



**SAN JOSÉ STATE
UNIVERSITY**

Teaching Tips

**Teaching Fair – Spring 2010
College Of Business
Lucas Graduate School of Business
San José State University**



Teaching Fair – Spring 2010

Name: Dr. Jennifer Bechkoff

Department: Marketing & Decision Sciences

Email: Jennifer.Bechkoff@sjsu.edu

If someone in your past greatly influenced your teaching style, who was it?

Dr. Vic Panico (R.I.P) from CSU, Fresno.

What was the best thing they taught you?

Expect more; people often underestimate their own capabilities.

Teaching Tip category:

Encouraging Classroom Interactions

Objective of Teaching Tip:

To foster mentoring relationships.

Audience Level:

Faculty

Materials Needed:

Genuine care.

Time needed:

A few minutes a day.

Title:

Know Your Students

Teaching Tip description:

Get to know your students. Learn each of their names and take the time to learn one thing about each of them. Learning their names is easily done when you pass back each student's assignments/quizzes/exams individually. Calling upon them in class by using their names also allows for practice on your part. Take the time to learn one personal thing about each student. When you do, your interactions with them become tailored, based on what you know. Many of your students own small businesses, have children, have traveled the world, etc. Sometimes these tidbits of knowledge make a difference in how you approach them. When you approach them with genuine care/concern/interest, they, in turn, find you more approachable. This allows for the fostering of a student-mentor relationship. In the past year and a half that I've been teaching at SJSU, I've had the privilege of teaching a Raiders cheerleader, a guy with his own day named after him in Foster City, a national wakeboarding champion, a singer for an internationally recognized band, a girl who could lick her own elbow, and many more amazing people. Know your students; they need you to.



Teaching Fair – Spring 2010

Name: Helen Brubeck

Department: Accounting & Finance

Email: financialaccounting@yahoo.com

If someone in your past greatly influenced your teaching style, who was it?

My students have always been the greatest influence on my teaching style. I am always attempting to change my lecture approach to accommodate them.

What was the best thing they taught you?

That I should always be open to new ideas and new approaches. Today's students are not the same as the students we had 5 years ago, or 10 years ago, and my teaching style has to be adapted to meet those changes.

Teaching Tip category:

1. Motivating Students to Learn
2. Effective Learning assignments/activities

Objective of Teaching Tip:

To show students the relevance of the topics being discussed in class, and how they relate to the real world.

Audience Level:

Undergraduates

Materials Needed:

Annual reports, access to CPA practice question database.

Time needed:


5-10 minutes at the end of class, can do as time allows.

Title:

Relevant Materials in the Classroom

Teaching Tip description:

The vast majority of Intermediate Accounting students are headed for the CPA Exam. I have two responsibilities in my classroom: to prepare them for this exam, and also to prepare them for their future jobs as auditors. I need to show them that what I am covering is relevant to both of these areas. To this end, for each chapter I cover, I give the students a few multiple choice questions from prior CPA Exams (exam practice questions). By going through these questions with the students in class, they can see that the material we cover is relevant for that exam, and more importantly, that they are capable of doing these questions, and therefore attempting this exam. This gives them more confidence in accounting as a career choice. I am always thrilled to hear from students who have taken the CPA exam, and have told me that studying my class notes was helpful during exam preparation. I also like to bring in financial statement examples (particularly excerpts from the notes) when relevant. This shows students how real world financial information is presented, and again drives home the relevance of what we are discussing in class. By using these outside tools, students develop a bond of trust with me. They know that I am focusing on topics and techniques that are important to them and to their futures, and this encourages them to work harder in the classroom. It's not always easy to fit in these extra materials, but I do so at the end of every class, when I can, and I know the students appreciate it.





Teaching Fair – Spring 2010

Name: Mary Calegari

Department: Accounting and Finance

Email: calegari_m@cob.sjsu.edu

Teaching Tip category:

1. Encouraging Classroom Interactions
2. Having fun in the classroom

Objective of Teaching Tip:

Encourage students to interact and get to know each other.

Audience Level:

1. Undergraduates
2. MBA

Materials Needed:

Students answer the following questions on index cards:

1. Who is your favorite female actor?
2. Who is your favorite male actor?
3. Favorite movie?
4. Favorite movie line?
5. Favorite book?

