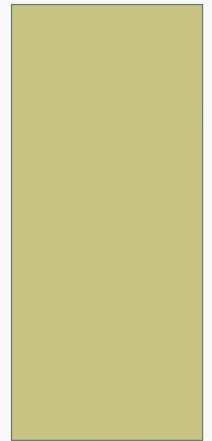


# THE ART OF COLLEGE TEACHING

MASTER EDUCATOR'S LECTURES  
SUMMER 2014  
CAROLIEN ANNINK, PH.D.



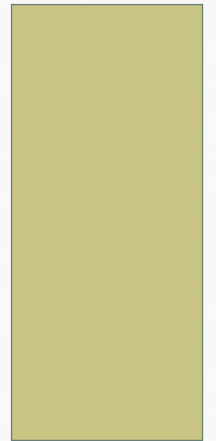
# PARTICIPANT OUTCOMES:

By the end of session 1, participants will be able to:

- Summarize the importance of the Teacher-Student relationship
- List aspects of their own teaching in which this relationship can be enhanced
- Describe ways several ways to make lecturing more dynamic.
- Identify which suggested techniques fit their own teaching style
- Rewrite a lecture incorporating a discussed way to enhance the interactivity of lecturing.

# THE TEACHER-STUDENT RELATIONSHIP

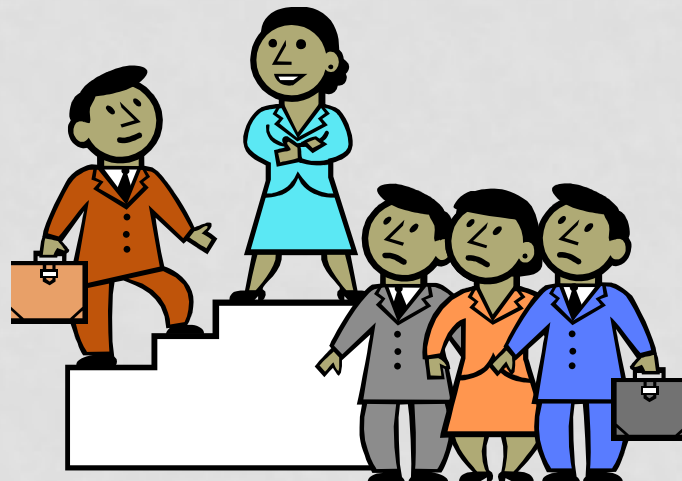
1<sup>ST</sup> LECTURE



# THE TEACHER-STUDENT RELATIONSHIP

Prompt 1:

- Do you agree with Dr. Allitt that a proper student-faculty relationship is based on **inequality**?



# THE TEACHER-STUDENT RELATIONSHIP

Prompt 2:

- What are your experiences with learning students' names, holding office hours, and writing letters of recommendation to **establish a good relationship?**



# THE TEACHER-STUDENT RELATIONSHIP

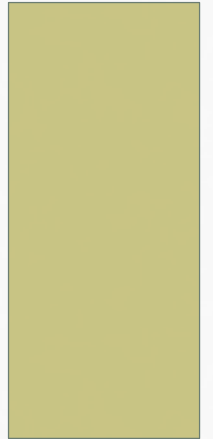
Prompt 3:

- What are your thoughts on the **fine line** between taking interest in your students and getting involved in their private lives?



# DYNAMIC LECTURING

2<sup>ND</sup> LECTURE



# DYNAMIC LECTURING

Round Robin:

- What one word comes to mind when you hear the word: "Lecturing"





# DYNAMIC LECTURING

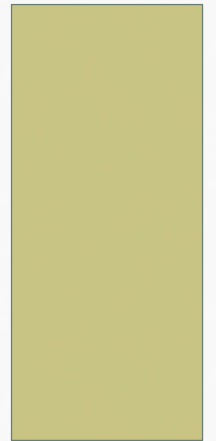
## Note-taking Pairs:

- Take notes of each section of the lecture, to use in a discussion with your neighbor:
- 10 minutes lecture, 5 minutes compare notes



# ENGAGING WITH DISCUSSION

3<sup>RD</sup> LECTURE



# PARTICIPANT OUTCOMES:

By the end of session 2, participants will be able to:

- Explain the importance of developing students' discussion skills
- List several classroom activities to practice discussion skills
- Create a lesson plan using one of the discussion techniques

# ENGAGING WITH DISCUSSION

Buzz Groups (3-4 persons)

Prompt 1:

- Why it is important that ALL students participate?



# ENGAGING WITH DISCUSSION

Buzz Groups (3-4 persons)

Prompt 2:

- What type of discussion does Allitt focus on? And what does he neglect?



# ENGAGING WITH DISCUSSION

Buzz Groups (3-4 persons)

Prompt 3:

- “Don’t accept a wrong answer just because you are grateful they talk.”



Workshop to accompany the DVD  
series "The Art of Teaching: Best  
Practices from a Master Educator,

# ENGAGING WITH DISCUSSION

## Three-step Interview

### Prompt 4:

- What is your experience with using discussion techniques in the classroom?



# ENGAGING WITH DISCUSSION

Think-Pair-Share & All-group discussion

Prompt 5:

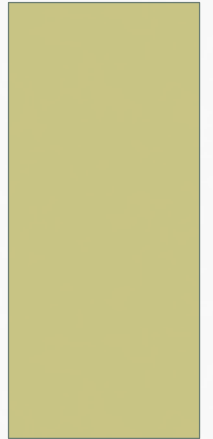
- What strikes you most from the lecture?





# THE LEARNER'S PERSPECTIVE

4TH LECTURE



# THE LEARNER'S PERSPECTIVE

Note-taking pairs:

Section 1:

- What does the research say bout learning and **learner centered teaching**?



# THE LEARNER'S PERSPECTIVE

Note-taking pairs:

Section 2:

- What does the interviewed faculty member think about **learning styles**?



# THE LEARNER'S PERSPECTIVE

Note-taking pairs:

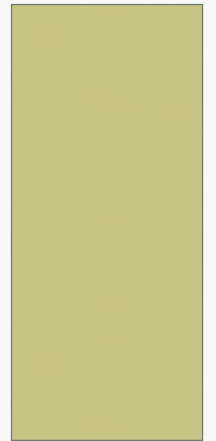


Section 3:

- What is your view on students teaching other students: **Reciprocal Teaching**?

# MANAGING THE CHALLENGES

5TH LECTURE



# MANAGING THE CHALLENGES

Think-Pair-Share:

Section 1:

- How do you prefer the physical classroom to be arranged? What are your experiences with different set ups?



# MANAGING THE CHALLENGES

Buzz groups: 3-4

Section 2:

- Does MC offer you enough support for your instructional professional development?



# MANAGING THE CHALLENGES

Silent writing:

Section 3:

Students of color and international students

– cultural diversity:

Cause for celebration and attention

