



Competitive Strategy

**UGBA 115 Fall 2014
Class Session One**

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What Did You Observe?

What Can You Do on Your First Day?

Rapport

⑩

Content

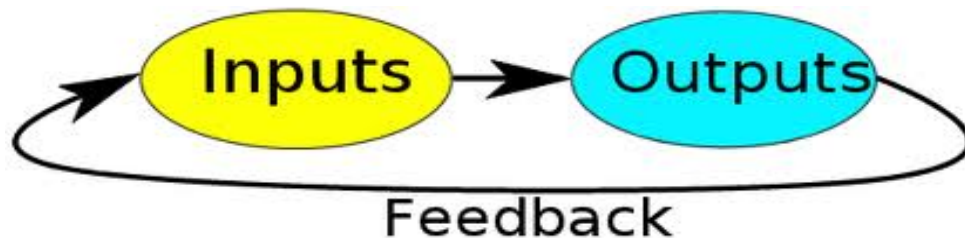
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The Basics

- Set expectations-mutual goals
- Elevator speech of your course
- Highlight experience you draw from
- Advice-how to succeed in course

Content Creation

- Plan, prep, practice ahead
- Create questioning opportunities
- Introduce feedback loop



“Students in classes with a regimen of regular low- or no-stakes **quizzing** carry their learning forward through the term, like compounded interest, and they come to embrace the regimen, even if they are skeptical at first. A little studying suffices at exam time — no cramming required. Moreover, retrieving knowledge from memory is more beneficial when **practice sessions** are spaced out so that some forgetting occurs before you try to retrieve again. The added effort required to recall the information makes **learning stronger**. It also helps when retrieval practice is mixed up — whether you’re practicing hitting different kinds of baseball pitches or solving different solid geometry problems in a random sequence, you are better able later to discriminate what kind of pitch or geometry problem you’re facing and find the correct solution.”

Excerpt from NY Times, ‘Why Tests Make us Smarter’
July 18th, 2014

Strategies for class...

- Idea generation
- Syllabus as reference

- 3 for 3



Before the first class

- Welcome email
- Review and learn from FB
- Relevant, engaging syllabus
- Wardrobe distinguishes you

Sticky Teaching

- The curse of expertise
- Follow SUCCES
 - Simple
 - Unexpected
 - Concrete
 - Credible
 - Emotion
 - Stories

Teaching that Sticks Heath 2010

Simple

- What is the core message of the class or what are the big issues to answer?
- Communicate as simply as possible
 - Small units
 - Use analogies or familiar concepts
 - Relevance

Unexpected

- Present a puzzle to solve...a mystery?
- Show what the students are missing in their understanding
- Give the Huh? Moment before the Aha!

Concrete

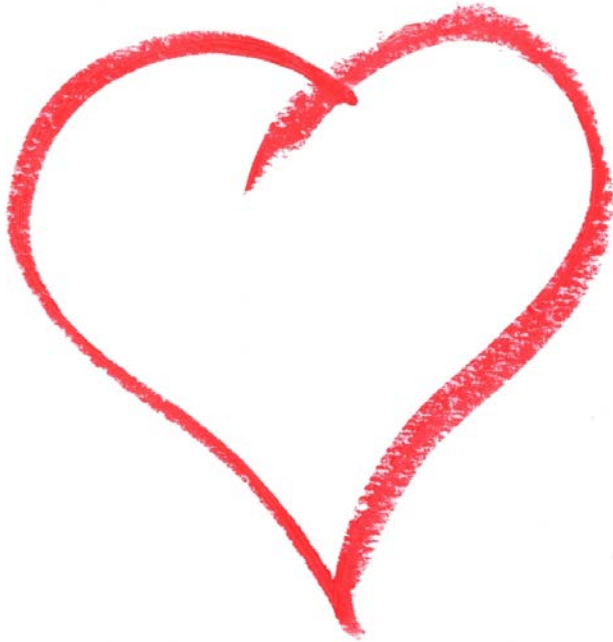
- Appeals to the senses-sight, sound, taste, smell, touch-to explain material
- Demonstrations or examples
- Use their modality: VAKD

