



## **Foundations of Teaching Workshop Series**

### **Spring 2017**

#### **Week 1 – January 19, 9:30-10:45 (Notre Dame Room, 202 LaFortune)**

- Preparing for the first day of class: communicating expectations and understanding your role

#### **Week 2 – January 26, 9:30-10:45 (Notre Dame Room, 202 LaFortune)**

- Preparing, structuring, and facilitating class sessions

#### **Week 3 – February 2, 9:30-10:45 (McNeill Room, 116 LaFortune)**

- Grading and responding to student work

#### **Week 4 – February 9, 9:30-10:45 (Notre Dame Room, 202 LaFortune)**

- Teaching for critical thinking

\*Each workshop attended counts toward your “Striving for Excellence in Teaching” or “Advanced Teaching Scholar” Kaneb Center certificate\*

#### **Facilitators:**

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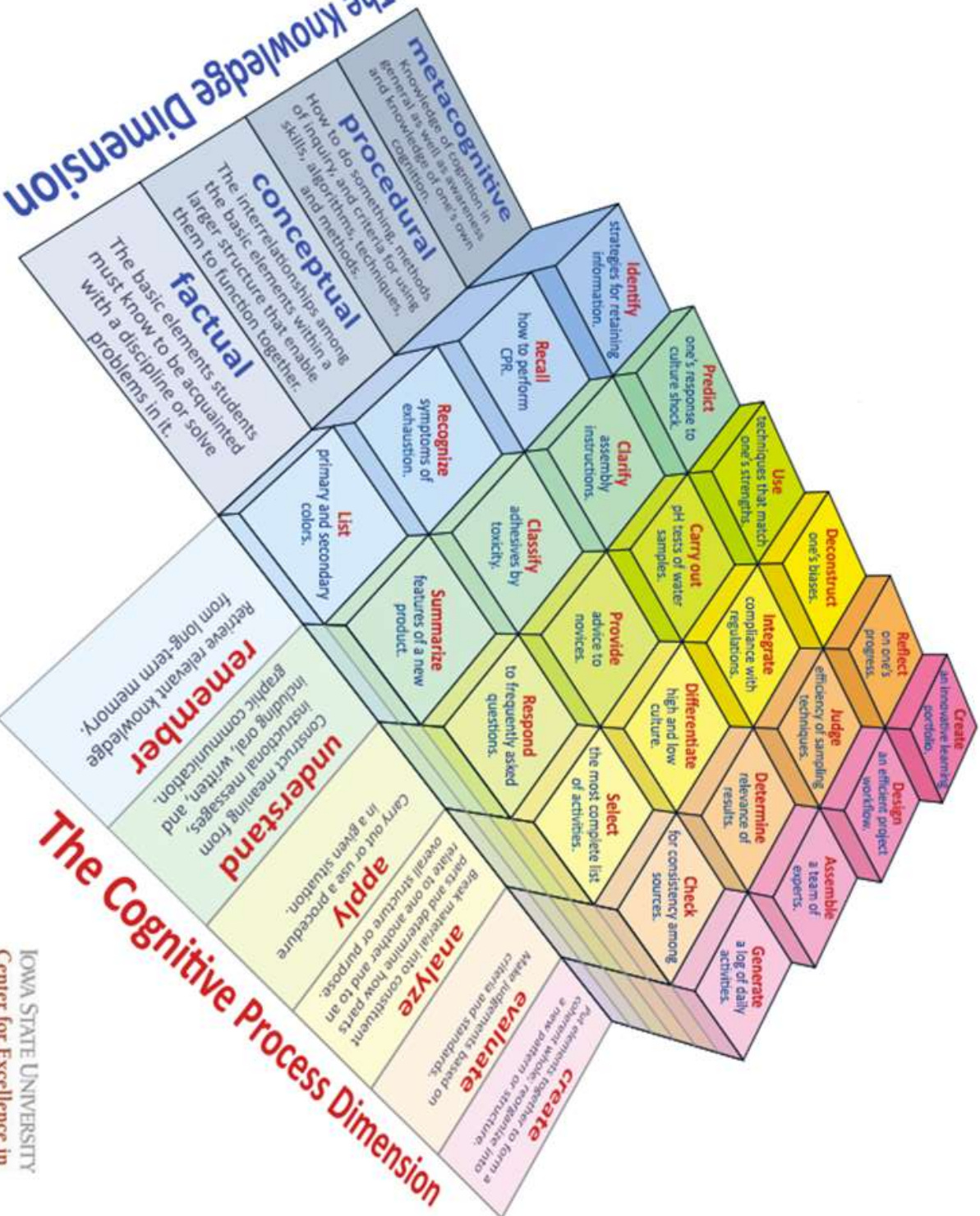
Erik-John Fuhrer; [efuhrer@nd.edu](mailto:efuhrer@nd.edu)

