What sets a 3M teaching winner apart?

Dr. Olenka Bilash
obilash@ualberta.ca
Questions from grad students-sessionals

• Tips about teaching
• Tips about preparing for a teaching award nomination
• Tips about sustaining your passion in a research institute
Teaching tips

• Develop a relationship early
• Get to know your students
• Be authentic and genuine
• Respect and investment
• Listening - Seeking feedback from your students
• Listening to THEIR Questions
• Safe learning environment
• Keep things in perspective
• Improving your practice - PCK
Develop a relationship early

- Send a note prior to the beginning of the course
- Ask questions that will help you ascertain their interests and experiences; use this to select/develop your examples
- Learn their names and use them
- Talk to “all” students (fairness)
- Are you being their ‘instructor’? ‘friend’? ‘mentor’?
Cultural differences

• In North America we try to keep an arm’s length distance from students (we highly value (the perception of) fairness)

• In some Asian cultures relationship is the key (eating with students makes you approachable)
Get to know your students

*Reciprocity-Reveal-disclose-transform*

What/who is under the cover?

http://www.hongkiat.com/blog/100-funny-photos-taken-at-unusual-angle-humor/
BE – becoming YOU

• Be Authentic
• Be Genuine
Respect and investment

• Every moment counts
• Make content relevant
• Make the contract explicit
• Responsibility
Every moment counts

• Every moment IS a potential critical incident for someone - you cannot predict or orchestrate them
Making content relevant

• Multiple learning styles (Gardner, 1983)
  – Logical-mathematical
  – Linguistic

Primary indicators of being educated
Making content relevant

• Multiple learning styles (Gardner, 1983)
  – Logical-mathematical
  – Linguistic
  – Visual
  – Auditory
  – Kinesthetic

Neil Fleming’s VAK model (NLP)
Making content relevant

- Multiple learning styles (Gardner, 1983)
  - Logical-mathematical
  - Linguistic
  - Visual
  - Auditory
  - Kinesthetic
  - Interpersonal
  - Intrapersonal
  - Musical

Experiential (Kolb, Dale...
Making content relevant

- **Using statistics:**
  - [http://informationcentral0.tripod.com/id20.html](http://informationcentral0.tripod.com/id20.html) (correct spelling/grammar)
  - [http://www.allfunandgames.ca/facts/numbers.shtml](http://www.allfunandgames.ca/facts/numbers.shtml)
Making content relevant

• Visual cues:
• Hans Rosling on global population growth:
• http://www.ted.com/talks/hans_rosling_shows_the_best_stats_you_ve_ever_seen.html
• http://www.lumosity.com/landing_pages/109?gclid=CJqE1KvuzrQCFad_Qgod22QABA
• http://www.maniacworld.com/Spinning-Silhouette-Optical-Illusion.html
Making content relevant

- Anecdotes
- Personal stories
- Humour
- Emotional response
- Tapping into interests of Ss
Kinesthetic activities

• Find a new partner – change places in class
Make the contract explicit – their Responsibility

- 2 hours of study time for every one hour of class
- 10,000 hours (Gladwell)
- Learning
- 10 hours per week X 10 years = 50,000 hours (Gardner)
- Personality, temperament, times in which you live
YOUR Responsibility
Students
Their families and loved ones (Convocation)
Tax payers
Society
Careful listening

• Your students are your best teachers
• Seek feedback from them 1-2 times during the semester so that you can respond to their concerns (and show that you are listening and open to their perspectives)
Take a minute to think about what you have done/learned in this course. Then complete this sheet.

So far in this course I REALLY like: 

So far in this course I REALLY do not like:

because:

I am learning:

Please help me with:

• Comments
Get students to generate questions, too!

• Questions are more important than answers
Four Square feedback

**FEEDBACK**: Course title

*Take a minute to think about what you have done/learned in this course. Then complete this sheet.*

<table>
<thead>
<tr>
<th>I REALLY like(d):</th>
<th>Suggestions for improvements and why:</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>I learned:</th>
<th>I would still like to learn:</th>
</tr>
</thead>
</table>

- Comments
Helping your students learn

- Set goals (targets), make them explicit and meet them!
  - Weekly
  - Monthly
  - End of term
  - Programmatically

- Regular reviews
  - Bloom’s taxonomy
  - Clickers
  - Pair Q-A

- Surprise (jar with names)
- Use visuals for clarity
- Request visuals for clarity
Visual content

• Use **graphic organizers** or visualization strategies
Review (G.O.)

