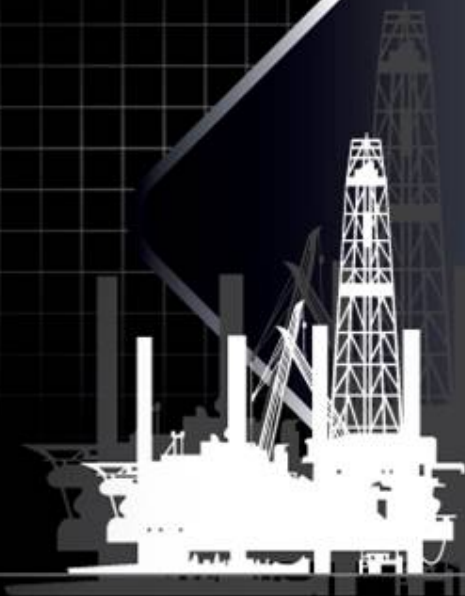




TRINITY
MEDICAL MANAGEMENT

**ENHANCING YOUR
TEACHING
EFFECTIVENESS**



SEIZE THE MOMENT

- ❖ **TEACHING IS MOST EFFECTIVE WHEN IT OCCURS IN QUICK RESPONSE TO THE NEED THE LEARNER FEELS.**
- ❖ **SO EVEN THOUGH YOU ARE ELBOW DEEP IN SOMETHING ELSE, YOU SHOULD MAKE EVERY EFFORT TO TEACH THE STUDENT WHEN HE OR SHE ASKS.**
- ❖ **THE STUDENT IS READY TO LEARN.**
- ❖ **SATISFY THAT IMMEDIATE NEED FOR INFORMATION NOW, AND AUGMENT YOUR TEACHING WITH MORE INFORMATION LATER.**



INVOLVE THE STUDENT IN PLANNING

- ❖ **JUST PRESENTING INFORMATION TO THE STUDENT DOES NOT ENSURE LEARNING.**
- ❖ **FOR LEARNING TO OCCUR, YOU WILL NEED TO GET THE STUDENT INVOLVED IN IDENTIFYING HIS LEARNING NEEDS AND OUTCOMES. HELP HIM TO DEVELOP ATTAINABLE OBJECTIVES.**
- ❖ **AS THE TEACHING PROCESS CONTINUES, YOU CAN FURTHER ENGAGE HIM OR HER BY SELECTING TEACHING STRATEGIES AND MATERIALS THAT REQUIRE THE STUDENT'S DIRECT INVOLVEMENT, SUCH AS ROLE PLAYING AND RETURN DEMONSTRATION.**
- ❖ **REGARDLESS OF THE TEACHING STRATEGY YOU CHOOSE, GIVING THE STUDENT THE CHANCE TO TEST HIS OR HER IDEAS, TO TAKE RISKS, AND TO BE CREATIVE WILL PROMOTE LEARNING.**



BEGIN WITH WHAT THE STUDENT KNOWS

- ❖ **YOU WILL FIND THAT LEARNING MOVES FASTER WHEN IT BUILDS ON WHAT THE STUDENT ALREADY KNOWS.**
- ❖ **TEACHING THAT BEGINS BY COMPARING THE OLD, KNOWN INFORMATION OR PROCESS AND THE NEW, UNKNOWN ONE ALLOWS THE STUDENT TO GRASP NEW INFORMATION MORE QUICKLY**



MOVE FROM SIMPLE TO COMPLEX

- ❖ **THE STUDENT WILL FIND LEARNING MORE REWARDING IF HE HAS THE OPPORTUNITY TO MASTER SIMPLE CONCEPTS FIRST AND THEN APPLY THESE CONCEPTS TO MORE COMPLEX ONES.**
- ❖ **REMEMBER, HOWEVER, THAT WHAT ONE STUDENT FINDS SIMPLE, ANOTHER MAY FIND COMPLEX.**
- ❖ **A CAREFUL ASSESSMENT TAKES THESE DIFFERENCES INTO ACCOUNT AND HELPS YOU PLAN THE TEACHING STARTING POINT.**



ACCOMMODATE THE STUDENT'S PREFERRED LEARNING STYLE

- ❖ **HOW QUICKLY AND WELL A STUDENT LEARNS DEPENDS NOT ONLY ON HIS OR HER INTELLIGENCE AND PRIOR EDUCATION, BUT ALSO ON THE STUDENT'S LEARNING STYLE PREFERENCE.**
- ❖ **VISUAL LEARNERS GAIN KNOWLEDGE BEST BY SEEING OR READING WHAT YOU ARE TRYING TO TEACH; AUDITORY LEARNERS, BY LISTENING; AND TACTILE OR PSYCHOMOTOR LEARNERS, BY DOING.**



- ❖ YOU CAN IMPROVE YOUR CHANCES FOR TEACHING SUCCESS IF YOU ASSESS YOUR STUDENT'S PREFERRED LEARNING STYLE, THEN PLAN TEACHING ACTIVITIES AND USE TEACHING TOOLS APPROPRIATE TO THAT STYLE.**
- ❖ TO ASSESS A STUDENT'S LEARNING STYLE, OBSERVE THE STUDENT, ADMINISTER A LEARNING STYLE INVENTORY, OR SIMPLY ASK THE STUDENT HOW HE OR SHE LEARNS BEST.**

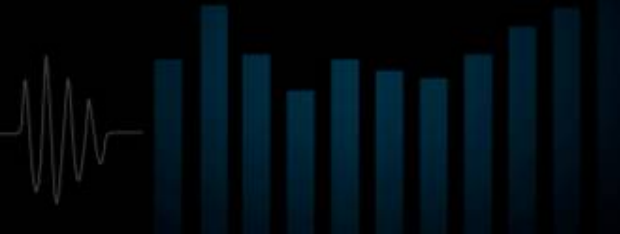


YOU CAN ALSO EXPERIMENT WITH DIFFERENT TEACHING TOOLS, SUCH AS PRINTED MATERIAL, ILLUSTRATIONS, VIDEOTAPES AND ACTUAL EQUIPMENT TO ASSESS LEARNING STYLE. NEVER ASSUME, THOUGH, THAT YOUR STUDENT CAN READ WELL – OR EVEN READ AT ALL.



