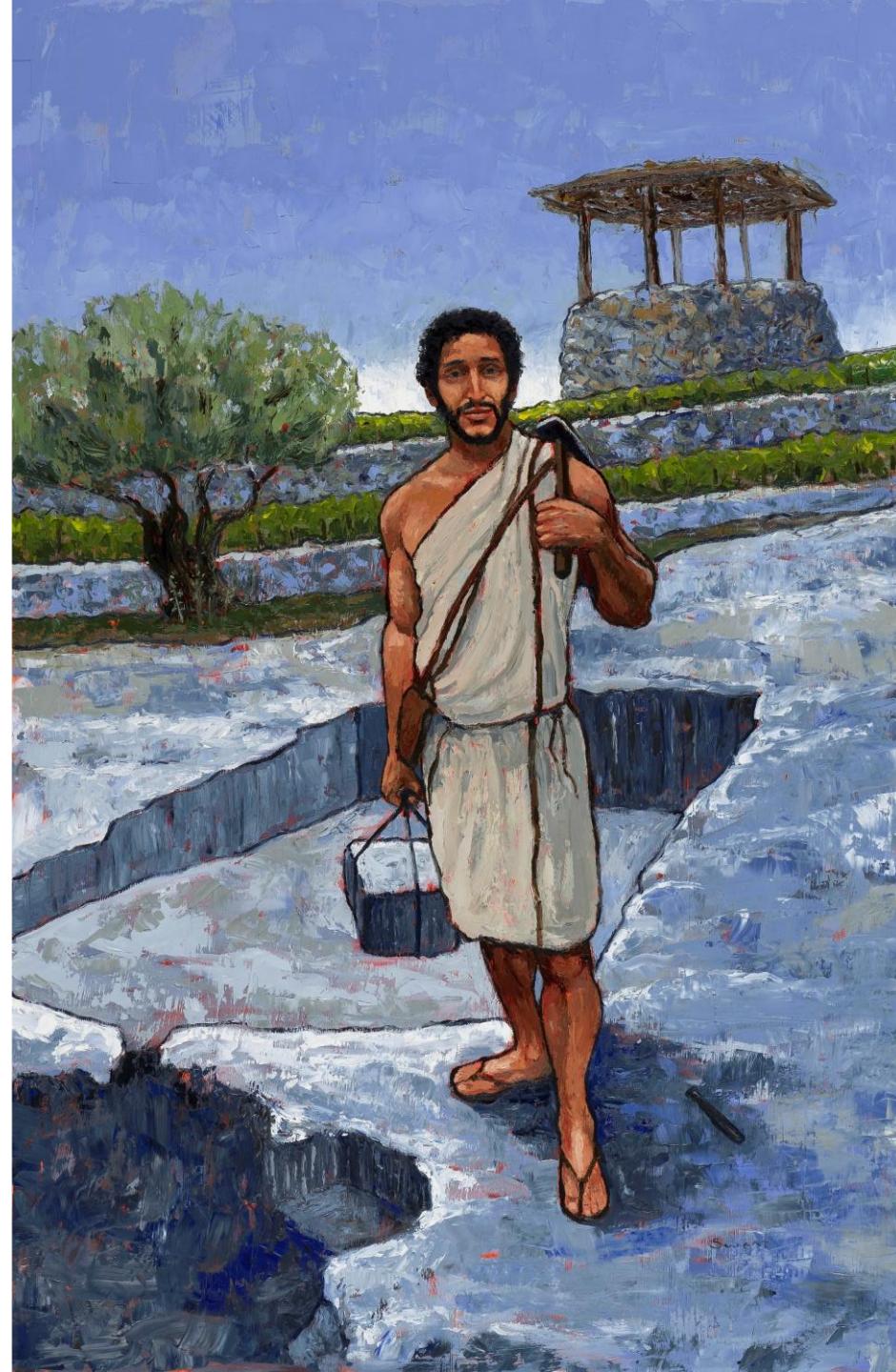


# The Essentials of Teaching Students

Dr. Anthony Sweat  
Brigham Young University







SWEAT



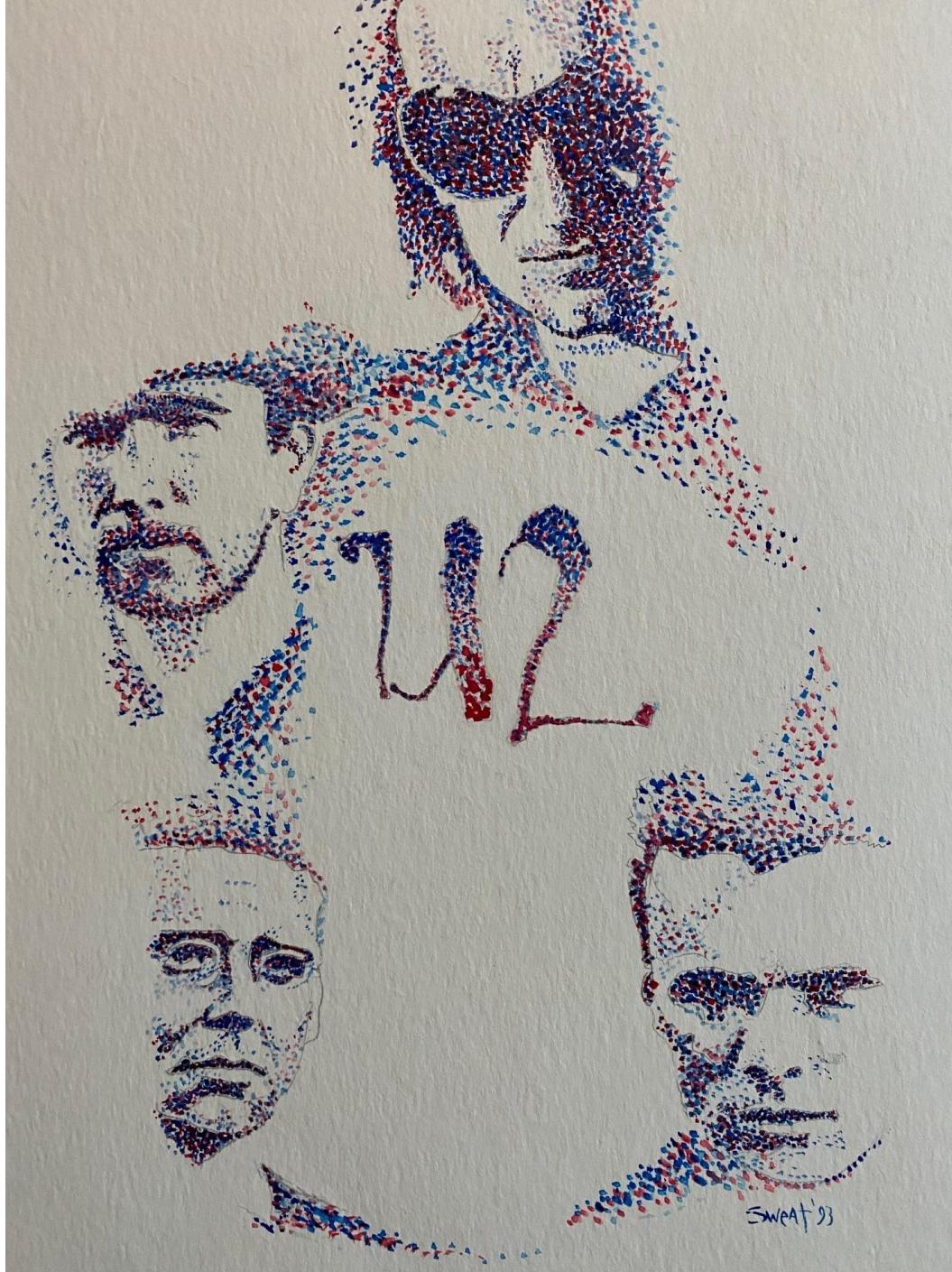




Jordan has also sponsored  
such companies as  
NIKE, McDonalds, and chevrolet



No mistakes,  
only happy  
accidents!





Tony Sweat











Good artists  
understand and  
effectively  
implement  
certain  
*fundamentals*  
of art.



# The Elements of Design

## (the tools to make art)

<b>Line</b>		Horizontal, vertical, diagonal Straight, curved, dotted, broken Thick, thin
<b>Shape</b>		2D (two dimensional)/ flat Geometric (square, circle, oval, triangle) Organic (all other shapes)
<b>Form</b>		3D (three dimensional) Geometric (cube, sphere, cone) Organic (all other forms such as: people, animals, tables, chairs, etc)
<b>Colour</b>		Refers to the wavelengths of light Refers to hue (name), value (lightness/darkness), intensity(saturation, or amount of pigment), and temperature (warm and cool) Relates to tint, tone and shade
<b>Texture</b>		The feel, appearance, thickness, or stickiness of a surface (for example: smooth, rough, silky, furry)
<b>Space</b>		The area around, within, or between images or parts of an image Relates to perspective Positive and negative space
<b>Value</b>		The darkness or lightness of a color. White added to a color makes it a <i>tint</i> . Black added to a color makes it a <i>shade</i> .





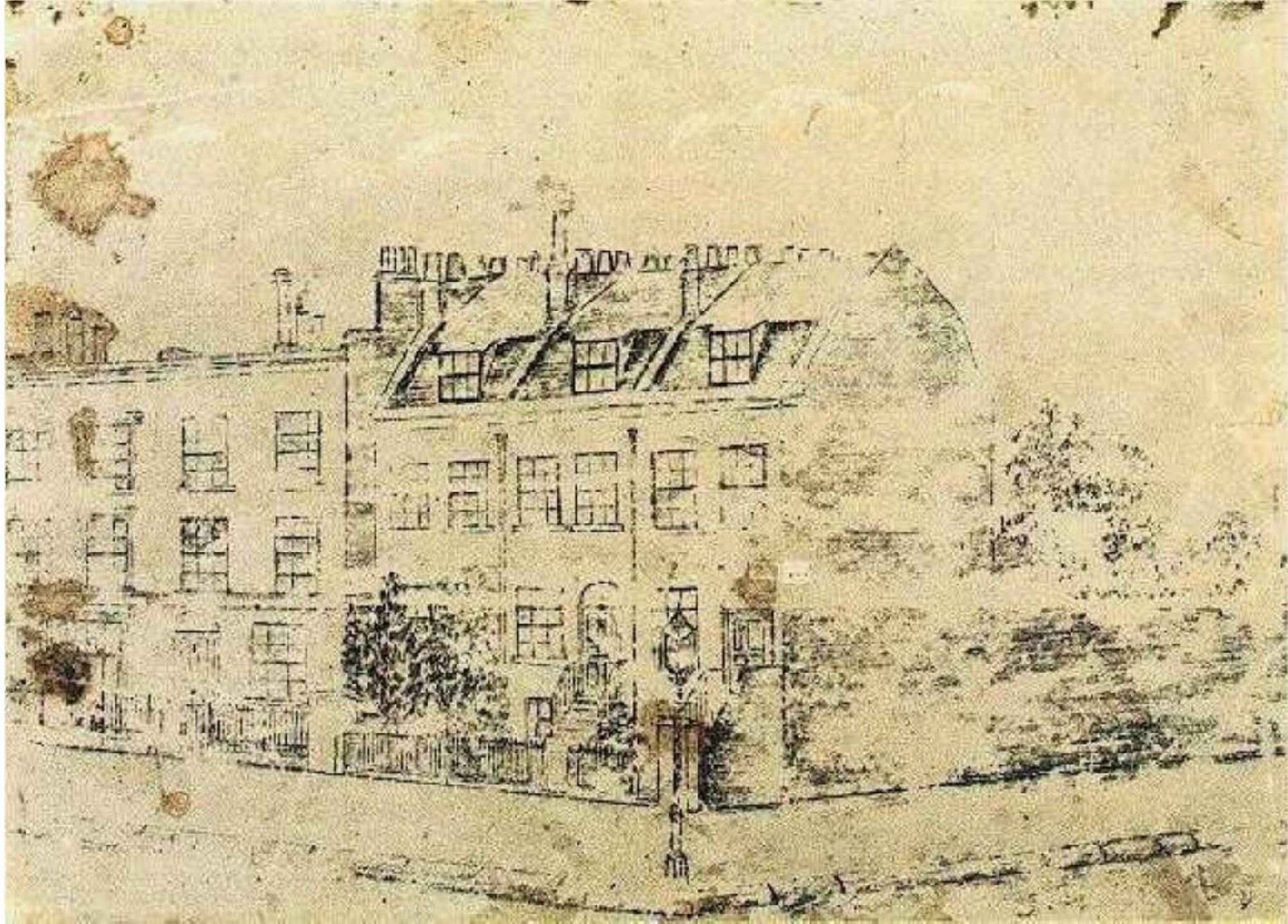






Vincent

41 Eternity's gate







Education is an  
art form

# The Art of Teaching

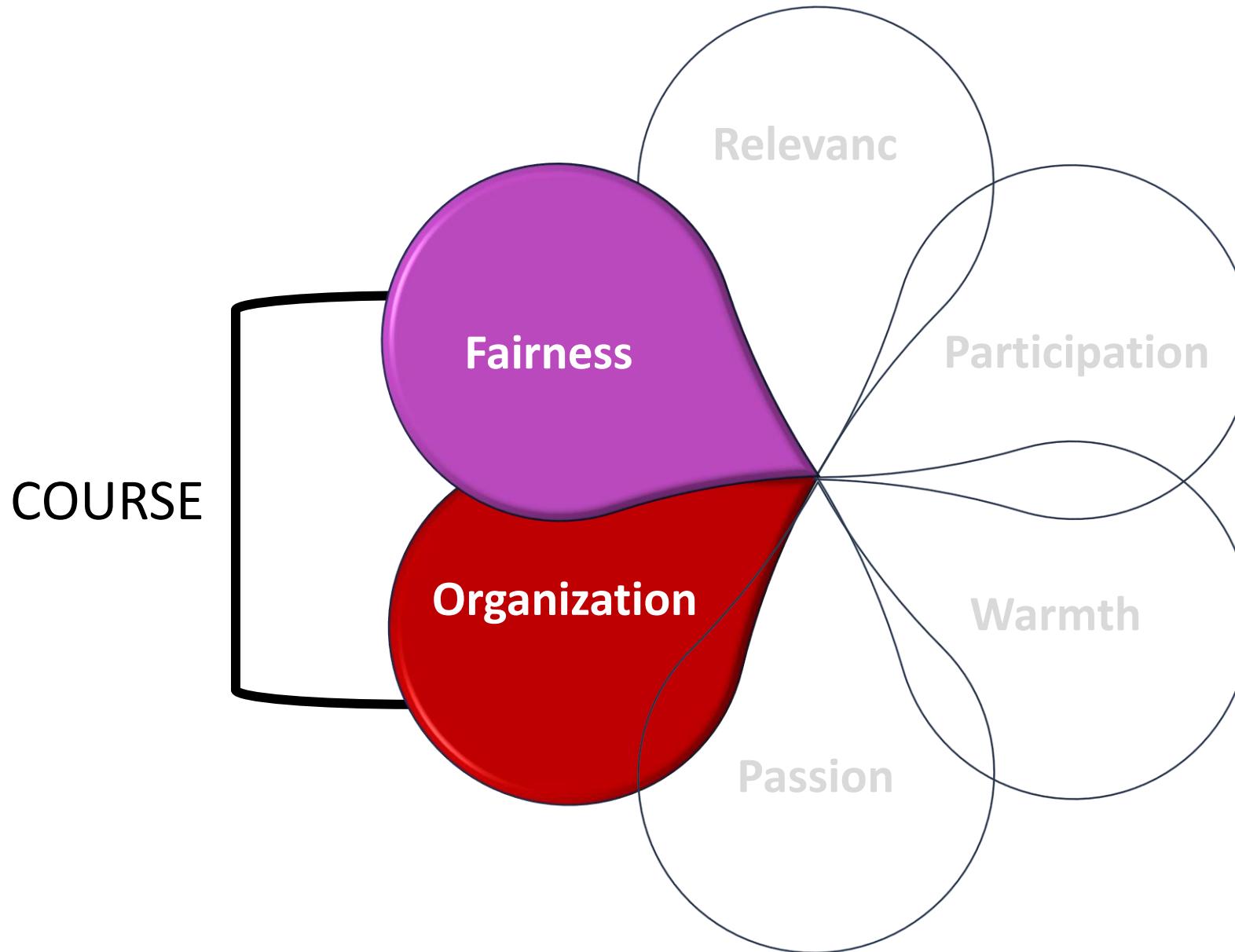
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“An artist gains the freedom to communicate effectively only as he disciplines himself to master his chosen medium. The painter, for example, should learn about composition, color theory, the properties of light, and the characteristics of his paints and brushes...So it is with the art of teaching. There are skills we should learn that will help us [educate]...with more impact.” (Grant Anderson, “The Art of Teaching,” 2006).

