

Teck Ho: 9 Practices that seem to work

Helzel Classroom, April 2, 2013

12:45-1:45pm

1. One idea per class
 - a. Students have limited attention
 - b. Build each class session around 1 big idea
 - c. Decide what not to teach
 - d. Work backward from the list of key takeaways-don't water down content-just take some out
 - e. Has list of what he wants to teach and then works backward
2. Punchline slide (this is key takeaway)
 - a. Provide punchline the first few class sessions but ask the students to figure it out after that
 - b. Spend the last 5 minutes of class asking for punchline
 - c. Great way to remind the students what they need to know
 - d. Does a list of students he will be cold calling for punchline: Picks 5 per class to call on to give their punchline for the class
3. Inductive learning
 - a. We often learn by deductive approach
 - b. MBA's lean by inductive approach
 - c. More impressed by concrete facts than abstract principles
 - d. Examples-examples-principles-examples
4. Examples-Examples-Examples
 - a. Make your idea concrete by using a lot of real examples
 - b. Use recent examples-for their age range- so they can relate to it
 - c. Use examples that relate to their jobs: Zynga, Apple, Autodesk
5. Role-playing computer simulation
 - a. Organize each simulation as a contest
 - b. Winning team wins cash pot (Teck and students put \$1-\$2 into pot)
 - c. Show them what they did and ask why
 - d. Show them what they ought to do in order to make more money

*Cover theory afterwards in a class exercise-to show them how to improve
6. In-class exercises
 - a. Applying the principles
 - b. In class pricing negotiation (mini case based on consulting assignment)
 - c. In class pricing clinic-solving a firm's pricing challenge posted by a CMO

*All this is really about engagement. Find ways to engage students.
7. Create a memorable class experience
 - a. Think about how to deliver content in a memorable way. He used the example of Bling water-the exercise worked with the distinguished Bling water bottle but would probably not been memorable with a standard water bottle.

- b. How would students describe a memorable class experience?
 - c. Does an auction in class to show revenue equivalence theorem in action(in class buying and selling of used items)
8. Enjoy the class-students can tell
- a. Show energy and enthusiasm
 - b. Humor as enjoyment signal
 - c. They like it if you enjoy teaching
10. Remind them of key takeaways before having teaching evaluations done
- a. Ask them to write down their top 3 takeaways
 - b. Ask them to write down their most memorable class
 - c. Give students your top 10 takeaways
 - d. Ask them to write down a planned implementation of a key takeaway
 - e. Conduct teaching evaluations

Q & A

Can't just teach items once-must remind them. After guest speakers-he codifies what they have said and how it relates to their course content. Between readings and cases they should have maybe 25 pages per week. Set a social norm amongst them to encourage a high level of work. When he does case studies the class goes over the case and he does a lecture. His overall message is to engage students. Get them to do more work in class so they learn more. What they remember they can apply. Ask them the top 3 things they have learned from your class.

Adam: We will provide "thought partners" for you from CTE. CTE conducted a number of focus groups with Fall 2012 students. The focus groups have shed light on best practices:

- 1) Are looking for more engagement-less lecture-more engaging class structure
- 2) Want improvements in course structure-less is more-concrete tangible outcomes
- 3) Content is important-create a relevant experience for students with theory and examples: a balanced approach
- 4) Want more timely feedback-grading, assignments and how they can improve-timely feedback-can use Google forms during presentations
- 5) Classes often times lacked international/global perspective.

Teck: When he travels he takes photos of prices so to show example to students in his Pricing class. He does not allow laptops in class. Most faculty say no to laptops unless needed for particular exercise. He keeps them so busy that they don't have time for them.