SORT GOALS BY LEARNING DOMAIN

- ❖ YOU CAN COMBINE YOUR KNOWLEDGE OF THE STUDENT'S PREFERRED LEARNING STYLE WITH YOUR KNOWLEDGE OF LEARNING DOMAINS. CATEGORIZING WHAT THE STUDENTS NEED TO LEARN INTO PROPER DOMAINS HELPS TO IDENTIFY AND EVALUATE THE BEHAVIORS YOU EXPECT THEM TO SHOW.**



❖ **LEARNING BEHAVIORS FALL INTO THREE DOMAINS:**

- ❖ **COGNITIVE- DEALS WITH INTELLECTUAL ABILITIES**
- ❖ **PSYCHOMOTOR- INCLUDES PHYSICAL OR MOTOR SKILLS**
- ❖ **AFFECTIVE- INVOLVES EXPRESSION OF FEELING ABOUT ATTITUDES, INTEREST, AND VALUES.**

MOST LEARNING INVOLVES ALL THREE DOMAINS.



MAKE MATERIAL MEANINGFUL

- ❖ **ANOTHER WAY TO FACILITATE LEARNING IS TO RELATE MATERIAL TO THE STUDENT'S LIFESTYLE – AND TO RECOGNIZE INCOMPATIBILITIES. THE MORE MEANINGFUL MATERIAL IS TO A STUDENT, THE QUICKER AND EASIER IT WILL BE LEARNED.**



ALLOW IMMEDIATE APPLICATION OF KNOWLEDGE

- ❖ **GIVING THE STUDENT THE OPPORTUNITY TO APPLY HIS OR HER NEW KNOWLEDGE AND SKILLS REINFORCES LEARNING AND BUILDS CONFIDENCE. THIS IMMEDIATE APPLICATION TRANSLATES LEARNING TO THE “REAL WORLD” AND PROVIDES AN OPPORTUNITY FOR PROBLEM SOLVING, FEEDBACK, AND EMOTIONAL SUPPORT.**



PLAN FOR PERIODIC RESTS

- ❖ **WHILE YOU MAY WANT THE STUDENTS TO PUSH AHEAD UNTIL THEY HAVE LEARNED EVERYTHING ON THE TEACHING PLAN, REMEMBER THAT PERIODIC PLATEAUS OCCUR NORMALLY IN LEARNING.**
- ❖ **WHEN YOUR INSTRUCTIONS ARE ESPECIALLY COMPLEX OR LENGTHY, YOUR STUDENTS MAY FEEL OVERWHELMED AND APPEAR UNRECEPTIVE TO YOUR TEACHING.**
- ❖ **BE SURE TO RECOGNIZE THESE SIGNS OF MENTAL FATIGUE AND LET THE STUDENTS RELAX. (YOU TOO CAN USE THESE PERIODS – TO REVIEW YOUR TEACHING PLAN AND MAKE ANY NECESSARY ADJUSTMENTS.)**



TELL YOUR STUDENTS HOW THEY ARE PROGRESSING

- ❖ **LEARNING IS MADE EASIER WHEN THE STUDENTS ARE AWARE OF THEIR PROGRESS.**
- ❖ **POSITIVE FEEDBACK CAN MOTIVATE THEM TO GREATER EFFORT BECAUSE IT MAKES THEIR GOAL SEEM ATTAINABLE.**
 - ❖ **ALSO, ASK YOUR STUDENTS HOW THEY FEEL THEY ARE DOING.**
- ❖ **THEY PROBABLY WANT TO TAKE PART IN ASSESSING THEIR OWN PROGRESS TOWARD LEARNING GOALS, AND THEIR INPUT CAN GUIDE YOUR FEEDBACK.**
 - ❖ **YOU WILL FIND THEIR REACTIONS ARE USUALLY BASED ON WHAT "FEELS RIGHT."**



REWARD DESIRED LEARNING WITH PRAISE

- ❖ PRAISING DESIRED LEARNING OUTCOMES OR BEHAVIOR IMPROVES THE CHANCES THAT THE STUDENTS WILL RETAIN THE MATERIAL OR REPEAT THE BEHAVIOR.**
- ❖ PRASING YOUR STUDENT'S SUCCESSES ASSOCIATES THE DESIRED LEARNING GOAL WITH A SENSE OF GROWING AND ACCEPTED COMPETENCE.**
- ❖ REASSURING THEM THAT THEY HAVE LEARNED THE DESIRED MATERIAL OR TECHNIQUE CAN HELP THEM RETAIN AND REFINE IT.**



TOP TEN REQUIREMENTS:



- **GOOD TEACHING IS AS MUCH ABOUT PASSION AS IT IS ABOUT REASON.**
- **IT'S ABOUT NOT ONLY MOTIVATING STUDENTS TO LEARN, BUT TEACHING THEM HOW TO LEARN, AND DOING SO IN A MANNER THAT IS RELEVANT, MEANINGFUL, AND MEMORABLE.**
- **IT'S ABOUT CARING FOR YOUR CRAFT, HAVING A PASSION FOR IT, AND CONVEYING THAT PASSION TO EVERYONE, MOST IMPORTANTLY TO YOUR STUDENTS.**



- **GOOD TEACHING IS ABOUT SUBSTANCE AND TREATING STUDENTS AS CONSUMERS OF KNOWLEDGE.**
 - **IT'S ABOUT DOING YOUR BEST TO KEEP ON TOP OF YOUR FIELD, READING SOURCES, INSIDE AND OUTSIDE OF YOUR AREAS OF EXPERTISE, AND BEING AT THE LEADING EDGE AS OFTEN AS POSSIBLE.**
 - **BUT KNOWLEDGE IS NOT CONFINED TO SCHOLARLY JOURNALS. GOOD TEACHING IS ALSO ABOUT BRIDGING THE GAP BETWEEN THEORY AND PRACTICE.**
 - **IT'S ABOUT LEAVING THE IVORY TOWER AND IMMERSING ONESELF IN THE FIELD, TALKING TO, CONSULTING WITH, AND ASSISTING PRACTITIONERS, AND LIAISONING WITH THEIR COMMUNITIES.**

THREE

- **GOOD TEACHING IS ABOUT LISTENING, QUESTIONING, BEING RESPONSIVE, AND REMEMBERING THAT EACH STUDENT AND CLASS IS DIFFERENT.**
- **IT'S ABOUT ELICITING RESPONSES AND DEVELOPING THE ORAL COMMUNICATION SKILLS OF THE QUIET STUDENTS.**
- **ITS ABOUT PUSHING STUDENTS TO EXCEL;**
- **AT THE SAME TIME, IT'S ABOUT BEING HUMAN, RESPECTING OTHERS, AND BEING PROFESSIONAL AT ALL TIMES.**