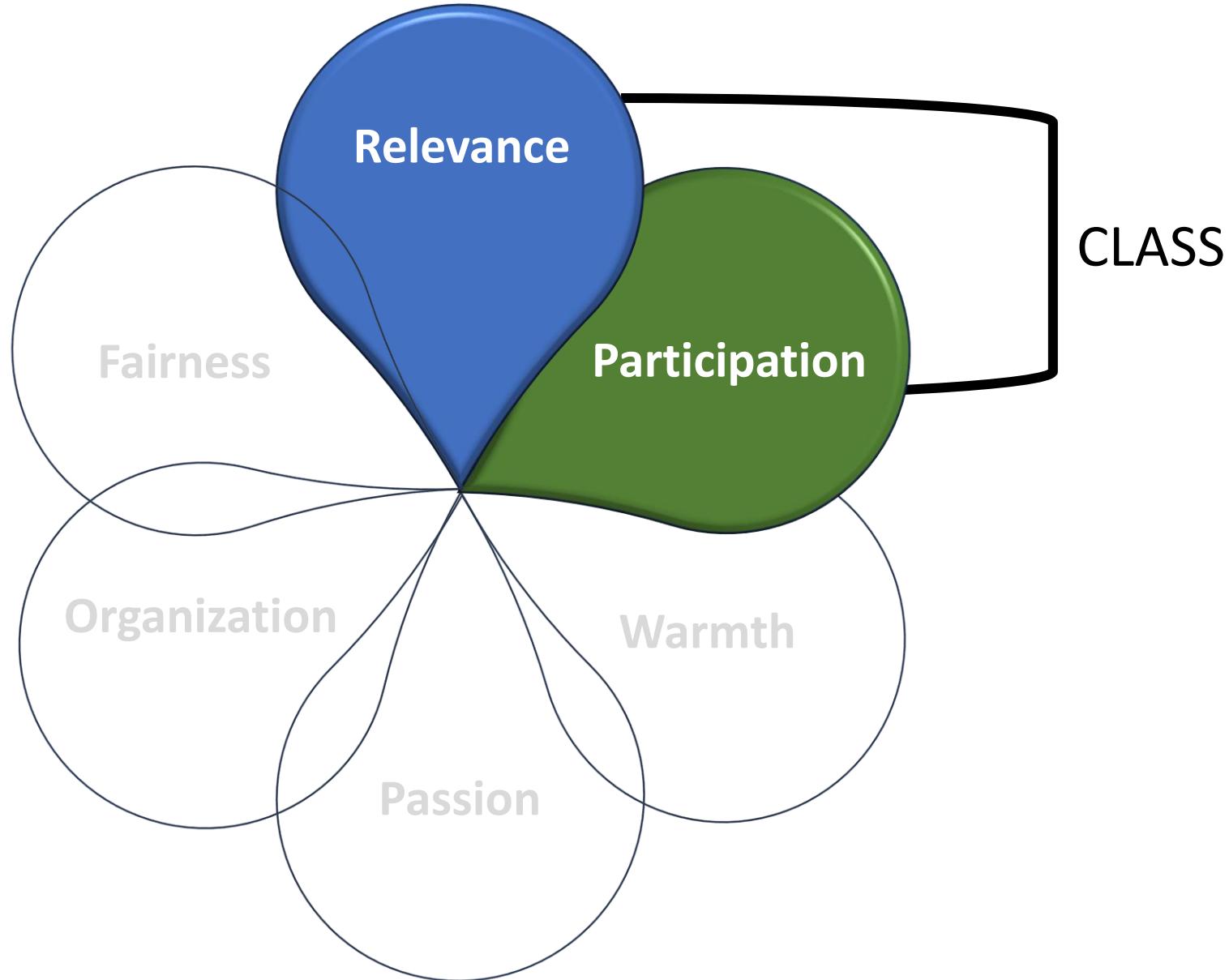
# Essentials Elements of Education



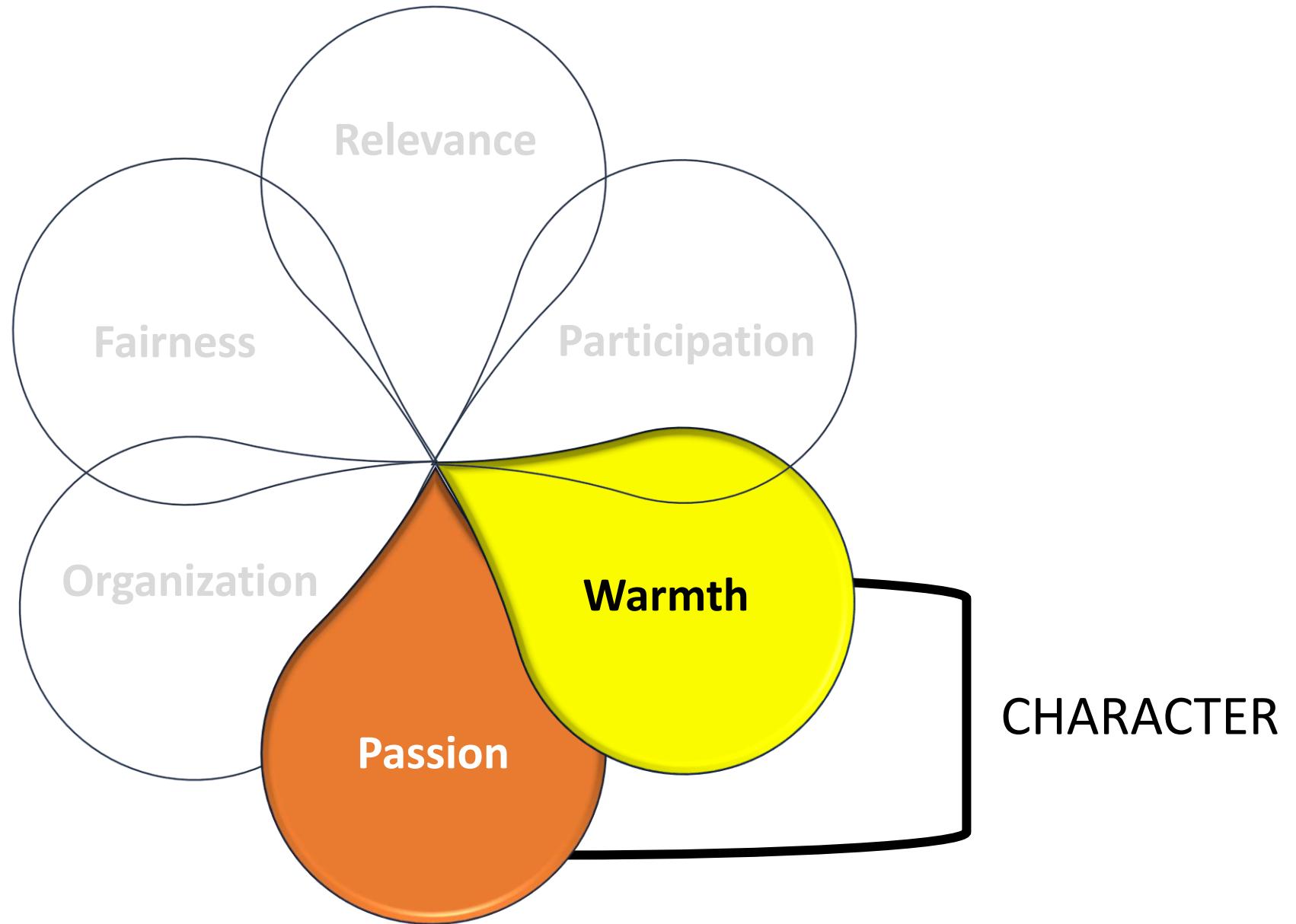
# Essentials Elements of Education



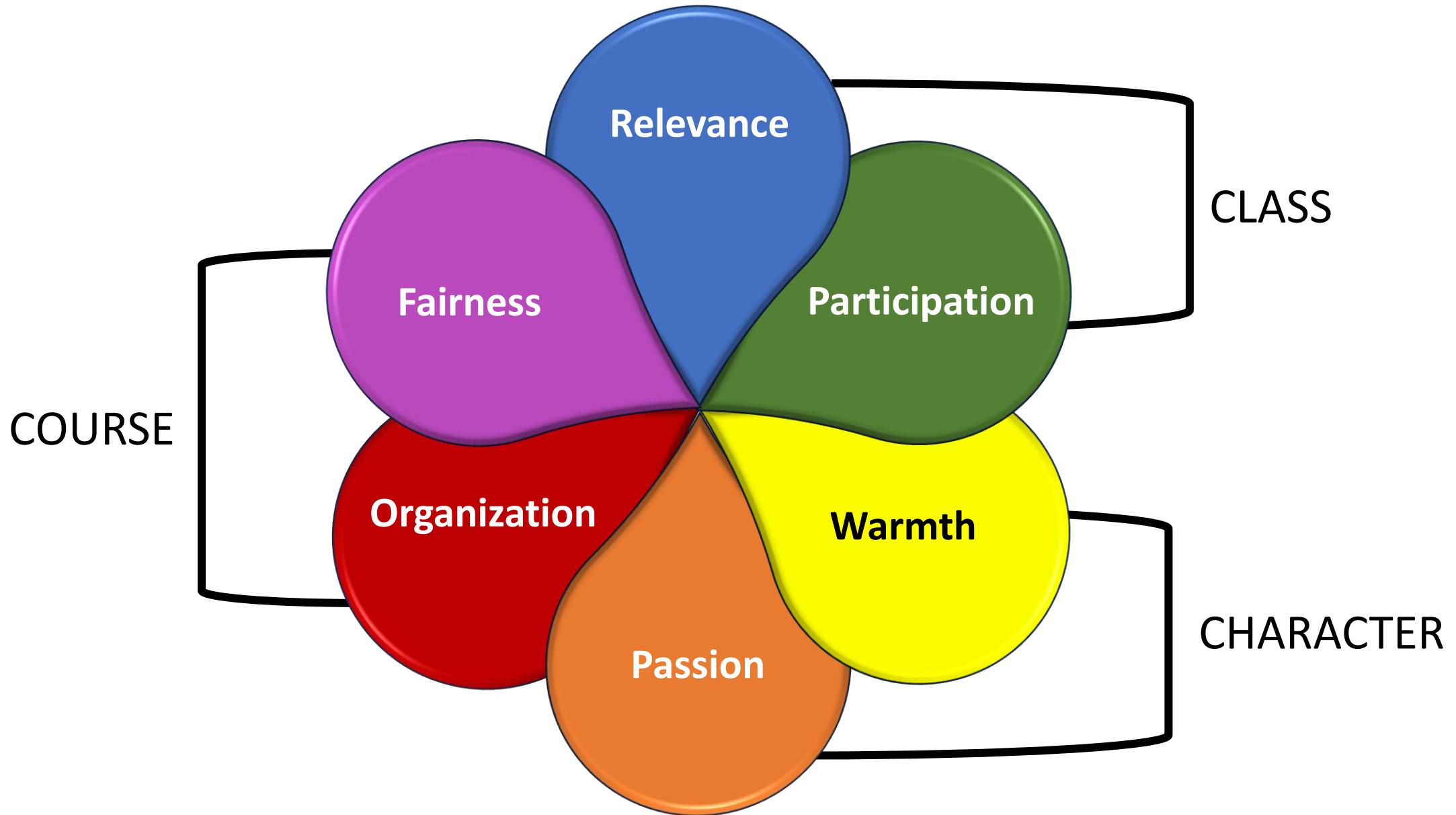
# Essentials Elements of Education



# Essentials Elements of Education

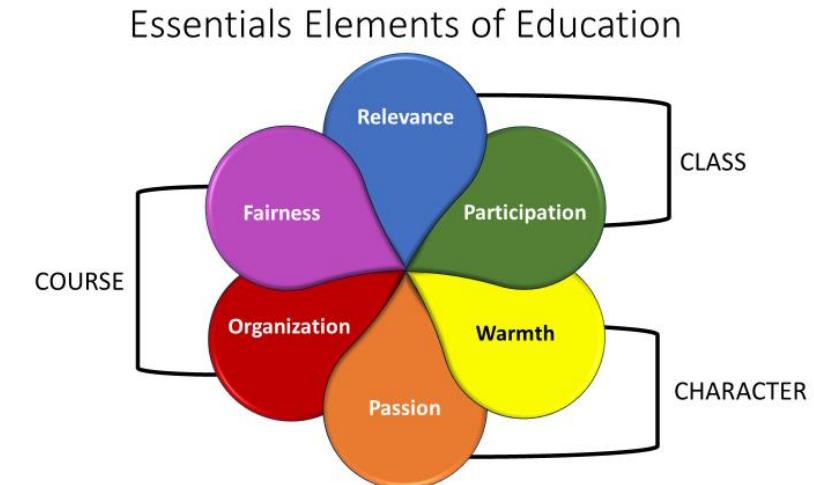


# Essentials Elements of Education



# A Pedagogical Promise

- When a professor...
  - *creates a warm environment of learning*
  - *is knowledgeable and excited to teach*
  - *makes content relevant and applicable*
  - *actively engages students in meaningful learning*
  - *organizes the course clearly*
  - *and assess students fairly*
- students will meaningfully learn and the professor will succeed as a teacher



# Essentials in Student Evaluations

Walvoord & Anderson: “The traits that correlate with high student evaluations are students’ perceptions that the faculty member is **fair, clear, well organized, accessible, friendly, and enthusiastic**” (*Effective Grading: A Tool for Learning and Assessment in College*, 2009, 139).