Credible

- How do we make something believable?
 - Test it
 - Experience it
 - Statistics to substantiate

Emotion

- Appeal to something other than heads



Stories

- Stories drive home relevance
- Mental stimulation of visualization
- Wealth of your timeline

SUCCES: Try it out

- Think of one concept from your class
- Choose an element to try
- Share your idea



Teaching that Sticks

- Supported by best practices
 - Best Haas instructors
 - Larger world of higher education
- * Easy to remember
- * Apply to each class section to stimulate learning and improve teaching



Questions

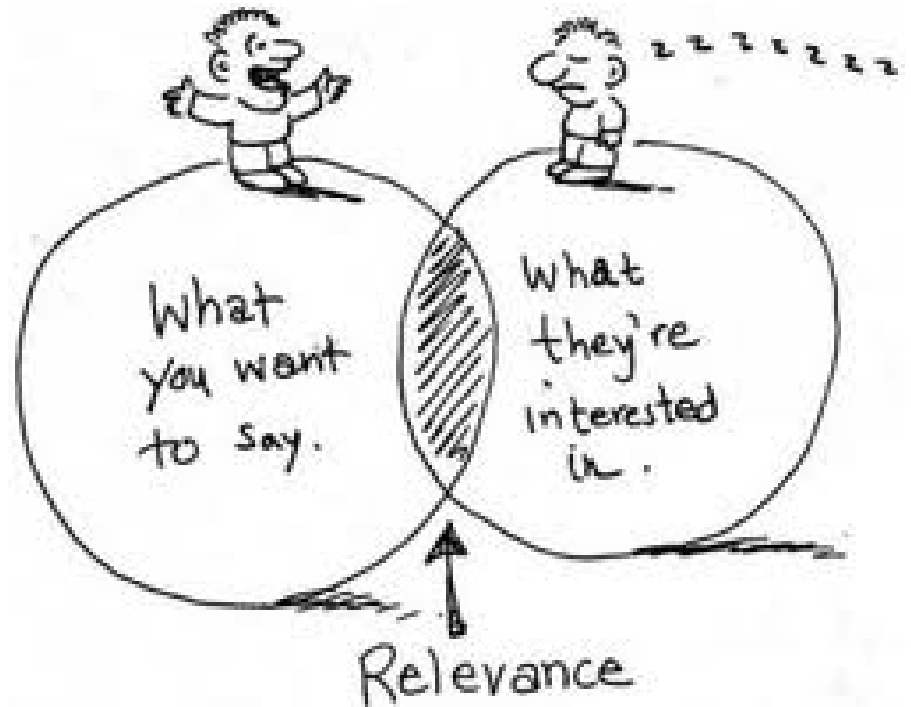


is the art of analyzing and evaluating thinking with a view to improving it.

Leading with questions

- Clarity
- Depth
- Breadth
- Logic

RELEVANCE!



From student's perspective

- What is one question you want answered by the end of the course?

Quick write:

- What has been your experience with this subject as applied to your 'real world'?

The art of weaving...

- Organize topics and corresponding learning
- Spiral curriculum builds
- Blend in learning outcomes
- Manage time for questions
- Plan conclusions



To Infinity and Beyond...

- Sustaining the model
- Practice makes better
- Observe and incorporate



TOP NINE PRACTICES

(From Teck Ho)

1. One idea per class
2. Punchline
3. Inductive learning (Examples -> Rules)
4. Examples, examples, and examples
5. Role-playing computer simulations
6. In-class exercises
7. Create a memorable class experience
8. Enjoy your class
9. Remind them of the key takeaways before teaching evaluation

At The End of the Course

- Review all that has been learned, then:
- TIES Forms (course evaluations)
 - We read them!
 - Student to student comments
 - I like to do them at the beginning of class
- Sources for more learning – other courses
- Keeping in touch – LinkedIn
- Letters of Recommendation