FOUR

- **GOOD TEACHING IS ABOUT NOT ALWAYS HAVING A FIXED AGENDA AND BEING RIGID, BUT BEING FLEXIBLE, FLUID, EXPERIMENTING, AND HAVING THE CONFIDENCE TO REACT AND ADJUST TO CHANGING CIRCUMSTANCES.**
- **IT'S ABOUT GETTING ONLY 10 PERCENT OF WHAT YOU WANTED TO DO IN A CLASS DONE AND STILL FEELING GOOD. I**
- **T'S ABOUT DEVIATING FROM THE COURSE SYLLABUS OR LECTURE SCHEDULE EASILY WHEN THERE IS MORE AND BETTER LEARNING ELSEWHERE.**
- **GOOD TEACHING IS ABOUT THE CREATIVE BALANCE BETWEEN BEING AN AUTHORITARIAN DICTATOR ON THE ONE HAND AND A PUSHOVER ON THE OTHER.**



➤ **GOOD TEACHING IS ALSO ABOUT STYLE.**

SHOULD GOOD TEACHING BE ENTERTAINING?

YOU BET!

DOES THIS MEAN THAT IT LACKS IN SUBSTANCE?

NOT A CHANCE!

- ❖ **EFFECTIVE TEACHING IS NOT ABOUT BEING LOCKED WITH BOTH HANDS GLUED TO A PODIUM OR HAVING YOUR EYES FIXATED ON A SLIDE PROJECTOR WHILE YOU DRONE ON.**
- ❖ **GOOD TEACHERS WORK THE ROOM AND EVERY STUDENT IN IT. THEY REALIZE THAT THEY ARE THE CONDUCTORS AND THE CLASS IS THE ORCHESTRA.**
- ❖ **ALL STUDENTS PLAY DIFFERENT INSTRUMENTS AND AT VARYING PROFICIENCIES.**



- **THIS IS VERY IMPORTANT – GOOD TEACHING IS ABOUT HUMOR.**
- **IT'S ABOUT BEING SELF-DEPRECATING AND NOT TAKING YOURSELF TOO SERIOUSLY.**
- **IT'S OFTEN ABOUT MAKING INNOCUOUS JOKES, MOSTLY AT YOUR OWN EXPENSE, SO THAT THE ICE BREAKS AND STUDENTS LEARN IN A MORE RELAXED ATMOSPHERE WHERE YOU, LIKE THEM, ARE HUMAN WITH YOUR OWN SHARE OF FAULTS AND SHORTCOMINGS.**



SEVEN

- **GOOD TEACHING IS ABOUT CARING, NURTURING, AND DEVELOPING MINDS AND TALENTS.**
- **IT'S ABOUT DEVOTING TIME, OFTEN INVISIBLE, TO EVERY STUDENT.**
- **IT'S ALSO ABOUT THE THANKLESS HOURS OF GRADING, DESIGNING OR REDESIGNING COURSES, AND PREPARING MATERIALS TO STILL FURTHER ENHANCE INSTRUCTION.**

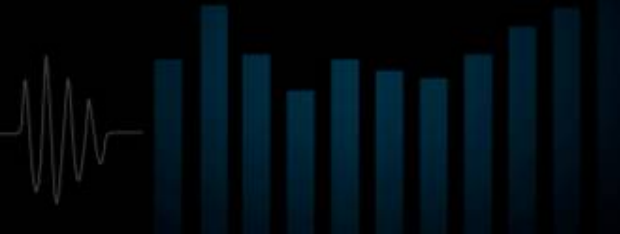


EIGHT

- **GOOD TEACHING IS SUPPORTED BY STRONG AND VISIONARY LEADERSHIP, AND VERY TANGIBLE INSTITUTIONAL SUPPORT – RESOURCES, PERSONNEL, AND FUNDS.**
- **GOOD TEACHING IS CONTINUALLY REINFORCED BY AN OVERARCHING VISION THAT TRANSCENDS THE ENTIRE ORGANIZATION – FROM FULL PROFESSORS TO PART-TIME INSTRUCTORS – AND IS REFLECTED IN WHAT IS SAID, BUT MORE IMPORTANTLY BY WHAT IS DONE.**



- **GOOD TEACHING IS ABOUT MENTORING BETWEEN SENIOR AND JUNIOR FACULTY, TEAMWORK, AND BEING RECOGNIZED AND PROMOTED BY ONE'S PEERS.**
- **EFFECTIVE TEACHING SHOULD ALSO BE REWARDED, AND POOR TEACHING NEEDS TO BE REMEDIATED THROUGH TRAINING AND DEVELOPMENT PROGRAMS.**

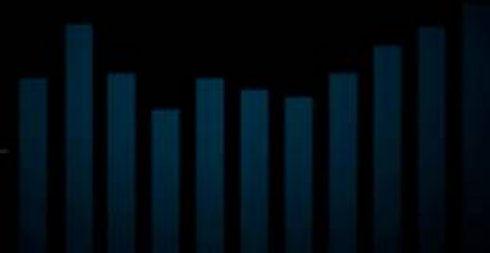


TEN

- **AT THE END OF THE DAY, GOOD TEACHING IS ABOUT HAVING FUN, EXPERIENCING PLEASURE AND INTRINSIC REWARDS...**
- **LIKE LOCKING EYES WITH A STUDENT IN THE BACK ROW AND SEEING THE SYNAPSES AND NEURONS CONNECTING, THOUGHTS BEING FORMED, THE PERSON BECOMING BETTER, AND A SMILE CRACKING ACROSS A FACE AS LEARNING ALL OF A SUDDEN HAPPENS.**
- **GOOD TEACHERS PRACTICE THEIR CRAFT NOT FOR THE MONEY OR BECAUSE THEY HAVE TO, BUT BECAUSE THEY TRULY ENJOY IT AND BECAUSE THEY WANT TO.**
- **GOOD TEACHERS COULDN'T IMAGINE DOING ANYTHING ELSE.**