#### **Week 4 Outline:**

- Welcome and introductions
- Asking the right questions & Bloom’s Taxonomy
- Engaging students through active learning and problem solving
- Conflict in the classroom overview
- Questions and wrap up

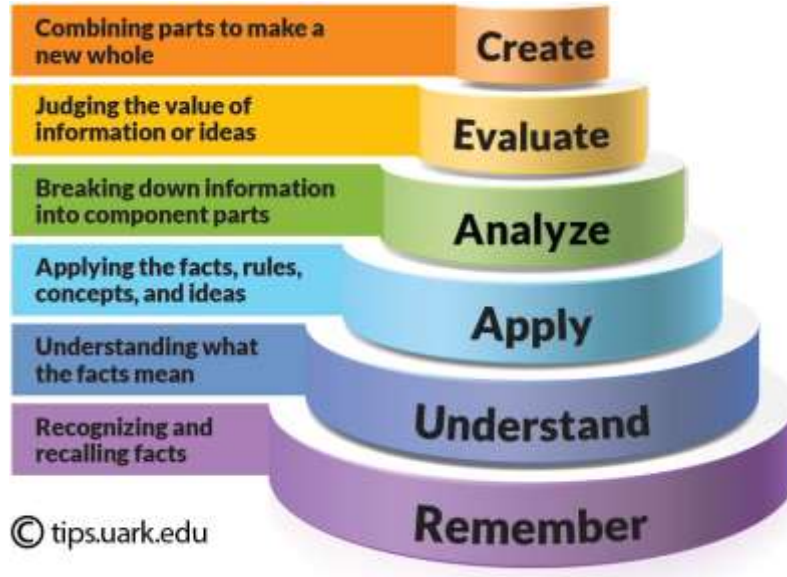


# The Knowledge Dimension



## Bloom's Taxonomy

Bloom's Taxonomy is a useful classification of educational objectives and can help you evaluate what types of questions you are asking students and what level they are working at.



Below are examples of questions using Bloom's taxonomy for the topic of voting behavior.

LEVEL	VERBS USED	EXAMPLE
<b>Remembering:</b> can the student recall or remember the information?	define, duplicate, list, memorize, recall, repeat, reproduce, state	<i>What percentage of Americans voted in 2016?</i>
<b>Understanding:</b> can the student explain ideas or concepts?	classify, describe, discuss, explain, identify, locate, recognize, report, select, translate, paraphrase	<i>Describe two costs and two benefits of voting.</i>
<b>Applying:</b> can the student use the information in a new way?	choose, demonstrate, dramatize, employ, illustrate, interpret, operate, schedule, sketch, solve, use, write	<i>Propose one way the United States could reduce the costs of voting.</i>
<b>Analyzing:</b> can the student distinguish between the different parts?	compare, contrast, criticize, differentiate, discriminate, distinguish, examine, experiment, question, test	<i>Compare the Michigan and Rochester models of voting behavior.</i>
<b>Evaluating:</b> can the student justify a stand or decision?	appraise, argue, defend, judge, select, support, value, evaluate	<i>Defend the merits of the Michigan model of voting behavior.</i>
<b>Creating:</b> can the student create a new product or point of view?	assemble, construct, create, design, develop, formulate, write	<i>Design a replacement for the electoral college system.</i>

## **Using Bloom's Taxonomy**

Name a topic in your discipline that you'd like to think about using Bloom's taxonomy.

Design questions about your topic that illustrate the following criteria in Bloom's taxonomy. Also try targeting different learning styles as you design your questions.

**I. Remembering**

**II. Understanding**

**III. Applying**

**IV. Analyzing**

**V. Evaluating**

**VI. Creating**



## Active Learning Handout

Identify active learning techniques that fit the student learning objective.