1. What information/content can be represented on a cycle in YOUR subject area? Give 2 examples.
   - 
   - 

2. What information/content can be represented on a timeline in YOUR subject area? Give 2 examples.
   - 
   - 

3. What information/content can be represented on a flowchart in YOUR subject area? Give 2 examples.
   - 
   - 
See: http://www.ascd.org/publications/books/111023/chapters/Appendix-A.-The-Revised-Bloom%27s-Taxonomy.aspx
The quality of student performance increases in proportion to the safety of the environment.
Conditions for learning

- Safe environment
- Support – praise, encouragement, acknowledgement
- Trust
- Confidence
- Ability-learning

As we feed the fire of trust: attendance increases, participation grows, and a circle of courage emerges – courage to speak-sing with your/their OWN voice
Math Teacher Shadow Trick During Lecture Video

Professors Say The Darndest Things – YouTube

http://www.youtube.com/watch?v=hvyii3xM4wI - St*ff Grover Professors Don't Say
Keep things in perspective

Keep things in perspective
Improving your practice

*Attend seminars and conferences*

- Attend seminars and conferences
  - STLHE (Society for Teaching and Learning in Higher Education)
    - UBC June 16-19, 2015
    - [http://www.stlhe.ca](http://www.stlhe.ca)
  - ISSOTL (International Society for the Scholarship of teaching and Learning)
    - Melbourne, Australia, Oct 27-30, 2015
Develop PCK

Pedagogic content knowledge – how to best teach YOUR subject
Improving your practice

Dialogue and observation

• Festival of teaching
• CLT events
• TAW events
Improving your practice - Read

• Read
• General
  – http://www.issotl.org/conferences.html
  – http://www.issotl.indiana.edu/issotl/04/abstract.html

• Faculty Focus
  support-b7ppwegbfqh0bsauv59y1bytwabcr6@facultyfocusemail.com
  http://www.facultyfocus.com/feed/?utm_source=cheetah&utm_medium=email&utm_campaign=2014.01.08%20Faculty%20Updates%20Update
• Faculty Focus <facultyfocus@e.facultyfocus.com>

• Specific
Improving your practice - *videoclips*

- podcasts
- [https://ryecast.ryerson.ca/21/watch/596.aspx](https://ryecast.ryerson.ca/21/watch/596.aspx)
- Watch: *Dangerous Minds, Dead Poets’ Society, Renaissance Man...*
Tips about preparing for a teaching award nomination

The 3M awards: Our best teachers
With universities emphasizing teaching, these 10 lead the way
TIPS about preparing for a teaching award nomination

• Awards
  – Department
  – Faculty
  – University - Rutherford
  – 3M

• Criteria
  – IDQs – don’t have to be ‘perfect’
  – Testimonials – save everything

• xx
Criteria

• a. Exhibits a consistently superior command of the subject matter.
• b. Demonstrates excellent planning and organization in course outlines and objectives, reading and laboratory assignments, handouts, projects, grading schemes, examinations and all other material associated with undergraduate courses.*
• c. Instills vital interest in and enthusiasm for the subject on the part of students.
• d. Strongly encourages and fosters independent study.
• e. Generates a desire for continued learning.
• f. Strongly encourages students to be critical, to think independently and to solve problems.
• g. Presents the subject matter at an appropriate level of rigor.
• h. Demands that students have a comprehensive, coherent understanding of the subject matter.
• i. Consistently demonstrates a concern for student progress and is available and approachable for out-of-classroom consultation.
• j. Is a valuable resource for both students and colleagues.
• k. Contribution to curriculum development for the program.
• l. Promotes and contributes to excellence in teaching by collaborating with others within the University and/or with communities at large.

Rutherford Award for Excellence in Undergraduate Teaching
Do you have a vision? A philosophy?

• For you?
• your students?
Passion is sustained and rekindled by

- Camaraderie
- Acknowledgement
- Being able to do what you want to do
- Being trusted with your vision and ideas
- Watching the impact of your vision and ideas and transforming them
Complexity

• Layers of teaching
  – Changes in content/field
  – Changes in generations of students
  – Changes in society
• Changes in how and what you teach
• Changes in what I see in the learning
• Changes in the meaning that teaching had to me - HOPE in students – they inherit our legacy
Questions or comments?