CHOOSING A DELIVERY STRATEGY



CHOOSING A LECTURE

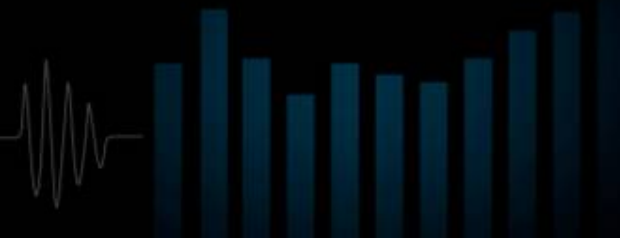
- ❖ **THE PURPOSE OF A LECTURE IS TO CLARIFY INFORMATION TO A LARGE GROUP IN A SHORT PERIOD OF TIME.**
- ❖ **IT IS NOT TO CONVEY INFORMATION! LECTURES REQUIRE A GREAT DEAL OF PREPARATION TIME AND NEED TO BE SUPPORTED BY VARIOUS AUDIO-VISUALS. THE LECTURE IS A GREAT OPPORTUNITY FOR INSTRUCTORS TO FEED THEIR EGOS! IT IS INSTRUCTOR-CENTERED.**
- ❖ **HANDOUTS, PROGRAMMED INSTRUCTION, INFORMATION HANDOUTS, MODULES, STUDENT PRESENTATIONS, GUEST SPEAKERS, FILMS, FILM STRIPS, AND READING ASSIGNMENTS ARE ADAPTATIONS OF LECTURES.**



**THE FOLLOWING QUESTIONS SHOULD ASSIST YOU IN
DETERMINING THE APPROPRIATENESS OF A LECTURE:**



- ❖ **WHAT KNOWLEDGE, SKILL, OR ATTITUDE NEEDS TO BE LEARNED?**
- ❖ **HOW MANY STUDENTS NEED THE CONTENT?**
- ❖ **DO ALL OR MOST OF THE STUDENTS NEED THE CONTENT NOW?**
- ❖ **HOW MUCH PREPARATION TIME IS AVAILABLE?**
- ❖ **ARE YOU IN COMMAND OF YOUR NONVERBAL CUES?**
- ❖ **CAN YOU DEVELOP INTEREST IN THE LECTURE?**



- ❖ **ARE THERE APPROPRIATE AUDIO-VISUAL SUPPORT SYSTEMS?**
- ❖ **WOULD A HANDOUT WORK JUST AS WELL?**
- ❖ **CAN YOU DEVISE MEANS TO ENSURE THAT MORE THAN ONE SENSE IS USED BY STUDENTS?**
- ❖ **ARE THERE NATURAL DIVISIONS THAT EQUATE TO 20 MINUTES OR LESS?**
- ❖ **WOULD A VIDEOTAPE WORK JUST AS WELL?**



- ❖ **DO YOUR IMPROMPTU LECTURES LAST 5 MINUTES OR LESS?**
- ❖ **COULD YOU PROVIDE AN OUTLINE OF IMPORTANT PARTS OF THE LECTURE?**
- ❖ **WHAT PORTION OF YOUR TEACHING TIME DO YOU SPEND LECTURING?**
- ❖ **WOULD A TEXT ASSIGNMENT WORK JUST AS WELL?**
- ❖ **DO YOU SUMMARIZE REGULARLY IN THE LECTURE?**
- ❖ **DO YOU POSE QUESTIONS IN YOUR LECTURES?**
- ❖ **HAVE YOU EVER LISTENED TO OR WATCHED ONE OF YOUR LECTURES?**



CHOOSING A DEMONSTRATION

- ❖ **THE PURPOSE OF THE DEMONSTRATION IS TO TRANSMIT THE BIG PICTURE TO A RELATIVELY SMALL GROUP OF STUDENTS IN A SHORT PERIOD OF TIME.**
- ❖ **DEMONSTRATIONS USUALLY REQUIRE A LOT OF REPARATION TIME AND MUST BE SUPPORTED WITH VARIOUS AUDIO-VISUALS. DEMONSTRATIONS ARE PARTICULARLY USEFUL IN TEACHING SKILLS AND ARE MORE TEACHER-CENTERED THAN STUDENT-CENTERED.**
- ❖ **THERE ARE SEVERAL VARIATIONS OF DEMONSTRATIONS. PROJECTS, PEER TUTORING, RESESARCH PAPERS, PRACTICE, FIELD TRIPS, ON-THE-JOB TRAINING, SIMULATED EXPERIENCES, AND VIDEOTAPES ARE ADAPTATIONS OF DEMONSTRATIONS.**



**THE FOLLOWING QUESTIONS SHOULD ASSIST YOU IN
DETERMINING THE APPROPRIATENESS OF A
DEMONSTRATION:**



- ❖ **DOES THE LEARNER NEED TO SEE THE PROCESS?**
- ❖ **HOW MANY STUDENTS NEED THE CONTENT?**
- ❖ **HOW MANY STUDENTS NEED THE CONTENT NOW?**
- ❖ **HOW MUCH PREPARATION TIME IS AVAILABLE?**
- ❖ **CAN YOU TELL AND SHOW THE CONTENT?**
- ❖ **CAN YOU APPEAL TO OTHER SENSES?**
- ❖ **DO YOU WANT THE STUDENTS TO IMITATE YOU?**
- ❖ **IS THERE AUDIO-VISUAL SUPPORT AVAILABLE?**
- ❖ **WILL THE DOMONSTRATION LAST MORE THAN 20 MINUTES?**
- ❖ **COULD YOU USE A VIDEOTAPE JUST AS WELL?**



- ❖ **CAN YOU ASK QUESTIONS DURING THE DEMONSTRATION?**
- ❖ **CAN THE STUDENTS TAKE NOTES?**
- ❖ **WILL THERE BE PRACTICE TIME FOR THE STUDENTS?**
- ❖ **CAN THE STUDENT EASILY IDENTIFY THE STEPS?**
- ❖ **WILL YOU PERMIT THE STUDENTS TO ASK QUESTIONS?**
- ❖ **IS THERE ONLY ONE RIGHT WAY?**
- ❖ **WILL YOU SUPPORT THE DEMONSTRATION WITH HANDOUTS?**
- ❖ **HAVE YOU EVER LISTENED TO OR WATCHED ONE OF YOUR DEMONSTRATIONS?**



CHOOSING A DISCUSSION

- ❖ **THE PURPOSE OF A DISCUSSION IS TO SOLICIT AND INVOLVE THE STUDENT IN CONTENT TRANSMITTAL.**
- ❖ **DISCUSSIONS ARE LIMITED TO SMALL GROUPS AND REQUIRE CONSIDERABLE TIME. THE DISCUSSION METHOD DOES NOT REQUIRE MUCH AUDIO-VISUAL SUPPORT.**
- ❖ **THIS METHOD IS PARTICULARLY USEFUL IN AN AFFECTIVE AREA.**



