The E-zine of Adventure in Teaching and Learning

High Impact Teaching For Success

How to Focus Your Energy to Manage the Load

In This Issue:

"Life is either a great adventure or nothing."
~Helen Keller

Getting Your Adventure Bearings

TFS: What's in It for You?

Are you ready for a new teaching and learning adventure? High-Impact Teaching means constructing a simple, sensible, and doable approach to teaching and learning. The need for better knowledge and skill retention, higher performance (achieving measurable goals), and boosting satisfaction levels for you and your students is paramount to high-impact execution.

High-Impact Teaching is a journey and a true adventure. No two classes are ever the same; new e-tools for creating, delivering, and assessing instruction are coming online every few months. And almost every day, fresh cognitive research is telling us more precisely how students learn and what teachers can do to help students learn more in less time.

TFS is about You and Experiencing More Growth, Improvement, and Satisfaction

What is success? We define success very simply: It's developing the skills and knowledge needed to define and achieve quality outcomes. It's learning to learn from each attempt to improve, so that your effort is never wasted and you achieve the results you desire.

Three Steps to High-Impact Teaching in every Issue:

- ✔ Adventure Prep
- ✔ Expedition Outfitting
- ✔ Trek Improvement

To optimize TFS issues as travel guides to high-impact teaching, each issue has three parts:

- **Adventure Prep**: Insights into the fundamental laws and principles of success.
- **Expedition Outfitting**: The trading post where you can equip yourself with effective tools and practices you'll need for any instructional voyage.
- **Trek Improvement**: Around the campfire you can put concepts to work, take action, customize ideas to meet your teaching needs, and network with colleagues.

ADVENTURE PREP

Section I. Adventure Prep

Adventure is worthwhile.
~Aristotle

Preparation and the Laws of Successful Travel

Before taking the first step of a 1000-mile journey, before you stock up on camping equipment, dried food, no-wrinkle outfits, insect repellent, and all the other supplies that experienced travelers have learned to pack—and certainly before shoving off—study, learn, and carefully apply basic success principles to trip planning.

The "Adventure Prep" section of this issue of TFS contains ideas, basic knowledge, and practical applications of the many success laws and principles needed by the traveler who wants to better his or her chances of arriving at the desired destination on time and with a sense of fulfillment and enjoyment.

Familiarity with these laws is absolutely necessary if you wish to become a person who leaves the comfort zone behind and then, through continuous improvement efforts, become a high-impact teacher. In short, to achieve more, you must become more, and you become more through mastery of the fundamental laws of success.

Useful Laws of Teaching and Life-Travel Success

Here's a partial list of success laws to be examined in this and upcoming Teaching For Success issues. The goal is to use the following laws to propel us on a successful odyssey to high-impact teaching:

- Clarity of Purpose
- Mindset and Self-Concept
- Cause and Effect
- Belief
- Expectations
- Attraction
- Concentration
- Habit
- Subconscious Activity
- Correspondence
- 80/20 Effectiveness
- Information Processing
- Cognitive Principles of Memory, Retention, and Learning
- Application and Performance
- Informative Knowledge Structures

Life is like riding a bicycle. To keep your balance you must keep moving.
~Albert Einstein

Clarify Your Purpose

Energize and Guide Your Teaching Adventure with Clarity of Purpose

How to have the best, most successful class ever? The secret is to clearly define your major instructional purpose and goal. Having accomplished that, all else will flow from this one essential pre-course decision.

Are you up for it? Okay. Give your primary purpose and goal shape, form, and specificity right now, by entering and saving your answer in the text field below.

How does what you wrote sound? Do you know now exactly what you are trying to achieve as the sum total of each and every class meeting or online session this term?

If not, try thinking backward from the last day of the course. Imagine you are observing your class from the final meeting. Then, enter your responses to the following questions in the text fields provided:

List the measurable ways you expect your students to change as they gain new knowledge, attitudes, and skills:

List the several of the most important changes that you hope to see in your students:

Clarify: *continued on page 5*

ADVENTURE PREP

Clarify: *continued from page 4*

What are the major tasks they can do or problems they can solve at the end of the course that they could not when they first enrolled?

Now go back to the main clarity-of-purpose question on page 4 and see if you can compose a meaningful statement. If you are still having trouble with this, think about what you would say to your students or your administrator if they were to ask about the purpose of your course.

ADVENTURE PREP

Commitment: Personal Buy-in

No matter how well you can articulate your main instructional purpose, it will do no good unless you solidly commit to its achievement. So, for your own use and motivation, enter exactly what you are committed to achieving at the end of this term. Begin this statement, "I commit to achieving...":

It Does Get Scary

Usually at the point of being asked to commit to achieving a specified outcome, we become a little tentative or skittish, especially with something as complex as teaching. The "**What if**?" question usually comes to mind: "What if I commit to an outcome and in the end it doesn't materialize?" Well, don't panic! Goal and outcome setting is a best guess, an estimate. Unintended consequences and unforeseen problems plague most projects and forecasts of accomplishment, particularly when a time limit is imposed on the process.

Caution: Some just give up on setting goals and defining outcomes if they can't be 100-percent assured of attaining the goal. But let me assure you that after 20 years of work and study in the area of personal development, I have learned that failing to reach a goal does not negate the value of having chosen and clarified a purpose in the first place.

You win when you start your journey with a definite purpose in mind, even though the final destination may be different from what you expected, particularly if you reflect on why you missed the target. The reflection process should help you identify

Clarify: *continued on page 6*

There's a difference between interest and commitment. When you're interested in doing something, you do it only when circumstance permit. When you're committed to something, you accept no excuses, only results.

~Anon

Clarify: *continued from page 5*

actions that you could take next time to ensure that you arrive closer to your desired destination.

Commitment: Student Buy-in

ADVENTURE PREP

The exercise you have just completed will help you greatly in preparing the details for each class meeting, but it also has another important use: communicating to your students exactly what the benefits of taking your course are, and obtaining their commitment to participate and complete assignments and, even more, to complete the course.