# Winter 2022 Study

Face-to-Face

Synchronous  
Online

Blended

Asynchronous  
Online

Same teacher

Same class size (70)

Same time (10 am)

Same units of study

Same learning goals

Same content

Same readings

Same quizzes

Same assignments

Same discussions

Same exams

Same term project

# Winter 2022 Study

Fa

Synchronous

Blended

Asynchronous  
Online

# Nothing!

Teacher  
Rapport

Peer  
Rapport

Incoming  
GPA

Modality  
Motivation

Overall Course  
Score

Final Exam  
Score

Rating

Student Ratings

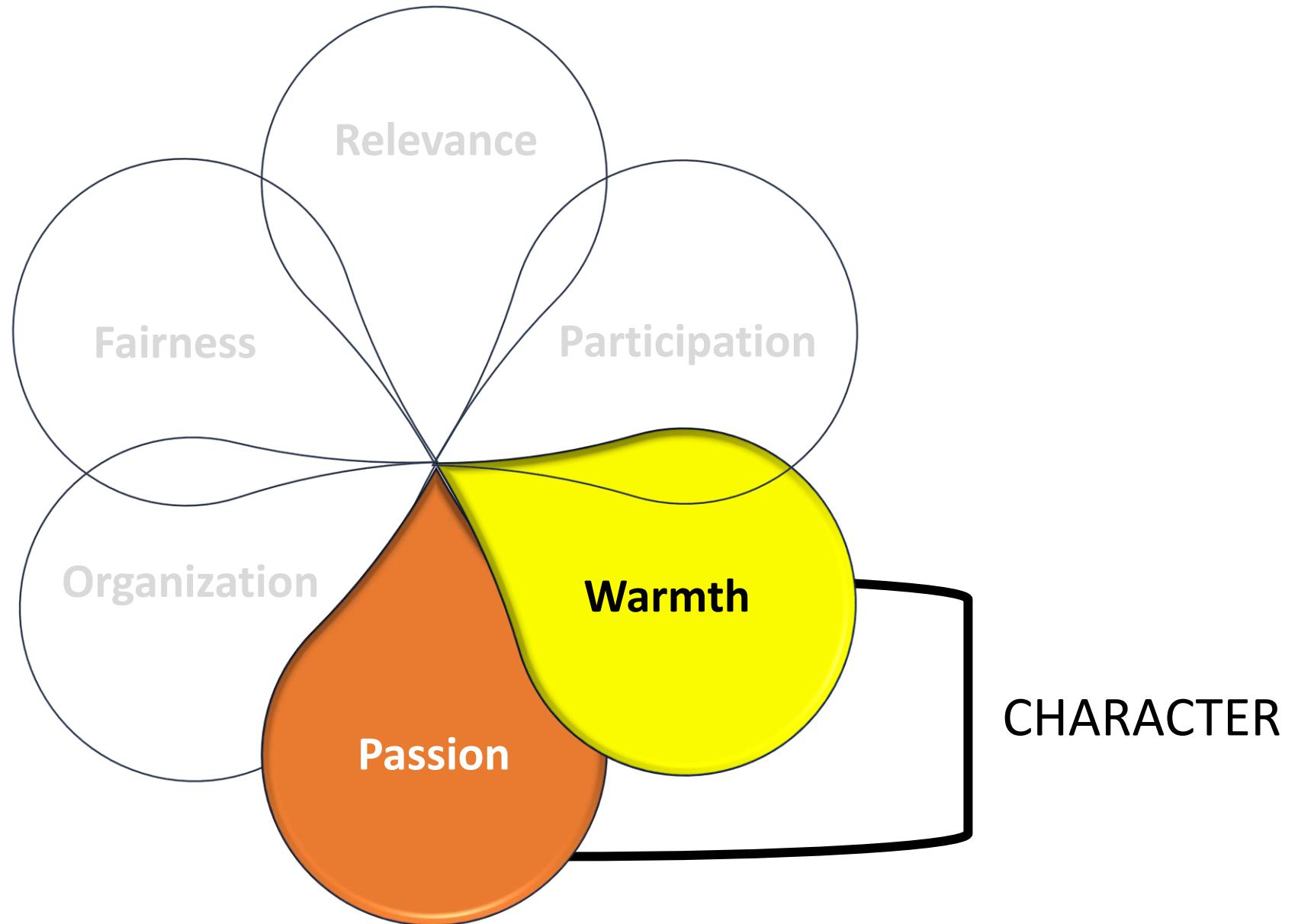
# Results

When statistically controlling for the moderating and mediating variables, the data indicate no significant differences between face to face, flipped, synchronous online, and asynchronous online course modalities on any of the measured cognitive, religious, or affective outcomes.

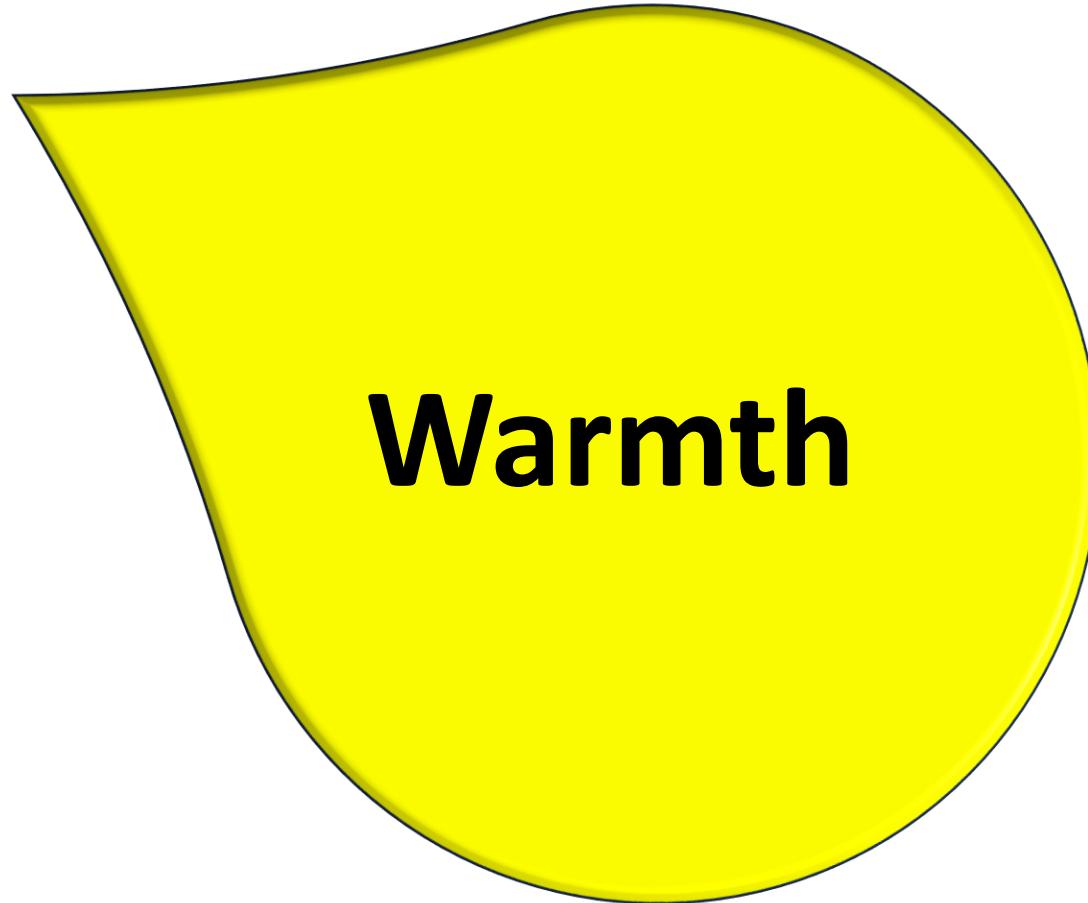
# Why?

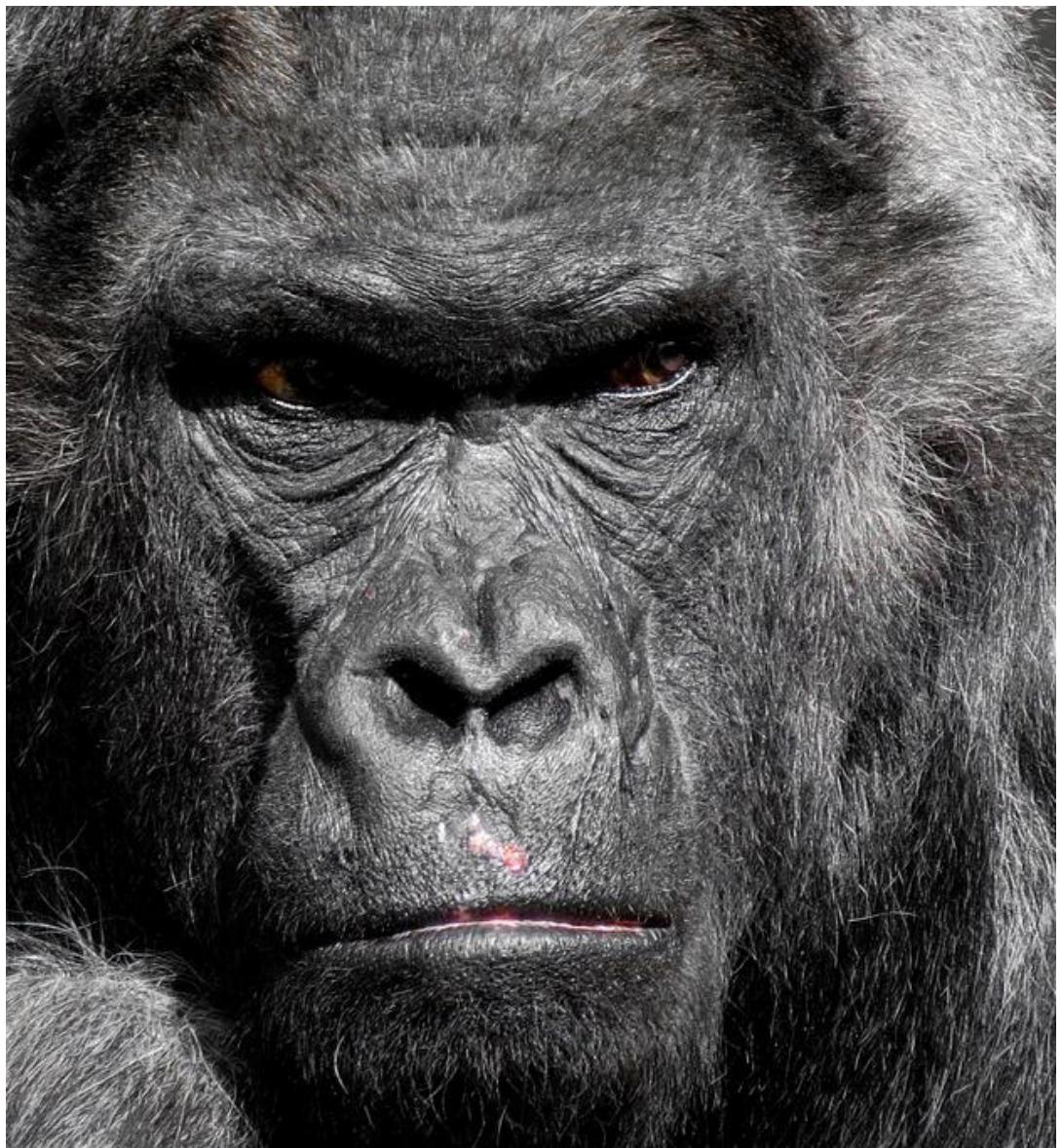
- Modality alone doesn't predict success.
- In this instance, the passion and caring of the professor, with the relevance to and active participation of the students, coupled with the organization and assessment in the course outweighed the effect of the modality.

# Essentials Elements of Education



# Teaching Essential #1 (Character)





I used to be a people person...

but then people  
ruined it for me.



# We're Caring, Aren't We?

- The 2024 Gallup poll found “six in 10 students report that the faculty and instructors in their program care about them as a person” (Gallup, “The State of Higher Education,” p. 20).
- A 2014 Gallup Poll of 30,000 college graduates found that 27% felt like faculty actually cared about them. (The 2014 Gallup-Purdue Index Report, p. 10)



*Komarraju et al. (2010), "Role of Student–Faculty Interactions in Developing College Students' Academic Self-Concept, Motivation, and Achievement," *Journal of College Student Development*, 51(3), 332-342).*

“The results of our study offer strong empirical support for the notion that students’ relationships with their faculty members are associated with important psychosocial and academic outcomes. Students who perceive their faculty members as being approachable, respectful, and available for frequent interactions outside the classroom are more likely to report being confident of their academic skills and being motivated, both intrinsically and extrinsically.”

# Warmth

Neil Postman, author and professor of English education at New York University: “In spite of our attempts to make teaching into a science, in spite of our attempts to invent teacher-proof materials...one simple fact makes all of this ambition quite unnecessary. It is as follows: when a student perceives a teacher to be an authentic, warm and curious person, the student learns....Place affection and empathy at the center of the educational process.” (Ginott H., Freud S., and Postman N., “Teaching and Teachers: Three Views,” in *Teaching and the Case Method* (Harvard Business School), 1994, p. 267)

# How? (orientation)

- We are in a service and caring profession, aimed at helping students develop and improve their quality of being. Thus, teaching is an inherently moral act. If we don't deeply care for our students, we should look for another job.
- Remember that we are teaching people, not subjects. It's not about us, it's about them. Teaching is not a power position; it is an empowerment profession.
- Have a growth, not a fixed mindset about our students. Believe that all minds are susceptible of enlargement. See students not as they are, but as they can become, and treat them as such.
- Last, don't demand respect by virtue of our position; model and give it and we'll receive it in return.

# Warmth

“The key to understanding the best teaching can be found not in particular practices or rules but in the attitude of the teachers, in their faith in their students’ abilities to achieve, in their willingness to take their students seriously. . . and from a mutual respect and agreement between students and teachers.” (Bain, Ken. *Super Courses : The Future of Teaching and Learning*, Princeton University Press, 2021)

# How? (application)

1. Arrive early and stay after class to answer questions.
2. In smaller classes, learn everyone's name. In larger classes, do the U walk.
3. Share appropriate, applicable, and authentic personal stories. Related, be transparent, open, vulnerable; students appreciate realness, honesty, and humility. Don't try to put on a cloak of perfection, nor take ourselves too seriously; make yourself the end of a joke from time to time; smile and laugh with them.
4. Hold and proactively invite students to your office hours. Let them know you really want to talk with them. And then, really want to talk with them.

# How? (application)

5. Try to get to know them, and their world. Remember, 1980 is as far away from 2024 as 1936 is from 1980!
6. Group message the class consistently. Remind them of due dates and assignments. It simply shows you care.
7. Don't do anything to consciously disrespect a student. Maintain their and your dignity in all interactions. If and when we must offer critiques and corrections, do so in a spirit of seeking to lift, not tear down, to be constructive, not destructive.
8. Compliment them, encourage them, remain positive with them, express that you care about them, and express confidence that they can succeed. They appreciate it and need to hear it.