- ❖ **IT PROMOTES UNDERSTANDING AND CLARIFICATION OF CONCEPTS, IDEAS, AND FEELINGS.**
- ❖ **THERE ARE NUMEROUS VARIATIONS, AND THE DISCUSSION METHOD CAN VARY FROM TEACHER-CENTERED TO STUDENT-CENTERED.**
 - ❖ **ROLE PLAYING, DEBATE, PANEL DISCUSSION, REVIEWS, SUPERVISED STUDY, BRAINSTORMING, BUZZ GROUPS, IDEA INCUBATION, TESTS, SHOW-AND-TELL, WORKSHEETS, CONFERENCES, AND INTERVIEWS ARE EXAMPLES.**



**THE FOLLOWING QUESTIONS SHOULD ASSIST YOU
IN DETERMINING THE APPROPRIATENESS OF A
DISCUSSION**



- ❖ **DO YOU NEED ACTIVE INVOLVEMENT FROM THE STUDENT?**
- ❖ **HOW MANY STUDENTS NEED TO BE INVOLVED?**
- ❖ **MUST YOU HEAR EVERYTHING BEING SAID?**
- ❖ **HOW MUCH TIME IS AVAILABLE?**
- ❖ **IS DIVERGENT THINKING A DESIREABLE END?**
- ❖ **COULD YOU JUST AS WELL TELL THEM?**
- ❖ **CAN THERE BE MORE THAN ONE RIGHT ANSWER?**
- ❖ **IS THERE TIME TO CLARIFY DIFFERENCES?**
- ❖ **HOW MUCH CONTROL DO YOU NEED?**
- ❖ **CAN YOU ACCEPT THE STUDENT'S VIEWS?**



- ❖ **CAN INTEREST BE AROUSED AND MAINTAINED?**
- ❖ **IS THERE TIME TO DRAW CONCLUSIONS?**
- ❖ **IS THERE TIME TO FOLLOW UP?**
- ❖ **WHAT NEEDS TO BE TESTED?**
- ❖ **IS TWO-WAY COMMUNICATION NECESSARY?**
- ❖ **ARE CHECKS AND BALANCES AVAILABLE TO PREVENT CERTAIN STUDENTS FROM DOMINATING?**
- ❖ **ARE THERE MEANS TO KEEP ON THE TOPIC?**
- ❖ **HAVE YOU EVER LISTENED TO OR WATCHED YOURSELF IN A DISCUSSION?**



NON-VERBAL COMMUNICATION



**IT IS NOT ONLY WHAT YOU SAY IN THE CLASSROOM THAT
IS IMPORTANT, BUT IT'S HOW YOU SAY IT THAT CAN
MAKE THE DIFFERENCE TO STUDENTS.**

**NONVERBAL MESSAGES ARE AN ESSENTIAL COMPONENT
OF COMMUNICATION IN THE TEACHING PROCESS.**



TEACHERS SHOULD BE AWARE OF NONVERBAL BEHAVIOR IN THE CLASSROOM FOR THREE MAJOR REASONS:

- **AN AWARENESS OF NONVERBAL BEHAVIOR WILL ALLOW YOU TO BECOME BETTER RECEIVERS OF STUDENT'S MESSAGES.**
- **YOU WILL BECOME A BETTER SENDER OF SIGNALS THAT REINFORCE LEARNING.**
- **THIS MODE OF COMMUNICATION INCREASES THE DEGREE OF THE PERCEIVED PSYCHOLOGICAL CLOSENESS BETWEEN TEACHER AND STUDENT.**



SOME MAJOR AREAS OF NONVERBAL BEHAVIORS TO EXPLORE ARE:

- ✓ **EYE CONTACT**
- ✓ **FACIAL EXPRESSIONS**
- ✓ **GESTURES**
- ✓ **POSTURE AND BODY ORIENTATION**
- ✓ **PROXIMITY**
- ✓ **PARALINGUISTICS**
- ✓ **HUMOR**



EYE CONTACT:

- ❖ **EYE CONTACT, AN IMPORTANT CHANNEL OF INTERPERSONAL COMMUNICATION, HELPS REGULATE THE FLOW OF COMMUNICATION.**
 - ❖ **IT SIGNALS INTEREST IN OTHERS.**
 - ❖ **FURTHERMORE, EYE CONTACT WITH AUDIENCES INCREASES THE SPEAKER'S CREDIBILITY.**
- ❖ **TEACHERS WHO MAKE EYE CONTACT OPEN THE FLOW OF COMMUNICATION AND CONVEY INTEREST, CONCERN, WARMTH AND CREDIBILITY.**



FACIAL EXPRESSIONS:

SMILING IS A POWERFUL CUE THAT TRANSMITS:

- ✓ **HAPPINESS**
- ✓ **FRIENDLINESS**
- ✓ **WARMTH**
- ✓ **LIKING**
- ✓ **AFFILIATION**

❖ **THUS, IF YOU SMILE FREQUENTLY
YOU WILL BE PERCEIVED AS
MORE LIKABLE, FRIENDLY, WARM
AND APPROACHABLE. SMILING IS
OFTEN CONTAGIOUS AND
STUDENTS WILL REACT
FAVORABLY AND LEARN MORE.**



GESTURES:

- ❖ **IF YOU FAIL TO GESTURE WHILE SPEAKING, YOU MAY BE PERCEIVED AS BORING, STIFF AND UNANIMATED.**
- ❖ **A LIVELY AND ANIMATED TEACHING STYLE CAPTURES STUDENT'S ATTENTION, MAKES THE MATERIAL MORE INTERESTING, FACILITATES LEARNING AND PROVIDES A BIT OF ENTERTAINMENT.**
- ❖ **HEAD NODS, A FORM OF GESTURES, COMMUNICATE POSITIVE REINFORCEMENT TO STUDENTS AND INDICATE THAT YOU ARE LISTENING.**



POSTURE AND BODY ORIENTATION:

- ❖ **YOU COMMUNICATE NUMEROUS MESSAGES BY THE WAY YOU WALK, TALK, STAND AND SIT. STANDING ERECT, BUT NOT RIGID, AND LEANING SLIGHTLY FORWARD COMMUNICATES TO STUDENTS THAT YOU ARE APPROACHABLE, RECEPTIVE AND FRIENDLY.**
- ❖ **FURTHERMORE, INTERPERSONAL CLOSENESS RESULTS WHEN YOU AND YOUR STUDENTS FACE EACH OTHER.**
 - ❖ **SPEAKING WITH YOUR BACK TURNED OR LOOKING AT THE FLOOR OR CEILING SHOULD BE AVOIDED; IT COMMUNICATES DISINTEREST TO YOUR CLASS.**



