Enhance Student Learning Through Effective Teaching Strategies
WELCOME
Learning Outcomes

• Design specific and measurable learning outcomes for classroom and professional presentations.
• Identify teaching effectiveness through student learning.
• Assess teaching strengths, weaknesses and omissions.
• Analyze the role of technology in student learning.
Learning Outcomes; What are they?

• Particular knowledge, skill or behavior that a student is expected to exhibit after a period of study.
• Statements of a learning achievement in terms of what the learner is expected to know, understand and be able to do at the completion of study.
• Statements of what students will learn in a class or in a class session.
Learning Outcomes

• Why do we need to have them?
What is not a learning outcome?

- Teaching
- Aim
- Objectives
Why are Learning Outcomes Important?

- Specific and clear information on what is expected of the learner.
- Guide in choosing optional and elective courses.
- Ensures teaching and learning methods are appropriate to outcomes.
- Facilitates course assessment
Designing Learning Outcomes

- Be specific
- State terms of what student will be able to do
- Include conditions and degree of acceptable performance
Select Methods, Media, and Materials

- Decide on appropriate method
- Choose suitable format
- Select available materials
- Modify existing materials
- Design new materials
Utilize Media and Materials

• Preview and practice
• Prepare class and ready equipment
• Prepare learners
• Conduct instruction
Require Learner Participation

- Active mental engagement
- Allow learners to practice
- Provide feedback
Feedback

Goal of feedback is to improve current situations without criticizing or offending.

Should be:
• Descriptive rather than Evaluative (visible)
• Specific instead of general
• Given only when requested
• Given as soon as possible
• Realistic
• Positive
# Warm vs. Cool Feedback

<table>
<thead>
<tr>
<th>WARM</th>
<th>COOL</th>
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<tbody>
<tr>
<td>• Supportive</td>
<td>• Impersonal</td>
</tr>
<tr>
<td>• Strength oriented</td>
<td>• Needs oriented</td>
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<tr>
<td>• Focus on solutions</td>
<td>• Focus on the problem</td>
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<tr>
<td>• Promotes positive learning</td>
<td>• Provides constructive criticism</td>
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</table>
Evaluate and Revise

• Evaluate impact and effectiveness
• Assess student learning
• Revise wherever there are discrepancies
Bloom’s Taxonomy- 5 Levels

- Knowledge/remembering
- Application/applying
- Analysis/analyzing
- Evaluation/evaluating
- Synthesis/creating
Bloom’s Taxonomy - 5 Levels

- Knowledge/remembering — define, list, recognize
- Comprehension/understanding — characterize, describe, explain, identify, locate, recognize, sort
- Application/applying — choose, demonstrate, implement, perform
- Analysis/analyzing — analyze, categorize, compare, differentiate
- Evaluation/evaluating — assess, critique, evaluate, rank, rate
- Synthesis/creating — construct, design, formulate, organize, synthesize
Verbs to avoid

- Become familiar with
- Understand
- Appreciate
- Know about
- Learn about
- Become aware of
Where do we start?

• Make a list of the subject knowledge and the qualities, skills and capabilities you would expect students to have achieved at the end of the course.

• Existing course? – convert aims/objectives into learning outcomes.

• Consider the requirements of professional discipline or practice.

• Use this phrase as a framework:
  • “Upon completion of this course, student will be able to...”
What do Learning Outcomes consist of?

• An action verb (explain and evaluate)
• An object of the verb (the role)
• A clause or phrase which provides context or condition.
LO Statements should be coherent

• Balanced with respect to required knowledge and skills.
• Logical sequence
• Avoid duplications and inconsistencies
LO Consistencies

• Be as simple as possible
• Be of maximum relevance and utility
• Communicate clearly what a learner is expected to achieve.
• Relate to previous level of LO statements
“That’s Me!”
I consider chocolate an important food group.

I am an educator.

I like going to the movies.

I love to exercise.

I like to tell jokes.

I don’t tell jokes because I can’t remember the punch lines.
I was born outside the United States.

I speak more than one language.

I have a dog.

I have a cat.

Teaching is my second or third career.
I have more than 10 years of teaching experience.

I have 2-4 years of teaching experience.

I have young children at home.

I have a teenager at home.

I can make a difference in student’s learning and achievement.
Knowing yourself

• Self reflection
Is this me?
Serious teaching can be fun...
Reflection

“The teacher cannot rely on either instinct alone or on prepackaged sets of techniques. Instead, she or he must think about what is taking place, what the options are and so on, in a critical, analytical way. In other words the teacher must engage in reflection.”

John W. Brubacher, Charles W. Case, and Timothy G. Reagan
Reflection

• The teacher or coach independently and systematically reflect on how collaborative work fosters the development of the students’ understanding.

