TAKING TIME FOR TEACHING: PEDAGOGY 101: BEFORE YOU SET FOOT IN THE (PHYSICAL OR VIRTUAL) CLASSROOM

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AEC Pedagogy Brownbag Series
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6 Principles of University Teaching

1. Consider the Audience
2. Plan
3. Enhance Engagement
4. Teach
5. Assess
6. Reflect


Principle 1. Consider the Audience

- What are students’ incentives to learn?*
  - Intrinsic interest and motivation for subject matter (us too!)

- How do we harness students’ intrinsic interest and motivation?
  - Emotional aspects of course design and interaction
  - Relationship to the instructor
  - Feeling of safety in the classroom

* Proposition 1: Serving student needs meets faculty, department & university goals

Jan Plass, PhD, NYU, Co-Director of the Games for Learning Institute (G4LI)
**Principle 1. Consider the Audience**

- Relationship with instructor is how students decide if they expect to learn, which influences if they will learn
  - Positive emotions lead to positive relationship
  - One-way relationship? How to present yourself makes them feel like they know you, and that’s enough. You are a role model.
- Feeling safety in the classroom allows students to open their minds and learn
  - Positive open environment, modeling respectful discourse, setting expectations and following through
  - Build trust in the learning and assessment process

- What is threatening or scary about AEC classes?
  - Consider the subject matter and student characteristics
- How do we create a positive, safe environment for students?
  - Model positive emotions: Interest, curiosity, excitement for topic
  - Acknowledge scary aspects and reassure up-front
  - Explain WHY it’s important to learn about this topic
  - Explain HOW you will learn about this topic (step by step, meta-cognitive steps)
  - Care! (Or pretend that you care: fake it ’til you make it.)

**Proposition 1:** Serving student needs meets faculty, department & university goals

**Principle 2. Plan**

- Alignment: Design the class to teach then assess on the learning outcomes. Students must demonstrate grasp of learning outcomes to pass class.

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<tr>
<th>Learning Outcomes</th>
<th>Learning Activities</th>
<th>Assessment on Learning Outcomes</th>
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<td>Hypotheticals in test questions (MC or essay), Ag Law Current Event Assignment</td>
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<td>Predict the outcome of hypothetical or current ag law cases</td>
<td>Case brief homework, discussions of each case, hypos in small group discussions</td>
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*Proposition 1: Serving student needs meets faculty, department & university goals
Principle 2. Plan

- Identify typical points where students struggle
  - Before learning activity or assessment:
    - Acknowledge difficulty, reassure
    - Explicitly provide clarifying information to avoid typical mistakes
    - Explicitly outline learning steps
    - Provide several content delivery methods for extra help
  - After learning activity or assessment:
    - Be prepared to provide ample feedback individually, or
    - Schedule review of assignment with class
    - Plan to offer re-do of assignment to earn back points

Principle 2. Plan

- Alignment: Identify where a course fits into the curriculum. Intentionally design course to develop knowledge and skills at the appropriate level of rigor.

AEC 250
Intro Env Econ & Policy
Micro, as applied to environmental issues; focus on climate change econ

AEC 253
Env Law, Policy & Econ
Policy options for env issues, justified by econ and constrained by legal system; policy ideas for climate change

AEC 432
Env Law
Structure, application and evaluation of federal environmental laws; current laws and regs applied to climate change

Principles 3 & 4. Enhance Engagement & Teach

- Positive, safe learning environment supports engagement
- Instructor’s role is facilitator of student learning—engagement & relationship is necessary
- Plan each class session

Learning Outcomes/Topics
Outline of tort concepts will cover. LOs on Week Overview in Canvas
What is torts? Why have tort law? Definitions, explanations, examples
Discuss cases with each tort, small group problems, etc.
Wrap up with a few take-aways summing up topic

Revisit LO, show how activity fits

Principles 3 & 4. Enhance Engagement & Teach

- Plan interactive lectures
  - Connect course content to students’ prior knowledge
  - Show what they already know, then explicitly show where new information fits into prior learning in course or curriculum
  - Pique curiosity with a question—plan class to demonstrate finding the answer—narrate your thought process
  - Power of stories
    - Relevance and concreteness—tangible details
    - Highly engaging, memorable, relatable
    - Problem solving, conflict—want to hear the end
  - Change and surprise—questions, joke, activity, movement
Example from Ag Law: Every picture tells a story

Types of Intentional Torts

- Torts to the Person:
  - Assault
  - Act that puts one in fear of imminent bodily contact.
  - Battery
  - Offensive contact with the body.
  - False Imprisonment
  - Confinement of person to fixed place without consent.
  - Intentional Infliction of Severe Emotional Distress
  - Intentionally causing severe emotional distress through extreme or outrageous acts, outside norm of human decency.

Principles 3 & 4. Enhance Engagement & Teach

- Active Learning Activities
  - Extend and refine students’ knowledge through authentic tasks, such as application to real-world problems
  - Problem Solving: I Do, We Do, You Do
  - Case studies (legal, business—decision making problems)
  - Questioning purposefully—get comfortable with a little silence!
  - In-class short writing/reflection/quiz
  - Short multimedia
  - Current events
  - Games & Simulations—next time!

Pedagogy 101: Take-Aways

1. Consider the Audience—Emotional aspect sets foundation for the class
   - Engage student incentive: Intrinsic interest and motivation
   - Key words: Relationship, modeling, positive, safety
2. Alignment: Within class period, within course design, within curriculum
   - Engage student incentive: Pass the class & graduate
   - Key idea: In a well-designed class, you can only pass if you demonstrate learning.
3. Plan arc of the class period—facilitate learning through active engagement with material