- ❖ **CULTURAL NORMS DICTATE A COMFORTABLE DISTANCE FOR INTERACTION WITH STUDENTS.**
- ❖ **YOU SHOULD LOOK FOR SIGNALS OF DISCOMFORT CAUSED BY INVADING STUDENT'S SPACE. SOME OF THESE ARE:**
 - ✓ **ROCKING**
 - ✓ **LEG SWINGING**
 - ✓ **TAPPING**
 - ✓ **GAZE AVERSION**



- ❖ **TYPICALLY, IN LARGE COLLEGE CLASSES SPACE INVASION IS NOT A PROBLEM. IN FACT, THERE IS USUALLY TOO MUCH DISTANCE.**
- ❖ **TO COUNTERACT THIS, MOVE AROUND THE CLASSROOM TO INCREASE INTERACTION WITH YOUR STUDENTS.**
- ❖ **INCREASING PROXIMITY ENABLES YOU TO MAKE BETTER EYE CONTACT AND INCREASES THE OPPORTUNITIES FOR STUDENTS TO SPEAK.**



**THIS FACET OF
NONVERBAL
COMMUNICATION
INCLUDES SUCH VOCAL
ELEMENTS AS:**

- ❖ **TONE**
- ❖ **PITCH**
- ❖ **RHYTHM**
- ❖ **TIMBRE**
- ❖ **LOUDNESS**
- ❖ **INFLECTION**



- ❖ **FOR MAXIMUM TEACHING EFFECTIVENESS, LEARN TO VARY THESE SIX ELEMENTS OF YOUR VOICE. ONE OF THE MAJOR CRITICISMS IS OF INSTRUCTORS WHO SPEAK IN A MONOTONE. LISTENERS PERCEIVE THESE INSTRUCTORS AS BORING AND DULL.**
- ❖ **STUDENTS REPORT THAT THEY LEARN LESS AND LOSE INTEREST MORE QUICKLY WHEN LISTENING TO TEACHERS WHO HAVE NOT LEARNED TO MODULATE THEIR VOICES.**



HUMOR:

- ❖ **HUMOR IS OFTEN OVERLOOKED AS A TEACHING TOOL, AND IT IS TOO OFTEN NOT ENCOURAGED IN COLLEGE CLASSROOMS.**
- ❖ **LAUGHTER RELEASES STRESS AND TENSION FOR BOTH INSTRUCTOR AND STUDENT.**
- ❖ **YOU SHOULD DEVELOP THE ABILITY TO LAUGH AT YOURSELF AND ENCOURAGE STUDENTS TO DO THE SAME, IF IT FOSTERS A FRIENDLY CLASSROOM ENVIRONMENT THAT FACILITATES LEARNING.**



**LOU HOLTZ WROTE THAT WHEN HIS PLAYERS FELT
SUCCESSFUL HE ALWAYS OBSERVED THE PRESENCE
OF GOOD HUMOR IN THE LOCKER ROOM**



- ❖ **OBVIOUSLY, ADEQUATE KNOWLEDGE OF THE SUBJECT MATTER IS CRUCIAL TO YOUR SUCCESS;**
 - ❖ **HOWEVER, IT'S NOT THE ONLY CRUCIAL ELEMENT.**
- ❖ **CREATING A CLIMATE THAT FACILITATES LEARNING AND RETENTION DEMANDS GOOD NONVERBAL AND VERBAL SKILLS. TO IMPROVE YOUR NONVERBAL SKILLS, RECORD YOUR SPEAKING ON VIDEO TAPE.**
 - ❖ **THEN ASK A COLLEAGUE IN COMMUNICATIONS TO SUGGEST REFINEMENTS.**



SOCRATIC QUESTIONS



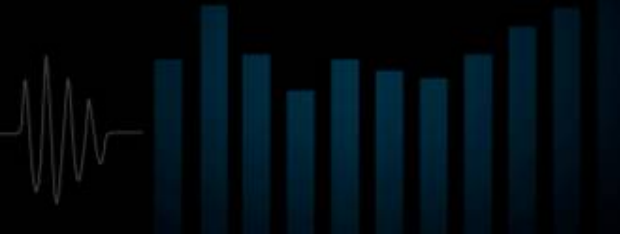
- ❖ **SOCRATES WAS ONE OF THE GREATEST EDUCATORS WHO TAUGHT BY ASKING QUESTIONS AND THUS DRAWING OUT (AS 'EX DUCO', MEANING TO 'LEAD OUT', WHICH IS THE ROOT OF 'EDUCATION') ANSWERS FROM HIS PUPIL.**
- ❖ **RATHER STUPIDLY, HE MARTYRED HIMSELF BY DRINKING HEMLOCK RATHER THAN COMPROMISE HIS PRINCIPLES.**
- ❖ **BOLD, BUT NOT A GOOD SURVIVAL STRATEGY.**
- ❖ **BUT THEN HE LIVED VERY FRUGALLY AND WAS KNOWN FOR HIS ECCENTRICITY.**
- ❖ **HIS PUPILS, BY THE WAY, INCLUDE PLATO AND ARISTOTLE. PLATO WROTE MUCH OF WHAT WE KNOW OF HIM.**



- ❖ **HERE ARE THE SIX TYPES OF QUESTIONS THAT SOCRATES ASKED HIS PUPILS.**
- ❖ **PROBABLY OFTEN TO THEIR INITIAL ANNOYANCE BUT MORE OFTEN TO THEIR ULTIMATE DELIGHT.**
- ❖ **HE WAS A MAN OF REMARKABLE INTEGRITY AND HIS STORY MAKES FOR MARVELOUS READING.**
- ❖ **THE OVERALL PURPOSE IS TO CHALLENGE ACCURACY AND COMPLETENESS OF THINKING IN A WAY THAT ACTS TO MOVE PEOPLE TOWARDS THEIR ULTIMATE GOAL.**



- ❖ GET YOUR STUDENTS TO THINK MORE ABOUT WHAT EXACTLY THEY ARE ASKING OR THINKING ABOUT.**
- ❖ PROVE THE CONCEPTS BEHIND THEIR ARGUMENT.
BASIC “TELL ME MORE” QUESTIONS THAT GET THEM TO GO DEEPER.**



- ❖ **WHY ARE YOU SAYING THAT?**
- ❖ **WHAT EXACTLY DOES THIS MEAN?**
- ❖ **HOW DOES THIS RELATE TO WHAT WE HAVE BEEN TALKING ABOUT?**
- ❖ **WHAT IS THE NATURE OF...?**
- ❖ **WHAT DO WE ALREADY KNOW ABOUT THIS?**
- ❖ **ARE YOU SAYING... OR ...?**
- ❖ **CAN YOU REPHRASE THAT, PLEASE?**