The next step is to communicate the purpose of the class to your students and obtain at least an informal buy-in to the course outcomes, which should correspond to your instructional purpose. Enter some ideas or definite plans on how you gain a commitment from each student:

Bottom line?

If you want to teach for success and help your students achieve the important benefits of completing your course, then clarify your main instructional purpose. Commit to its achievement. Communicate this purpose to your students. Finally, ask for their commitment to the set of academic outcomes that you and they have discussed.

Such a discussion is important. Students will not give your class a maximum effort without making a solid commitment to its value.

Visualizing a concrete outcome can make all the difference. As a young 20-year old in Air Force Officer Training School I remember struggling to make it through. I and the other candidates had to daily reaffirm a decision to stick with it and earn that officer rank. Once I firmly decided that I wanted to wear officer bars, all the mental, physical, and academic challenges became much easier to accomplish—doubt had been dismissed and energy flowed to make success possible. Focus your energy through goal setting and the load feels lighter.

Section 2: Expedition Outfitting and You

Every trip requires giving at least some thought to matching the expected travel needs to the available supplies, maps, and knowledge of the local language and customs.

Three Easy Pieces of High-Impact Teaching

1. Adventure Prep

2. Expedition Outfitting

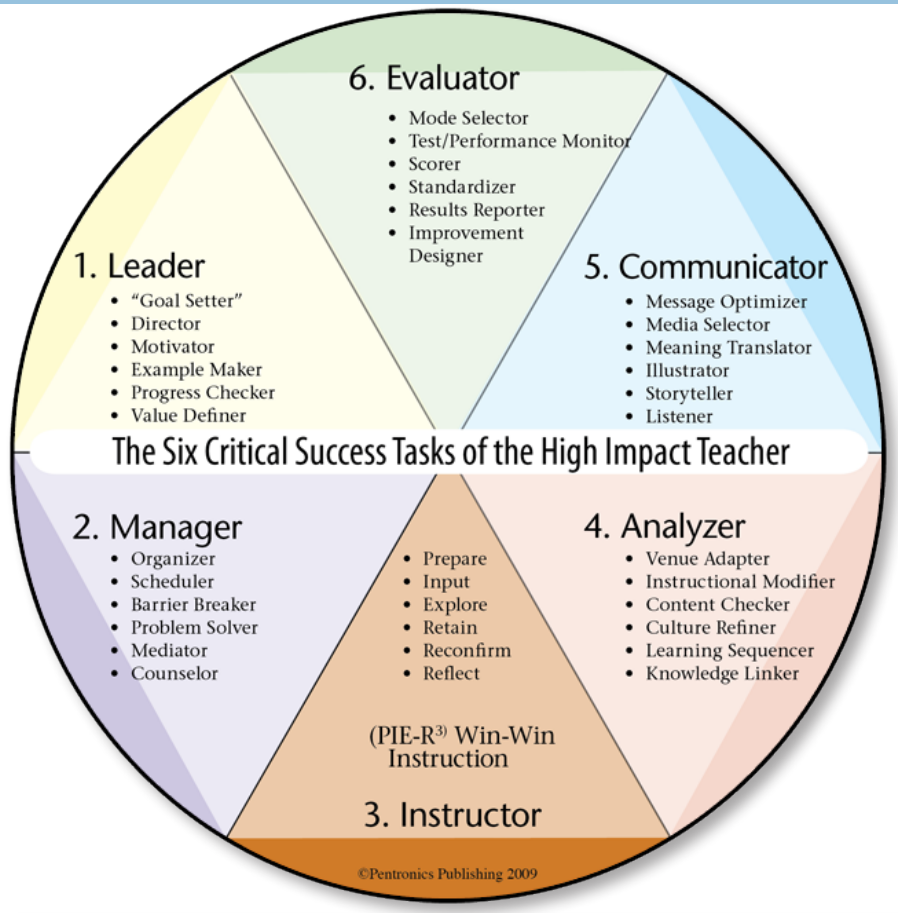
3. Trek Improvement

Three Easy Pieces of Teaching Improvement

If you have the sense that teaching is an adventure, a metaphorical journey through sometimes new and unfamiliar bodies of knowledge, a trek involving the acquisition of new skills and attitudes, then you may agree with TFS that it makes good sense to put enough effort into preparation and planning to ensure a successful and safe trip.

To help you further prepare for your teaching expedition, we are introducing here the Second Piece of the Teaching For Success "Three Pieces of High-Impact Teaching" program and e-zine. The essential point of this is to explore with you that teaching involves much more than the task of instructing: When you teach, you actually wear up to six important hats and constantly juggle the roles you play.

The map to the left is meant to be a starting point to illustrate this idea and promote discussion in Teaching For Success. It's included here as a thinking-about-teaching aid and as an advance organizer for articles and ideas to aid your



The TFS "adventure" map lists the critical teaching roles and role-tasks of the High-Impact Teacher.

teaching journey and successful fulfillment of these roles. The "TFS Role" chart helps clarify all the many activities that encompass good teaching. This chart can be used as a road map to embarking on a Teaching For Success voyage of improvement and self-discovery.

Scout Reports

We call articles from our Partner Authors about "outfitting" the teaching and learning journey "Scout Reports."

Scout Report Summary, 20.2.1

by Barbara J. Weiner

Touch Screen Tech

Travel often requires using specialized equipment.

Touch screen technology is revolutionizing the way we interact with computers, digital products and communication devices.

Ms. Weiner explains the impact of this new technology and what you need to know about it as an instructor.

EXPEDITION OUTFITTING

Touch Technology: An Application Primer

Barbara J. Weiner, M.S., MT(ASCP, FL BCLP), CLS(NCA)

TFS Partner Editor, DL and Web Design

(barbjweiner@AOL.com)

Interactive touch screen computing has made its big debut on college campuses from coast to coast this semester. Are you ready to embrace it as a permanent teaching tool in your classroom?

