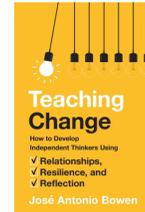


# Teaching Change Workshop B

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## Back Channels

Need	Sample Uses	Tools
<b>Chat or Q&amp;A</b>	Share resources Ask question Respond to prompts Clarify Comment	GoSoapBox.com Twitter or Google Slides Mentimeter (Q&A type slide) Tricider Teams/Zoom Chat BackChannelChat.com
<b>Word clouds &amp; Open-ended responses</b>	Lists of ideas Unclear concepts Rephrase an idea Examples or Applications	Mentimeter (word cloud, open-ended) AnswerGarden Padlet (visual board)
<b>Voting, Polling &amp; Quizzes</b>	Discover baseline Answer questions Check understanding	Mentimeter Poll Everywhere or Socrative Google Forms Tricider GoSoapBox (“confusion barometer”)
<b>Visual, Brainstorming or Jamming</b>	Collect & connect ideas Share images Play with concepts	Padlet.com Mural.co Jamboard.google.com

gosoapbox.com Event Code: 721-968-362

Socrative.com Room: JoseB

Menti.com Ten Attributes of Good Teaching

A New 3Rs: Relationships, Resilience and Reflection

## The Science of Motivation

- Engagement **I CARE**
- Optimism **I CAN**
- Agency **I MATTER**

## Designing for Blended and Inclusive Courses

### Instructions and Entry Point (Motivation)

Safety First

Focus & Urgency

“Find something interesting to you...”

“Look for different perspectives...”

“Stop, linger, and imagine...”

**Optimistic Uncertainty**

“This could be...” vs “This is...”

This could be the best solution, vs. This is the best solution

“How?” instead of “Is it possible?”

What would be required for a nasal contraceptive to work? vs. Is it possible?

How could you design a bra that only opens if you are in love? vs. Could you?

“Mostly” “Often” “Usually”

The current theory is... vs. This is...

**Entry Point**

Start with what matters to students,

then connect with what matters to you

**Better, Shorter and More Efficient Assignments**

**Transparency, Motivation, Belonging** and **Scaffolding**

**WHY** are we doing this? (goal & how it connects to learning outcomes)

**CLARITY** around expectations (how long & how should this time be divided?)

**CHECKLIST** of the parts (do I think, research, write, draft, edit?)

**SPACING** and Interleaving: (can I do this all in one sitting?)

**RUBRIC** in advance (what matters and is most valuable)

**RELEVANCE** and the motivation of better examples

**WHERE** should I do this and with whom?

Examples at Transparency in Learning and Teaching (TILT)

<https://tilthighered.com/tiltexamplesandresources>

**Assignments that Extend/Surprise in Class (Motivation and Scaffolding)**

EXAMPLE: Bring to class a pitch for a meeting in New York. Then in class, surprise:

1. Alter conditions
  - the meeting has been moved to Tokyo
  - the client has changed the request
2. Change data
  - the product failed a recent test
  - the demographic data you used was flawed
3. Extend conditions
  - the marketing person is sick: you're on
4. Complicate
  - your competition has just released a better technology/product
5. Use in activity
  - 10-20 minutes to do new research and make the changes.
  - make presentations, submit revised plans or write about the change process.
6. Use in discussion
7. Reframe the problem
  - how might you have prepared differently?

## SCAFFOLDING

Structure and Flexibility are both inclusive practices

Find template at <https://teachingsnaked.com/study-smarter/> (under “Borrow”)

Customize study habits and time on task framework

### Study Smarter: Part 1

**Reflect:** How much time did you need to get the grade you want?

**Choose Strategies:** Which resources and activities will be most useful

**Plan & Implementation:** What will you do when and where?

### Study Smarter: Part 2

**Reflect:** What did you actually do?

**Adjust:** What worked the best?

**Revise Your Plan:** What will you do differently?

## Planning for Better Discussions (**Belonging** and **Scaffolding**)

Do you think for yourself?

