

SMALL TEACHING- PART 1 (9.6.17)



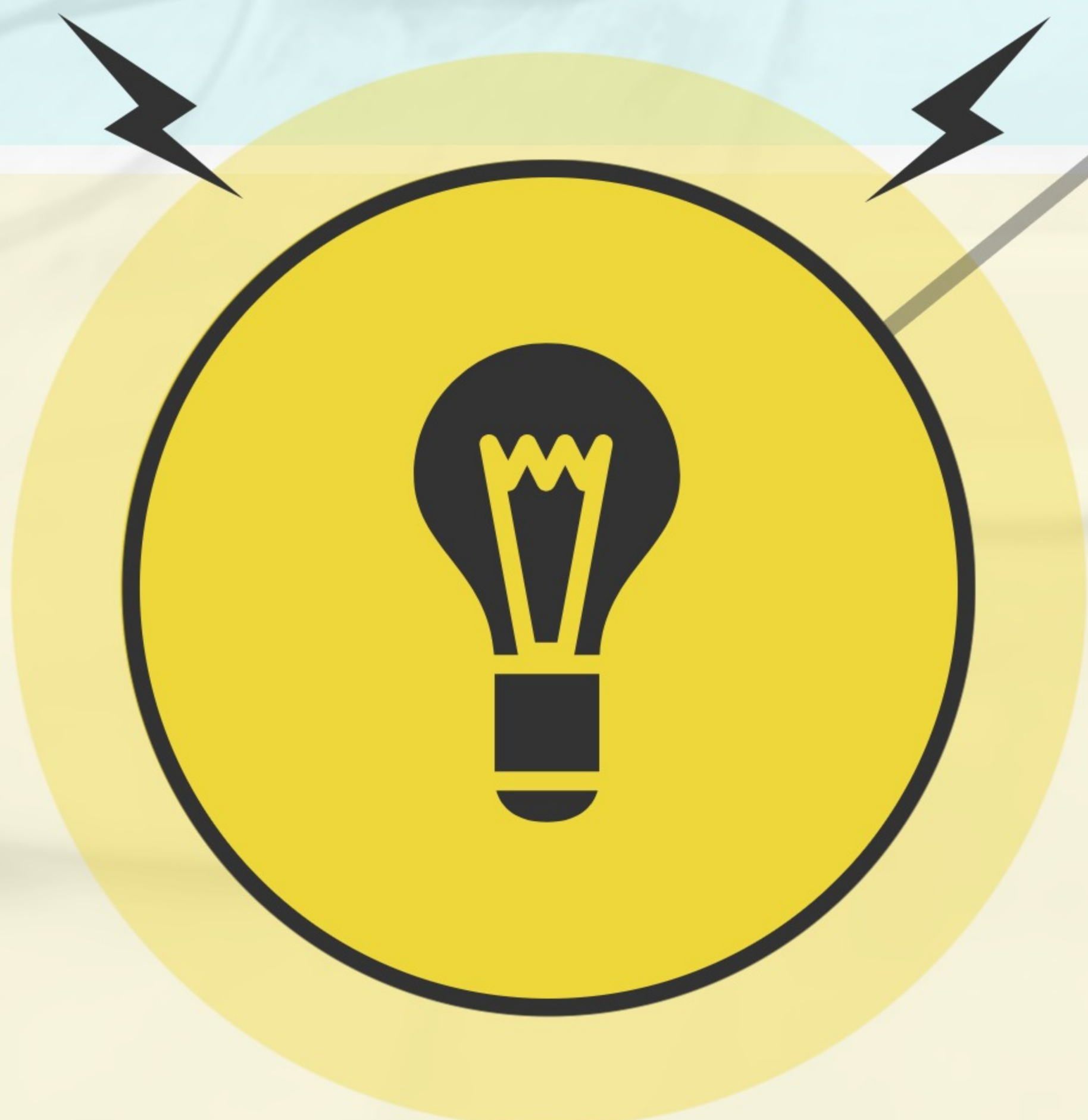