The first finger-activated touch sensing technology was invented and popularized by Dr. Sam Hurst in 1971, while he was an instructor and researcher at the University of Kentucky. He was well ahead of his time. Now, and more than three decades later, we find ourselves at the beginning of another milestone in computer application history, with the mainstreaming of touch computing rapidly arriving at collegiate and corporate business classrooms around the country this year.

Definition

Surface computing is a way of working with computers that eliminates the mouse and the keyboard completely. Simply, on a flat, horizontal glass screen, the heat and electrical conductivity from your finger, and/or the pressure of touch, successfully activate the software involved. In other words, the computer takes in data from your physicality, processes it, and then returns a result. More specifically, you can literally grab items on the screen and push them into folders, or use built-in infrared-tracked "touch points" to alter images or infuse data instantly. This data transfer can also be done by placing objects with digital content onto the screen surface and wirelessly transferring information that way, such as with a digital camera or memory stick.

Today tactile technology is available with the iPhone®, BlackBerry, and Palm Pre. The collegiate and business classroom tactile screen technology currently available is the Microsoft Surface, nicknamed "Milan."

Best recognized by its tabletop design and recently featured in popular print and television media, MS Surface features a thirty-inch interface plane screen capable of receiving data from multiple touch points simultaneously, including from Wi-Fi and Bluetooth operating devices, digital cameras, iPods, CDs, DVDs and PDAs, simply by placing them on the screen, making the operating system interface invisible to users. It is not cheap, with a price tag in the $10,000 range for each customized device.

Recently, Ideum announced the release of their MT2 Table touch screen technology. Watch a video (unfortunately with no

Touch Screen: *continued on page 11*

***Touch Screen*:** *continued from page 10*

sound) showing off a huge interactive table from Interactive Scape, http://www.youtube.com/watch?v=KilhGvHDqRg

The second touch-activated system is from Hewlitt-Packard, called the TouchSmart PC. It was designed for, and continues to primarily focus on, family and home use, featuring an affordable wireless keyboard and mouse, stylus, and media center remote control.

What makes this better than our current personal home computer? It serves as a scheduling and information center in one central location of the home. Family members can walk up and touch the screen with a fingertip, and do everything from leaving an on-screen note to designing and editing digital photo products.

Current Applications

At the San Diego State University's Visualization ("Viz") Center, master's degree candidates are currently using physical computing to interface with the county in support of the expansion of technology used for homeland defense and national disaster preparedness.

The university hopes to assist in national emergency management efforts through this collaborative effort, which includes students training with local and state agencies in addition to their technology learning experience. Hurricanes, floods, wildfires, and terrorism are just the beginning of the topics being addressed so far. Technologies in current use include computer visualization, optical assistive technology, wireless networks, touch-sensor networks, and geospatial mapping programming.

Similarly, in late 2006, the Savannah College of Art and Design in Georgia launched a new course entitled "Physical Computing." The professor teaching the course, along with one graduate teaching assistant, describes her class as an exploration of the use of "nontraditional input devices to create interactive user experiences."

Assignments include the use of body gestures, optical sensing devices and touch-sensitive screens for data input. Implanting physical objects with alternative, creative technologies to interact with people in the real world is the ultimate course goal. Traditional computer monitors, mouse, and keyboard are excluded as much as possible in the design phase.

When you begin teaching or studying at the dental school of the University of Oklahoma, you are given a five-page online handbook to get you started with the touch technology already installed in your classroom. You will be advised to be patient with the touch screen, while

***Touch Screen*:** *continued on page 10*

SECT II EXPEDITION OUTFITTING

Touch Screen: *continued from page 9*

learning setup details like selecting the lighting level that best suits you. You are also cautioned that some people will fail to activate the touch screen purely due to the naturally low conductivity of their own skin!

Supplemental business applications of Microsoft Surface are now up and running at Harrod's Casino as a "virtual concierge," and as customer service kiosks at T-Mobile stores nationwide.

Pros and Cons

Knowing the pros and cons of touch screen technology will be the first keys to assuring your success while integrating this design system into your classroom. On the positive side, interactive design technology in your classroom will expand the scope of your syllabi by significantly increasing the technical creativity opportunities for students.

For example, several students can work at once, also linking with experts or the most current data available, all in real time. Physical computing links students more closely to each other and to the course facilitator in real time, thus eliminating the back-and-forth of email and the time lag that entails.

Students and teachers alike will build expertise by updating their computer interface skills as the technology quickly expands.

With expansion of the touch screen interface, our research scope will extend beyond the Internet to include immediate data sharing between corporations, individuals, experts, and government agencies.

According to Microsoft scientists themselves (May 2007), the key attributes of surface computing are:

- Direct Information Interaction
- Multi-Touch Contact
- Multi-User Experience
- Digital Object Recognition

The down side of the advanced touch screen computer interface involves both practical and serious ethical issues on campus. First, there is currently no software application available to connect the disabled or the blind to classroom touch screen technology. An action so necessary and seemingly simple as touching the screen is impossible for many students.

Popular and widely used assistive, alternative, and augmentative devices, such as HeadMouse Extreme, are currently not a part of surface technology development, according to lead surface technology team members at Microsoft (2007). Leaving these students behind prevents a true celebration of the technology of touch at this point.

Other obstacles include dead spots on the screen that interrupt information transfer applications,

Touch Screen: *continued on page 11*

***Touch Screen**: continued from page 10*

fluctuations in personal touch temperatures and finger pressures that also inhibit or terminate data flow, and the fact that it may take several attempts to activate the touch screen on any given day.

Overall though, as gesture-based computer interaction replaces the computer keyboard and the mouse becomes a distant memory, computing will become easier and more personal. Touch energy will become the norm as creative design becomes interactive design through physical computing.

