Teaching Techniques/Ideas

- need to be allies for students during difficult dialogues (Tasha Souza)
  - reduce stereotype threat
  - think about timing of difficult dialogues
  - be prepared
  - know how to handle crises during the dialogue: try OTFD (observe, think, feel, desire)
- embodied commitment is stronger than merely verbal agreement (e.g., everyone stands, all those who agree to abide by X sit down)
- get students to agree to help one another
- gauge sense of class on an issue/idea by asking them to raise fingers from 5 to 1; 5 for you’ve totally got it and are on board to 1 for not getting it and will not use it
- “everything speaks” (Tasha Souza)
  - teaching doesn’t stop at the end of classtime; how you treat students in-between classes, even if you’re busy, matters
  - clothing and body-language also speak
- wait 5 seconds before you’re tempted to answer your own question or before you move on
- enable students to inventory their personal values
- enable growth mindset
  - offer personal experience of time when you grew as a learner
  - remind students that scientists change their minds when faced with new evidence or better arguments
- micro-resistances are needed to counter micro-aggressions (Cheung)
  - still need to do macro-resistance but not don’t be hopeless in face of seemingly insurmountable problems.  do what you can.  don’t be a bystander
- consider posting paper in 6 parts of the room with different subtopics for discussion; pairs have 5 minutes to list 2 or 3 key terms or phrases; scramble groups 5 more times; last group synthesizes; then go around room and get reports
- shift from accommodating students with disabilities to valuing what they bring to the table, how they might translate differently
  - Deaf Gain (Peter Felten)
  - deaf people are “seeing people”
  - at college for the deaf, students enter class and make eye-contact with everyone to signal their presence
• lectures can be useful but keep in mind that “the more you cover, the less they remember” (Marie Kendall Brown)
• teach students to use the power pose rather than hunch over their phones/notes before giving a presentation (Diane Boyd)
• another way to think about “partially formed thoughts” is “drafts”
• Cathy Davidson keynote
  o we’re still using teaching methods from the industrial age
    • ABCDF grading invented at MHC in 1897, adopted by meat-packing industry
    • Frederick Winslow Taylor’s “Scientific Labor Management” adopted by higher ed.
    • Industrial-Education Complex
  o another way to think about “partially formed thoughts” is “drafts”
  • 4 information ages
    • invention of writing
    • printing press
    • steam-powered press
    • internet in 1993 (given us “affordances,” enabled us but what are we doing with these affordances?)
  o need to move from productivity to sustainability, teaching to learning, individual output to collaborative input
  • teacher as co-learner (participate and contribute, have fun - remember that college is voluntary, model un-learning
  • exercise: students and prof write 3 things they can contribute, 3 things that they need help with, match people
  • think critically, contribute creatively
  • let students take the lead
  • assessment? value what we count
  • make diversity our operating system - not an add-on
    • not a favor for someone
    • opportunities for everyone to learn
    • need to escape “velvet tunnel” of isolating privilege
  • manage expectations: you want a grape, but sometimes you just get a cucumber (see experiment with monkeys)
  • just do it; why not?
    • CD taught in Japan long ago; when she initiated a quiz, her students turned to one another and started to collaborate rather than work on their own; they believed in han. no longer, alas. we need to return to this.

Advice for Faculty Developers
• “do for a few”; “build a tribe” of people who care (Jason Craig)
• ask new faculty members at the end of their first semester what they perceive as wrong with the institution; ask them how they might intervene; empower them to do so, if appropriate
• a center’s mission statement should fit on a T-shirt
• we have to-do lists, we need to make stop-doing lists
• include 1 or 2 productive skeptics on advisory board
• talk with influential faculty members before launching new ideas
• serve food in a nice place if possible; practice “radical hospitality” when appropriate
• keep records, ask what attendees get out of programs
• acknowledge allies perhaps with an end-of-year celebration, certificates, coffee gift-cards, etc.
• develop yourself - go to POD, AAC&U
• enable the formation of writing groups
  o write-on-site/lockdown - set time, find place, make call
  o shut-up-and-write - groups set their own times and just write
  o Robert Boice on resisting binge writing and preferring everyday writing with accountability
  o Tara Gray, “Publish and Flourish,” recommends logs and critiques based on groups of multidisciplinary writers who check one another’s work for key sentences and general structure
• some types of programming are good for everyone, but we ought to design programs for professors at different stages of their careers, too (Peter Selden)
  o new - help with teaching, getting small grants, increasing field-specific knowledge; help them to stop being grad students (e.g., do not prep by starting with new research on latest scholarship and instead begin with what they already know and meet students where they are; mind-map a course while taking a walk)
  o mid-career - help with self-assessment to decide whether to continue on same track or try something new, try rotating admin roles
  o senior - help with generativity, connect with mentoring opportunities, assign to lead big, lasting initiatives, assist with financial and psychological consequences of retirement (invite emeriti to speak with them)
• blended courses are on a spectrum from LMS-enhanced face-to-face courses to online, more obviously flipped courses but line is crossed not in terms of quantity of material online but rather in terms of the intentionality of the course design that leverages online experiences to benefit face-to-face teaching
• shift from "failure is not an option" to "expect failure but learn from it"; avoid "critic's math" wherein 1000 compliments + 1 critique = 1 critique (Jason Craig)
• serve the needs of faculty members who have heavy care-giving responsibilities; find out what they need, reduce stress (Martha Diede)
• avoid perfectionism, have a range of what is acceptable (100% is not sustainable)
• mid-career faculty members need to do PR (start with faculty profile page on college website)
• *Peak Performing Professor* by Susan Robison who was doing faculty development before it had a name (she'll do a Skype session with book group before or after) - may be especially good for mid- to later-career faculty
  o really about coming to know one’s own values and priorities and then making a plan to accomplish them
  o do what you uniquely can do; don’t be just another warm body
  o have a theme for your personal year; focus
• consider disseminating micro-tips or food for thought emails