Navigating UGA, Part I
Notable Teaching
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Learning to Teach

Teaching to Learn

Audrey Haynes
Focus on the Instructor:
• Learning how to teach never ends… don’t stop innovating
  • Center for Teaching and Learning
  • Web resources
  • Discipline related resources
  • Scholarship of teaching and learning
• Focus on the Student:
  • In addition to our course objectives, teach them how to learn… particularly the joy of discovery and connection; experiential learning; but also the old fashioned joy of sitting in the library with a book
  • Never assume students really know how to learn
    • Some do; many do not
• Content expertly crafted.
• But is it being used? If so, how?
• Do your students read? Do they think about and apply the information?
• Is a paper or test enough to know the answer to this?
• Innovation: Use ELC’s tools to track student activity
  • Track students
  • Survey
  • Mini focus groups
• Keep it organized, but not monotonous.
• Intersperse variety in your class structure.

• Link the content its relevance clearly – never assume they know the why it is important.
• Make them figure out the why by experiencing it.
• Example: Vote versus dictator
• Make everything required.
• The vast majority of students will not look at content unless there is an assessment.
• Moving beyond assessment: teaching them to learn: intrinsic reward and praise from you; move beyond the grade; share their work with the class and the community.
• Make the content accessible. Students love utilizing easily accessible technology and they love structure.

Course: Content and Structure
### You
- Assess your assessments.
- How do you assess?
- Do you do it often enough?
- Is it really capturing what you set out as your learning objectives for your students?
- Can your tests be formative as well as summative in their goals?
- How much of your assessment requires memorization versus critical thinking? What is the appropriate mix?
- Literature on assessment: too few are bad; more assessment leads to less cheating.
- Feedback at the end of process is WORTHLESS. Why?

### Student
- Assessments can be used to:
  - Force students to take in content.
  - Determine their degree of proficiency in an area.
  - But learning for some students takes more than one “take”. Do you allow second attempts? Do you use your final exam for that? Should you have an intermediate check of a student’s ability to solve a problem so that you can give them feedback?
  - Again, feedback at the end usually is never read.
**You**

- Try new things, but prepare. Never wing it, unless you are very good at winging it.
- Great books on generating interactivity in class.
- Ex: Collaborative Learning Techniques by Barkely, Cross, and Major
- CTL workshops.

**Student**

- Help create community in your classroom.
- Know your student; help them get to know each other.
- TEAM WORK: problems to solve, ideas to share; team testing.
- Learning through play, when possible.
- Good for class, good for their connection to their university.

**Course: Interaction**
<table>
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<tr>
<th><strong>You</strong></th>
<th><strong>Student</strong></th>
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<tbody>
<tr>
<td>• What do you do at the end of your course?</td>
<td>• Students want some form of closure at the end of the course.</td>
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<td>• Did you cover everything you needed to?</td>
<td>• They also tend to be most concerned with their grade at this point.</td>
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<td>• Did you run out of time?</td>
<td>• Show them that the grade was secondary and that the knowledge was primary.</td>
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<td>• Take time to go full circle in that last lecture: What was this course all about? Why was it important for them to learn? How will it benefit them and the world that they now know this information?</td>
<td>• With ELC you can write an individualized note to each student about their experience in the course and how you hope they will continue to pursue this knowledge.</td>
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<td>• Helpful Hint: when something doesn’t work try and fix it immediately. Get feedback and work out the bugs so it is ready to go the next time.</td>
<td>• Encourage them to major or minor in the area.</td>
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<td>• Thank them for their dedication. Sometimes some students stand out and this is a good time to acknowledge them more personally than with simply a grade on Athena.</td>
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**Course: Closure**
Dr. Marisa A. Pagnattaro
Meigs Professor of Legal Studies
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2015
New Faculty Orientation