Meanwhile, collegiate educators and their students are now among the first to use touch-sensitive applications in practice every day. We must be courageous as we join the ranks of hospitals, hospitality corporations, security and banking firms, government, and the military in transitioning society to the era of touch screen technology.

Successes and failures of this science and its associated learning applications will be measured by the analysis of technical issues, emerging input device preferences, individual user issues, and the proliferation of technology-based collaboration. So, find a place to put your fingers on the data and try out this new technology today!

Note: This touch scree article is fondly dedicated to the memory and resilience of Susan Jane Ashmore (1954-2007) of Melbourne, Florida, who persistently and aggressively supported and enhanced her life, and that of so many others around her, through her use of innovative assistive technologies during her valiant five-year battle with ALS.

SIDE TRIP Searching the Wildlands of the Web for New Ideas

Book Glutton

http://www.BookGlutten.com. A new web site resource for

group book reading and analysis. Probably the best way to get to know this new site and think about its potential for class learning or for your individual reading enjoyment is to enjoy the informational You Tube videos about this site—go to http://www.youtube.com/watch?v=TkCoknkwua4 to watch a five-minute introductory talk.

Whole Brain Teaching or Power Teaching

Web site: http://wholebrainteaching.com Watch as Chris Biffle demonstrates his whole-brain teaching concept with a college class: http://www.youtube.com/watch?v=eBeWEgvGm2Y

Also, watch Kristin DeWit, veteran "Whole Brain Teacher,"

guides her high school class a through a lively algebra lesson at http://www.youtube.com/user/ChrisBiffle.

Both clips show how students can be fully engaged by multi-sensory learning activities followed by a peer-to-peer teaching component. TFS does not have any relationship with these organizations, but feels they may have something interesting to offer.

Scout Report Summary 20.2.2

Four Common Discipline Problems

- Seeking attention
- Pursuing power
- Seeking revenge
- Covering a low self-confidence

Learn what you can do to prevent and deal with four common problems before things get out of control.

How to Prevent Four Common Discipline Problems from Spoiling the Trip

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My most memorable discipline problem involves a student swearing at his computer class members. He got their attention, and mine! How would you respond?

I responded by asking him to setp outside of the classroom. I explained to him I would remove him from the class if the behavior continued. I then separated him from the offended group, which included his girlfriend. I felt that a direct approach was called for, considering the seriousness of the situation. After that, I "caught him being good" a few times to restore our relationship.

Since the use of ineffective classroom control techniques can worsen an already poor classroom situation, it's vital that college instructors learn the four major causes of student misbehavior and a positive response to each of them.

Most forms of student misbehavior develop from these four major causes. Identifying the behavior category is essential for dealing effectively with the situation. The four major causes are:

- Seeking attention
- Pursuing power
- Seeking revenge
- Covering low self-confidence

Seeking attention

* *Behavior characteristics*

Attention-seeking behavior—especially seeking negative attention, as by acting out inappropriately—is a common behavioral dynamic in classrooms and online sessions. Typically, with this behavior, you feel annoyed when a student seeks negative attention.

* *Positive response*

When you realize that a student is seeking attention, provide it! Reward it by catching them in positive, desirable actions, and contributions to the class and compliment their actions.

Since the goal is attention, find the moment when the student contributes an important fact or observation. Reward the effort with a positive comment and then move on the rest of your presentation. It may take a while for the student to realize that positive comments result from acceptable behavior, but the wait will be worth it.

Pursuing power

* *Behavior characteristics*

A student's quest for power will leave you feeling threatened. As an instructor, your role is

***Discipline**: continued on page 13*

Thinking: *continued from page 16*

a finely balanced one. You hold the power in the class and grant it to students only at your discretion. Some students react negatively to this power imbalance and seek equal or more-than-equal status with the instructor.

** Positive response*

Instructors must maintain control, but not at the expense of student participation. Students need to share classroom power, but as groups, not individuals. In other words, students must feel empowered, but not in total control.

Another important way to avoid a power struggle is the simple use of two words: "I'm wrong." Students challenge your authority less if you can admit a mistake. Insisting that you are always right, or reacting with anger or ridicule to being questioned, will only increase the power struggle.

Seeking Revenge

** Behavior characteristics*

A student seeking revenge will cause you to feel anger. Revenge results from a real or imagined slight on the teacher's part. The student may have a "if you manage me — I'll get back at you" attitude.

** Positive response*

Redouble efforts with the vengeful student to find common ground and a place where both of you can feel comfortable. Try to avoid the return of anger and revenge in kind. Part of being a teacher is to maintain an aura of professionalism. People expect teachers to avoid gutter language and inappropriate treatment of students. Unrestrained anger can lead to problems, especially in light of sexual harassment laws and strict campus conduct policies.

Covering for Low Self-confidence

** Behavior characteristics*

Students lacking self-confidence are among the hardest to respond to. Unknowingly, teachers feel this frustration every day. Dealing with a lack of self-confidence involves a student attitude of, "You can't teach me!"

** Positive response*

To help these students, you recognize small successes. Research conducted in the Soviet Union by psychologist Lev Vygotsky provides important clues. Vygotsky's theory identifies a "zone of proximal development" for each learner.

Using Vygotsky's method, one must find a context where the learner can almost, but not quite, accomplish a given task. The effective teacher gives progressively less support until the student can perform the task with full success.

I've confirmed the effectiveness of Vygotsky's method in my own classes. My students do indeed learn best while "on the edge" and feeling slightly overwhelmed by the material but knowing help is nearby when needed. The key to successful management of classroom behavior is always to act with the conviction that this is your classroom and that you and your college have set behavioral standards for the good of everyone, and that these rules are clearly communicated and enforced.

Scout Report Summary 20.2.4
Understanding Bloom's Revised Taxonomy of Thinking Skills

Climb Complexity Mountain and the experience will give you a clear understanding of the subtle but important-to-know changes in the revised Bloom's taxonomy of thinking. Creation, not synthesis, is now the top rung of thinking skills ladder.

