

LCOE Spring Retreat 2016

Agenda

- 8 - 9 a.m. Breakfast & conversation
- 9:00-9:15 Overview and Introduction of New LCOE Bylaws
- 9:15-9:50 Creating courses on iTunes U, Dr. Ji-Mei Chang
- 9:50-10 Break
- 10 - 11 Discussions about Teaching - Associate Dean, Paul Cascella

LCOE Standing Committees

- Personnel (limited to Full Professors)
- Curriculum
- Faculty Scholarship & Research (formerly RSSP)
- Student Research & Scholarships (NEW, formerly an Ad Hoc Committee)

- All committee elections held in May (new practice)
- Need departmental representation on each committee
- Voting for new bylaws held in August - 2nd week of semester

Course Design & iTunes U

Dr. Ji-Mei Chang,
Dept. of Special
Education



10 minute break

Discussions about Teaching

Associate Dean, Paul Cascella

See Discussion Topics on Web page
for this retreat

SAVE THE DATE

Dean's Ice Cream Social

Wednesday, April 20
3 - 4 p.m.,
SH Courtyard



Group Discussion Activity on Pedagogical Strategies

Directions: Please select several of the novel pedagogies for group discussion. As a group, consider whether the approach:

- a. is practical based on its strengths and weaknesses
- b. is appropriate for one of your own courses
- c. is a good match for SJSU students

After the discussion, a member of your group will present your opinions about one of the techniques to the rest of today's attendees.

1. **Listening-Focused Lecture:** Students listen to a 20-minute lecture paired with Power Point slides but they are not allowed to take notes. Then, they spend 5 minutes individually writing down what they can recall and then 10 minutes in small group discussion (with two peers) sharing the lecture's core ideas and refining their written notes.
2. **Immediate Mastery Quiz:** After listening to a 20-minute lecture paired with PowerPoint slides, the students take a 5-minute mastery quiz on the lecture's content. After the quiz, the lecture continues and the quiz process is repeated.
3. **Seventh Inning Yoga-Stretch:** In the middle of class, students take a structured 5-minute break to listen to varied contemporary music and do guided yoga stretches. The class resumes after the five minutes.
4. **First-Person Biography Priming:** At the beginning of class, students read (aloud or silently) a short account of a person who had a personal experience related to that day's topic. After reading the first-person account, the instructor begins the lecture. As the lecture proceeds, the instructor periodically asks the students to relate the lecture's content back to the first-person account.
5. **Gallery Walk:** Prior to students entering the classroom, the professor posts different questions (on large poster paper) on multiple table/desk or wall space areas. Also prior to entering, the students form small groups, one each per table/wall posting. Upon entering, each group starts at a different table/wall area and writes a response to its question. Then, every group takes a turn at each question, but the groups only add content that is new or clarifies a previous answer. After all of the groups have gallery-walked and answered every question, each team shares aloud the answer to one of the questions.

6. **The Pause Procedure:** During a lecture, the professor occasionally pauses for a few minutes. During the pause, the students work in pairs to discuss and rework their notes without instructor feedback. After the pause, the lecture continues.

7. **Think-Pair-Share:** After starting class with a reading assignment, short lecture, or a videotape example, the instructor poses a single question related to that day's content. Individually, students write an answer. Then, each student pairs with a classmate (as a 2-person group) with whom they share and compare answers. Then, each 2-person pair merges with another pair (to create a 4-person group) to again share their answers. Then, two 4-person groups merge to share their answers as a group of 8.

8. **Advertisement or Public Service Announcement (PSA):** The instructor utilizes half of the class time to present the lecture material. Then, the students form small groups to prepare an advertisement or PSA to raise public awareness about the day's topic, issue, or concept, but only in a very brief fashion. Students use their smart phones to record and share the content of the advertisement or PSA.

9. **Think-Aloud Triad:** After dividing students into groups of 3, each group is assigned the task of solving a problem by interpreting a text, image, or video related to that day's topic. One student from each group is designated the explainer (who solves the problem), the questioner (the person who asks the explainer to clarify confusing ideas or poses leading questions to assist the explainer), and the recorder (the person who chronicles the answer via text or diagram). Then, each explainer must use only the recorder's notes or diagram to share the information with the rest of the class.

References

- Drummond, T. (n.d.). A brief summary of the best teaching practices in college teaching. Retrieved (3/6/15) from <http://teaching.uncc.edu/sites/teaching.uncc.edu/files/media/files/file/InstructionalMethods/BestPractices.pdf>
- Eison, J. (2010). Using active learning instructional strategies to create excitement and enhance learning. Retrieved (3/7/16) from <https://www.cte.cornell.edu/documents/presentations/Eisen-Handout.pdf>
- Kodani, C.H., & Wood, M. (n.d.). The benefits of music and stretching in maintaining student attention. Effective Strategies for improving college teaching and learning. Retrieved (3/7/15) from <http://www.uu.edu/programs/facultydevelopment/effectivestrategiesimproveteachandlearn.pdf>
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