentives to learn?*
- Intrinsic interest and motivation for subject matter (us too!)
- Pass the damn class & graduate (fair enough, that's ours too).
- Proposition 2: In a well-designed class, you can only pass if you demonstrate learning.
 - Corollary: In a well-designed class, you can't pass if you don't demonstrate learning.
- Proposition 3: A well-designed curriculum leads to knowledge, skills AND graduation.

* Proposition 1: Serving student needs meets faculty, department & university goals

Principle 2. Plan

- Alignment: Design the class to teach then assess on the learning outcomes. Students must demonstrate grasp of learning outcomes to pass class.

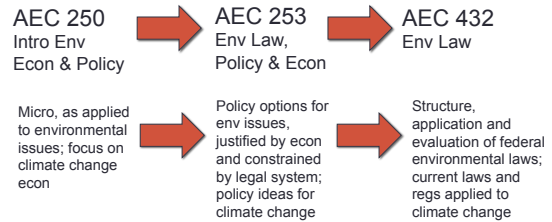


Principle 2. Plan

- Identify typical points where students struggle
 - Before learning activity or assessment:
 - Acknowledge difficulty, reassure
 - Explicitly provide clarifying information to avoid typical mistakes
 - Explicitly outline learning steps
 - Provide several content delivery methods for extra help
 - After learning activity or assessment:
 - Be prepared to provide ample feedback individually, or
 - Schedule review of assignment with class
 - Plan to offer re-do of assignment to earn back points

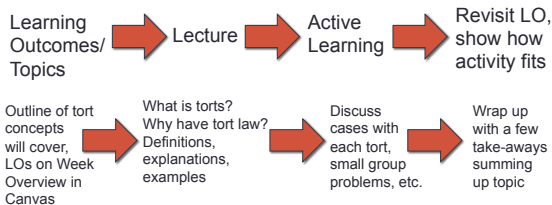
Principle 2. Plan

- Alignment: Identify where a course fits into the curriculum. Intentionally design course to develop knowledge and skills at the appropriate level of rigor.



Principles 3 & 4. Enhance Engagement & Teach

- Positive, safe learning environment supports engagement
- Instructor's role is *facilitator* of student learning—engagement & relationship is necessary
- Plan each class session



Principles 3 & 4. Enhance Engagement & Teach

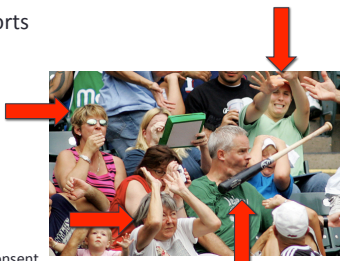
- Plan interactive lectures
 - Connect course content to students' prior knowledge
 - Show what they already know, then explicitly show where new information fits into prior learning in course or curriculum
 - Pique curiosity with a question—plan class to demonstrate finding the answer—narrate your thought process
 - Power of stories
 - Relevance and concreteness—tangible details
 - Highly engaging, memorable, relatable
 - Problem solving, conflict—want to hear the end!
 - Change and surprise—questions, joke, activity, movement

Example from Ag Law: Every picture tells a story

Types of Intentional Torts

• Torts to the Person:

- Assault
 - Act that puts one in fear of imminent bodily contact.
- Battery
 - Offensive contact with the body.
- False Imprisonment
 - Confinement of person to fixed place without consent.
- Intentional Infliction of Severe Emotional Distress
 - Intentionally causing severe emotional distress through extreme or outrageous acts, outside norm of human decency.



Principles 3 & 4. Enhance Engagement & Teach

• Active Learning Activities

- Extend and refine students' knowledge through authentic tasks, such as application to real-world problems
 - Problem Solving: I Do, We Do, You Do
 - Case studies (legal, business—decision making problems)
 - Questioning purposefully—get comfortable with a little silence!
 - In-class short writing/reflection/quiz
 - Short multimedia
 - Current events
 - Games & Simulations—next time!

Jim Eison, PhD. (2010) Using Active Learning Instructional Strategies to Create Excitement and Enhance Learning. <http://tinyurl.com/h5cglly>

Pedagogy 101: Take-Aways

1. Consider the Audience—Emotional aspect sets foundation for the class
 - Engage student incentive: Intrinsic interest and motivation
 - Key words: Relationship, modeling, positive, safety
2. Alignment: Within class period, within course design, within curriculum
 - Engage student incentive: Pass the class & graduate
 - Key idea: In a well-designed class, you can only pass if you demonstrate learning.
3. Plan arc of the class period—facilitate learning through active engagement with material