DITA Orientation 2018

Day 2 Topic: Teaching Clearly
Goals of DITA Orientation Sessions

Learn and Enjoy the Moment!

• Provide strategies and practice for English teaching speech in the undergraduate classroom
• Provide strategies and practice for English communication success across campus
• Build procedural knowledge of the teacher roles and expectations within the OU context
• Facilitate the formation of a long-term, supportive community for ITAs across departments
Most Important Skills for a Teacher

• How many of you have been teachers before?
• How many of you have been students before?

• With your group, compile an ordered list of the 5 most essential skills a teacher needs in any learning context
Traditional Notions of Teaching/Learning
About Me

• United States Army
• Texas Christian University
  – B.S. Communication 2014
  – M.S. Communication 2016
• Married to Maria
• Daughter is Lily
About You

• Name
• Hometown
• Major
• Who is your favorite comic book character?
• What is your favorite sports team?
Teaching = Helping the Learning Process

Get a “Learning Keys” Handout from your table. Fill in the blanks as we go through the next few slides.

“Learning is a process that leads to change, which occurs as a result of experience and increases the potential for improved performance and future learning.”

Teaching = Helping the Learning Process

- Through Tutoring
- During Office Hours
- In Lab
- In Studio
- In Online Activities
- In Discussion Groups
- Knowledge
- Skills
- Attitudes
Every year in my introductory psychology class I teach my students about classic learning theory, particularly the concepts of “positive and negative reinforcement.” I know that these can be tough concepts for students to grasp, so I explain very clearly that reinforcement always refers to increasing a behavior and punishment always refers to decreasing a behavior. I also emphasize that, contrary to what they might assume, negative reinforcement does not mean punishment; it means removing something negative to increase a desired behavior. I also provide a number of concrete examples to illustrate what I mean. But it seems no matter how much I explain the concept, students continue to think of negative reinforcement as punishment. In fact, nearly 60% of the class got it wrong on a recent exam. Why is this so hard for students to understand?

Cognitive Psychology and Learning

How People Learn:
Four cognitive processes every teacher should know

- Attention
- Encoding
- Storage
- Retrieval

senseandsensation.com
Gagne’s Nine Instructional Events

**Teaching Clearly**
- Gain Attention
- Inform Learners of Objectives
- Stimulate Recall of Prior Learning
- Communicate Content
- Provide Learning Guidance

**Evaluating Clearly**
- Elicit performance or practice
- Provide feedback
- Assess performance
- Enhance retention and transfer
Gain Attention

- Utilize **BRIEF** ice breaker activities, practical examples, current news stories/events, case studies, YouTube videos, or podcasts and videocasts.

- Utilize technologies such as clickers, and brief surveys to ask leading questions prior to lecture or gain a response to a controversial issue in the lesson.

- In online and hybrid courses, use the discussion board for attention grabbing content.

- **GAINING ATTENTION CONTENT MUST BE RELEVANT TO THE LESSON**
Inform Learners of Objectives

- **How?** Achievable and Brief
- **When?** At the beginning and end of lesson
- **Where?** Board, PPTs, Notes, Online
The Importance of Prior Learning

<table>
<thead>
<tr>
<th>Helps Learning When...</th>
<th>Hinders Learning When...</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Activated</td>
<td>• Inactive</td>
</tr>
<tr>
<td>• Sufficient</td>
<td>• Insufficient</td>
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<tr>
<td>• Appropriate</td>
<td>• Inappropriate</td>
</tr>
<tr>
<td>• Accurate</td>
<td>• Inaccurate</td>
</tr>
</tbody>
</table>
How to Activate Prior Learning

• Talk to **colleagues** who have taught the class before
• Do a brief **diagnostic test** about the basic course content
• Have students **self-assess** their own prior knowledge on the topic
• Use a **brainstorming activity** to collect prior knowledge
• Look for **patterns of error** in student work
• Use **practice exercises** to identify students’ prior knowledge
• **Explicitly link** new material to previous courses/lessons
• Use **analogies and examples** to connect to everyday knowledge
Communicate Content

• Maximize cohesion/coherence: use transition words, phrases and sentences (also called “previewing”)
• Follow a general-specific-general organization
• Give lots of relevant examples
• Highlight main concepts and key words/phrases
• Use speaking clearly strategies from yesterday
• Micro-teaching
Communicate Content with Visuals

- Drawings/Diagrams
- Charts
- Tables
- Graphs
- Stories
- Examples
- Timelines
- Models
- Processes
- Real World Scenarios
- Demonstrations
Provide Learning Guidance

Essentially, this involves checking for understanding and providing clear guidance for application activities.

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• Do NOT just ask, “Understand?”
• Ask learners to repeat instructions
• Ask learners to explain in their own words
• Ask learners to provide an example
• Ask learners to think of an exception
• Ask open-ended questions
  – Because the weight of the ball? Or because of the inertia of the ball?
Your Plan for Teaching Clearly

- What did you learn today about learning and teaching?
- How will you remember and apply what you learned today?
- Which instructional event will be most challenging for you to do while teaching in your field’s context?
- What questions about teaching clearly do you still have?
Practicum and Group Discussion

Use the handouts from group facilitators to guide your time

Practicum Time: Ninety minutes

Reflection and Games Time begins at 11:30 in this room