1 min

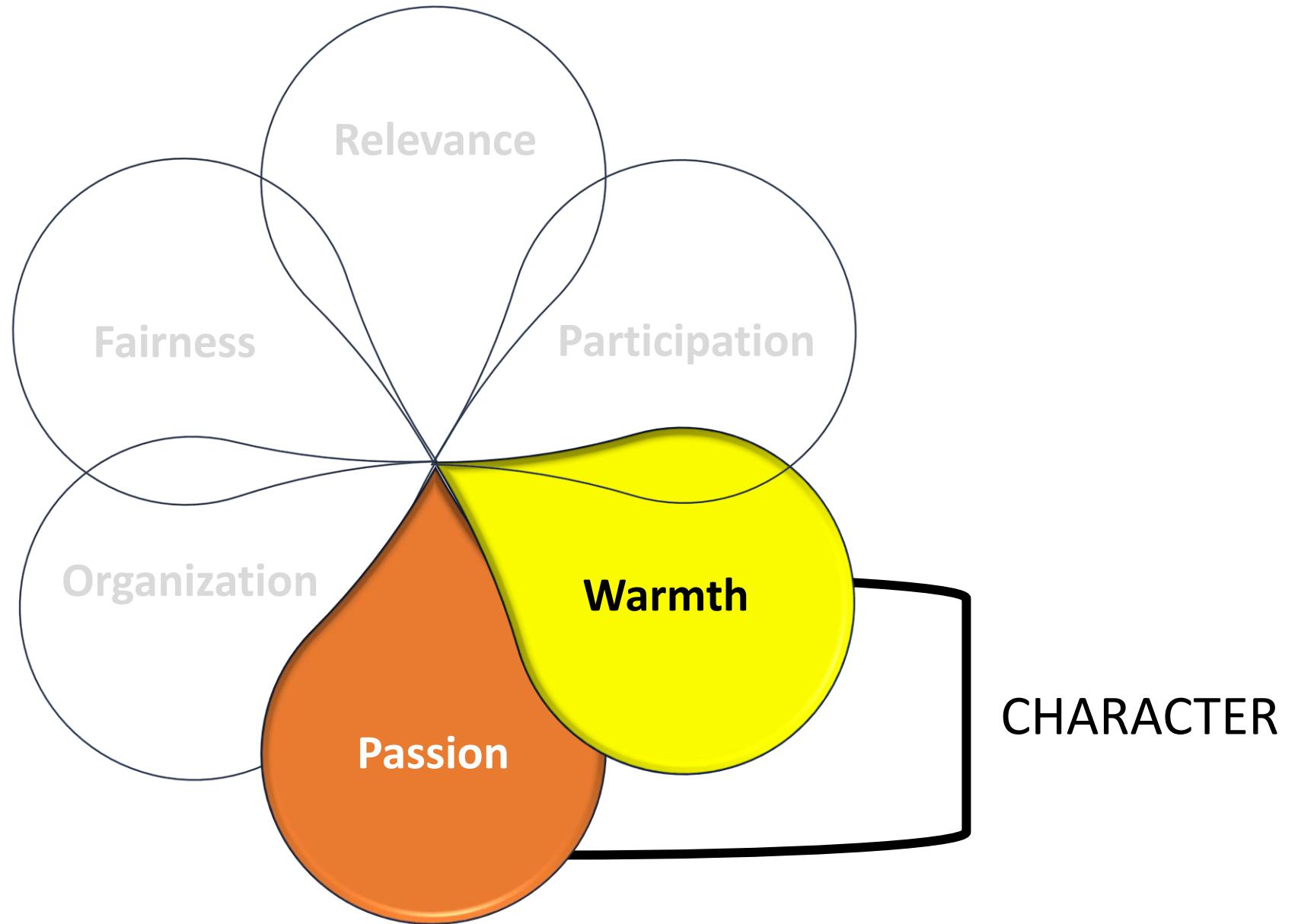
2 min

3 min

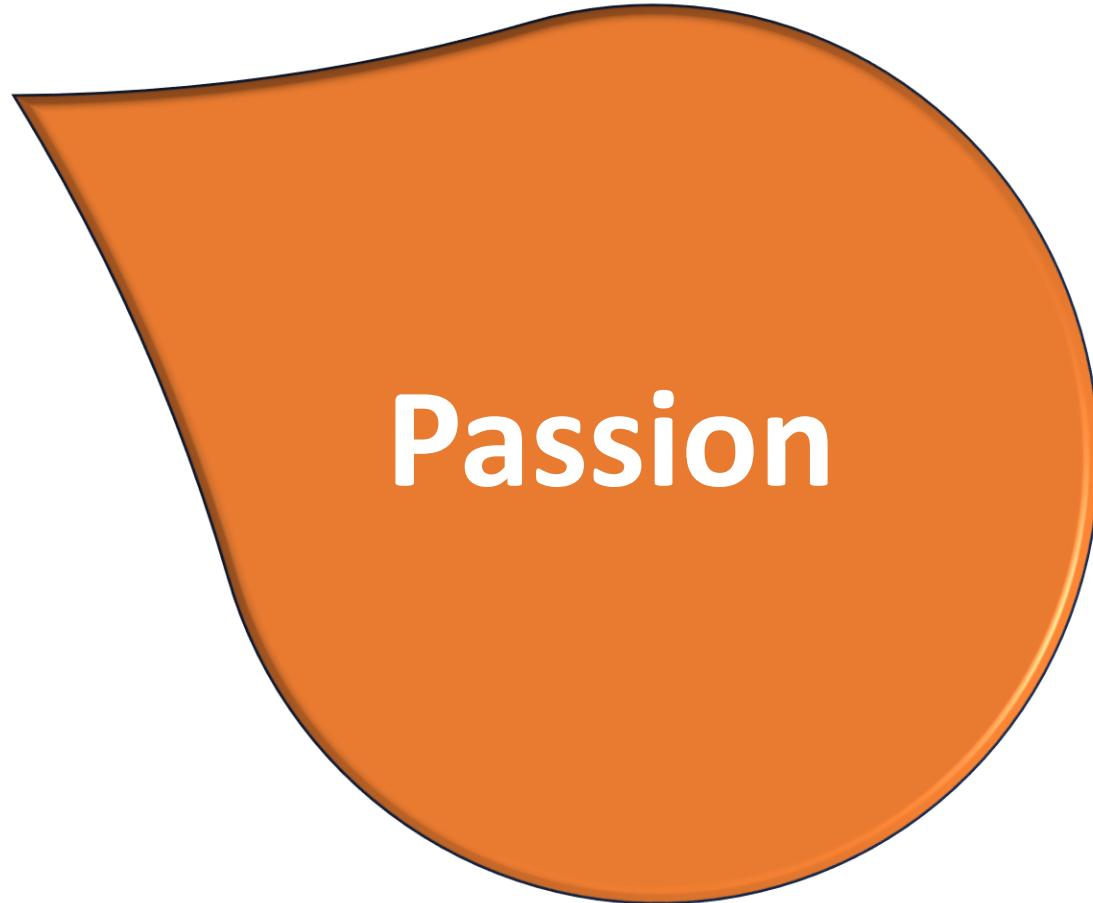
Share at least one way you've found that professors can be warm and open with their students.



# Essentials Elements of Education



# Teaching Essential #2 (Character)





# The Starry Night

- Van Gogh painted The Starry Night in June 1889 shortly after he checked himself into an insane asylum in southern France. It is an abstracted and stylized view out of his asylum window.
- He suffered two mental epileptic breakdowns in the year he painted Starry Night.
- Van Gogh was extremely religious, but had become disillusioned about the role of the church and clergy.
- Van Gogh sought alternative ways to connect to the divine, often relying upon nature.

# The Starry Night

- Van Gogh wrote to his brother: “I paint infinity...the richest, intensest blue that I can contrive, and by this simple combination of the...rich blue background I get a mysterious effect, like a star in the depths of an azure sky.”
- He wrote also: “The sun and the evening star, they also speak of the love of God.”
- In another letter to his brother from the asylum, Van Gogh wrote of his “tremendous need for, shall I say the word—for religion—so I go outside at night to paint the stars...Hope is in the stars.”
- Van Gogh used yellow to represent God, and liked using a cypress tree, which he said was “as beautiful as an Egyptian obelisk” to represent death and ascendency to eternity. (see Kathleen Powers Erickson, *At Eternity’s Gate: The Spiritual Vision of Vincent Van Gogh*, 1998, 172-174).



- Art historian Meyer Schapiro calls Starry Night a "visionary [painting] inspired by a religious mood."
- Art historian Lauren Soth calls the painting the "sublimated image of [Van Gogh's] deepest religious feelings."
- Art historian Sven Loevgren says Starry Night gives the "sensation of standing on the threshold of eternity."





Share Your  
Passion

If yawns are contagious, the opposite is also true: Passion, energy, and excitement for a subject are infectious.



# Passion

- The best college teachers know their subjects deeply, and feel deeply about their subject's importance.
- Fried (2001) describes a passionate teacher as someone who is in love with the field of knowledge, deeply excited about the ideas that change our world, and closely interested in the potentials and dilemmas of young people who come to class every day. (see *The Passionate Teacher: A Practical Guide*. (2001) Boston: Beacon Press).
- Day (2004) suggests that “passion is not an option. It is a necessity for a higher education.” (Day, C. (2004). *A Passion for Teaching*. London: Routledge Falmer, p 11).
- But it’s more than that. Passion is about being excited for others to learn, understand, and apply the subject you feel so deeply about. It’s really the passion of teaching



# Share Your Passion



PASSION FOR THE SUBJECT

# Share Your Passion



PASSION FOR THE SUBJECT



PASSION FOR PEOPLE TO  
LEARN THE SUBJECT

# Share Your Passion



PASSION FOR THE SUBJECT

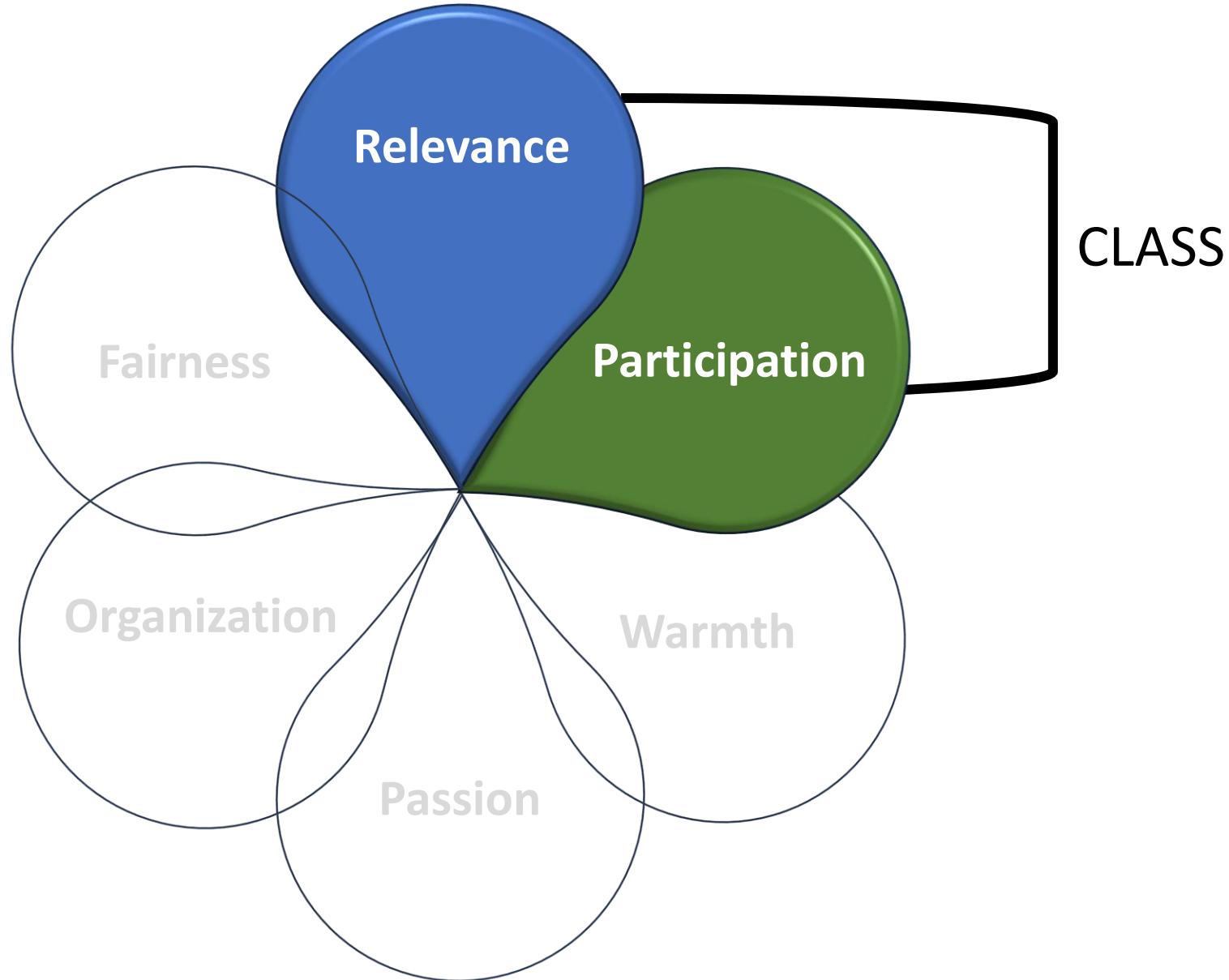


PASSION FOR PEOPLE TO  
LEARN THE SUBJECT

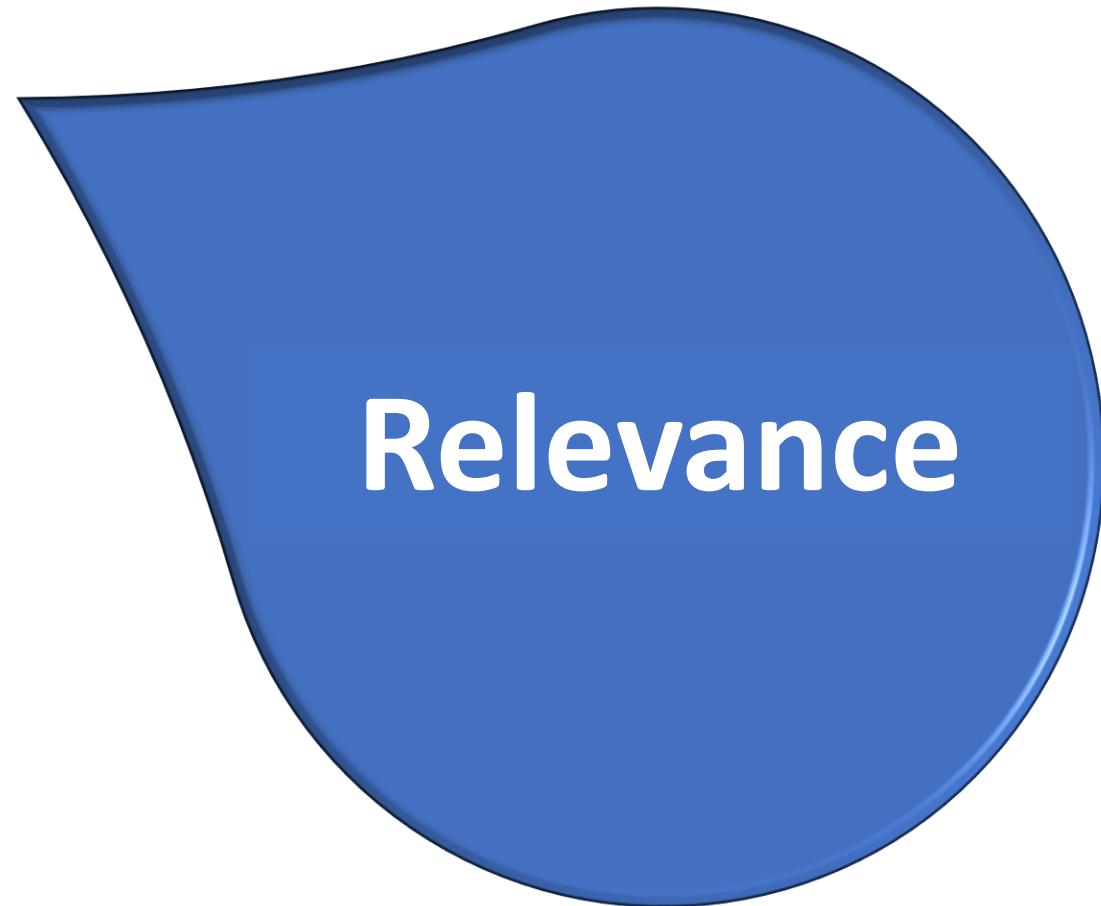


PASSION TO IMPROVE  
TEACHING THE SUBJECT

# Essentials Elements of Education



# Teaching Essential #3 (Class)



## Lack of Relevance

“What’s this have to do with me?”