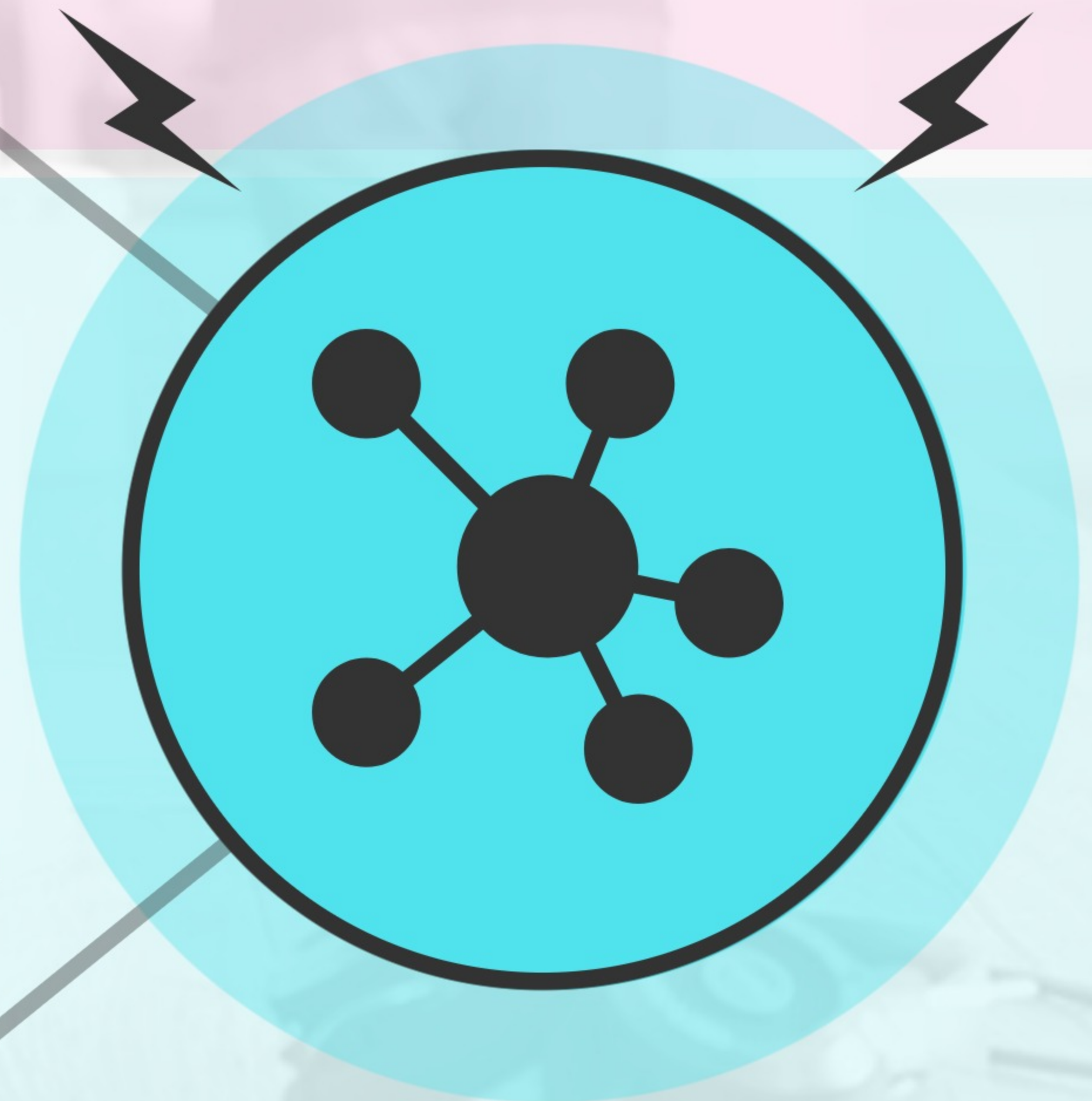
DISCUSSION