### SCREEN-FREE

#### Individuals

- Concept map
- "Free write"
- Identify major points
- Make predictions
- "Minute papers"
- Oral presentations
- Pause & answer "why" or "how" questions
- Peer lecture on a topic
- Problem-solving tasks
- Response cards to a question
- Write creatively
- Write thesis statement/hypothesis

*\* Some individual or pair activities can be adapted for groups.*

#### Pairs

- Learning partners
- Role playing
- Team-pair-solo
- Think-pair-share

#### Small Groups

- Case studies
- Group discussions with assigned roles
- Jigsaw or expert groups
- Panels
- World Café

#### Whole Class

- Answer questions as a class
- Fishbowl

### WITH TECHNOLOGY

- Blackboard discussion forum
- Blogging
- Co-edit short papers on Google Docs
- Demonstration or simulations
- Games
- Graphic representation
- Interpret a visual
- Label visuals on Flickr
- Produce an artifact
- Take polls or practice drills
- Use clickers or free software
- Use Twitter for answers or ideas
- Wiki
- Writing lab / Group Wikis

*from: Tennessee Teaching and Learning Center*



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### Concept map

A diagram illustrating how concepts relate to one another.

[http://edutechwiki.unige.ch/en/Concept\\_map](http://edutechwiki.unige.ch/en/Concept_map)

### Fishbowl

A group of students form a circle in the middle of the room and discuss a topic. The remaining students listen and observe the dialogue.

<http://www.youtube.com/watch?v=54iEZnh82g0>

### Jigsaw or Expert Groups

Each student is assigned to an original group and an expert group. The expert groups meet first and discuss a specific topic unique to each group. Then, students return to their original groups to share their expertise.

<http://edtech2.boisestate.edu/cannerj/573/jigsaw.html>

### Label visuals on Flickr

Flickr is a image viewing and hosting site.

<http://www.flickr.com/>

### Learning partners

Students are assigned learning partners for discussion or note-sharing.

### Polling Software

Students can use clicker devices or wireless applications, like Socrative, real-time polling.

<https://oit.utk.edu/instructional/tools/clickers/Pages/default.aspx>

<http://www.polleverywhere.com/>

<http://www.socrative.com/>

### Team-Pair-Solo

Students begin working on a task or problem in a small group. The group then splits into pairs, and eventually the students work individually.

### Think-Pair-Share

Initially student consider a problem or question on their own, but later join a partner for discussion. Ultimately, the pair reaches a joint conclusion.

### Use Twitter for answers or ideas

Students can tweet responses, idea, or answers to questions. The instructor can use hashtags (#) or lists to organize the tweets, which can be viewed in real-time or the next session.

<https://twitter.com/>

### Wiki

Students can collaborate to create a course Wiki,

<http://en.wikipedia.org/wiki/Wiki>

### World Café

Students form small groups, each discussing a unique problem, question, or idea. After a designated period of time, all but one of the students moves to another group. The student staying behind becomes the "host" and begins a discussion with the new group on the previous topic.

For technology help—with blogs, wikis, Blackboard—see

<https://oit.utk.edu/instructional/Pages>

For more on mapping, graphs, and other ideas, visit <http://tenntlc.utk.edu/using-visuals-and-visual-learning/>

**Describe an active learning opportunity to engage students in the topic you described previously.**

## **10 SUGGESTIONS FOR TEACHING PROBLEM SOLVING**

*Adapted from information in Teaching at Stanford: An Introductory Handbook for Faculty, Academic Staff/Teaching, and Teaching Assistants, by Nancy Plooster, TA Development Program; University of California, Santa Barbara*

1. Try beginning each segment of a class by setting up a problem and explaining why it is interesting and important.
2. Rather than asking students to memorize a formula, teach them how to derive the formula and identify its parts.
3. Try the step-by-step approach to solve problems. Ask small questions along the way so that students can see how the solution is being calculated and can confront similar questions with the same strategy.
4. Encourage students to imagine ways of solving the problem before you begin to work the solution together. This takes advantage of the skills the students already have and encourages them to actively extend their knowledge.
5. When you call on students, try asking them to state a proposed method for solving the problem rather than asking them for the solution to a problem. For example, ask "how should I begin to work on this problem?" instead of "what is the answer to this problem?"
6. Encourage questions from the class and then avoid answering them directly. Make sure everyone hears and understands the question and then start working on an answer as a group.
7. If you maintain a high degree of interaction with the audience throughout the class, they may be more willing to participate and ask questions. The earlier in the class the students are encouraged to talk, the more likely it is that they will contribute for the rest of the class session.
8. Try solving the problem in two different ways. This gives students a sense of how best to approach a problem, and it may prevent mistakes. This technique also holds the students' attention because they will want to see if the answer is the same in both cases.
9. To help the students to learn to formulate problems as well as to find answers to problems, present students with situations or design problems and encourage them to develop questions for themselves. This enables students to see how work is done at higher levels in their discipline.
10. Before moving on to the new concept, try asking students specific questions about a representative problem to test for learning. Students will often avoid responding to general questions such as "Does everyone understand?" A more specific question will help you to determine how well the audience is working with the material. You may also try short, ungraded quizzes to give students practice using their problem-solving skills and to communicate to you where they are at in the learning process.