Bloom and Complexity Mountain

Jack H. Shrawder, TFS

If you achieve nothing else this term, work to ensure that all your students can ascend to the heights of **Complexity Peak** and enjoy the view from the top.

What do I mean? I'm referring to climbing the switchbacks of increasing complexity represented by Bloom's revised taxonomy of thinking skills.

Most learning begins in the lowlands at **Memory Meadow**. For example, your students learning adventure can become mired in lowland bogs if they don't first memorize the facts, terms, symbols, etc. used to define the body of knowledge they are mastering.

Yes, drill, rote, role playing simulation, and game learning still have a place as an effective means to remembering the basics. Now imagine your students are off rounding the first switchback on the trail to Creation Crown giving them a first look at **Understanding Uplands**.

On this portion of the trail, students mix, match, order, compare using the symbols, terms, definitions, images, categories that they now have firmly in memory from the "meadow" experience. With no rest for the weary, the pace quickens as learners get a view of **Application Abutment**. At this point, increasing complexity means that the established track branches out and students are presented with choices on how to demonstrate that they can competently apply newly acquired knowledge to solve real or imaginary problems.

On the other side of Application Abutment the trail branches into several equally well worn routes. Pushing on, the students reach **Analysis Altitude**. Here the

***Complexity**: continued on page 15*

Complexity: *continued from page 14*

learner- traveler must analyze the route situation to prepare to make an informed evaluation of how to proceed.

Fortunately, an informative sign provided by the instructor describes the routes in terms of angle of grade, total distance traveled, type of terrain to be covered, availability of water and shelter.

Other factors to be discovered at **Analysis Altitude** include the hikers energy level, fitness, emotional intensity, .etc. Here it's all about breaking ideas down to component parts.

Even higher up lies the dreaded, **Evaluation Escarpment**. The learning task here is to take all these analysis factors into consideration and make the best choice of climbing routes for arriving at **Focus Ford** within a set standards such as time, safety, and individual or group arrival priorities.

The better the evaluation process, the more likely it will be that students will navigate the stream ford and arrive well prepared for the final assault of (drum roll) **Creation Crown** summit. Once standing on **Creation Crown,** an eagles perch with an eye-view of the body of knowledge lying below in all its glory, learners must pass the final test of creating a product, idea, or performance according to the criteria that the masters who have been here before have left to challenge the creativity of the initiate. Too often, too many students spend too much time and energy wandering the low altitude paths of learning never experiencing the challenges and joys of conquering complexity. To teach for success, lead your students to the alpine heights and challenge them to the high impact learning of academically scaling creation crown.

More Blooms…

When learning new knowledge we are all in the same boat.

A SIDE TRIP: Planning Better Class Sessions

A TFS Interactive Planning Instruction Form Provided pages 17-20

As Peter Senge commented in ***The Fifth Discipline***, "Why are mental models so powerful in changing what we do? In part, because they alter what we see." Use the "TFS Class Session Planning Form to help you better prepare for each class this term. This form is constructed to match with the TFS PIE-R^3 instructional system. The ****TFS*** PIE-R^3 teaching system or mental model can help you see the teaching process more clearly and define improvements that could boost your students' success rate. First, determine the specific instructional outcome to be achieved. Then list instructional resources you will need and management tasks important to this session.

Proceed by planning what you will do to complete each step in the PIE-R3 instructional model:

- ❑ **Prepare** — By starting your course planning with the end in mind and preparing the learner to learn, you accelerate learning. Posting quotes, session goal statements, cartoons, or a puzzle or assigning a one-minute dyad discussion are all ways to prepare students to learn.

- ❑ **Input** — In this step decide how you will translate your toughest content areas into visual, auditory, and hands-on learning experiences that will keep students active and engaged.

- ❑ **Explore** — Your students gain the most in the least time when they are allowed and encouraged to explore the material using their own preferred learning styles and modes, and then, teach it to peers.

- ❑ **Retain** —Retention is improved when students personalize and emotionalize the material, therefore, design learning activities to facilitate moving material into useful long-term memory.

- ❑ **Reconfirm** — The best students and teachers know the value of reviewing early and often. Urge students to self-test new and building-knowledge sets often. Pose problems that push students to apply knowledge in new ways.

- ❑ **Reflect** — Improvement is made only when students and instructors take time to go back over the learning process in an analytical way that reveals what went right and what could have been done better. Reflection is a process of asking performance questions and looking for action answers; reflection without actions steps for change produces no forward momentum, so including a reflection step is crucial.

*adapted from work done by Collin Rose on accelerated learning

The TFS PIE-R^3 Instructional System Class Session Instructional Activity Planning Form

Session Number	Course	Date/Day	Time	Text Chapter/Sections

Instructional Resources Required:

- Handouts Provided
- Equipment: Media/Lab/Demonstration
- Guests invited
- Tests/Quizzes
- Supplements
- References

Course Management Tasks

- Institutional and Course Management Announcements
- Homework assignments
- Others (list)

Click Here to Download Additional Copies of this Form

TFS PIE-R3 Class Session Planning Form

Section I. Prepare: Helping students transition to effective learning from everyday out-of-class tasks and concerns.		
Steps	What is the preparation goal?	How can I help students prepare for learning using each step.
1. Gain Attention		
2. Learning Mindset Preparation		
3. Connections to Previous Learning (Brief Review)		
4. Organizer: Agenda for today's class		
Section II. Input: Present new material knowledge, skills and attitudes in an engaging, active way.		
What I Need to Do	What is my presentation goal?	What will my students do to engage the new topic?
Present Topic 1		
Present Topic 2		
Present Topic 3		