Time needed:

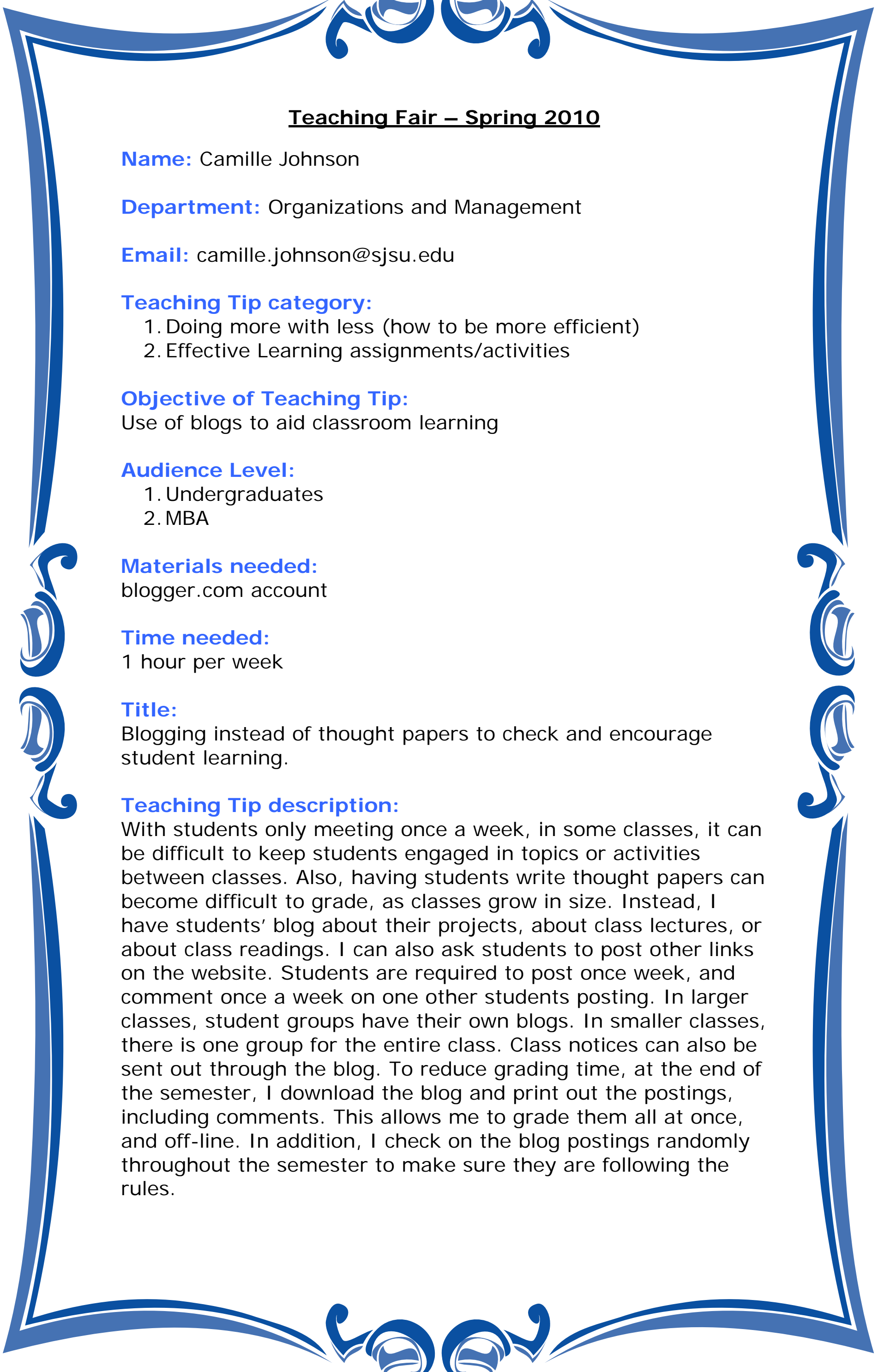
10 minutes each class

Title:

Getting to Know the Students

Teaching Tip description:

I like to use this in my smaller MSA class where they are cohorts or in my Bus126 class where most of them are seniors. I have the students fill out the cards and then I will go over the answers and the students guess who I am talking about. I will go over a few cards at a time in random classes just to get the energy flowing.