## Lack of Relevance

“What’s this have to do with me?”

“I’m never going to use this stuff.”

## Lack of Relevance

“What’s this have to do with me?”

“I’m never going to use this stuff.”

“Who cares about this!?”

## Lack of Relevance

“What’s this have to do with me?”

“I’m never going to use this stuff.”

“Who cares about this!?”

“Well, back in the real world...”

## Relevance = Motivation

A 2011 study of 739 students found that “motivation” factors were the #1 reason why students dropped a course (35%), compared to only 12% of professors ( $n = 190$ ) who cited motivation as the leading cause (professors cited “not ready for college” as the highest with 38% (as cited in “Why Do Student’s Fail? Faculty’s Perspective” in 2015 Higher Learning Commission, 2014 Collection of Papers

<http://cop.hlcommission.org/Learning-Environments/cherif.html> )

# Fostering Relevance



“Relevance is the perception that something is interesting and worth knowing” (Robin Roberson, “Helping students find relevance,” APA, Psychology Teacher Network, Sept. 2013).

# Big Questions = Big Buy In

- Give them a large, pressing problem to solve that's related to your course:
- *“How will life be better or worse for us because of AI?”*
- *“What will cause the next major American economic collapse and what can we do about it?”*
- *“What’s the future of organized religion?”*
- *“How can we justify the rising cost of college tuition?”*
- This allows you to use problem and project-based approaches to learning.

# Self Chosen Projects

Set up assignments or projects so students are tackling questions that they find most interesting. Passion drives teaching, and learning.





# Connect concepts to people

Humanity drives relevance more than abstract ideas.

Challenge  
Assumptions



A close-up photograph showing a person's hands holding a red pen over a blank answer sheet. The answer sheet features a grid of small circles for marking responses. In the background, there are other papers and a pair of glasses on a light-colored desk.

Start with a pre-test

Implement  
service  
learning



Invite an action to take



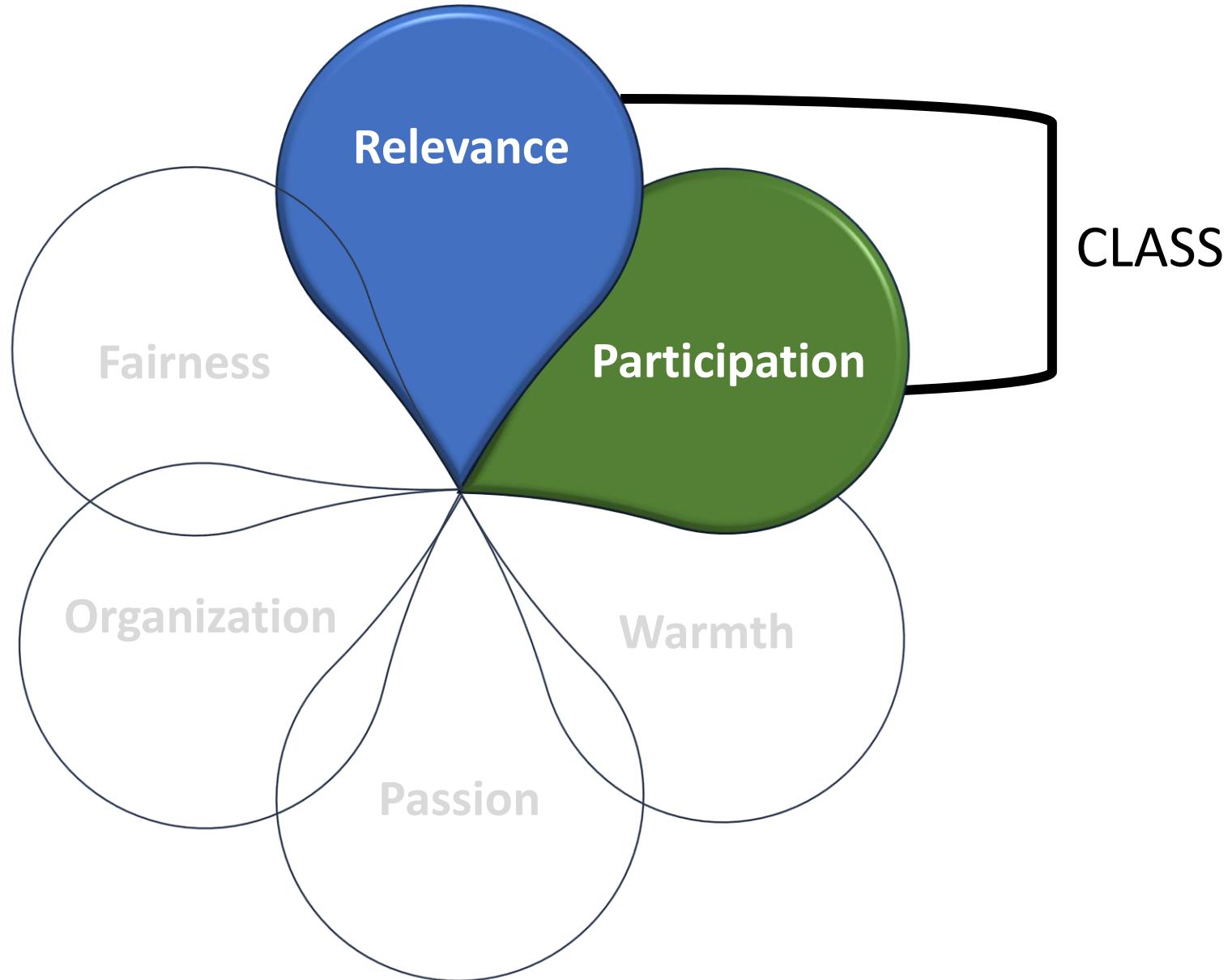


Address the Big Questions

# Values Matter

When a group of scholars at the University of California in Los Angeles investigated, their seven- year nationwide study found that 80 percent of entering freshmen across the United States wanted college to help them address some of the big “spiritual” questions about the purpose of life. Two thirds of them said “that it is either ‘very important’ or ‘essential’ that college ‘helps you develop your personal values.’” (See A. W. Astin, H. S. Astin, and J. A. Lindholm, *Cultivating the Spirit: How College Can Enhance Students’ Inner Lives* (San Francisco: Jossey-Bass, 2011), p. 3).

# Essentials Elements of Education



# Teaching Essential #4 (Class)





# Active Learning Benefits

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Michael Prince: “Straight lecturing is like pedagogical malpractice. The meta-analyses have shown [active learning] has such a powerful effect over traditional lecture that were this the Department of Health and Human Services they would shut down any educator who only lectured.”

# Color Mixing Question

If you naturally want to naturally dull a color, you should mix:

- A. Its complimentary color opposite the color wheel
- B. The color directly next to it on the color wheel
- C. Black



# Color Mixing Question

If you naturally want to naturally dull a color, you should mix:

- A. Its complimentary color opposite the color wheel
- B. The color directly next to it on the color wheel
- C. Black





## Defining “Active” Learning

---

Is this active learning?

# Defining “Active” Learning

---

It has to be more than actively *doing* things hands on. For example, did you put on deodorant this morning?



# Defining “Active” Learning

---

This is a group being “active,” but is it active “learning”?



# *Active Learning*

Maryellen Weimer: “I keep worrying that we’re missing the boat with active learning. Here’s why. First, active learning isn’t about activity for the sake of activity. I fear we’ve gotten too fixated on the activity and aren’t as focused as we should be on the learning. We’re still obsessed with collecting teaching techniques—all those strategies, gimmicks, approaches, and things we can do to get students engaged. But what kind of engagement does the activity promote?...Techniques are secondary, maybe not even needed if we start with real (tangible or intangible) things.” (“Deeper Thinking About Active Learning,” *Faculty Focus*, Feb. 28, 2018) <https://www.facultyfocus.com/articles/teaching-professor-blog/deeper-thinking-active-learning/> )

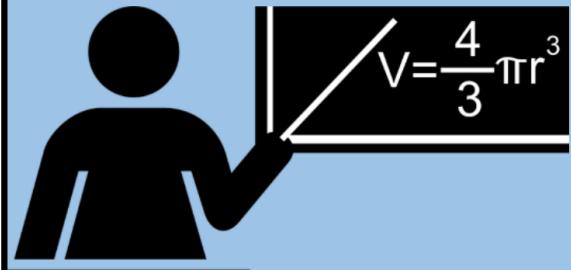
# Defining “Active” Learning

- It's not just hands on, its HANDS and HEAD and HEART on
- Know (intellectual engagement)
- Feel (affective engagement)
- Do (physical engagement)
- We want learners to really think about something (the mind) that really matters (the heart) and that they can readily apply (the feet)



## Traditional

Lecture

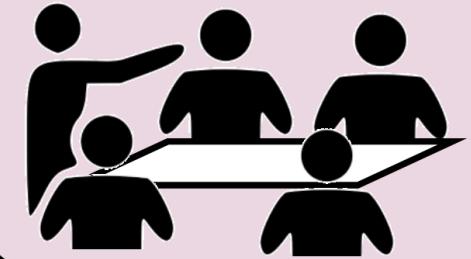


Homework

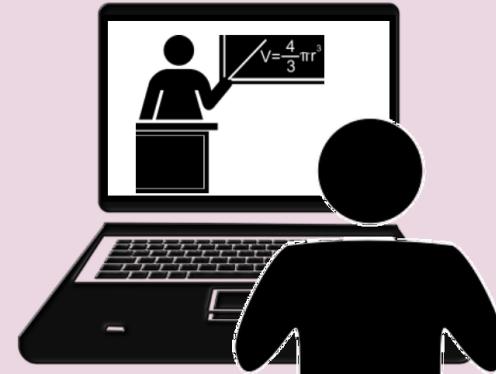


## Flipped

Class Participatory Learning

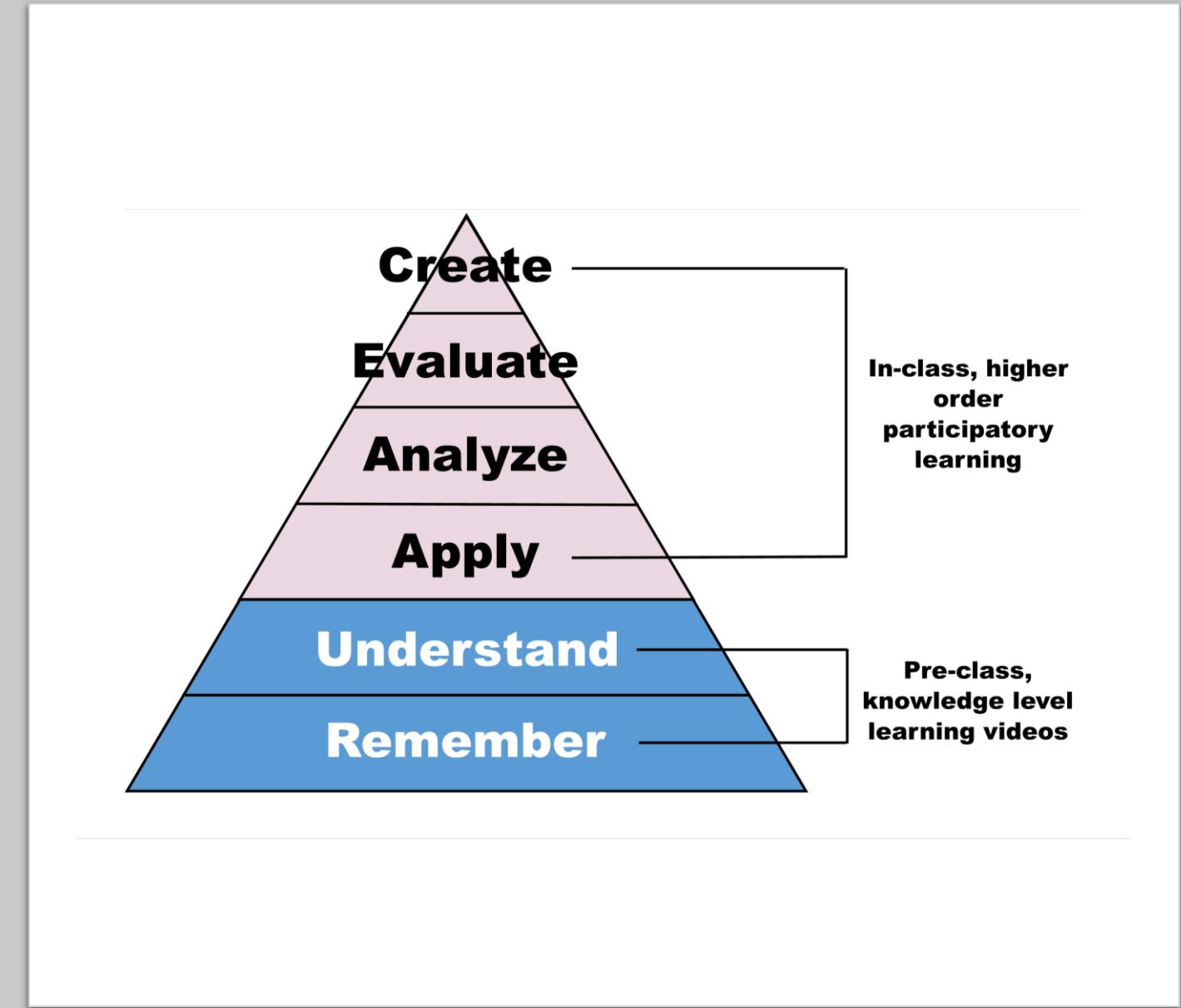


Lecture



# Flipped Learning

A flipped learning model allows lower-order, knowledge-level outcomes to be accomplished outside of class, so that in-class activities can be focused on higher-order participatory outcomes such as applying, analyzing, & evaluating.