Section III. Explore:—Students actively explore the new material through application, problem solving, creating and teaching others.		
What I Need to Do	What is the exploration goal?	What will my students do to explore the topic?
Explore Topic 1		
Explore Topic 2.		
Explore Topic 3		
Section VI. Recall: Transfer to long-term memory by four steps personalize, visualize, emotionalize and practice.		
What I Need to Do	What is the recall goal?	What will my students do to recall the topic?
Recall Topic 1		
Recall Topic 2		
Recall Topic 3		
Section V. Reconfirm: Use self-testing and formal testing for confirmation of mastery understanding.		
What I Need to Do	What is the testing goal?	What will my students self-test, and how will I formally test them?
Test of Topic 1		
Test of Topic 2		
Recall of Topic 3		

Section VI. Reflect: Optimizing the learning process by assessing each learning step and the outcome against the desired goal.		
Reflection Questions to Ask.	What went well; what did I do right?	What could be improved next time?
1. Reflection for improvement		
2. Reflection for improvement		
3. Reflection for improvement		
Section VII. The Cliff Hanger: How will you motivate students to return to next class meeting prepared to learn?		
1. Teaser Topic to boost attendance and interest in next session		
2. Story whose ending will be told during the next class		
3. Describing activities or important information that needs to be understood at the next class meeting		
4. Other attendance stimulator ideas		
5. Notes		

Note: With this issue we include a new Outfitting feature: the TFS TFS Quick Tip Teaching Tool Sets in Power-point format.

TFS Quick Tip Series 1 consisting of 10 teaching tool tips. They are available as PowerPoint Slide stacks with TFS membership.

Teaching for Success

QuickTip Series 1, TIP 10

THE ONE-MINUTE PAPER

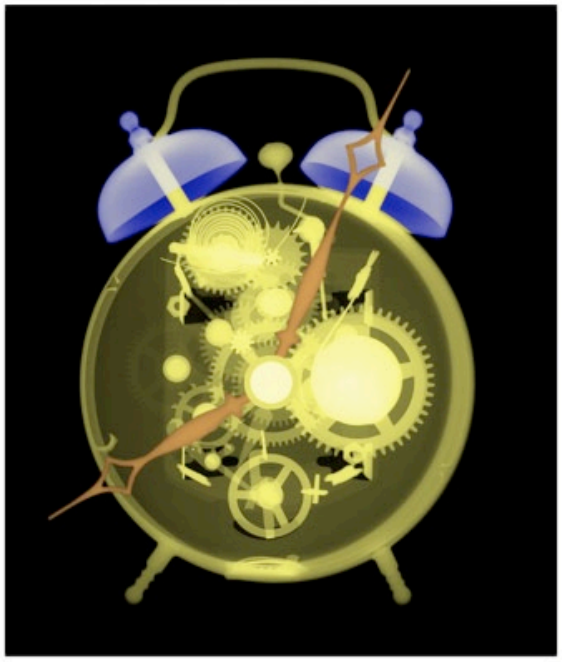
DONALD A PETKUS,

It's has been around for some time, but it's well worth revisiting because of what it can do for you and your students.

It provides you with a chance for obtaining quick feedback on how your students feel their progress is going. It gives students a chance to say, "I don't understand" without having to draw attention to themselves. Or to say, "I get it, already!" You don't need to spend too much time on a concept I have already mastered.

Also, it produces important information needed to customize the next class lecture notes or plan a carefully targeted review session.

Although the one-minute paper calls for informal, spontaneous writing, it also offers another way to assess the students' writing skills, learning styles, critical thinking skills and content mastery. Most importantly, it helps me to improve my teaching.



SECT II EXPEDITION OUTFITTING

Scout Report Summary 20.2.5

Learning to Teach from Travel Adventures

When students are dropping or mysteriously disappearing from your class, it's time to analyze your communication. You just might be the cause of low retention and not even know it.

Retention and the TOLEDO Experience

by Ted Rachofsky
Austin Community College, Texas

I find that whenever there's some trait I can't stand in another person, it's usually because I can't stand that trait in myself. Consider an incident that happened a few months ago in Toledo, Spain:

"Disculpe la molesta (Pardon me for the inconvenience)," I asked in Spanish, "but where is the Alcazar?"

"Que? Que? (What? What?)," the person responded. "Oh, you mean the Alcazar! Just walk down this street until you find the building with two lions in front," he said, pointing down the steep hill.

After walking down more than two blocks I remembered reading that the Alcazar is on the top of the highest hill in Toledo. I stopped and asked somebody else.

An Unpleasant Truth

The truth came out. I marched back up the hill, getting angrier with every step. How could this person be so disrespectful and purposely give me the wrong directions?

How could he? I would never do anything like that....

Or would I?

Every new school term my classes fill with new faces, and sometime during the first week, like clockwork, a student will raise his or her hand and ask a question demonstrating complete ignorance of this and every previous math course.

"How can anyone who doesn't understand such a basic concept be in this class?" I think. "This person must have been placed in the wrong course."

Believing that honesty is the best (and most helpful) policy, I say, "We covered this material last semester and the semester before. I can't spend time explaining it again in class."

Then I'd get right to the point. "Are you sure you're in the right class?" In either case, I usually

The Alcazar of Toledo, Spain

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Toledo: continued from page 22

never see this student again. "Probably in the wrong class after all," I think.

Since my classes seemed to be getting smaller and more staid, I eventually decided to change from direct confrontation to direct avoidance.

My answer became, "I don't want to take class time to answer that question, so let me explain it after class or during my office hours." After class the response I usually got was, "Oh, that's okay, I figured it out by myself."

"Great," I would think; yet I still found my classes staid, unresponsive, and progressively decreasing in size.

Sliding Down the Retention Hill

Something was wrong, but I wasn't sure what. When I talked to some colleagues, I got little insight, so I decided to get another perspective. Luckily, a friend was taking a graduate course and had some time to talk with me.

"Have you ever been in a class at the beginning of a semester, been asked a question that you should have known the answer to, and then been told by the teacher, 'See me after class or during my office hours'?" I asked.