- ❖ **PROBING OF ASSUMPTIONS MAKES THEM THINK ABOUT THE PRESUPPOSITIONS AND UNQUESTIONED BELIEFS ON WHICH THEY ARE FOUNDING THEIR ARGUMENT.**
- ❖ **THIS IS SHAKING THE BEDROCK AND SHOULD GET THEM REALLY GOING!**



- ❖ **WHAT ELSE COULD WE ASSUME?**
- ❖ **YOU SEEM TO BE ASSUMING...?**
- ❖ **HOW DID YOU CHOOSE THOSE ASSUMPTIONS?**
- ❖ **PLEASE EXPLAIN WHY/HOW...?**
- ❖ **HOW CAN YOU VERIFY OR DISPROVE THAT ASSUMPTION?**
- ❖ **WHAT WOULD HAPPEN IF...?**
- ❖ **DO YOU AGREE OR DISAGREE WITH...?**



**WHEN THEY GIVE A RATIONALE FOR THEIR ARGUMENTS,
DIG INTO THAT REASONING RATHER THAN ASSUMING IT
IS A GIVEN. PEOPLE OFTEN USE UN-THOUGHT-THROUGH
OR WEAKLY UNDERSTOOD SUPPORTS FOR THEIR
ARGUMENTS.**



- ❖ **WHY IS THAT HAPPENING?**
- ❖ **HOW DO YOU KNOW THIS?**
- ❖ **SHOW ME...?**
- ❖ **CAN YOU GIVE ME AN EXAMPLE OF THAT?**
- ❖ **WHAT DO YOU THINK CAUSES...?**
- ❖ **WHAT IS THE NATURE OF THIS?**
- ❖ **ARE THESE REASONS GOOD ENOUGH?**
- ❖ **WOULD IT STAND UP IN COURT?**
- ❖ **HOW MIGHT IT BE REFUTED?**



- ❖ **HOW CAN I BE SURE OF WHAT YOU ARE SAYING?**
- ❖ **WHY IS ... HAPPENING?**
- ❖ **WHY? (KEEP ASKING IT – YOU'LL NEVER GET PAST A FEW TIMES)**
- ❖ **WHAT EVIDENCE IS THERE TO SUPPORT WHAT YOU ARE SAYING?**
- ❖ **ON WHAT AUTHORITY ARE YOU BASING YOUR ARGUMENT?**



❖ MOST ARGUMENTS ARE GIVEN FROM A PARTICULAR POSITION.

❖ SO ATTACK THE POSITION.

❖ SHOW THAT THERE ARE OTHER, EQUALLY VALID, VIEWPOINTS.



- ❖ **ANOTHER WAY OF LOOKING AT THIS IS..., DOES THIS SEEM REASONABLE?**
- ❖ **WHAT ALTERNATIVE WAYS OF LOOKING AT THIS ARE THERE?**
- ❖ **WHY IT ISNECESSARY?**
- ❖ **WHO BENEFITS FROM THIS?**
- ❖ **WHAT IS THE DIFFERENCE BETWEEN ... AND ...?**



- ❖ **WHY IS IT BETTER THAN ...?**
- ❖ **HOW ARE ... AND ... SIMILAR?**
- ❖ **WHAT WOULD ... SAY ABOUT IT?**
- ❖ **WHAT IF YOU COMPARED ... AND ...?**
- ❖ **HOW COULD YOU LOOK ANOTHER WAY AT THIS?**



**THE ARGUMENT THAT THEY GIVE MAY HAVE LOGICAL
IMPLICATIONS THAT CAN BE FORECAST. DO THESE
MAKE SENSE? ARE THEY DESIREABLE?**



- ❖ **THEN WHAT WOULD HAPPEN?**
- ❖ **WHAT ARE THE CONSEQUENCES OF THAT ASSUMPTION?**
- ❖ **HOW COULD ... BE USED TO ...?**
- ❖ **WHAT ARE THE IMPLICATIONS OF ...?**
- ❖ **HOW DOES ... AFFECT ...?**
- ❖ **HOW DOES ... FIT WITH WHAT WE LEARNED BEFORE?**
- ❖ **WHY IS ... IMPORTANT?**
- ❖ **WHAT IS THE BEST ...? WHY?**



- ❖ **AND YOU CAN ALSO GET REFLEXIVE ABOUT THE WHOLE THING, TURNING THE QUESTION IN ON ITSELF.**
 - ❖ **USE THEIR ATTACK AGAINST THEMSELVES.**
 - ❖ **BOUNCE THE BALL BACK INTO THEIR COURT. ETC.**
- ❖ **WHAT WAS THE POINT OF ASKING THAT QUESTION?**
- ❖ **WHY DO YOU THINK I ASKED THAT QUESTION?**
- ❖ **WHAT DOES THAT MEAN?**



FIVE TYPES OF QUESTIONS:

- ❖ **FACTUAL**
- ❖ **CONVERGENT**
- ❖ **DIVERGENT**
- ❖ **EVALUATIVE**
- ❖ **COMBINATION**



- ❖ **THE ART OF ASKING QUESTIONS IS ONE OF THE BASIC SKILLS OF GOOD TEACHING.**
- ❖ **SOCRATES BELIEVED THAT KNOWLEDGE AND AWARENESS WERE AN INTRINSIC PART OF EACH LEARNER.**
- ❖ **THUS, IN EXERCISING THE CRAFT OF GOOD TEACHING AN EDUCATOR MUST REACH INTO THE LEARNER'S HIDDEN LEVELS OF KNOWING AND AWARENESS IN ORDER TO HELP THE LEARNER REACH NEW LEVELS OF THINKING.**



❖ THROUGH THE ART OF THOUGHTFUL QUESTIONING TEACHERS CAN EXTRACT NOT ONLY FACTUAL INFORMATION, BUT AID LEARNERS IN:

❖ CONNECTING CONCEPTS, MAKING INFERENCES, INCREASING AWARENESS, ENCOURAGING CREATIVE AND IMAGINATIVE THOUGHT, AIDING CRITICAL THINKING PROCESSES, AND GENERALLY HELPING LEARNERS EXPLORE DEEPER LEVELS OF KNOWING, THINKING, AND UNDERSTANDING.