# Why do we bring students TOGETHER?

Ask questions

Interpret meaning/share opinions and ideas

Hear what meaning others are making of the material

Model something (teacher)

Practice a skill

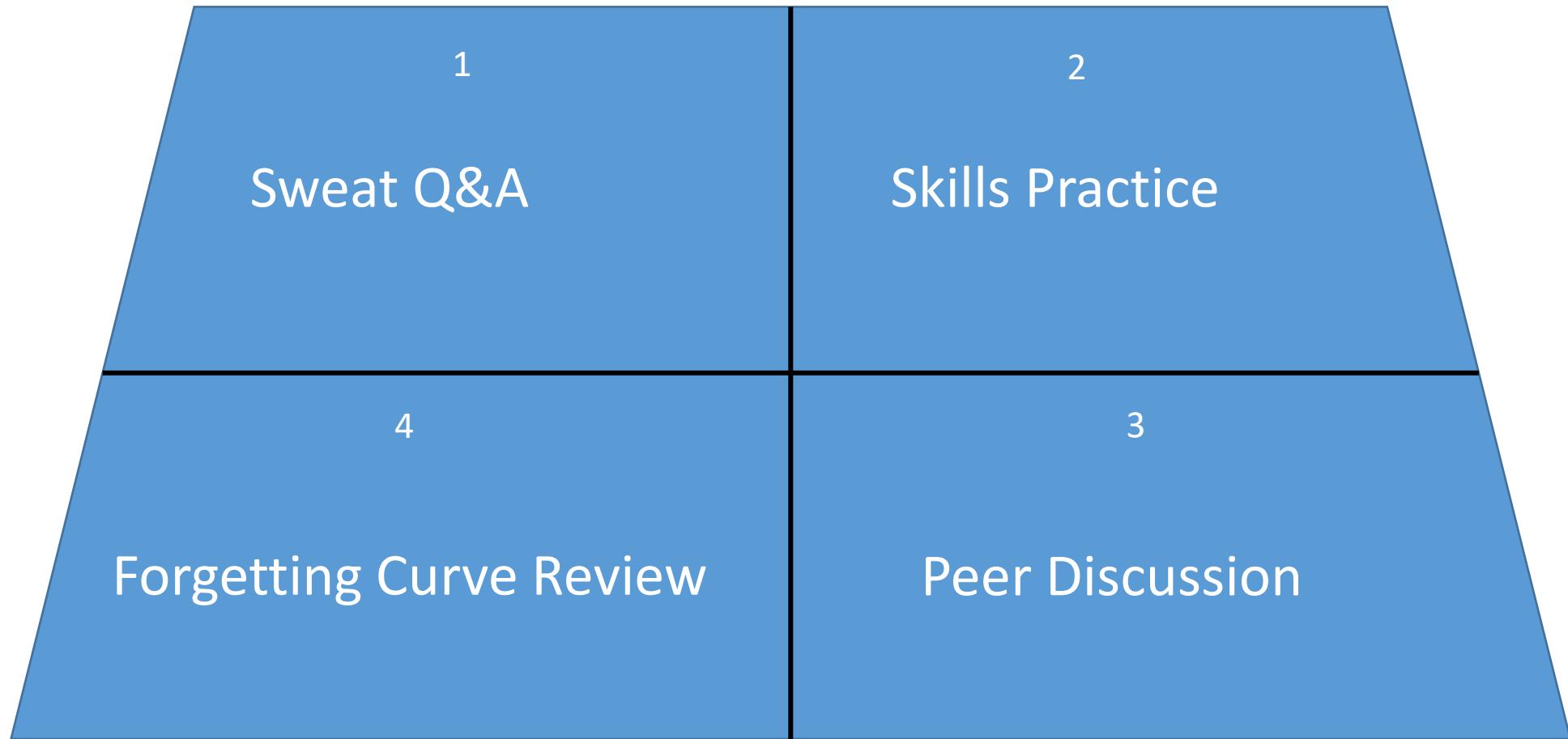
Provide/receive correction or feedback

Cooperate and collaborate in groups (share ideas, produce something)

Create communities and relationships

# Rotation 1

Front of Class



## Quick “Go To” In-Class Learning Activities

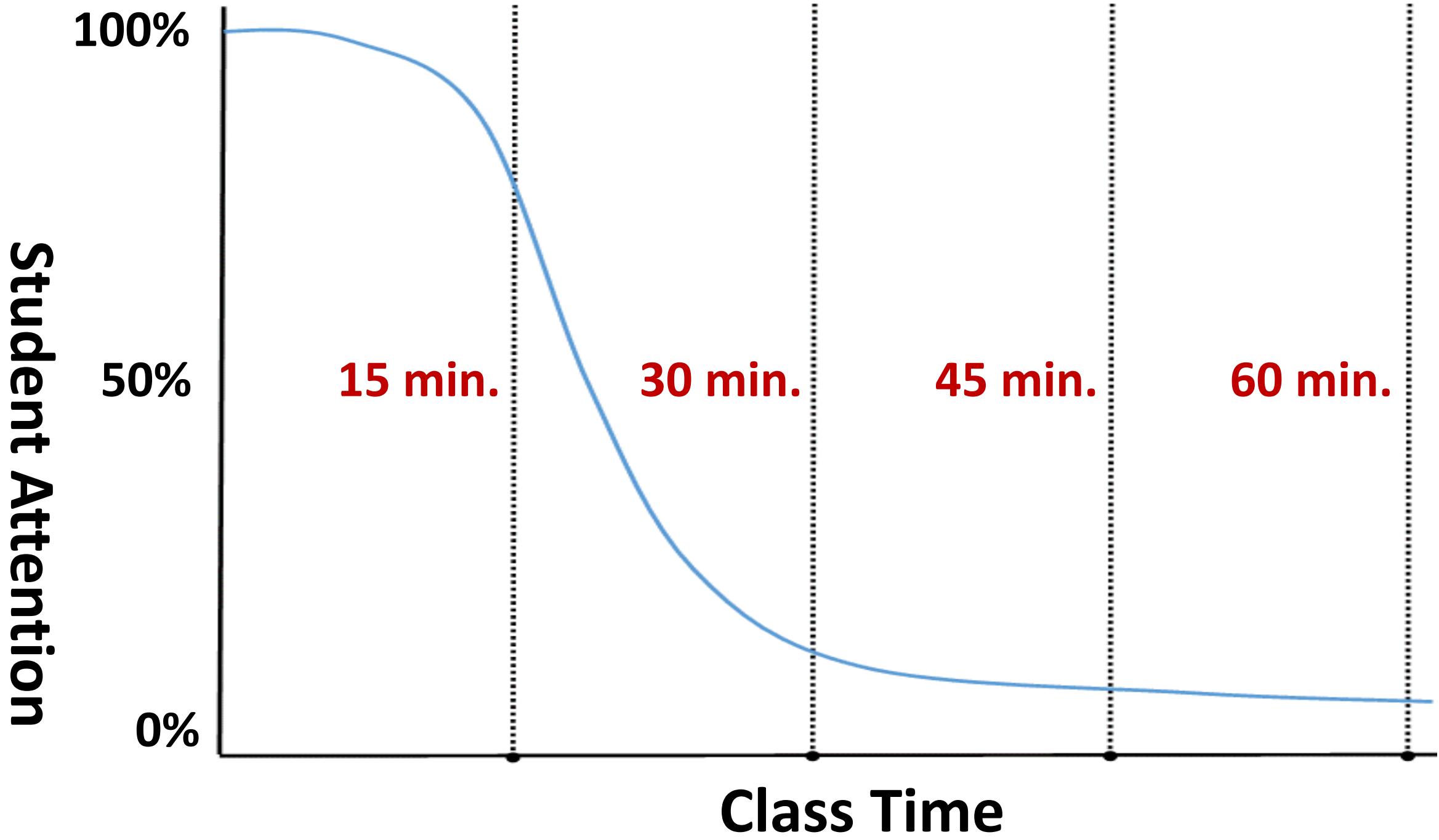
The following are a few quick, easy, simple ways to engage students mentally, emotionally, or physically that do not require much planning and that you can do in almost any class lecture. List them here and put this up in your office where you can see it to remind you to rotate these into your lectures.

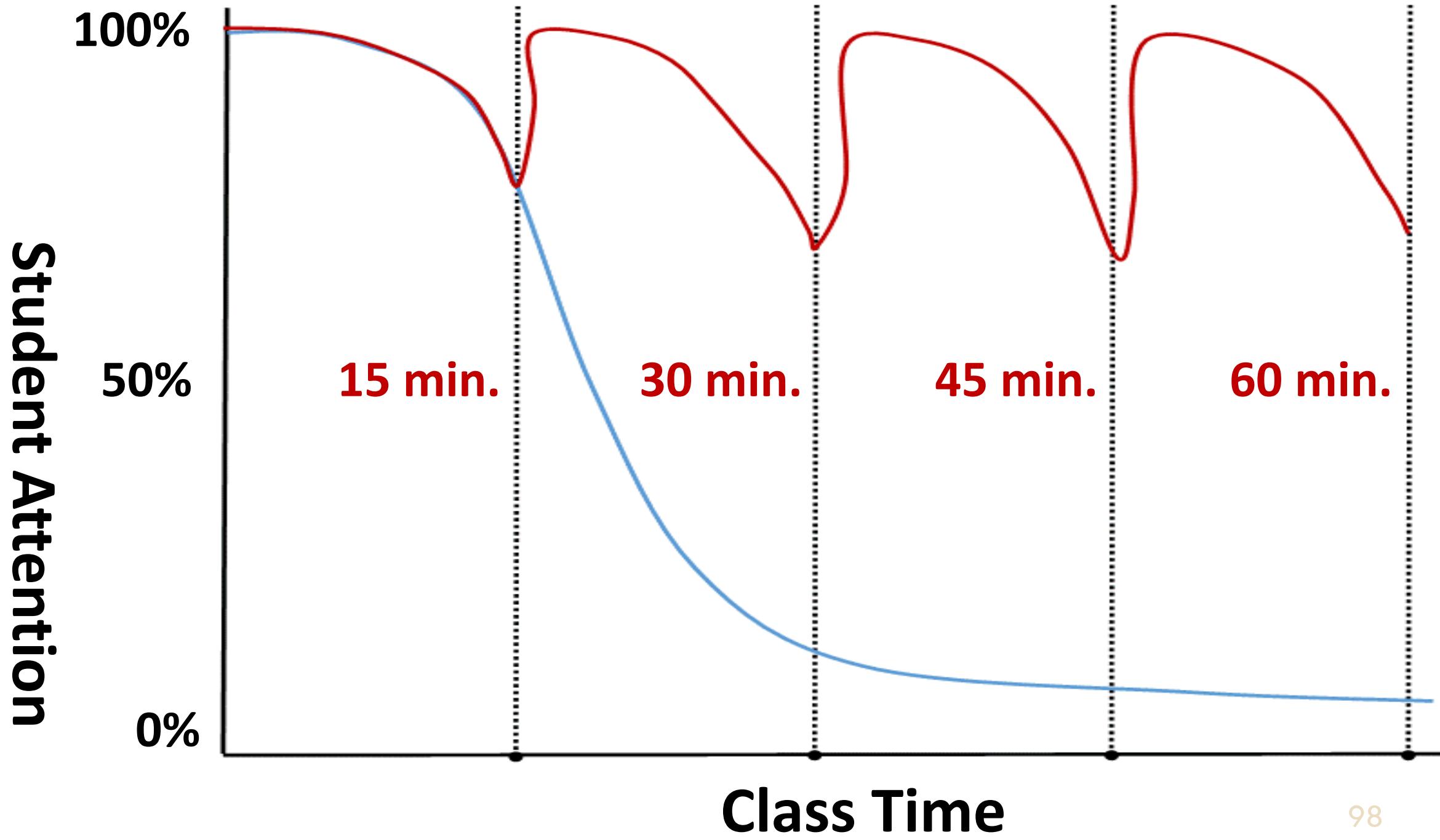
1. Think, pair, share (“Think about this, get with your neighbor, and share your thoughts...”)
2. Concept expert (“One of you is responsible for reading [this], one for [that], and then get together and share/compare what you’ve learned”)
3. Compare notes with your neighbor for clarity
4. Brainstorm a solution (“With a partner write down two different ways this problem could be fixed...”)
5. Deconstruct an argument (“What are the flaws or holes in this argument...”)
6. Unscored in-class multiple choice question (“Which answer would you pick and why...”)
7. Fill in the blank quote (example: “Life is incomplete without \_\_\_\_\_”)
8. Summarize a concept in 10 words or less
9. Recite something together out loud or from memory
10. Show a video clip (“Watch this video and look for...”)
11. Analyze a picture (“What does this picture make you think/feel/remember...?”)
12. Make a metaphor (“Think of a metaphor for this concept or something to compare it with...”)
13. Give a case scenario (“Which one of the following three scenarios is most likely to...”)
14. Personalize/modernize it (“Write/discuss how you would react to this and why...?”)
15. Create a test question (“Take a minute and create a test question for this concept...”)
16. Poll the class by raising hands
17. Shout out “yea” or “nay” for agreement/disagreement, or clap or boo
18. Have students stand up or sit down to show a statistic
19. Google doc questions/comments (all can type in thoughts/questions comments)
20. Biggest take away: At the end of class tell your neighbor the #1 take-away from today

# Student Attention Span

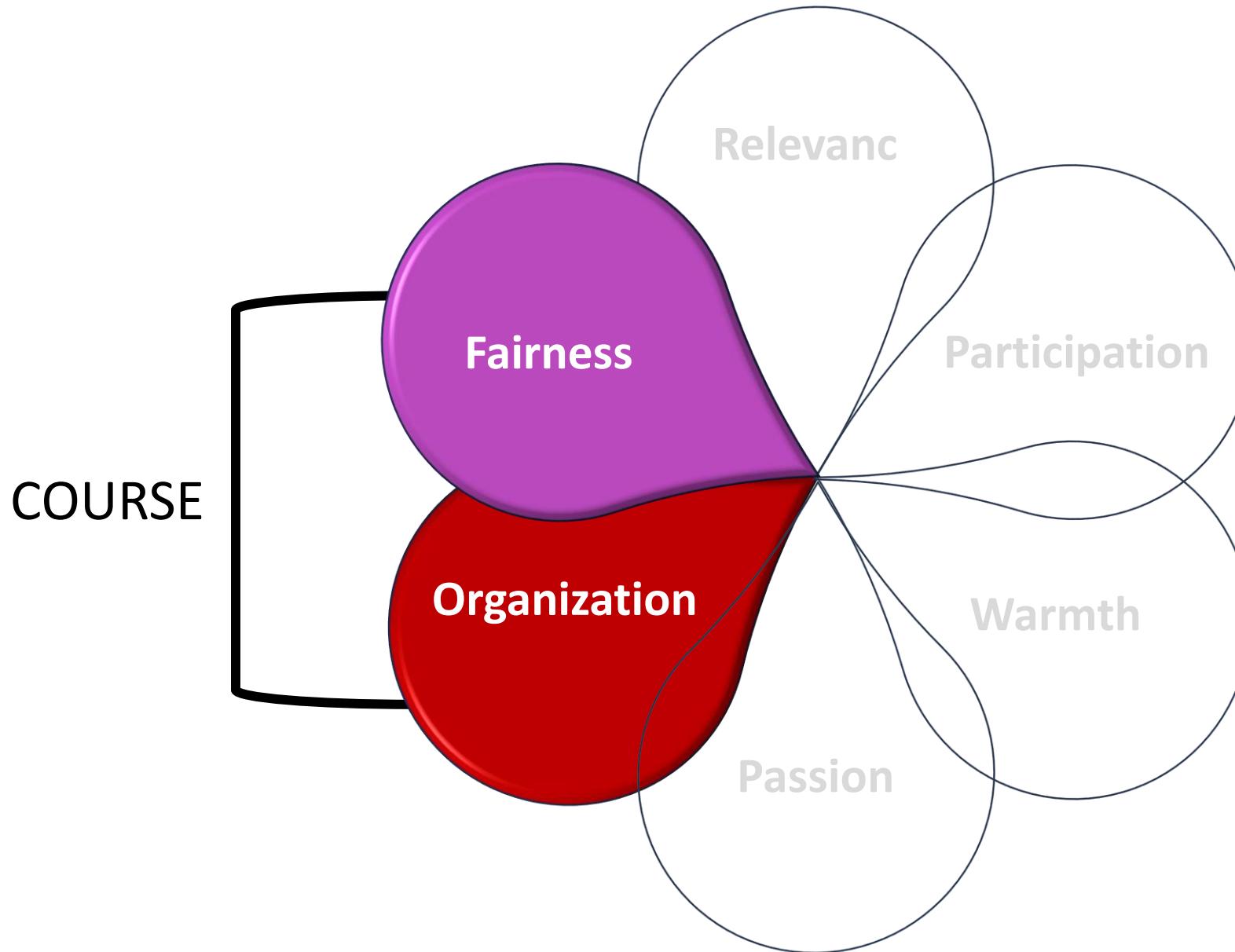
Numerous studies suggest attention span wanes ***every 15 minutes***