"Oh sure, it used to happen to me all the time. All I needed was a few words to clear the cobwebs, but instead, the 'See me after class' routine made me feel like the instructor didn't have time for my question. I used to get angry, because I felt put down and disrespected."

Déjà vu. It hit me. Here I was, committing acts of disrespect similar to the one I so detested when it was done to me in Toledo. I finished catching up with my friend, thanked him, and went home a much humbler person.

Nowadays, when, just like clockwork, the question occurs, I stifle my previous responses and say, "That's a good question," and then answer it. Invariably, after a few sentences of explanation, the light goes on and I hear, "Oh yeah, now I remember." I usually complete the explanation anyway.

The longer I teach, the more I think this is the way to proceed when this situation comes up. It seems to minimize students' fear while maximizing teachers' respect for the student.

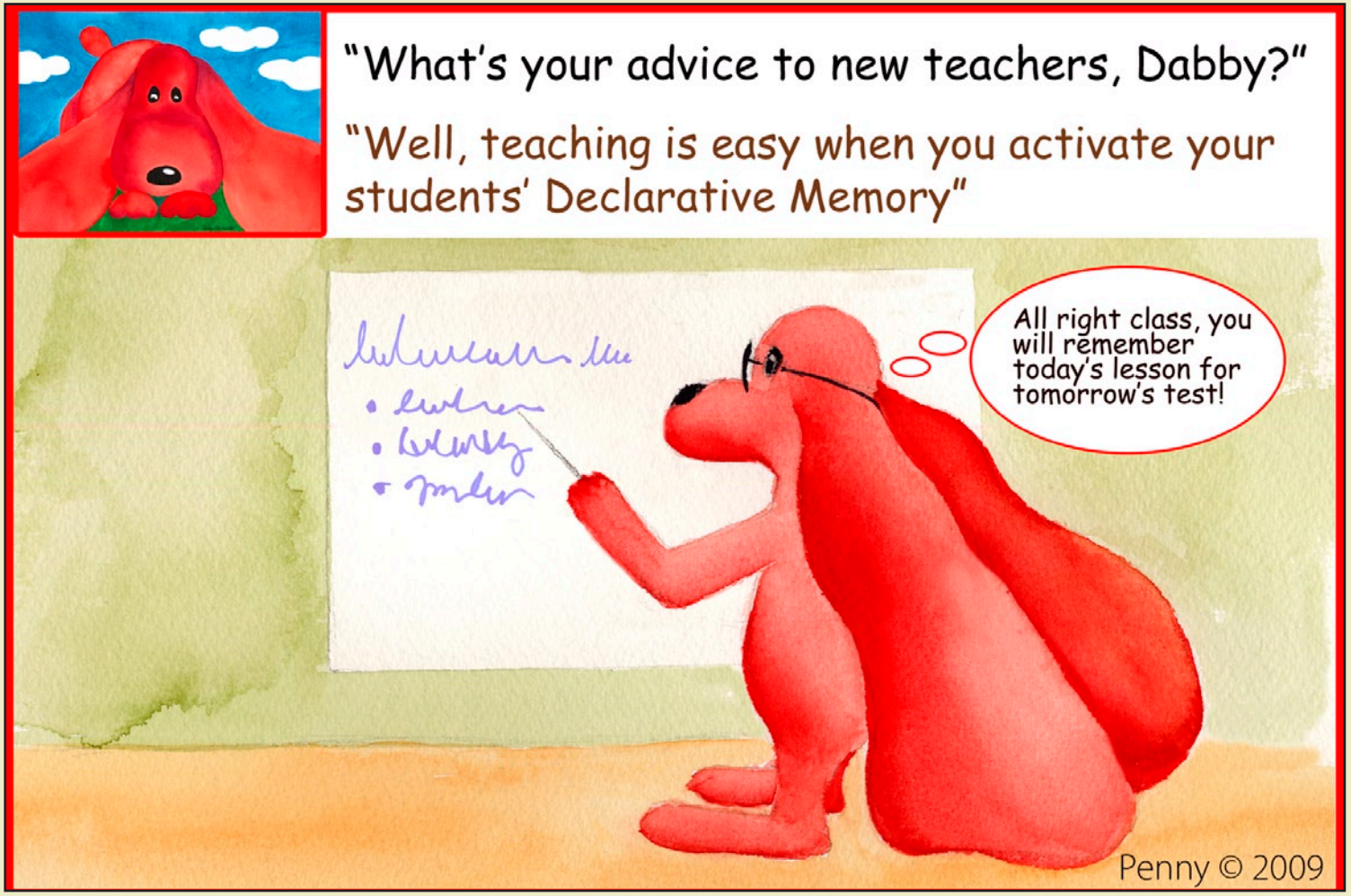
When I set this precedent early in the term, I notice two things. First, the class is alive, eager to ask questions and eager to participate. Second, taking time to truthfully answer students' questions shows my respect for them. It feels good knowing that I no longer treat students the way I was treated in Toledo.

Original watercolor painting and cartoon for TFS

by Penny A. Shrawder, Artist

PennyShrawder.com

SIDE TRIP: IN SEARCH OF HUMOR



Trek Improvement: Section III: Success Through Action

SECT III: TREK IMPROVEMENT

Even the best-prepared expeditions run into unexpected trouble that sometimes requires on-the-spot creative thinking and inventive strategies.

The new Teaching For Success High-Impact Program recognizes the need for an interactive idea-application section.

Therefore, we provide a workbook-like third interactive component called "Trek Improvement," with question/response fill-ins, plus bits and pieces of useful information that you can use to better plan and solve teaching and learning problems that you encounter.

This section adds active Adobe Reader text fields so that you can enter your ideas and responses, and save and print them as needed.

