

Teaching Institute Agenda and Hot Topics Notes

March 15, 2017

AGENDA

- Bonding Bingo Ice Breaker
- Introductions
- Introduction to Teaching Institute
- Tricks of the Trade
- Dinner and Hot Topics with Small Groups
- Group Sharing With Larger Group
- Evaluation, Closing Remarks, and Gratuity

HOT TOPICS

Group 1

Constant Distraction from Electronic Stuff (Scott M.)

- Plastic sleeves to put things in
- Can find positive way to use
- Social aspect in class may remove need for tech distraction
- Reverse psychology
- Use responders (like clickers but for cell phones)
- In syllabus put acceptable vs unacceptable uses of phone
- Welding books are online
- Teach them "Affective" issues

Unable to use white board due to skin allergy (Joyce P.)

- Surface Pro 3
- Document camera
- Messy handwriting
- Gloves?
- Powerpoints/ MSword/ Canvas
- Portable chalkboard
- Equity issues
- Facilities: Need more modern technology (touch screens) in computer labs

Flipped Classroom- students don't come prepared (Amy C.)

- Class participation penalties

- Quiz them when they come in
- Put them in groups
- Set expectations at beginning of semester
- Modes of offering - students stuck doing wrong
- Modes of offering are limited
- Students get preparation and participation points
- Students may have poor study skills
- Interventions?
- 1-on-1 conferences
- Teach to the people who are prepared
- Students think that everything that's in their phone is in their brain
- Power of failure

Group 2

Serving Students with Multiple Learning Challenges (i.e. learning disabilities, technology skills, language proficiency) (Kali)

- A.) Images/Icons accompanying written instructions
- B.) Challenging students' patterns
- C.) Getting expertise from DSPS counselors
- D.) Get them to use Google audio search
- F.) Draw a line for your own sanity

Students Complained that There Is Too Much Work (Online Class) (Zina)

- A.) Get anonymous feedback; use survey on Blackboard
- B.) Ask students to assess time put towards going to online class vs. face to face class
- C.) Review expectations/requirements of an online class

Multilevel Classes – Beginning and Intermediate Students Combined Together (painting/drawing/etc.) (Dave)

- A.) Online videos/tutorials to support the initial in case demo
- B.) Self-evaluate throughout the process
- C.) Fill out evaluation form in advance
- D.) Direct critique on a particular technique – then a bigger critique every few classes

- E.) Class scheduling/class's separate new building (future planning)
- F.) Get student/teaching assistances, tutors/mentors, embedded tutors/instructional assistants

How to provide useful feedback/grading to students? What is beneficial to them? How to maintain balance of giving quality feedback and amount of time used to do it well? (Maureen)

- A.) Have them integrate the feedback into their next assignment
- B.) Have students create check list of the instructor's feedback and then students need to show how they learned to fix it; incorporate fix into their next essay and highlight it in color
- C.) Assign points to improvements

Project Based Learning progress seems stalled – student still at basic level, not ready to do a case study (Rajeev)

- A.) Motivate students by letting them choose a company they are interested in/familiar with (instructor approved)
- B.) Set up groups in Blackboard w/ strict instructions and deadlines
- C.) Points for each member of group

Group 3

Grading Scheme for ESL/Grammar class? (Erin)

- Coasting VS. Obsessive dedication?
- How to create a scheme that fairly balances all skills?

Solution: be extreme, tough, etc. with grading lesser weighted home works to incentivize the “coasters.” Recognize “obsessively dedicated” early and try to work with them to balance workload and help with test taking.

Challenges with generating discussion around topics in English 1A (Patty)

- E.G.: socio-economic class issues
 - Marriage
- Situations. Do reading, have questions in book, but can't answer them
 - *Still – how to help/get them to offer well-thought out and informed answers?

Solution: Journals; quick summaries after reading; offer sentence prompt – they have to finish; groups on questions – do “puzzle” activity, share each group answers with next group; set up debate teams; anonymous opinions that they can discuss

- Have each group answer 1 question with 3 supporting quotes and a statement; next group “grades” and corrects it

Students not doing their readings! (Aki)

- Incentives? Consequences? Quizzes?
- Do some “reading” in class – 5 Minutes to “review” reading at start of class on their own, then groups answer specific questions (quickly) based on reading...
- Modeling how to read, annotation, etc.
- Focus and model with 1 good paragraph – how to read and take notes, show how we read
- Give them post-it pads to use in book/reader! (since students cannot mark up or highlight rental textbooks)

Challenges with class discussions!? How to keep the conversation going? (Amy M)

- Competition, debate, ratings
 - They get excited!
- Make someone or a few students be the “devil’s advocate” in each class with props!
- Each group “reports” on a question, then give class time to each write 2-3 comments, responses, then call on them to get discussion going