Teaching Fair – Spring 2010

Name: Camille Johnson

Department: Organizations and Management

Email: camille.johnson@sjsu.edu

Teaching Tip category:

1. Doing more with less (how to be more efficient)
2. Effective Learning assignments/activities

Objective of Teaching Tip:

Use of blogs to aid classroom learning

Audience Level:

1. Undergraduates
2. MBA

Materials needed:

blogger.com account

Time needed:

1 hour per week

Title:

Blogging instead of thought papers to check and encourage student learning.

Teaching Tip description:

With students only meeting once a week, in some classes, it can be difficult to keep students engaged in topics or activities between classes. Also, having students write thought papers can become difficult to grade, as classes grow in size. Instead, I have students' blog about their projects, about class lectures, or about class readings. I can also ask students to post other links on the website. Students are required to post once week, and comment once a week on one other students posting. In larger classes, student groups have their own blogs. In smaller classes, there is one group for the entire class. Class notices can also be sent out through the blog. To reduce grading time, at the end of the semester, I download the blog and print out the postings, including comments. This allows me to grade them all at once, and off-line. In addition, I check on the blog postings randomly throughout the semester to make sure they are following the rules.



Teaching Fair – Spring 2010

Name: Gita Mathur

Department: Organization and Management

Email: mathur_g@cob.sjsu.edu

If someone in your past greatly influenced your teaching style, who was it?

Professor C. Roland Christensen who taught the course "*Teaching by the Discussion Method*" at Harvard Graduate School of Education.

What was the best thing they taught you?

For the instructor, teaching includes the process of learning in which the instructor learns from the students.

Teaching Tip category:

Effective Learning assignments/activities

Objective of Teaching Tip:

Ensure that the students synthesize and apply the lessons learned from their assigned case materials and articles.

Audience Level:

MBA

Materials Needed:

Recommended study questions.

Time needed:

Instructor time to develop these for each session.

Title:

Recommended study questions for reading assignments for MBA class meetings

Teaching Tip description:

When assigning case materials and articles, I have found that students benefit from having recommended study questions. These questions can (1) guide them towards a deeper analysis of the cases, beyond a comprehension of facts, and (2) can guide them towards applying managerial concepts and frameworks from assigned articles to analyze the case and to make recommendations for managerial action. Without this guidance, I find that students do not adequately attempt to extract, apply, or synthesize lessons learned from the cases and associated journal articles.



Teaching Fair – Spring 2010

Name: Annette Nellen

Department: Accounting & Finance

Email: annette.nellen@sjsu.edu

Teaching Tip category:

Effective Learning assignments/activities

Objective of Teaching Tip:

To help students be better organized in preparing their oral presentation on a court case.

Audience Level:

MBA

Materials needed:

class time.

Time needed:

10 - 15 minutes.

Title:

Preparing for your oral presentation

Teaching Tip description:

Students read a US Supreme Court case that holds for an important tax rule or doctrine. To help them in organizing and pre-planning their presentation, they have time in class to explain their case to a classmate. The classmate is to ask questions if something is not clear. This practice seems to have led to student's better understanding their cases, giving more thought to what is important to say in explaining it to someone and hopefully making them more comfortable with the presentation.



Teaching Fair – Spring 2010

Name: Asbjorn Osland

Department: Organization and Management

Email: osland_a@cob.sjsu.edu

If someone in your past greatly influenced your teaching style, who was it?

I realize you wanted a comment about a positive influence from a teacher but the greatest impact I've experienced has been the changing students. They are more apt to come to class unprepared and enjoy films more than lectures. One has to adapt to teach them effectively.

What was the best thing they taught you?

Avoid lecturing and create an environment where they come to class prepared. This means that they have to work more on their own and attend class less frequently, perhaps 5 times a semester to take exams and presents papers, discuss cases etc. I see little point in entertaining or lecturing to students that don't prepare. I don't mean to criticize them but simply to point out how I feel the need to adapt my style.

Teaching Tip category:

Motivating Students to Learn

Objective of Teaching Tip:

Have students prepare useful papers and case analyses that provide them with an opportunity to reflect on experience and apply theory.

Audience Level:

Undergraduates

Materials Needed:

Nothing special.

Time needed:

Meet with students as a group five times per semester with frequent contact online and at least one meeting per semester with each.

