TAKING TIME FOR TEACHING: TEACHING THE TEACHERS

Beau Olen

AEC Pedagogy Brownbag Series
October 6, 2017
What is it?

• A constructive space to learn from a body of pedagogy research and a community of teachers. Each meeting focuses on a teaching topic to introduce best practices, tools, and how to apply them in the classroom.

• 1-credit graduate seminar

• Goal: improve teaching/learning outcomes in AEC

• Co-organizers: Christine Brekken and Mallory Rahe
Why are we doing it? (1)

- University, CAS, and AEC incentives for good teaching
- OSU Mission Statement: Goal 2
  - “Provide an excellent teaching and learning environment and achieve student access, persistence and success through graduation and beyond that matches the best land grant universities in the country.”
Why are we doing it? (2)

• The university will be applying a new budget model in FY19 (next summer) to allocate money across colleges. CAS will approximately replicate this model at the college level. Departments will receive money based upon a formula that values, in something like this order: graduates (i.e., completion of program), certificate/minor recipients, class numbers. The details are not yet fully clear.

• PROF Reviews, P&T, Peers
Why are we doing it? (3)

- Most AEC graduate students will have an opportunity to teach here and later in their career, so we should be thinking about teaching graduate students how to teach. Fortunately, teaching isn’t a “you’ve got it or you don’t” kind of skill—like any other, it is a skill that can be acquired with study and practice.
2017-2018 Schedule

All seminars are held from 12-1 in 200C Ballard Extension Hall

October 6: Beau Olen - Taking Time for Teaching: Teaching the Teachers

November 3: Jen Alix-Garcia and James Sterns - Undergraduate Curriculum Review: A Discussion

December 1: Clark Seavert and students

February 2: TBD

March 2: Nadia Streletskaya

April 6: Dave Lewis

May 4: Jason Beasley - Teaching Reflections of a PhD student

June 1: TBD

https://agsci.oregonstate.edu/applied-economics/seminars/aec-pedagogy-brownbag-series

Ideas? Any volunteers to lead seminar on February 2 and June 1?
What’s different this year?

• Increase student engagement
  1. Student lead discussions
  2. Student reflections
• Registered students to submit 2-page reflections at end of each term. Graded pass/fail
• Attendance and graded reflections determine pass/fail
• Reflections are due Thursday of finals week.
  ▪ Fall - 12/7/17
  ▪ Winter - 2/22/18
  ▪ Spring 6/14/18
Personal Reflections

• Seminar is a pool of knowledge
• Exposure to new ideas and different/better methods of teaching
• Many young teachers are nervous. Seminar is a community of collaboration
• Favorite seminar from last year: Gathering and Using Student Input to Improve Our Courses (Larry Lev)
  • Formative and summative assessment
  • Best seminar award?
eSET Scores

![Graph showing eSET Scores with AEC Mean and Average lines]

Start of AEC Pedagogy Brownbag series
How to make a good teacher

What matters in schools is teachers. Fortunately, teaching can be taught.
Benefits and Methods of Good Teaching (2)

Education reform

Teaching the teachers

Great teaching has long been seen as an innate skill. But reformers are showing that the best teachers are made, not born.
Benefits and Methods of Good Teaching (3)

• In a single year’s teaching, the top 10% of teachers impart 3X as much learning to their pupils as the worst 10% do. Similar results have been found in countries from Britain to Ecuador.
• If African-American pupils were taught by the best quarter of teachers, the gap between their achievement and that of white pupils would disappear within 8 years.
• If the average American teacher were as good as those at the top quartile, the gap in test scores between America and Asian countries would disappear within 4 years.
• Teachers in the best quartile of schools ranked by support improved 38% more over a decade than the lowest quartile.
Benefits and Methods of Good Teaching (4)

Most important factor affecting whether child learn is “teacher expertise”

For teachers to improve throughout their career (prevent “tailing off”), they need to hone their craft through observation, coaching, and accepting/responding to critical feedback.

**What works, at what cost**

<table>
<thead>
<tr>
<th>Effect in additional months’ progress</th>
<th>Relative costliness</th>
</tr>
</thead>
<tbody>
<tr>
<td>Feedback to pupils</td>
<td>9 $</td>
</tr>
<tr>
<td>Meta-cognitive strategies*</td>
<td>8 $</td>
</tr>
<tr>
<td>Peer tutoring</td>
<td>6 $</td>
</tr>
<tr>
<td>Collaborative group learning</td>
<td>5 $</td>
</tr>
<tr>
<td>Reducing class size to &lt;20</td>
<td>3 $$$$</td>
</tr>
<tr>
<td>Individualised instruction</td>
<td>2 $$$$$</td>
</tr>
<tr>
<td>Mentoring of pupils</td>
<td>1 $$$$$</td>
</tr>
<tr>
<td>Teaching assistants</td>
<td>1 $$$$$</td>
</tr>
<tr>
<td>Improving school buildings</td>
<td>0 $$$$</td>
</tr>
<tr>
<td>Streaming by ability</td>
<td>-1 $</td>
</tr>
</tbody>
</table>

Source: Education Endowment Foundation

*Helping pupils think about their own learning more explicitly
Benefits and Methods of Good Teaching (5)

Cognitive activation

- Teaching students how to learn: “I don’t teach physic; I teach my pupils how to learn physics.”
- Impart thought processes and procedures for problem solving (e.g., scientific method)
- Ask probing questions. American teachers often ask “what” questions. In Japan, teachers asked more “why” and “how” questions.

Getting students’ attention: “threshold”, “strong voice”, “cold call”, “turn and talk”, etc.
Take-Home Messages

• “Improving the quality of the average teacher would raise the profession’s prestige, setting up a virtuous cycle in which more talented graduates clamored to join in.”
• “But the biggest gains will come from preparing new teachers better, and upgrading the ones already in classrooms.”
• Teach the teachers to prevent teaching/learning improvements from “tailing off”
• Overcome the myth of the “natural born teacher”
• Develop a culture of collaboration
Thank you!

• These slides will be posted on the AEC Pedagogy Brownbag Series website:
  https://agsci.oregonstate.edu/applied-economics/seminars/aec-pedagogy-brownbag-series
Applying what we learn

- Crafting a teaching statement
- Best Practices for Teaching Assistants
- Aligning ABM and EEP Curriculum Outcomes
- Active Learning in Practice
- Gathering and Using Student Input to Improve Our Courses
- Creating and Using Rubrics
- Games and Simulation Activities in the Classroom
- Pedagogy 101—Before You Set Foot in the Classroom
- Why Care About Pedagogy?