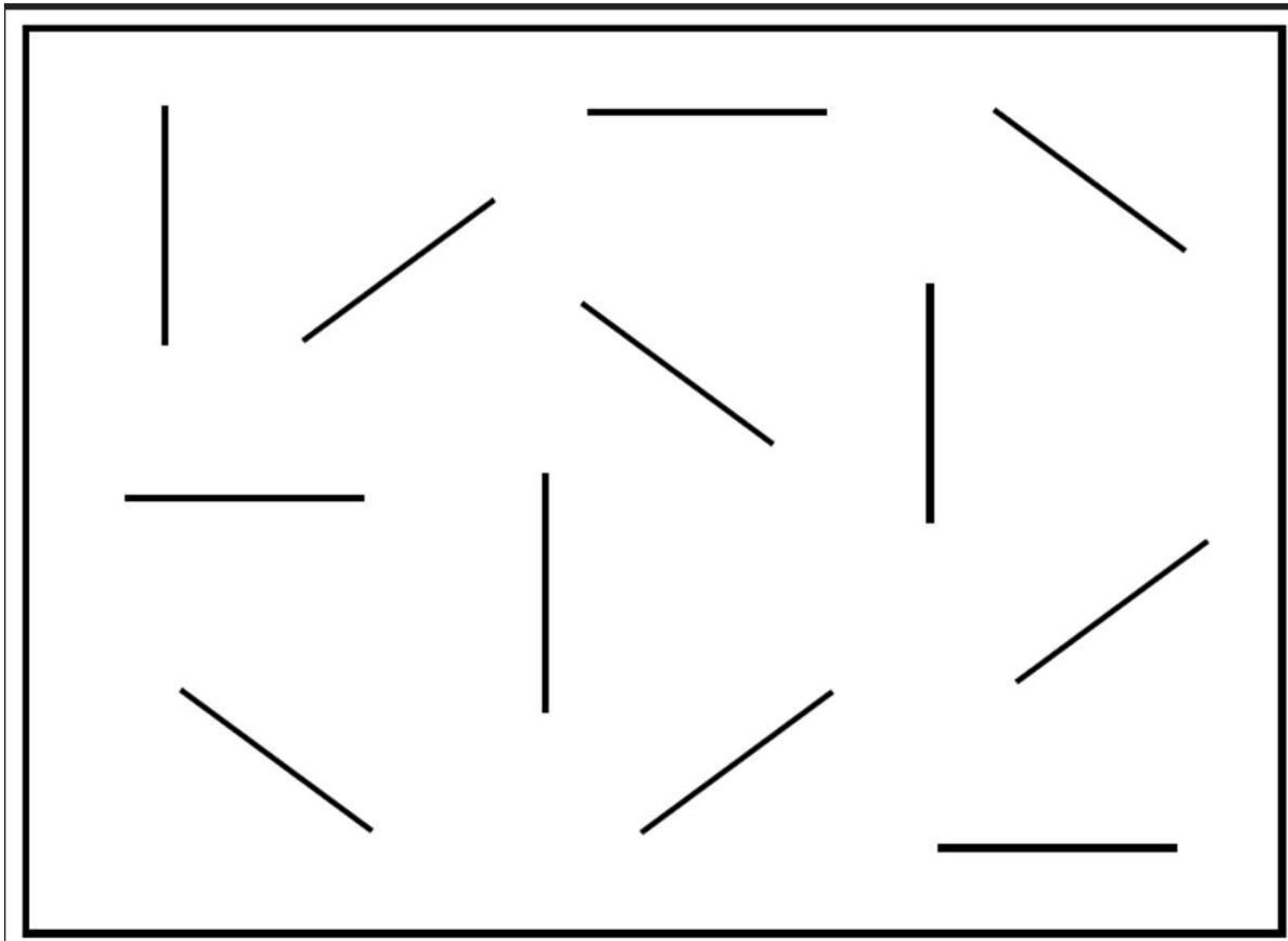
# Essentials Elements of Education



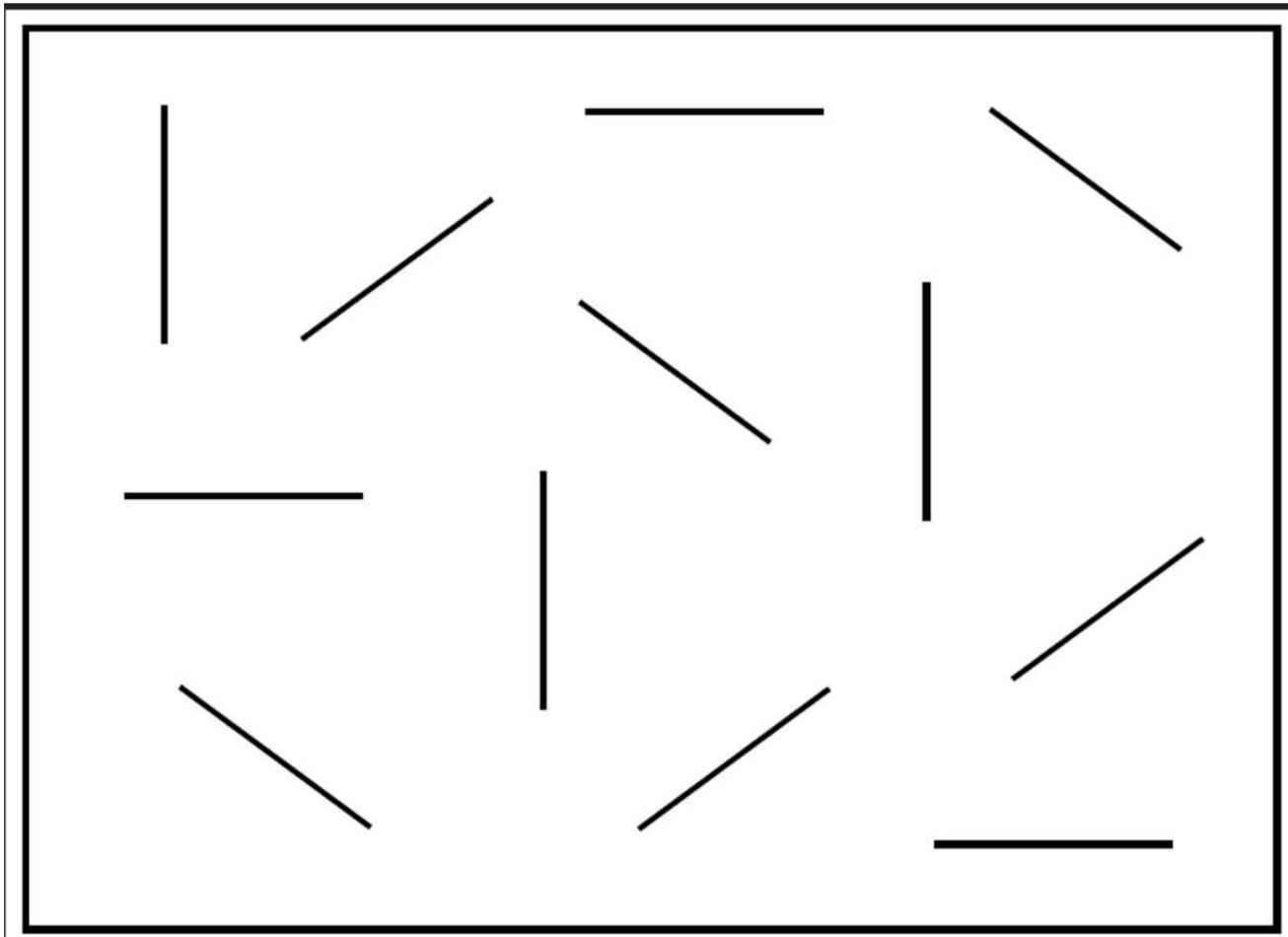
# Teaching Essential #5 (Course)

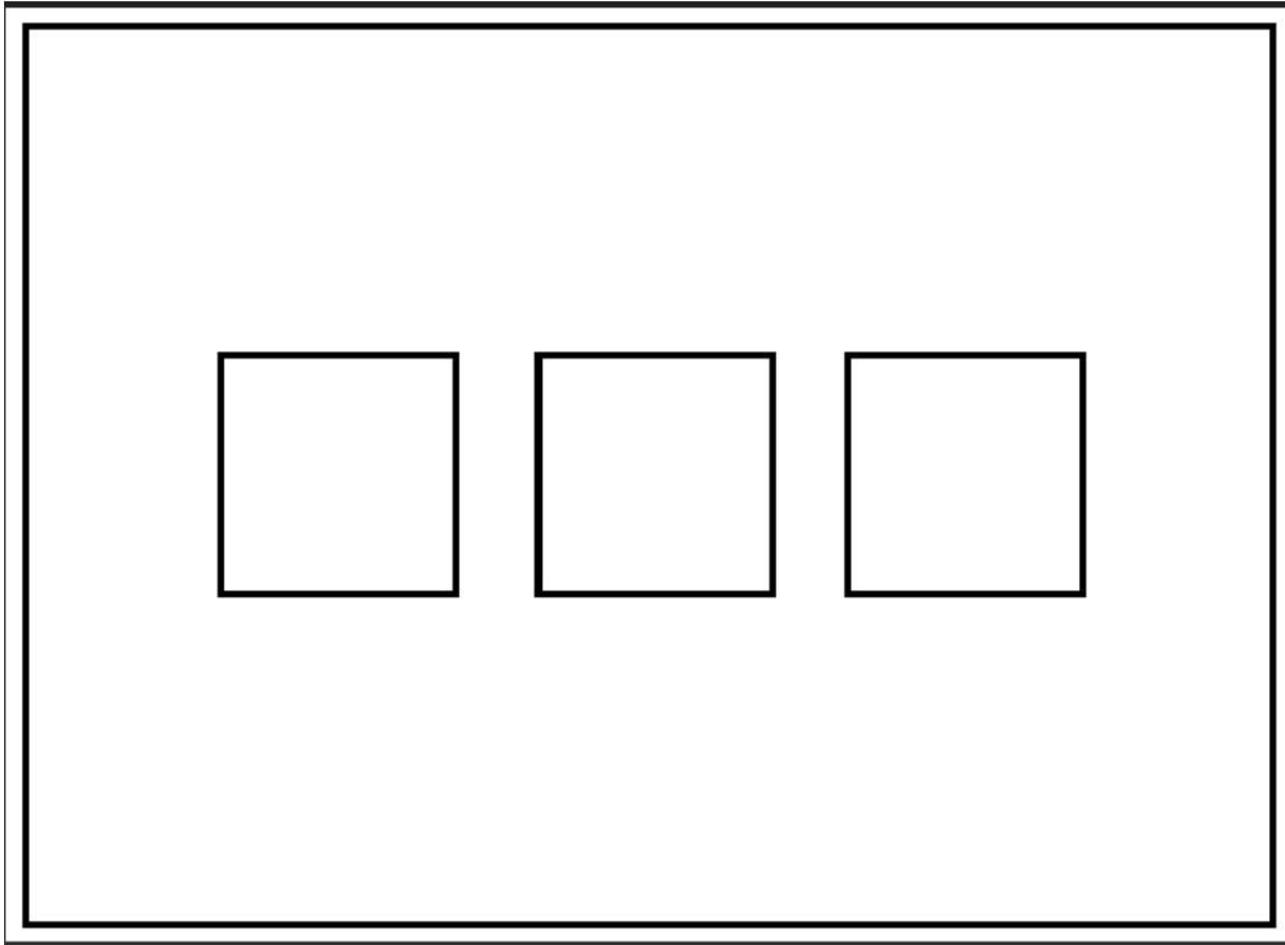


# Let's Draw!

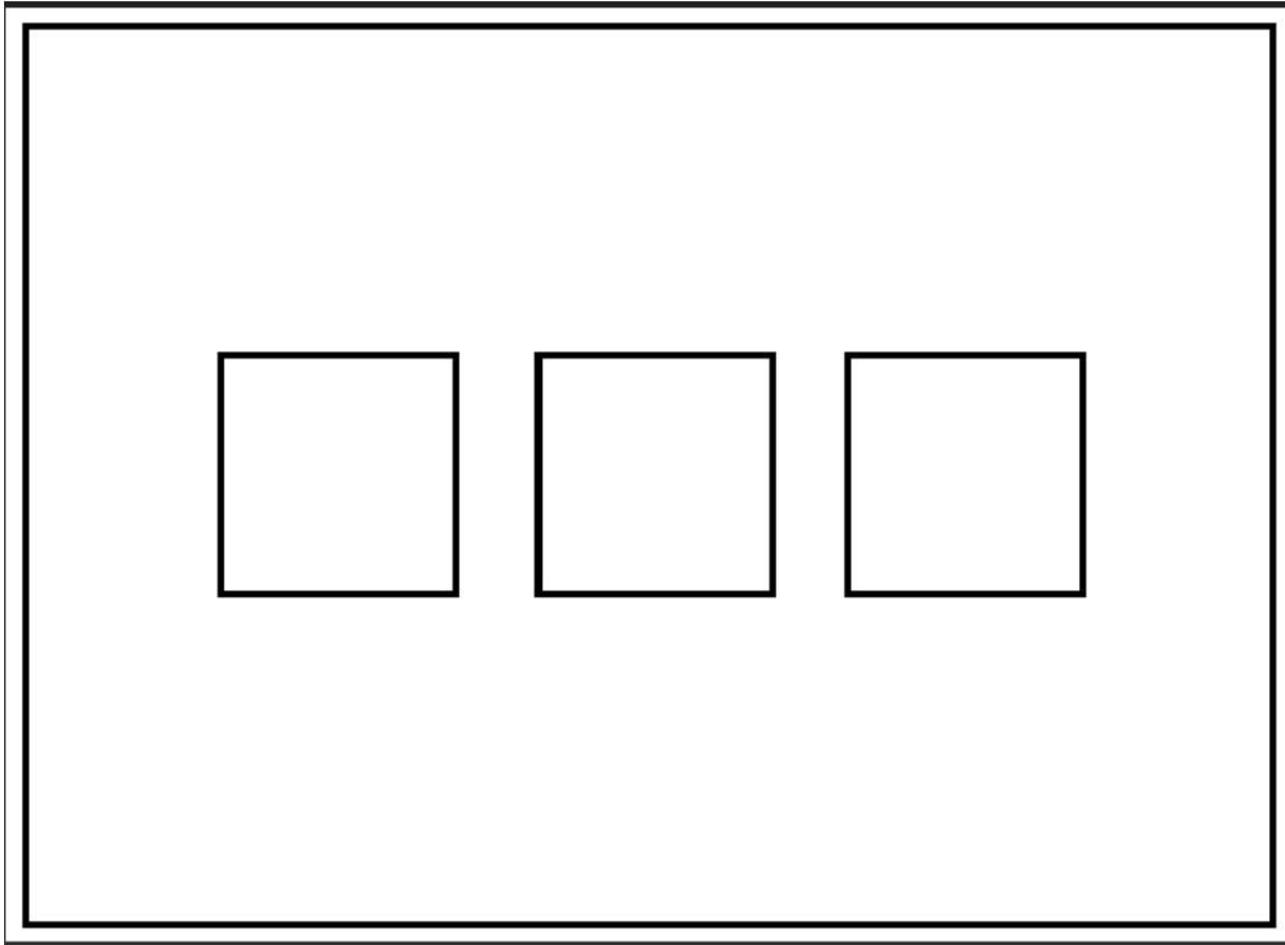












# Essential Organization

- From 11,034 student evaluations of teaching, 535 course sections, and 70 different instructors in all economics sections for a university: “The regression results indicated that students perceive the most dominant attributes of an effective economics instructor to be organizational skills and clarity...This study determined the overwhelming importance of this attribute compared with other instructor attributes in determining instructor effectiveness.” (L. F. Jameson Boex (2000) “Attributes of Effective Economics Instructors: An Analysis of Student Evaluations,” *The Journal of Economic Education*, 2000, vol. 31(3), 211-227).

