

Instructional Strategies

“All animals learn, very few teach.”

Blakemore & Frith, The learning Brain: lessons for Education

The Learning Styles Hypothesis

Pashler et al. (2008)

Individualizing instruction to match the individual's learning style will maximize learning outcomes

- Teaching should “mesh” with the student’s learning style
- Reliable *study preferences* do not imply actual differences in learning style

Teaching Methods at Universities

Can be broadly classified into 3 categories:

- Instructor-Centered Methods**
- Interactive Case-based Methods**
- Experiential Learning Methods**

For each of these methods, we will examine:

- Positives & Negatives**
- When are they effective?**
- How to improve effectiveness?**

Instructor-centered

The instructor is primarily responsible for conveying information.

The most common format is where the instructor lectures to a group of students.

When to use the lecture format

When there is a copious amount of technical information

When students do not have prior significant amount of experience and/or technical knowledge

When the class size is very large

Positive Aspects of the Lecture Format

Can present **large amounts of technical information in a short time**

Provides instructor maximum **control** of the learning experience

Relatively **safe** — less risk to the instructor as well as the students

Can be presented to **large audiences**

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Negative Aspects of the Lecture Format

Students are **passive and** not intellectually engaged

Given their short attention span, they **tune out**, it is difficult to get them to tune back

Does **not provide immediate feedback** about student learning

Assumes all students are at the **same level of understanding** and learn at the same pace

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How to make lectures more effective

Have a **project/exam/assignment** that involves the **application** of the technical material presented in class.

-Try to present the details of the project requirements on the first day of class so that students are motivated to

... learn the technical material

....think about its application to the project

....delve into research on their own.

How to make lectures more effective - Opening

- **At the start of class:**
 - Provide an **agenda** for the class lecture
 - Place the lecture in **context- link** with past and future lecture(s)
 - Create **interest** by explaining the **relevance** of the session

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Making lectures more effective - Middle

During the lecture:

- Use Boards to **build up and link concepts**
- Watch body language, if they are tuning out, find out why - too easy/too complex. Use humor to **enliven the class**
- Enhance potential of Ppoint slides - use them to **generate interaction and debate**
- **Ask questions** e.g what applications can you think of, what comes next, what are advantages and disadvantages of the technique;
- **Give Examples** of application of concepts and techniques
- **move around**

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Making lectures more effective - Closing

At end of lecture:

- **Provide conclusions/summaries clarifying and reinforcing material**
- **Ask if there any questions on the material**
- **Emphasize the punch lines**

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Interactive Case-based Method

The interactive case method utilizes communication between the instructor and students as well as among students to facilitate learning.

Students share the responsibility with the instructor to contribute to the learning.

When to use the interactive case-based method

When the material requires students to **analyze, synthesize, evaluate and apply**

When students have **real world** business and/or management **experience**

When students have **points of view** and relevant arguments to support them

When the learning objectives of the course includes **changing attitudes**

Google Docs Example

Experiential Learning

In experiential learning, the teaching and learning takes place in simulations of natural settings that contain enough illusion of reality to induce real world-like responses by those participating in the exercise.

Hence they provide:

- more realistic, constantly evolving and complex decision-making scenarios,**
- a sense of urgency and excitement as students compete with class mates,**
- real and objective feedback**

Card Sorting Exercise

Poll Everywhere Example

Experiential Learning such as Simulations

Simulations require multiple decisions and analysis on the same company.

Students craft their strategy, implement it, receive feedback on how well it works, and then go to the next iteration.

“A simulation forces students to synthesize and integrate what they read and make actual decisions based on facts or data presented in the case. Simulations give students a temporal dimension, an opportunity to experience outcomes that change based on their inputs over time.”

- Professor Willy Shih, HBS.

Experiential exercises and simulations

Experiential learning can set up as either:

1) Single-concept experiential exercises.

2) Simulations that deal with the entire organization, provide a number of decision variables in marketing, production, finance and HR and thus require the strategic integration of several subunits for organizational performance.

When to use the experiential learning methods

Develop flexible, creative, rational problem-solving & decision-making skills (Simulations)

Teach students interpersonal skills (Role-playing)

Create environments in which learning and behavioral changes can occur (e.g. for an Ethics course)

**Provide an experience with a complex system where managerial behavior can be observed
(e.g for a Game Theory or a Negotiations course)**

Student Centered Discussion

Janet Watson – CTE Coach

?



And worse..



Discussion as a **teaching** tool

Promotes:

Active reading

Articulating thoughts

Interpersonal skills

Higher order thinking

Deepens understanding of course content

Focuses ideas/insights

Stimulates thought

- Can students integrate across constructs to create new ideas/insights?
 - **Synthesize**-integrate-formulate-develop-design
- Can the students justify/defend a position?
 - **Evaluate**-manage-organize-propose-construct

Millennials...



Take a minute to read handout...

Groupings

4-5 minutes for discussion

Discussion

- 1. The author mentions “instant gratification”-how can this be used in class?
- 2. Are millennials narcissistic? Why/why not?