In "Trek Improvement" you will find help in planning at the various levels you are likely to deal with each term:

- ✔ Session
- ✔ Module
- ✔ Course
- ✔ Global Outcomes
- ✔ On-the-Road Problem Solving

Also, to help you solve problems, we will provide information in the Trek Improvement Section III that focuses on:

- ✔ Solving Day-to-day Travel Problems
- ✔ Avoiding Detours [What Not to Do]
- ✔ First Aid for Emergencies [What to Do When Things Go Wrong]
- ✔ Keeping Your Travelers Together [Retention]
- ✔ Getting Through Customs — or, "There Is a Price to Pay for Good Results"
- ✔ Setting Performance Benchmarks
- ✔ Evaluating the End Results
- ✔ Incorporating Improvements into the Next Adventure

Of course, there is not room for all of these topics in one issue, so look for them to be addressed over the course of several volumes.

Attention Faculty Authors

Would you like to be published?

TFS needs your teaching improvement ideas, tips, stories, and web resource recommendations. Be a TFS "Scout" and help survey the land ahead for opportunities to improve teaching and learning. For more author submission details, visit http://www.teachingforsuccess.com/author-info.html.

SECT III: TREK IMPROVEMENT

What did you learn from your last vacation trip? I'm willing to bet you picked up a number of practical tips on how to travel more easily and avoid frustrating mistakes that cost you time, enjoyment, and money.

But having learned, will you incorporate changes into your next trip or be content to make the same mistakes over and over again?

Of course, being an intelligent person, you probably take action and make improvements to make the next trip more enjoyable and rewarding. It's the same idea in the classroom. Teaching is an adventure, and through the application of new learning, you and your students will enjoy greater satisfaction and reward from the educational effort.

The Three A's of Improvement: Affirmation, Analysis, and Action

You can read all the books and periodicals, watch videos, participate in seminars, webinars, and take traditional courses on teaching improvement, but unless you apply what you learned from these sources, you've wasted your time. You must make an affirmation to experiment with new ideas every day.

Next, analyze the ideas presented in each *Teaching For Success* issue for the conceptual teaching gems that catch your attention. What is it about the idea that seems relevant to your teaching? What are the pieces that you can modify or directly use in your classroom or online class?

The TFS Trek Improvement section is designed to make improvement action steps easier and faster for you.

Adobe Acrobat Reader is recommended for working with this section, as it will allow you to save and print your comments as needed.

As you read an article, and the ideas start to germinate, **capture them immediately** in the spaces below. Enter snippets or complete thoughts, however you like to work. The important thing is to make a commitment to improve your class each and every session.

After you make a change, canvas your students with a quick survey to capture their assessment of how the improvement worked.

You can use one-minute verbal or written feedback questions on note cards, e-mail, Twitter, or any convenient mode of communication.

The important thing is to make improvement **a partnership effort**. Make it a game, a challenge to see how much the class can learn, how fast they can learn it, and how well can they put the new knowledge to use.

Now, let's look at this issue's ***Big Ideas*** and help you start formulating some specific improvement ideas that you can try for the benefit of your students.

Success Through Action: continued on page 27

SECT III: TREK IMPROVEMENT

Success Through Action: continued from page 26

Big Idea 1: Clarify Purpose, pp.4-6

Define your major instructional purpose. (Or, why do you teach, and what do you hope to achieve in your teaching?)

Have you clarified your overall instructional purpose? If not, list what is holding you back from doing so.

What are you hoping your students will achieve upon completion of your class this term?

List the most vital resources or skills you will need to reach your teaching goals?

Big Idea 2: Touch Screen, pp.8-11

What types of touch screen technology are available at your institution or do you own?

Brainstorm a couple of ideas for using touch screen computer interface technology in your teaching?

List the pros of this technology.

List the cons.

Success Through Action: continued on page 28

SECT III: TREK IMPROVEMENT

Success Through Action: continued from page 27

Big Idea 3: Whole Brain Teaching, p.11

View the Whole Brain Teaching video. List your analysis of the potential of this method. How could you adapt it to your teaching situation?

Big Idea 4: Discipline, pp.12-13,

What is your current approach to behavior management in your classroom?

What do you see as your most challenging behavior problems?

One of the most common behaviors is "Seeking Attention." How can you adapt the author's recommendation to your instruction?

Big Idea : Complexity, p.14,

List the six steps of ascending steps of complexity of thinking skills presented in Bloom's revised taxonomy: Click for Help

1.
2.
3.
4.
5.
6.

Think of several teaching activities that you could use to make sure your students experience the highest thinking skill level: creation.

Quick Tip One-Minute Paper, p.19

List several ways you could adapt the one-minute paper to your teaching situation.

Success Through Action: continued from page 29

SECT III: TREK IMPROVEMENT

Big Idea 6: Retention and the Toledo Experience, pp. 22-23

What one action could most increase retention in your class this term?

In Performance Improvement Circles, Goal Setting is King; Record Your Goal

My personal high-impact teaching improvement goal for this issue is:

Two Very Effective Improvement Questions to Make Your Day

If you really want to improve your teaching performance, answer these two questions after each and every class and record the results:

1. What did I do right this time?

2. How can I do it better next time?

Until the next issue, have the best weeks teaching ever! Your comments regarding TFS are most welcome. TFS is always evolving, learning, and improving, too. I look forward to hearing from you to keep us on track.

Join the TFS Wiki or TFS LinkedIn for More Ideas and Discussions

You are invited to join the free TFS Learning Community Wiki at <http://teachingforsucccess.wetpaint.com> and join the discussions at <http://www.linkedin.com/groups?gid=1793797&trk=hb_side_g>. There you will find colleagues who have already joined, other faculty, administrators, faculty developers, and a host of interested people whose passion it is to improve teaching and learning. Please feel free to ask a question, post a thread, or contribute a favorite photo or video clip.

TFS Publisher, Jack H. Shrawder

"Success doesn't come to you...you go to it."
~Marva Collins