Discussion focused on:

1. What the concept of "**small teaching**" is.
2. **Reflective practitioner** in teaching and the value to our teaching.
3. Retrieval practices- what it is and examples that we are currently doing in our class.

REFLECTION

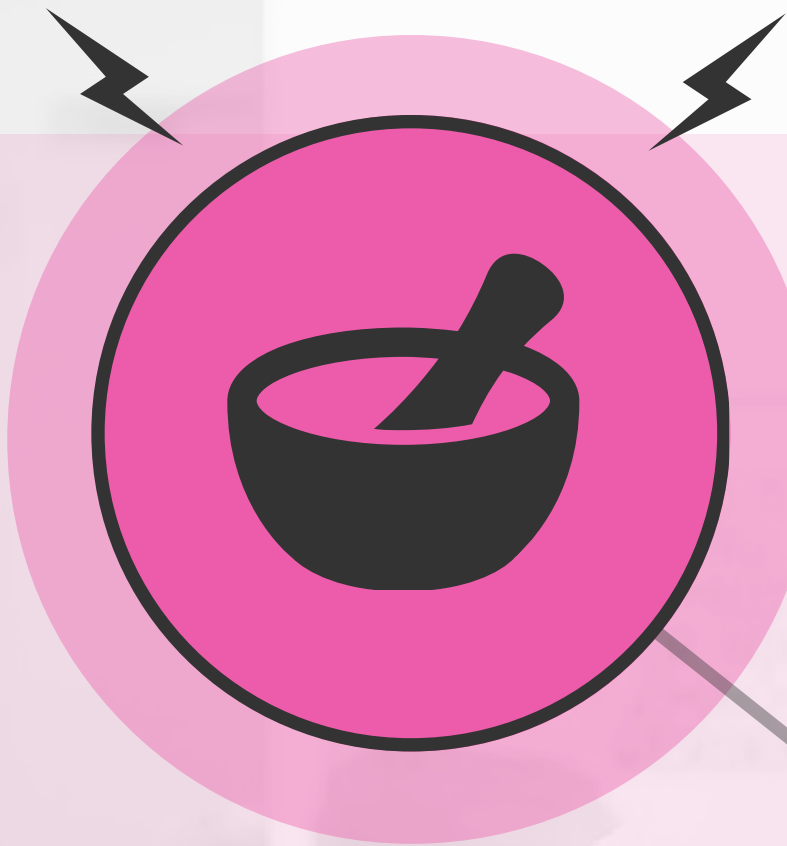
1. **How do we know what is valuable to teach?** Beyond accreditation- how do we know what to teach and what matters? We can't teach everything.
2. Retrieval practices (RP) are evidenced based practices, but we must be reflective and mindful of **anxiety** of both the student and professor. Strategies to help anxiety when using RP: (a) explain what RP is to our students, (b) don't complicate and make retrieval practices harder than they need to be, (c) RP should be low stakes or no points. RP is for the sake of retrieving not assessing.



TAKE AWAYS

1. **Retrieval practices** (RP): (a) are natural to do, (b) help with learning, (c) can be simple, (d) evidence based.
2. **Technology**: clickers or <https://www.plickers.com/> can assist with RP in the classroom.
3. **Open-ended RP** that requires more application and reflection usually have more value to the learner.
4. **Self-evaluations**: when faculty try new evidenced based practices (such as RP) in his/her teaching this should be reflected in one's annual self-evaluation.

SMALL TEACHING- PART 3 (11.1.17)



