

# Teaching For Success 4.0

## *Success Insights*

### **Success Ideas from Places You Might Not Think to Look**

#### **Simplifying a Complex System**

With complex systems, it's difficult, if not impossible, to formulate clear, reliable cause-and-effect relationships, and teaching is a good example of a complex system.

Faculty today need to know more about how to cope successfully with complexity by learning how to be more open to experience, observation, and innovative thinking. And they should rely less on rigid instructional techniques of a past era.

#### **improvement Strategies for Working in Complex Systems**

One of the goals of TFS is to provide improvement ideas and concepts designed to help instructors work effectively in the complex system, which is their own class. Thus, TFS can improve the probability a teacher will achieve the teaching outcomes they desire.

A primary tool and one that is unique to TFS 3.0 is the Critical Success Factor, six-part, teaching-improvement framework. Our Critical Success Factor structure offers a way to better understand the breadth and depth of concepts and areas of expertise required for meaningful teaching improvement.

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#### **What's so special about Teaching For Success?**

When faculty fully understand the Critical Success Factors of good teaching, they can improve. When your college becomes a TFS Member:

All of your faculty gain access to an extensive set of high-impact teaching improvement e-resources designed especially to help them succeed.

#### **The TFS Critical Success Factor teaching improvement components:**

- Leadership
- Management
- Instructional Design
- Communication
- Context and Content Analysis
- Testing and Evaluation

Familiarity with CSFs thinking can empower faculty to work more effectively, even in the complex teaching and learning environments they face everyday.

### **Context Sensitive Instruction--An Example of Using TFS 3.0, CSF Thinking**

One of the six Critical Success Factors of teaching improvement is **Context Analysis**. Let's take a very brief look at Context Analysis.

By this we mean using "field analytics," which is like choosing a wide-angle lens to completely view and better understand the instructional process.

### **Mindfulness**

At TFS, our bias is to urge instructors to develop what might be called teaching mindfulness that includes real-time knowledge of how their students are responding to the learning process, their level of learning-outcome synchronicity and acceptance, and a sense of how learners are interacting with their peers and the body of knowledge being studied.

Finally, effective teachers seem to investigate continually how well students are retaining the knowledge, skills, and attitudes they are learning.

**Context Analysis** also is involved when an instructor develops the skill to know what he or she is experiencing while teaching. Self-realizations such as: Am I teaching effectively today or as an athlete might describe as being "in the zone," or not? Emotional-state awareness helps the instructor become aware of what emotions are surfacing while teaching.

For example, an instructor may experience fear, anxiety, frustration, anger, elation, confidence, satisfaction, and joy and sometimes a combination of these at the same time.

Click Here to Download a Membership Order Form.[\\_](#)

[Go to the](#) content listing of the TFS E-library to see contents for member colleges can use to develop their faculty

### **Become Linked In with TFS**

Join the ongoing teaching for success discussions. Become a member of Teaching For Success Linked In group.

And, It's free.

Overall, instructors need to closely monitor their own energy level and the energy levels of their students. When they teach with awareness of the complex energy dynamics at work that creates the teaching/learning context against which learning is taking place, instructors tend to be much more responsive; therefore, effective.

When instructors become aware of engaging in real-time Context Analysis while they teach, they can make needed changes on the fly. Once experienced, the benefits of teaching with Context Analysis tools at hand becomes crystal clear. Looking for ideas in hidden corners can make a difference.

Look for more Critical Success Factor discussions in up-coming issues of Teaching For Success 3.0, The E-Journal of Critical Success Factor Teaching Improvement.

~John H, (Jack) Shrawder, Pentronics Publishing