• Do this on an ongoing basis to re-examine goals so that there is a cycle of continuous improvement.
Questions to Foster Reflection

• What was I trying to accomplish?
• How did I go about completing the lesson and solving problems I had along the way (process)?
• What did I do well (strengths)?
• What did I have difficulty with (weaknesses)?
• What have I learned/what would I do differently?
Reflection Questions, cont’d

• What worked well?
• What did we learn?
• Did our conversations lead us closer to our goals? How?
• Did we focus on the lesson or on other issues?
• Did we do what we set out to do?
• How can we improve on this to make coaching collaborating on lesson plans more significant part of our work?
Essential Question

What do skillful teachers believe, know, and do—individually and collaboratively—to promote the learning and achievement of each and every student?
5 Propositions About Teaching

**Proposition 1:** The study of teaching is inherently interesting and never-ending.

**Proposition 2:** Teaching is enormously complex.

**Proposition 3:** The knowledge base about teaching is large, practical, and accessible. It is not a list of do’s and don’ts.

**Proposition 4:** Foundational to the study of teaching is the ongoing examination of beliefs and the development of cultural proficiency.
Proposition 5

Nothing is more important to student learning than teachers—what they know, can do, and believe.
What Teachers Know, Believe & Can Do

Increased Student Achievement

Nothing is as important to student learning as what goes on between a teacher and students.
Getting everyone’s attention
Teaching Effectiveness

• Effective teachers present material in a manner that facilitates student learning of new material.

• Effective teaching allows the student to acquire new concepts, integrate old and new ideas, and develop new skills sets.
Assessing Strengths and Weaknesses of Teaching

- Connect with students
- Classroom management
- Passion for the subject reflects in my teaching
- Very organized
- Great communicator
Assessing Strengths and Weaknesses of Teaching

• I speak too fast
• I am too strict
• I am a pushover
• I am impatient
• I have time management issues
• I need to be more organized
ID Teaching Effectiveness
Why ID and Measure Teaching Effectiveness?
Instructional Coaching…

• Builds capacity for effective instructional practices within specific content areas.

• Creates a partnership approach with teachers.

• “Customizes professional development to match each teacher’s needs and interests while they help the school establish a common understanding across all teachers.” (Sweeney, 2003)
What is EFFECTIVE

• EFFECTIVE is defined as success based on student outcomes— not did I like it, or did the students like it— but WAS IT EFFECTIVE?
Understanding Our Students
Pop Quiz

What do these chat acronyms stand for?

• LOL
• POS
• GNSTDLTBBB
• CUL8R
Pop Quiz

What do these chat acronyms stand for?

- LOL  = Laughing out loud
- POS  = parent over shoulder
- GNSTDLTBBB = good night sleep tight don’t let the bed bugs bite
- CUL8R = see you later
Pop Quiz

What do these emoticons mean?

;-(
>:-(
^5
((((((name)))))
(::::():::)
@ [___]~~
Pop Quiz

What do these emoticons mean?

;-(                Wink
>:- (              annoyed
^5                high five
((((((name))))))  hug
:::()::::          band aid
@[_]~~             java
Who are our Students?

Baby Boomers
- TV generation
- Typewriters
- Memos

Gen X
- Video games
- Computers
- E-mail

Net Gen
- The Web
- Mobile devices
- Facebook
- Online communities
Neuroplasticity

• The brain reorganizes itself through life
  – Stimulation
  – Developmental experiences

• Their brains are really “wired” differently.
Why do students go on the Web?

• Find new & exciting information
• Learn more or better
• For community
• Show others what they can do
• Be heard.
The Net Gen is Self-teaching – What does that mean for the classroom?
Students & Multi-tasking Online
Hypertext minds: Qualities

- Crave interactivity
- Read visual images
- Visual-spatial skills
- Parallel processing
- Inductive discovery
- Fast response time.
Concerns...

- Short attention span
- Choose NOT to pay attention
- Lack reflection
- Lack text literacy
- Lack identification of source quality.
Environments for learning

• Students are learning all the time
  – Learning is in & out of classroom
  – Every setting can be a learning environment
• Direct experience shapes individual understanding
• Individuals learn by establishing & reworking patterns, relationships & connections
• Change is stimulating.
The Big Question...

How can teachers enable students to be successful?
Balance

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<thead>
<tr>
<th>Action</th>
<th>Reflection</th>
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</thead>
<tbody>
<tr>
<td>Visual</td>
<td>Text</td>
</tr>
<tr>
<td>Social</td>
<td>Individual</td>
</tr>
<tr>
<td>Process</td>
<td>Content</td>
</tr>
<tr>
<td>Speed</td>
<td>Deliberation</td>
</tr>
<tr>
<td>Peer-to-peer</td>
<td>Peer Review</td>
</tr>
</tbody>
</table>

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Interaction

Students learn from thinking...
thinking is engaged by activity

Junassen
Tips & Techniques for using PowerPoint technology to enhance learning in the classroom
Preparing Presentations