Recap

- 1. Explain/teach active reading
 - Notating text: a=agree, d=disagree, highlighting
 - Compiling notes=expand on knowledge, resources, ideas, experiences
 - Connections clarify choices
 - Student's thoughts and opinions only

Shared Power

- 2. Be patient-not all students familiar/cultural differences
 - Groupings
 - Random start
 - Avoid reinforcement, praise, criticism
 - Observer-note taker
 - Scripting discussion
 - Refer to content question only

Observe

- 3. Note
 - Students' use of each others' names
 - Must address each other-not you
 - Changes in topic or subject
 - Questions posed-active listening
 - References to text/passage
 - Opinions/shared insights
 - Look for gems and post on bspace

SHILA RAJ'S
TOUGH NEW LOOK
PAGE 57

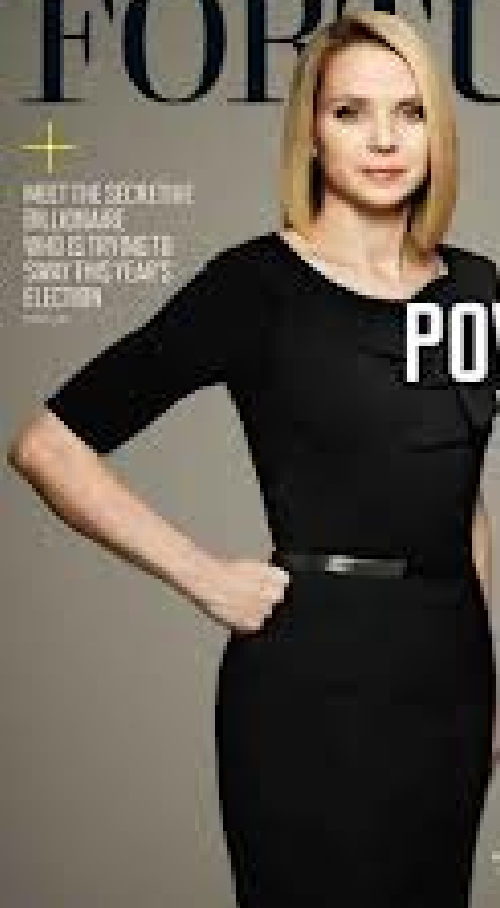
WISDOM FROM
GORDON MOORE
PAGE 74

WHO IS AMERICA'S
LARGEST LEADERSHIP?
PAGE 104

FORTUNE



MEET THE SECRETIVE
BILLIONAIRE
WHO IS TRYING TO
SWAY THIS YEAR'S
ELECTION



THE 50 MOST POWERFUL WOMEN

OUR 15th ANNUAL
RANKING, FEATURING
EXEC'S FROM YAHOO,
FACEBOOK, HP, GE,
PEPSICO, and more.

Plus IBM'S NEW
CEO LOOKS AHEAD
by Jessi Hwang

THE 2011
MAGAZINE
COVER
PHOTOGRAPHY
BY [unreadable]



TOPS SPELLERS—Ben Bernanke, son of Mr. and Mrs. Phil Bernanke, has been crowned Dillon County Spelling Bee champion. He will enter the the state contest at Forrest College, Anderson, May 8 which will be attended by Gov. and Mrs. Donald Russell.



Prep

- Plan exercises into your course
- Based on reading, problem, or current event
- Read as class-then divide into groups
- Develop 3-4 higher order thinking questions

In summarizing...

- Share examples of higher order thinking
- Weave in learning outcome stated on syllabus
- Flow right back in to coursework....

Benefits of SCD as a teaching tool:

- In class exercise to reinforce subject matter
- Shared power-students lead discussion
- Creates dialogue
- Experiential learning
- Vary length from 15-30 minutes
- Can be used in large and small class settings
- Break in lecture format
- Highlight current event relevant to material

Engagement-Question-Dialogue



Google Hangout Example

Positive and negative aspects of the experiential learning format

Positives

More real, more believable, more complex, more comprehensive, more engaged, more objective, more emotional arousal, more active learning, more fun

Negatives

More work, more sweat, more risk, more disasters, more stress

How to make experiential learning more effective

**Choose the right game/simulation/role-playing situation,
and...**

Know the game well

Give clear instructions

Debrief well

General Tips

- **Start and end strong – the “ George Lucas ‘ style**
- **Inspire student confidence in you**
- **Link sessions to provide an integrated course**
- **Review key Takeaways**

Generate and Build

- **Rapport**
- **Interest**
- **Debate**
- **Discovery**
- **Learning**
- **Excitement**
- **Sedulity**
- **Energy**
- **Enthusiasm**
- **Enlightenment**
- **Erudition**
- **Relevance**
- **Linkages**
- **Integration**

Avoid

- **Boredom**
- **Apathy**
- **Lethargy**
- **Monotony**
- **Haphazardness**
- **Immobility**
- **Laxity**
- **Hubris**

Characteristics of Effective Instruction

Pascarella et al. (2008)

- **Presentation is Well Organized**
- **Teachers Are Prepared**
- **Class Time Used Effectively**
- **Course Goals Clearly Explained**
- **Teachers Have Command of Subject**
- **Teachers Give Clear Explanations**
- **Use of Examples and Illustrations**
- **Effective Review and Summary**
- **Interpret Abstract Ideas Clearly**
- **Assignments Help Learning Course Material**