**Preliminaries:** Belonging is stronger than facts

- **Clarify The Challenge:** Be transparent.
- **Clarify The Goal:** ambiguity, understanding, practice facing controversy etc.
- **Clarify Your Role:** Umpire, resource, emcee or devil’s advocate?
- **Build Common Purpose**
  - How could we all benefit?
  - Encourage compliments
  - Explain relevance
- **Articulate Academic Process**
  - What are the primary sources? Rules of evidence? Personal, legal or historical?
  - Use a Discussion Rubric

### Create a Values Agreement

SOLO:

Create a list of values



GROUP:

Share and sort the values into related groups

Identify the 2-3 most important buckets.

Dig deeper: BEHAVIORS

### VALUES DRIVE BEHAVIOR

VALUES	BEHAVIORS
<b>ACKNOWLEDGEMENT</b>	Give credit to the absent Clarify bias & thought accent “I assume that my own experience is universal...”
<b>ACCOUNTABILITY</b>	Apologize quickly and productively “I may be wrong about that...” Take Responsibility “I said that, and can see it was hurtful...”

- **Rules of Engagement/ Behavior of Trust** (Create a Values Agreement)
  - **Listen First:** Listen before you speak and question your own assumptions.
  - **Demonstrate Respect:** Show you care for others. Discuss how!
  - **Accountability:** Apologize quickly and take responsibility.
  - **Extend Trust:** Don’t withhold trust because there is risk involved.
  - **Ideas not People:** Avoid inflammatory language and personal insults

### Techniques and Strategies

- **Anonymous Polls First** : like a jury
- **Prepare Opening Statements**: write first
- **Expand Possibilities**
  - “How many different explanations...”
  - “Can you provide both an example and a counter-example?”
  - Encourage Outliers
- **Consider Smaller Groups**
- **Assign Roles**: Evidence watchdog
- **Pause for Meta-Analysis**: What were the most useful insights/techniques?
- **Triage the Issue**: Find the specific and essential disagreements and tensions

**Start with How**: Explain before Thesis (The Illusion of Explanatory Depth (Rozenblit & Keil, 2002)

- Harvard Project Zero, Thinking Routines Toolbox
- <http://www.pz.harvard.edu/thinking-routines#CoreThinkingRoutines>

### Disrupt Binary Bias

#### Stimulate Ambiguity

#### Practice on Safe and Easy Topics

- Where is the best pizza?
- What are the different ways we could answer this question?

Diverse groups do better work BECAUSE they take longer & interrupt assumptions:

### Better Feedback (**Motivation, Belonging** and **Scaffolding**)

Summative = evaluation

Formative = how to improve

### Feedback vs Grades

**Early and Often**

**Timely and Non-judgmental**

**Specific**

**Limited**

### Reflective Exam Questions

What grade do you think you will get?

How long did you study?

How did you study?

### Save Time with Tech

Rubrics

Peer Review (Peerceptiv)

Annotations & Embedded Comments

Automated Feedback

Check your LMS for built in tools

Benefits of Audio or Video

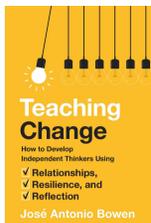
- More feedback
- More personal
- More nuance
- More human & “connected” (shows you care)
- Less likely to be misunderstood
- Tone feels more positive
- Faster

**Free!**

- [SoundCloud](#): Audio that can embed in your LMS
- [Screencast-O-Matic](#):
- [Screencastify](#): A screen recorder for Chrome
- [Kaizena](#): Verbal comments directly on student documents and more
- 75 digital tools: <https://www.nwea.org/blog/2021/75-digital-tools-apps-teachers-use-to-support-classroom-formative-assessment/>

**More at [www.teachnaked.com](http://www.teachnaked.com) (under “Borrow”)**

- Study Scaffolding Template
- Rubrics
- Syllabus Template
- Inclusive Teaching Resources
- Meaningful Conversations
- Class Values Template

**Save 30% on BOOKS!**

**Teaching Change:** *How to Develop Independent Thinkers Using Relationships, Resilience, and Reflection* (Johns Hopkins University Press, 2021)

Code HTWN at [JHUP](#)

**Teaching Naked:** *How Removing Technology from your College Classroom will Improve Student Learning* (San Francisco: Jossey-Bass, 2012). AAC&U Ness Award 2013

**Teaching Naked Techniques:** *A Practical Guide to Designing Better Classes* with C. Edward Watson (San Francisco: Jossey-Bass, 2017).

Code TNT30 for any Teaching Naked book at [Wiley](#)