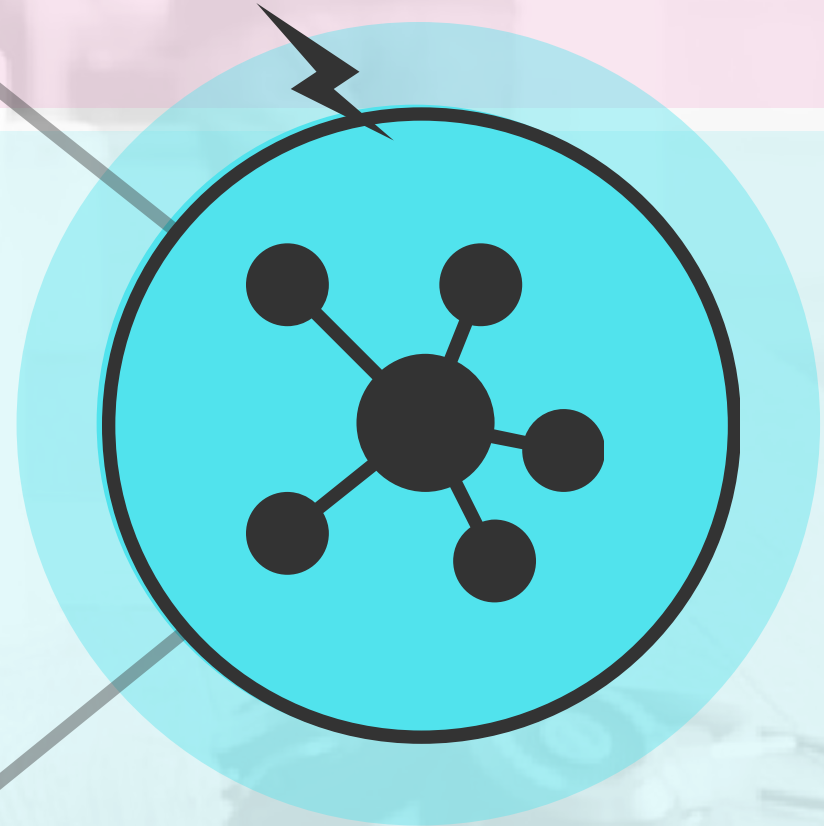
DISCUSSION

Discussion focused on:

1. Telling **stories** in our teaching can help to humanize content, be a very powerful starting point, and brings content to real life.
2. Coming to **class early** can be an easy thing to connect to students and activate student learning before class starts.
3. **Emotions and learning** go together- three different things founded in research: (1) capturing the attention of students, (2) infusing learning with a sense of purpose, and (3) emotions are social and contagious.

REFLECTION

1. How can we give grades for **growth** in our classroom? Should we?
2. In **online teaching** how do we ensure that we are being authentic and beneficial for the student? Does it depend on the students' perspective and reasoning for taking the online class in the first place?
3. **Transcendent learning**- is it easier in major vs. a general education class. Could be a value issue. What do we put value on?



TAKE AWAYS

1. **Small teaching** is effective if done with intentionality.
2. **Books** that continue the conversation: What College Teachers Do (Bain, 2004), Make it Stick: The Science of Successful Learning (Brown, Roedger, & McDaniel, 2014), Mindset: The New Psychology of Success (Dweck, 2006), and Why Don't Students Like School (Willingham, 2008).
3. **Websites** to continue the conversation: ABLConnect: <http://ablconnect.harvard.edu> , Pedagogy Unbound: <http://www.pedagogyunbound.com> , Faculty Focus: <http://www.facultyfocus.com>
4. Continue to **engage in CETL** events, attend teaching and learning conference, subscribe to Faculty Focus or Chronicle of Higher Education email list.



SMALL TEACHING- PART 3 (10. 25.17)