Title:

Hybrid class-online teaching of 160

Teaching Tip description:

The basic model is students work on their own writing and reading. Five times a semester they get together: at the start to explain the approach, then to take exams and present their papers to one another. The writing load is heavy with each student doing four small papers (roughly 1000 words) and team case analyses. The papers are all applied to experience or cases unless the student expresses the desire to research a specific topic. I ask students to prepare personal application assignments where they describe a concrete experience that is a dilemma, reflect on it, apply theory and list action steps describing how they will handle the situation differently the next time. Based on having read hundreds of these assignments over the years, I plan to develop over the summer basic cases dealing with the more commonly mentioned themes such as: problem roommates, bad bosses, slackers in group projects, lousy relationships (usually women complaining about immature or abusive men), independence from parents, bad bosses, and ethical dilemmas. In future classes I plan to meet 5 times each semester with an intro session, three mid-terms and a final. During the times we all meet after the intro, students will also present papers to one another, discuss cases such as those mentioned, and also analyze traditional cases dealing with business dilemmas. I will also meet with individual students throughout the semester to discuss their papers and I endeavor to meet each at least once.



Teaching Fair – Spring 2010

Name: Joyce Osland

Department: Organization & Management

Email: osland_j@cob.sjsu.edu

If someone in your past greatly influenced your teaching style, who was it?

David Kolb, founder of Experiential Learning

What was the best thing they taught you?

Design experiential exercises so that students want to take responsibility for their own learning and get excited about it. Make room for them in the class session - lecture for small periods and focus on asking questions that get them working hard to take away lessons from their experiences rather than telling them what they should be learning.

Teaching Tip category:

Effective Learning assignments/activities

Objective of Teaching Tip:

Increase innovation, problem solving, cognitive complexity, global knowledge, multicultural team skills, and global mindset

Audience Level:

1. Undergraduates
2. MBA

Materials needed:

Flip cameras (optional) Video equipment from the IRC Multicultural team evaluation rubric Peer project evaluation form NIF instructions

Time needed:

3-4 class hours

Title:

Global Solutions and the Neat Idea Fair

Teaching Tip description:

1. Choose a global topic that has both local and global implications, such as immigration 2. Have the class identify what categories or information they need to really understand this problem from various perspectives. Then form a multicultural team to research, compile and present data on one of the categories. Have at least one group do a "Day in the Life" photo voice project where they tape interviews with people impacted by the topic. 3. Bring in a reference librarian or expert who provides input on where to find the data and also provide them with information on social innovations so they begin thinking about what they could do for the Neat Idea Fair. 4. Student teams present their data and post it on blackboard so it serves as a database for the whole class. If there is time, this presentation should be taped by them in advance so that it is well rehearsed and organized. 5. The student teams next have to come up with a social innovation submission for the Neat Idea Fair based on some aspect of the data the class has gathered on the topic. 6. Have students share their neat ideas and get feedback from at least one other team in class. 7. Students submit their NIF projects and are given extra credit for manning their booth and attending. 8. Students evaluate one another according to their multicultural team skills and their project performance. This feedback is compiled and returned to them.



Teaching Fair – Spring 2010

Name: Carol Reade

Department: Organization and Management

Email: carol.reade@sjsu.edu

Objective of Teaching Tip:

1. To enhance student engagement
2. To deepen student understanding of course topics

Audience Level:

Undergraduates

Materials Needed:

A short film that illustrates the course topic of the day. Copies of a role play to be distributed in class.

Time needed:

One 75 minute class period.

Title:

'When Role Play Mirrors Film'

Teaching Tip description:

Role play and film are powerful teaching aids in their own right. I've found that when the two are combined in a mirrored fashion, student engagement and topic retention can be even greater than when role play and film are used alone. The key is to develop a short role play for students to enact, a role play that mirrors a problem-solving challenge in the film. Following the role play in class, the film is shown, and students can compare how they fared against the characters in the film, solving the same problem. A variation is to divide the role play into stages and intersperse sections of the role play with sections of the film throughout the class period.


Here is an example drawn from my international management course. I developed a role play around a film that depicts a negotiation between US and Japanese business persons. The learning objective is to identify differences in communication and negotiation behavior between two cultural groups in a business setting.