• Use a design template so you can focus on content
• Use PowerPoint interactively
• Outline the lecture using PowerPoint
• Use text sparingly
• The “Joy of Six” – max of six points & six words per point.
How to Design Effective PowerPoint Presentations
• There is now *life* after *death* by PowerPoint.
Know Your Audience
Organize the Content

Effective PowerPoint

- PowerPoint in The Classroom
- PowerPoint on the Web
- PowerPoint Nuggets
Font Styles

Garamond

Comic Sans

Courier New

Ariel

Bookman Old Style

CG Times

Times New Roman
Present in a Variety of Ways

Use:
- Tables
- Charts
- Shapes
- Graphics
Use Animation When Appropriate
Editing PowerPoint Presentations

• Use the tools provided
• FOCUS on content & not presentation
• Read & Edit before showing.
The Purpose of a PowerPoint is ... to give **Power** to a **Point**
What do you think of the Following Slides?
Keep it Real

• **First Year Success**
  At Southeast, you’ll learn two kinds of skills and knowledge: those particularly targeted for a specific career or profession (your major), and those that will serve you regardless of your chosen profession (University Studies). In your major, you’ll learn leading-edge information that will allow you to be successful in your first job. In University Studies, you’ll learn skills and knowledge that will go beyond job-specific abilities. These are the skills that will make you a valuable employee and a valued colleague.

• **Advising:** At Southeast, you are encouraged to consider many academic and career interests. Our academic advisors can help by providing guidance related to course selection and registration. If you haven’t selected a major, the University Studies advisor can provide you with assistance.

• **First STEP Orientation:** Sign up for our specially designed Southeast orientation program. This critical program connects students and parents with faculty, staff and other Southeast students and parents. During the day you not only will meet with an adviser and get that all-important class schedule but also you will get your official I.D. card, get advice about academic majors and possible careers, learn about social activities and find out where those critical offices and services you will need are located.

• **First Year Seminar:** Check out our nationally recognized and required First Year Seminar, where you’ll be introduced to the University Studies program and the value of a liberal education while addressing one of a variety of themes.

• **Kent Library:** Southeast's Kent Library is your partner in finding information for completing research papers and class assignments. Library professionals can work with you in person, by phone or e-mail. Online resources bring the library to wherever you are, 24 hours a day, seven days a week.
I like Color

• Do you like this color?
• Do you like this color?
• Do you like this color?
• Do you like this color?
• Do you like this color?
• Do you like this color?
PowerPoint in the Classroom

• Make it interactive
• Use text sparingly
• Print slides in advance
• Put on website
• Use as an outline
• Leave out information – to be filled in class.
PowerPoint in the Classroom

• Remember the “Joy of Six”
• Minimize animated text, sound and transitions
• Black out the screen (use B on keyboard)
• Use three slides per minute
• Use 24 font or bigger
• Don’t turn your back on your students.
Avoid PowerPoint Overload
Avoid the following common Errors

• Many presenters don’t run spell check before presenting... BIQ MISTAK.
• Avoid too many bullet points with very small fonts.

**Avoid bad color schemes**

• Avoid using too many animations or useless movements
• Avoid using too many charts and curves with too much data.
Avoid the following common Errors

WHAT IF I TOLD YOU

THAT READING A POWERPOINT ALOUD ISN'T THE SAME AS TEACHING
"The average teacher explains complexity; the gifted teacher reveals simplicity."

-Robert Brault
“Education is not the filling of a pail, but the lighting of a fire.”

-William Butler Yeats
“Teaching is the one profession that creates all other professions.”

-Unknown

www.goedonline.com GoEd
Inspiring Quote

“Technology is just a tool. In terms of getting the kids working together and motivating them, the teacher is the most important.”

-Bill Gates

www.goedonline.com
“I’ve come to a frightening conclusion that I am the decisive element in the classroom. It is my personal approach that creates the climate. It’s my daily mood that makes the weather. As a teacher, I possess a tremendous power to make a student’s life miserable or joyous. I can be a tool of torture or an instrument of inspiration. I can humiliate or humor, hurt or heal. In all situations, it is my response that decides whether a crisis will be escalated or de-escalated and a child humanized or de-humanized.”

— Haim Ginot
In summary....

• Plan your lectures carefully
• Focus your LOs on your students
• Engage students in different learning experiences
• Include reflection as part of the teaching and learning experience
• Balance technology & lecture
• Avoid PowerPoint overload
• It is NOT about technology – it IS about INTERACTIVITY!
References

• http://www.library.illinois.edu/infolit/learning-outcomes.html
• http://www.uarctic.org/dm_documents/Learning_Outcomes_7KSYP.pdf
• http://www.asha.org/academic/teach-tools/pedagogy-resources.htm#sthash.sk1Gi85R.dpuf
• http://www.goedonline.com/4-teacher-graphics-quotes-share
Any Questions or Comments?

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