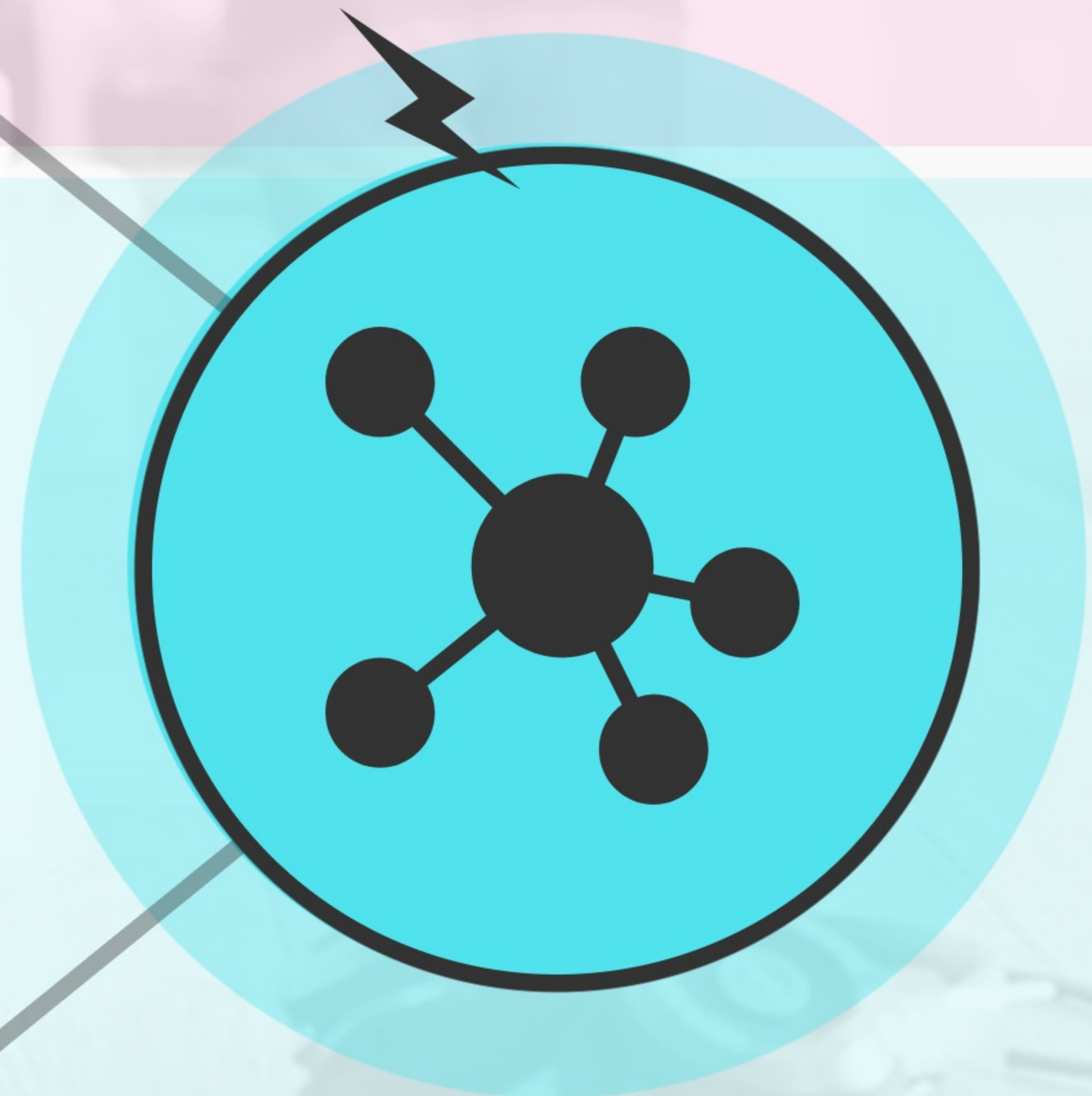
DISCUSSION

Discussion focused on:

1. Teachers must be **deliberate** in many of the small teaching strategies the book talks about such as: practicing, connections and self-explaining in order for them to be successful.
2. **Practicing** - being mindful in what we have students do in class.
3. **Rote learning and discovery learning** are both needed in education; finding a balance between the two is an important role of the teacher.

REFLECTION

1. Is there a difference between **traditional and non-traditional** students in what they expect the role of the teacher to be?
2. **"You can't fire the synapses in your students' brains"** (pg. 98). Students need to be a part of the equation of the learning process for learning to be meaningful.
3. How can the small teaching strategy of practicing look in asynchronous **online teaching**? (*one suggestion*- weekly practice questions that are not for points that unlock more learning or another assignment).
4. **Self-explaining** takes time. Is this really a small teaching strategy?