## **10 Tips for Addressing Sensitive Topics & Maintaining Civility**

*Adapted from The Center for Teaching and Faculty Development at San Francisco State University*

1. Create a classroom environment that from the first day sets ground rules for discussion and makes it clear that all students are included in the work of the class. Make sure you make all students feel connected to each other, the class, and the topic, and establish strong expectations about the content and manner of communication.
2. Recognize the diversity of opinions and backgrounds of your students. Learning takes place from exposure to a wide variety of views. Be open to all perspectives, and ask students to voice their points responsibly.
3. Add a statement to your policy sheet or syllabus. Explain any material or topic you plan to introduce that is sensitive or controversial, so that students are prepared for potential sensitivity issues. Explicitly state the classroom norms for communication and dialogue, and provide students with a specific understanding about how to frame their opinions.
4. Be prepared. Even if you do not think there will be a reaction to an issue you raise, plan ahead what you will do if you encounter one. Know yourself and your own emotional triggers. Don't personalize remarks.
5. Foster civility in the classroom. Focus the discussion on the topic, not the individual statement. Don't personalize the exchanges or the comments. Foster an environment of debate and dialogue in which it is ok to disagree.
6. Protect all students equally during moments of potential conflict. Seek to draw out understanding and communication as well as opinions. Ask them to step back, listen to other opinions, and analyze why they feel the way they do.
7. Ask students to take time out for reflection. Assign a writing exercise about the issue as a calming follow-up to discussion. Or assign a research paper or essay, in which students must argue for the position with which they disagree. You can also stage a debate in which you assign viewpoints, perhaps asking students to argue a position opposite their own.
8. Use your office hours. You may need to discuss issues outside of class, particularly if a student has been emotionally affected by pointed remarks or argued stances. Help them learn from the experience, and to voice their own opinions thoughtfully and civilly by engaging in out-of-the-class conversation.
9. Acknowledge hurtful or offensive remarks. When student comments and/or actions are potentially hurtful, immediate move the dialogue to less personal examinations of why words can hurt. Ignoring the situation will leave other students feeling unprotected and victimized, and give tacit permission for the behavior to continue. If you are unable to find a workable position, let students know that this is an important issue and that you will address it later.
10. Know your rights and responsibilities as an instructor. If a student suffers from an emotional reaction or angry outburst because of a sensitive topic discussion, acknowledge it, and ask them if they would like to remain or leave for a while. If you feel the situation is serious, inform the University Counseling Center and/or call their warm line or emergency line if needed (574-631-7336).

## Sample Syllabus Statements

### **Example 1**

The goal of discussion is to understand and learn from the viewpoints and experiences of others in order to better understand our own opinions and the functioning of the world around us. Specifically, our goal in this course is to consider various components of and to think critically about American democracy. Just as multiple voices are necessary for a healthy democracy, your participation is important for the learning experiences of your fellow classmates and your instructor. ... To create an environment where everyone has the opportunity to participate, respect for individual differences and viewpoints will be maintained at all times. In sum, you are allowed and encouraged to disagree with other students, the professor, or the texts, but disagreement should always be expressed in a respectful manner inside and outside of the classroom.

### **Example 2**

In order to learn, we must be open to the views of people different from ourselves. Each and every voice in the classroom is important and brings with it a wealth of experiences, values and beliefs. In this time we share together over the semester, please honor the uniqueness of your fellow classmates, and appreciate the opportunity we have to learn from each other. Please respect your fellow students' opinions and refrain from personal attacks or demeaning comments of any kind.

### **Example 3**

The university recognizes that our individual differences can deepen our understanding of one another and the world around us, rather than divide us. In this class, people of all ethnicities, genders and gender identities, religions, ages, sexual orientations, disabilities, socioeconomic backgrounds, regions, and nationalities are strongly encouraged to share their rich array of perspectives and experiences. If you feel your differences may in some way isolate you from the university's community or if you have a need of any specific accommodations, please speak with the instructor early in the semester about your concerns and what we can do together to help you become an active and engaged member of our class and community.

### **Example 4**

I consider it part of my responsibility as instructor to address the learning needs of all of the students in this course. I will present materials that are respectful of diversity, as I believe that the diversity of student experiences and perspectives is essential to the deepening of knowledge in a course. Any suggestions that you have about other ways to include the value of diversity in this course are welcome.

## NOTES

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