1. Learning occurs when…

2. Active learning is important because…

3. Teaching effectively in my discipline is important to me because…

4. Which of the following items do you take to be the most important challenges to consider when teaching college students?

   ☐ expert blind spot

   ☐ student motivation

   ☐ moving students through stages of competence

   ☐ helping students attain mastery by increased ability to integrate skills

   ☐ transfer of knowledge from one context to another

   ☐ teaching a diverse set of students

   ☐ teaching students who are also developing young adults

   ☐ teaching Generation Z
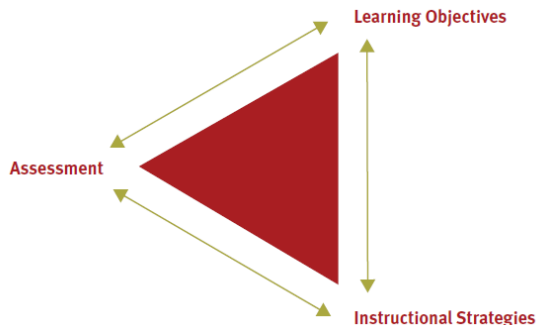
   ☐

   ☐

Preparing & Delivering Effective Lectures

Challenge #1: Setting the Right Pace

What's the problem?
As an expert and a scholar, you are likely to try to teach too much, and to try to do it too quickly. You may end up more focused on getting through a set of content, and neglecting the importance of giving students time to process what they are learning.

What's the solution?
Identify *learning objectives* and let that guide your choices for content coverage along the way. **Come to Series 2 on Course Design to find out more about this approach!!**

Challenge #2: Organization & Structure

What's the problem?
Learners need help to identify the connections between ideas, the structure of the information they are learning, and the way different skills and ideas fit together. They typically need the organization and structure of the content to be made *explicit* so that their brains can make sense of the content and skills they are learning.

In addition, student attitudes toward you and the course will shift alongside how organized they perceive you to be. If they believe you are organized, they will also believe that you care about their learning, which feeds into their willingness to learn. If they do not believe you are organized, their motivation and engagement is likely to drop.

What's the solution?
- Have a defined start & end to each class session
- Use signposts and explicit markers to indicate shifts and connections between ideas
- Provide summaries and key takeaways along the way
- Use an 'advance organizer'

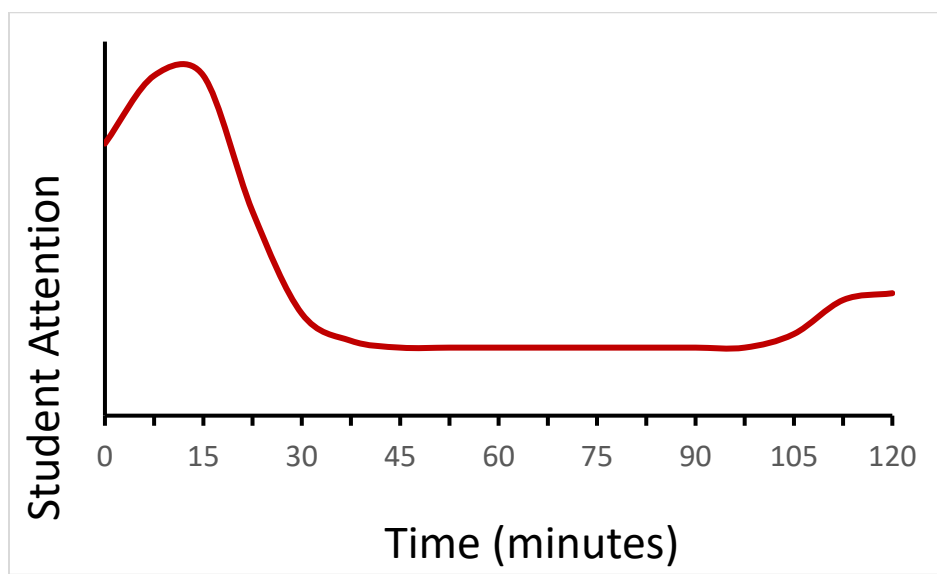**Challenge #3:** Maintaining Student Attention

What's the problem?
Paying attention and focusing on learning is hard, and the attention spans of students are very short when they are simply listening to a lecture and taking notes.

What's the solution?
- Find ways to make students active partners in the learning process
- Plan your class session as a series of 10 minute 'mini-lectures'
- Incorporate strategies that help to re-set student attention throughout the class session
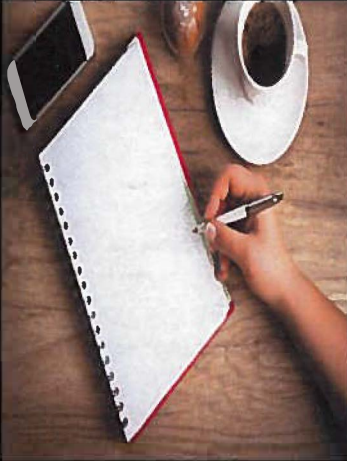- Teach with some form of 'enthusiasm'

Video: Steve Klepper, Carnegie Mellon University
As we watch this video, take notes on what this instructor does to gain and maintain his students' attention?