TAKE AWAYS

1. **FreeRice.com** for resource for rote learning.
2. Using deliberate language such as **"let's practice"**. This requires us to put time in the schedule/lesson for this. If using a powerpoint - this can be included in a slide as a reminder. Using the language helps students to see that we need to make connections in order to learn and this requires practice often.
3. Rote learning may be a **prerequisite** for discovery learning, critical thinking, problem solving etc. As teachers we can go through our syllabus and classes and determine what is the rote learning that is the prerequisite to the course.



SMALL TEACHING- PART 2 (9.27.17)



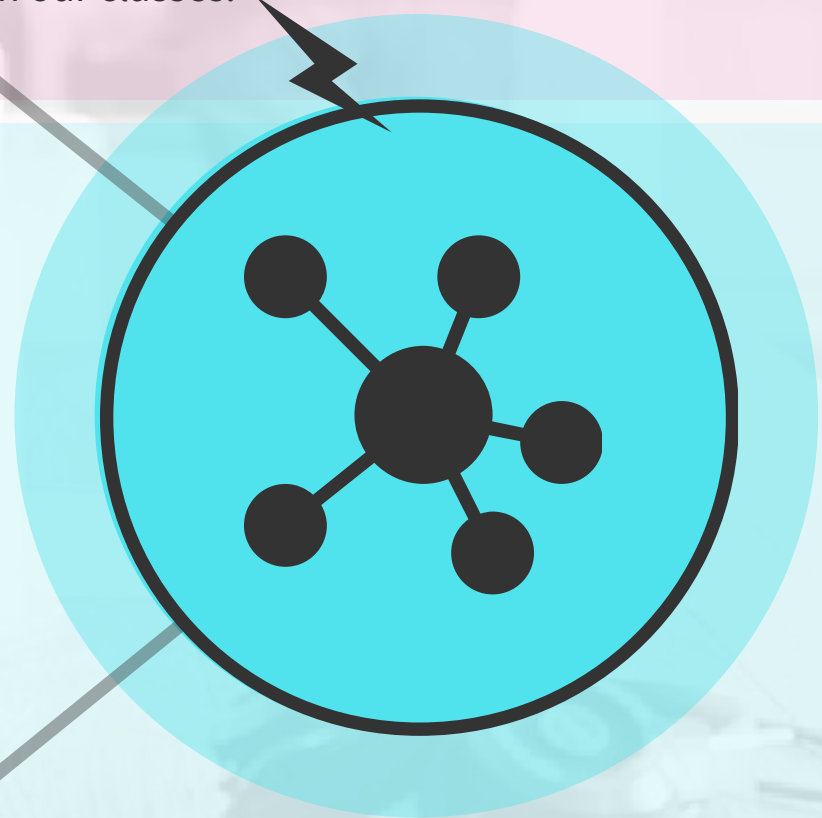
DISCUSSION

Discussion focused on:

1. Two of the strategies suggested for knowledge: **predicting and interleaving**.
2. **Predicting** can help with engagement, motivation and curiosity. Interleaving helps with context, discrimination of usage of skills (i.e. formulas), and long term retention of materials.
3. Predicting and interleaving examples that are currently done in our classes.

REFLECTION

1. Is predicting in **certain content** areas more appropriate than others?
2. Does predicting help to **create a space** for our brain to learn? (book refers to it as fertile soil)
3. We need to start with a **base knowledge** (floor) of information before interleaving. Start with blocked learning and then move to interleaving.
4. **Massed vs. spaced**. There may be a time when massed practice may make more sense than spaced practice.
4. If a wrong assumption is made with predicting, how do we ensure that our students do not hold on to the wrong assumption?



TAKE AWAYS

1. Predicting may help to **promote curiosity and engage** student learners. This can be done with discussion, pre-tests, problem solving.
2. **Interleaving** can be done with how we structure our class and in how students study.
3. Example of **tools** to help students with reflecting after exams (Exam Wrappers; found in appendix). Along with other tangible tools that assist with predicting/interleaving.
https://moodle.csun.edu/pluginfile.php/2442242/mod_resource/content/0/HowLearningWorks-Ambrose.pdf
4. **Podcast** to learn more about interleaving.
<https://www.cultofpedagogy.com/retrieval-practice/>