Prior to class, students are assigned to read the relevant textbook chapters on communication and negotiation. In class, students are randomly given one of two role sheets, representing the US or Japanese business person, and work in small teams. The role play mirrors the characters and the particular problem that they are trying to solve. One team is invited to re-enact their role play in front of the class.

The film is shown and paused periodically for discussion about how the problem could be solved more effectively. If time permits, students engage in another role play using communication and behaviors that they believe would be more effective than those shown in the film.

Cautions:

There are always some students who do not read the materials in advance and resort to stereotyping.





Teaching Fair – Spring 2010

Name: Mike Splane

Department: Management Information Systems

Email: splane_m@cob.sjsu.edu

If someone in your past greatly influenced your teaching style, who was it?

The character Hymie Escalante in the movie "Stand and Deliver."

What was the best thing they taught you?

Being entertaining is a big part of effective teaching.

Teaching Tip category:

1. Motivating Students to Learn
2. Doing more with less (how to be more efficient)
3. Effective Learning assignments/activities

Objective of Teaching Tip:

To widen students' horizons and encourage self-learning.

Audience Level:

Undergraduates

Materials Needed:

Written set of guidelines for the students.

Time needed:

Students spend one to three hours outside the classroom. Professor needs to spend about five minutes per student to read a short paper.

Title:

Self Guided Field Trips

Teaching Tip description:

When I was teaching the MIS overview course I gave my students extra credit if they attended any of the local computer industry museums. As proof of their trip, they had to write a two page report and illustrate it with a photo. I didn't tell them exactly what to put in the report, just to put enough information about the museum to convince me they had really been there. To my surprise, almost every student went to a museum. Several wanted to go to more than one. At my end of semester survey, the museum trip was often mentioned as the highlight of the class.



Teaching Fair – Spring 2010

Name: Mari Yetimyan

Department: Marketing and Decision Sciences

Email: yetimyan_m@cob.sjsu.edu

Teaching Tip category:
Motivating Students to Learn

Objective of Teaching Tip:
For tip 1 - To encourage students to study
For tip 2 - To provide review material for a comprehensive final

Audience Level:
Undergraduates

Materials Needed:
Time

Time needed:
Both tips are time consuming.

Title:
Encourage Studying

Teaching Tip description:
For tip 1 - I have experienced that giving individual attention to those students who are not doing well in the class encourages them to study harder. For tip 2 - Let the students keep their exams as a review material if the final is comprehensive.



Teaching Fair – Spring 2010

Name: Marlene Turner

Department: Organization & Management

Email: turner_m@cob.sjsu.edu

Teaching Tip category:
Encouraging Classroom Interactions

Objective of Teaching Tip:
Helping Student Teams Succeed

Audience Level:
1. Undergraduates
2. MBA

Materials needed:
Varied

Time needed:
Varied

Title:
Helping Student Teams Succeed

Teaching Tip description:

1. Work Samples: Students must provide their team members with an assessment of their skills they can contribute to the group project (either a list or a short paper depending on the class) AND samples of their work documenting those skills (e.g., writing samples, videos, web pages, research works, etc.). This is particularly useful when students form their own groups but it also useful in assigned groups. Benefits: Students can evaluate the skills and performance of team members, Better alignment of team tasks with member skills, helps students identify potential free riders. Cautions: Students may say they don't have any samples. In that case, I require them to create new ones

2. Group Task Analysis: Ask groups to start with the end in mind. Ask students to discuss what an "A+" assignment would look like. Then, they work backwards to identify the tasks and the skills necessary to make that a reality. Benefits: Students get a realistic picture of the realities of producing the final end product; Students use this list to form groups and to ensure that their group has the skills needed to successfully complete the assignment. Cautions: Students often forget that they must include group management skills (e.g., running meetings, coordinating tasks, etc.)

3. Team Contract: Teams must develop a contract that states general team ground rules (how many meetings members can miss without a penalty, how conflict should be handled; how leadership will be handled) and job assignments with milestones and timelines. Benefits: Causes students to confront these issues and set up reward systems for behavior, Gives the instructor insight into how the group is organized and how members participate. Cautions: Job assignments need to be revisited and updated mid semester.

4. Common Meeting Time: Require students to identify a 2 hour meeting time every week that they all commit to being available. They must submit a statement signed by every group member that he/she commits to being available for a meeting at that time. Benefits: No whining about schedule incompatibility. Cautions: None that I've encountered