Which of the following items do you take to be the THREE most important challenges to consider when teaching college students?
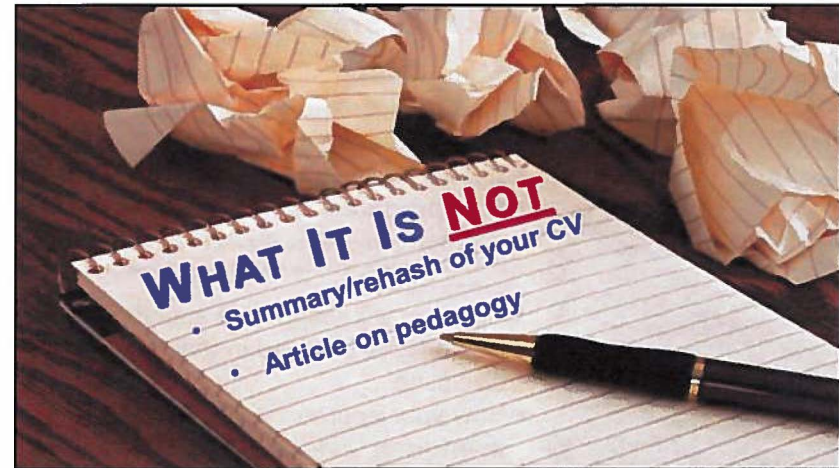
- ☐ expert blind spot

- ☐ student motivation

- ☐ moving students through stages of competence

- ☐ helping students attain mastery by increased ability to integrate skills

- ☐ transfer of knowledge from one context to another

- ☐ teaching a diverse set of students

- ☐ teaching students who are also developing young adults

- ☐ teaching Generation Z

- ☐ setting the right pace

- ☐ providing organization and structure

- ☐ maintaining student attention

- ☐

- ☐

- ☐

What do you think are some of the most important principles of effective teaching? (e.g., clarity, approachability, rigor, …)

WHAT IT IS

- 1 – 2 page single-spaced document
- First-person description of your core teaching approach with concrete examples of:
  specific course topics | assignments | assessments | strategies drawn from courses you taught or are prepared to teach | past mentoring experiences
- Purpose of Examples:
  - Demonstrate range of your teaching expertise
  - Illustrate your objectives, methods, and approaches
  - Allow readers to envision your teaching approach in action

WHAT IT IS NOT

- Summary/rehash of your CV
- Article on pedagogy

purpose

lets future employers know your capabilities as an instructor, your fit with their institution, your value as a colleague, and your overall qualifications.

ANSWERS/DEMONSTRATES

- Are you qualified for the teaching responsibilities of the advertised position?
- Is your approach to teaching a good "fit" for our department and students?
- What excites you about teaching?
- How do you accomplish your goals?
- If we were to step into your classroom and observe you teaching, what would we see?
- What will our students get out of your classes?
- How do your research interests shape your teaching?
- What will you add to our department? Specific courses? Interesting pedagogical approaches?
- How do you respond to the challenges of teaching?

AUDIENCE

- Academic Search Committee
- Typically 4 to 6 members
- Could include members from outside field/department

Georgia | Center for
Tech | Teaching and Learning

Select three principles and/or challenges that you think are most important for your teaching. For each one, identify a few teaching strategies that you imagine using to achieve/maintain these as you teach.

Principle	Strategies

Ruth's Quick Tips for Teaching Success:

☐ Design courses and class sessions around **learning objectives**

☐ Incorporate opportunities for **active learning** when & where you can

☐ **Teach less** so students will **learn more**

☐ Think about **teaching as a conversation** with your students

☐ Use **feedback from students** to adjust your plan

☐ **Help students see the value/purpose** in what they are learning

☐ Allow students **room to fail** and **room to create**

☐ Connect with your **teaching center** (workshops, teaching observations, feedback sessions, one-on-one consultations, course design support, etc.)

☐ Pay attention to **scholarship on teaching & learning**

☐ **Be yourself**

Some ongoing trends in college-level teaching:

- Online, blended, and hybrid classrooms (and MOOCs)
- Flipped classrooms
- Problem-based learning
- Team-based learning
- Service Learning
- Interdisciplinary courses
- Globalization
- Universal Design for Learning (UDL)
- Inclusivity

Series 2: Course Design | Starts next week!

See ctl.gatech.edu/PD-Fundamentals for details