FACTUAL:

- ❖ **SOLICITING REASONABLY SIMPLE, STRAIGHT FORWARD ANSWERS BASED ON OBVIOUS FACTS OR AWARENESS.**
- ❖ **THESE ARE USUALLY AT THE LOWEST LEVEL OF COGNITIVE OR AFFECTIVE PROCESSES AND ANSWERS ARE FREQUENTLY EITHER RIGHT OR WRONG.**



**EXAMPLE: NAME THE SHAKESPEARE PLAY
ABOUT THE PRINCE OF DENMARK?**



CONVERGENT:

- ❖ **ANSWERS TO THESE TYPES OF QUESTIONS ARE USUALLY WITHIN A VERY FINITE RANGE OF ACCEPTABLE ACCURACY.**
- ❖ **THESE MAY BE AT SEVERAL DIFFERENT LEVELS OF COGNITION – COMPREHENSION, APPLICATION, ANALYSIS, OR ONES WHERE THE ANSWER MAKES INFERENCES OR CONJECTURES BASED ON PERSONAL AWARENESS, OR ON MATERIAL READ, PRESENTED OR KNOWN.**



❖ **EXAMPLE: ON REFLECTING OVER THE ENTIRETY OF THE PLAY HAMLET, WHAT WERE THE MAIN REASONS WHY OPHELIA WENT MAD? (THIS IS NOT SPECIFICALLY STATED IN ONE DIRECT STATEMENT IN THE TEST OF HAMLET.**

❖ **HERE THE READER MUST MAKE SIMPLE INFERENCES AS TO WHY SHE COMMITTED SUICIDE.)**



DIVERGENT

- ❖ **THESE QUESTIONS ALLOW STUDENTS TO EXPLORE DIFFERENT AVENUES AND CREATE MANY DIFFERENT VARIATIONS AND ALTERNATIVE ANSWERS OR SCENARIOS.**
- ❖ **CORRECTNESS MAY BE BASED ON LOGICAL PROJECTIONS, MAY BE CONTEXTUAL, OR ARRIVED AT THROUGH BASIC KNOWLEDGE, CONJECTURE, INFERENCE, PROJECTION, CREATION, INTUITION, OR IMAGINATION.**
- ❖ **THESE TYPES OF QUESTIONS OFTEN REQUIRE STUDENTS TO ANALYZE, SYNTHESIZE, OR EVALUATE A KNOWLEDGE BASE AND THEN PROJECT OR PREDICT DIFFERENT OUTCOMES.**



- ❖ **ANSWERING DIVERGENT QUESTIONS MAY BE AIDED BY HIGHER LEVELS OF AFFECTIVE FUNCTIONS.**
 - ❖ **ANSWERS TO THESE TYPES OF QUESTIONS GENERALLY FALL INTO A WIDE RANGE OF ACCEPTABILITY.**
 - ❖ **OFTEN CORRECTNESS IS DETERMINED SUBJECTIVELY BASED ON THE POSSIBILITY OR PROBABILITY.**
- ❖ **FREQUENTLY THE INTENTION OF THESE TYPES OF DIVERGENT QUESTIONS IS TO STIMULATE IMAGINATIVE AND CREATIVE THOUGHT, OR INVESTIGATE CAUSE AND EFFECT RELATIONSHIPS, OR PROVOKE DEEPER THOUGHT OR EXTENSIVE INVESTIGATIONS.**
- ❖ **AND, ONE NEEDS TO BE PREPARED FOR THE FACT THAT THERE MAY NOT BE RIGHT OR DEFINITELY CORRECT ANSWERS TO THESE QUESTIONS.**



**DIVERGENT QUESTIONS MAY ALSO SERVE AS LARGER
CONTEXTS FOR DIRECTING INQUIRIES, AND AS SUCH
MAY BECOME WHAT ARE KNOWN AS “ESSENTIAL”
QUESTIONS THAT FRAME THE CONTECT OF AN ENTIRE
COURSE.**

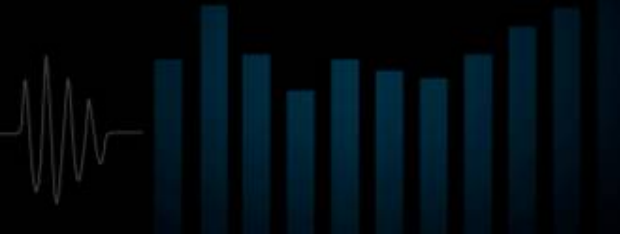


EXAMPLE: IN THE LOVE RELATIONSHIP OF HAMLET AND OPHELIA, WHAT MIGHT HAVE HAPPENED TO THEIR RELATIONSHIP AND THEIR LIVES IF HAMLET HAD NOT BEEN SO OBSESSED WITH THE REVENGE OF HIS FATHER'S DEATH?



**EXAMPLE OF A DIVERGENT QUESTION
THAT IS ALSO ESSENTIAL AND DIVERGENT:**

- ❖ **LIKE MANY AUTHORS THROUGHOUT TIME, SHAKESPEARE DWELLS PARTLY ON THE PAIN OF LOVE IN HAMLET.**
- ❖ **WHY IS PAINFUL LOVE SO OFTEN INTERTWINED WITH GOOD LITERATURE. WHAT IS ITS NEVER ENDING APPEAL TO READERS?**



EVALUATIVE

- ❖ **THESE TYPES OF QUESTIONS USUALLY REQUIRE SOPHISTICATED LEVELS OF COGNITIVE AND/OR EMOTIONAL JUDGMENT.**
- ❖ **IN ATTEMPTING TO ANSWER EVALUATIVE QUESTIONS, STUDENTS MAY BE COMBINING MULTIPLE LOGICAL AND/OR AFFECTIVE THINKING PROCESS, OR COMPARATIVE FRAMEWORKS.**
- ❖ **OFTEN AN ANSWER IS ANALYZED AT MULTIPLE LEVELS AND FROM DIFFERENT PERSPECTIVES BEFORE THE ANSWER ARRIVES AT NEWLY SYNTHESIZED INFORMATION OR CONCLUSIONS.**

EXAMPLES:

- ❖ **COMPARE AND CONTRAST THE DEATH OF OPHELIA WITH THAT OF JULIET?**
- ❖ **WHAT ARE THE SIMILARITIES AND DIFFERENCES BETWEEN ROMAN GLADIATORIAL GAMES AND MODERN FOOTBALL?**
- ❖ **WHY AND HOW MIGHT THE CONCEPT OF PIAGETIAN SCHEMA BE RELATED TO THE CONCEPTS PRESENTED IN JUNGIAN PERSONALITY THEORY, AND WHY MIGHT THIS BE IMPORTANT TO CONSIDER IN TEACHING AND LEARNING?**



**THESE ARE QUESTIONS THAT BLEND ANY
COMBINATION OF THE ABOVE**