# Five Keys to Organize Your Course

Outcomes are key

Alignment is key

Order is key

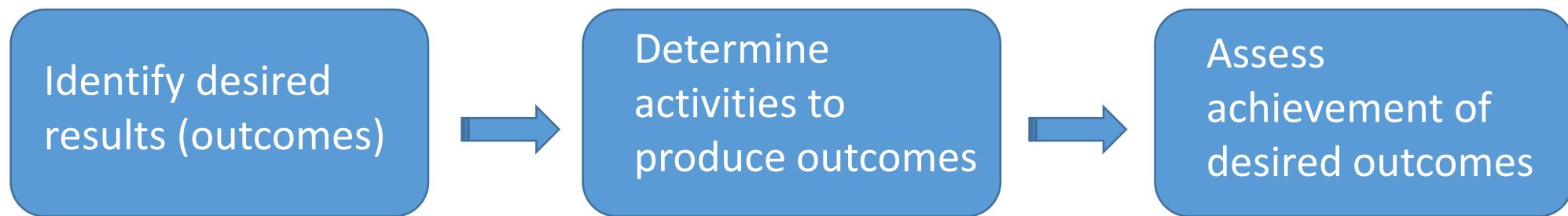
Clarity is key

Consistency is key

# Begin Backwards

We do NOT start with *content*: “What I’m going to teach today is...”

We start with *results*: “What I want my students to accomplish at the end of my course is...” and then we design all aspects of the course to produce those results.



# Backwards Karate



+



+



=



&



# Outcome Types

**Knowledge**

The student knows...

**Skills**

The student can...

**Attributes**

The student is...

**Perspectives**

The student sees...



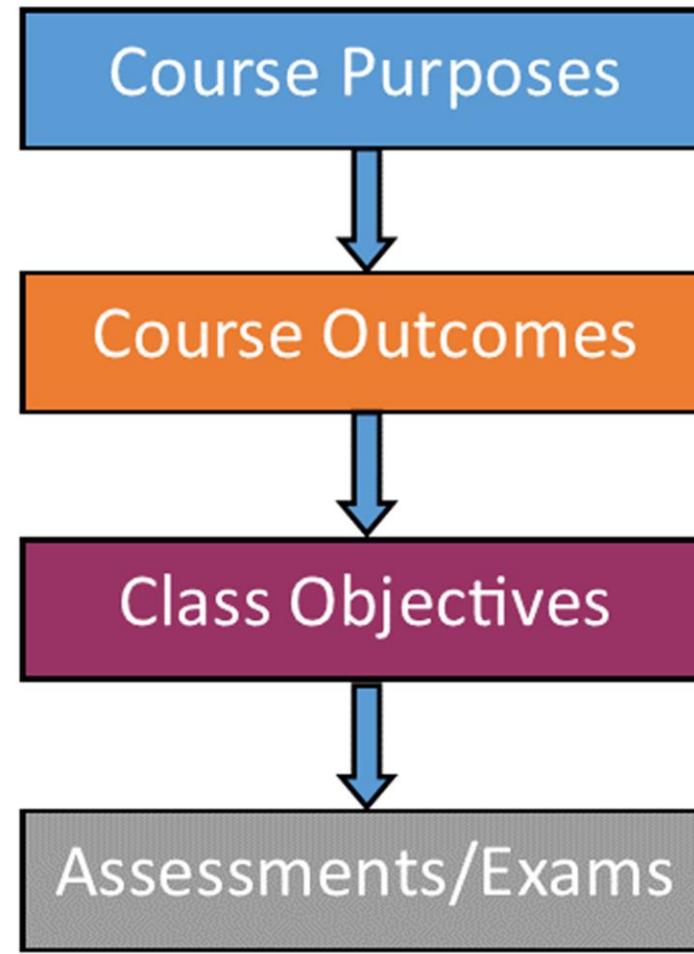
# Writing Learning Outcomes

What should students  
**KNOW, UNDERSTAND,**  
**DO, or BECOME** as a  
result of your course?

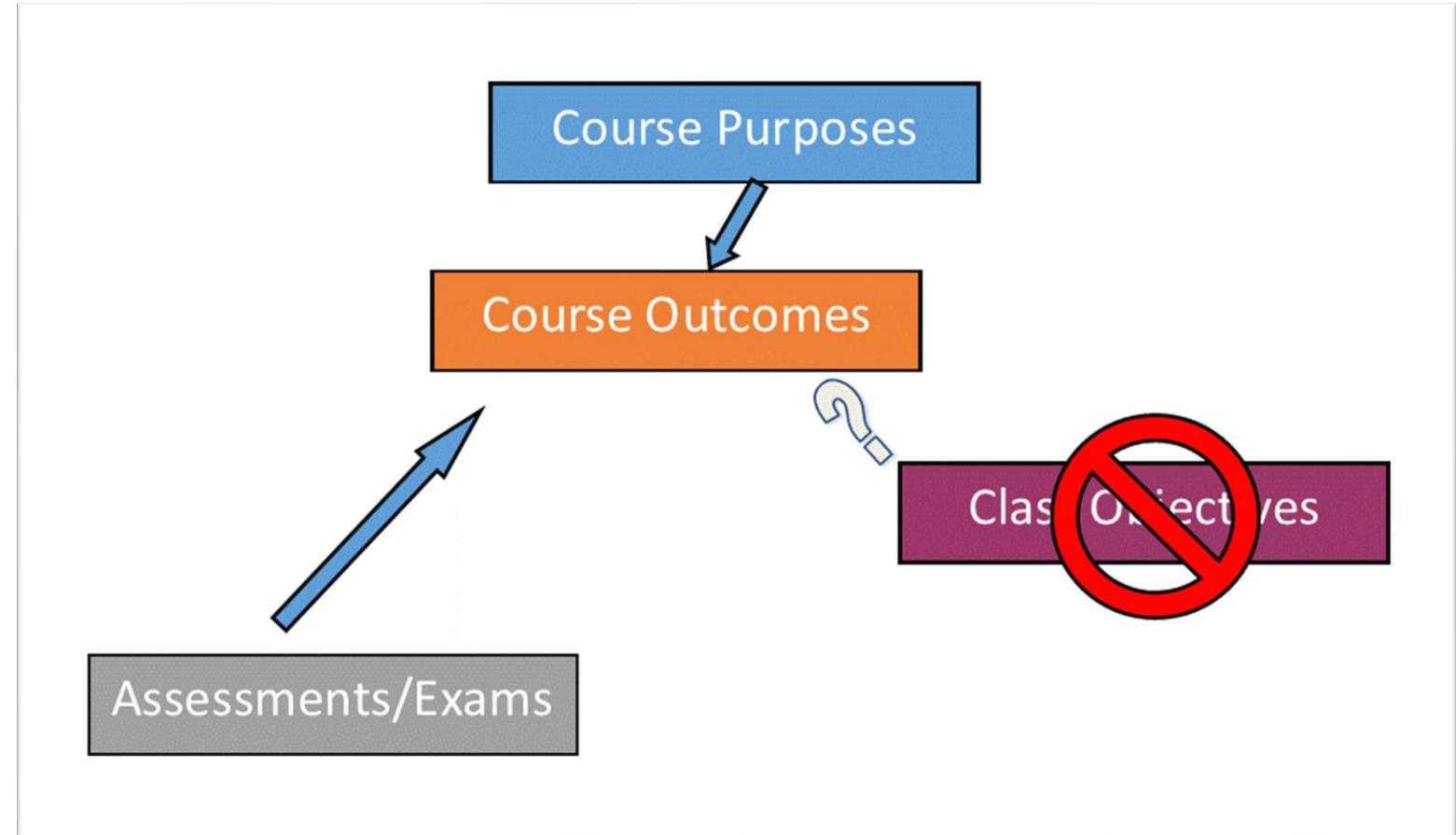


Alignment is key

# Alignment Example



# Misalignment Example





# Order is Key

---

Does your course LMS look like this office?

# Order is Key



- Have your site up (DONE) when the course begins with:
  - Semester schedule
  - All readings
  - All assignments
  - All instructions
- Avoid “building” as you go

# Clarity is Key



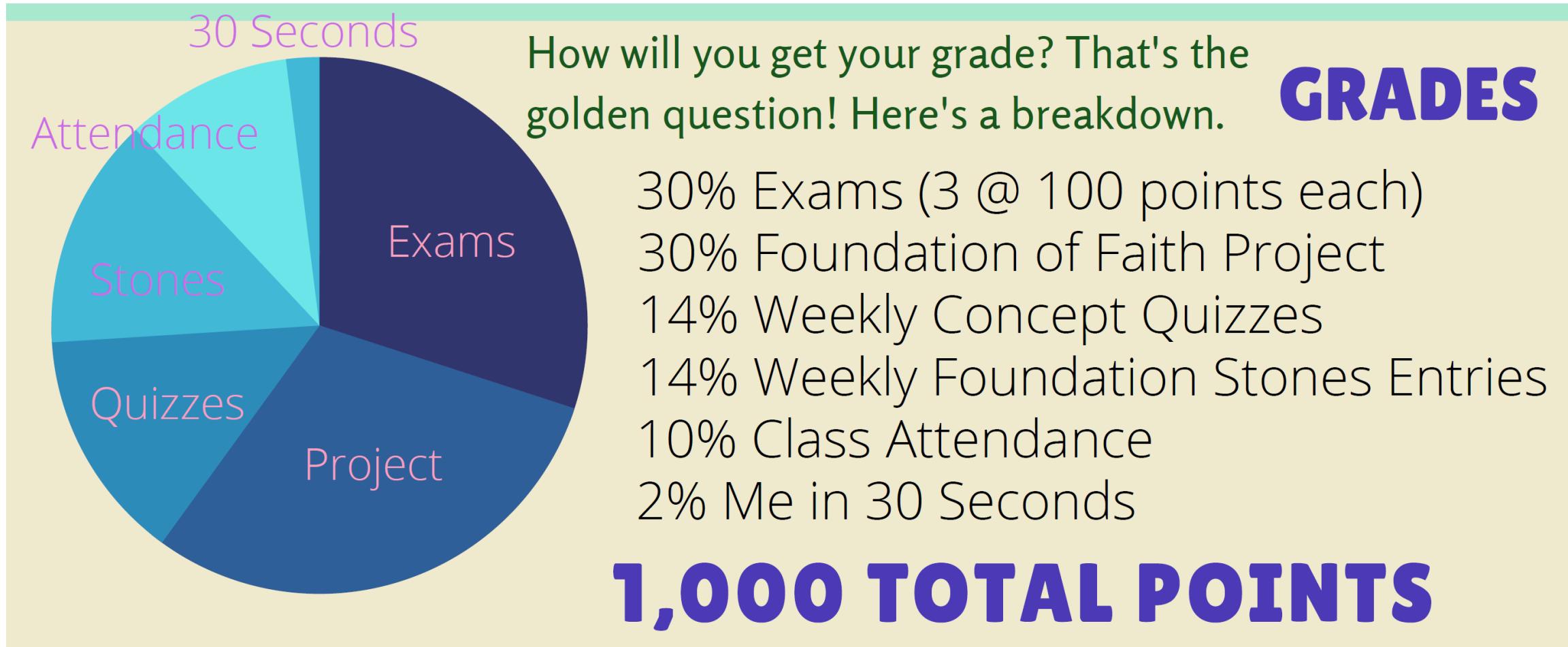
For your syllabus, think of the major questions students will have when they enter your course: Typically:

- What's the point/purpose of this class?
- How will I be graded?
- What is the schedule/deadlines of assignments?
- What books/programs/materials do I need to buy?
- What is your/TA contact info if I need help?

If possible, reduce your syllabus to one or two pages.

Use graphics and visuals (People process visual information faster than text).

Use PowerPoint, Word, Publisher, Canva to create basic infographics.



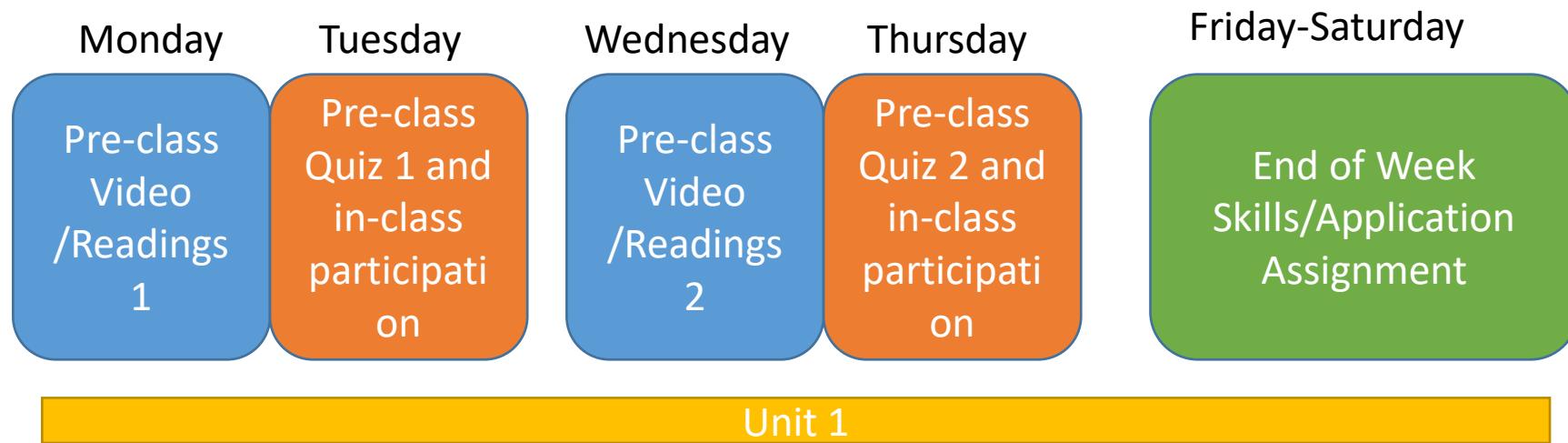
Consistency is key

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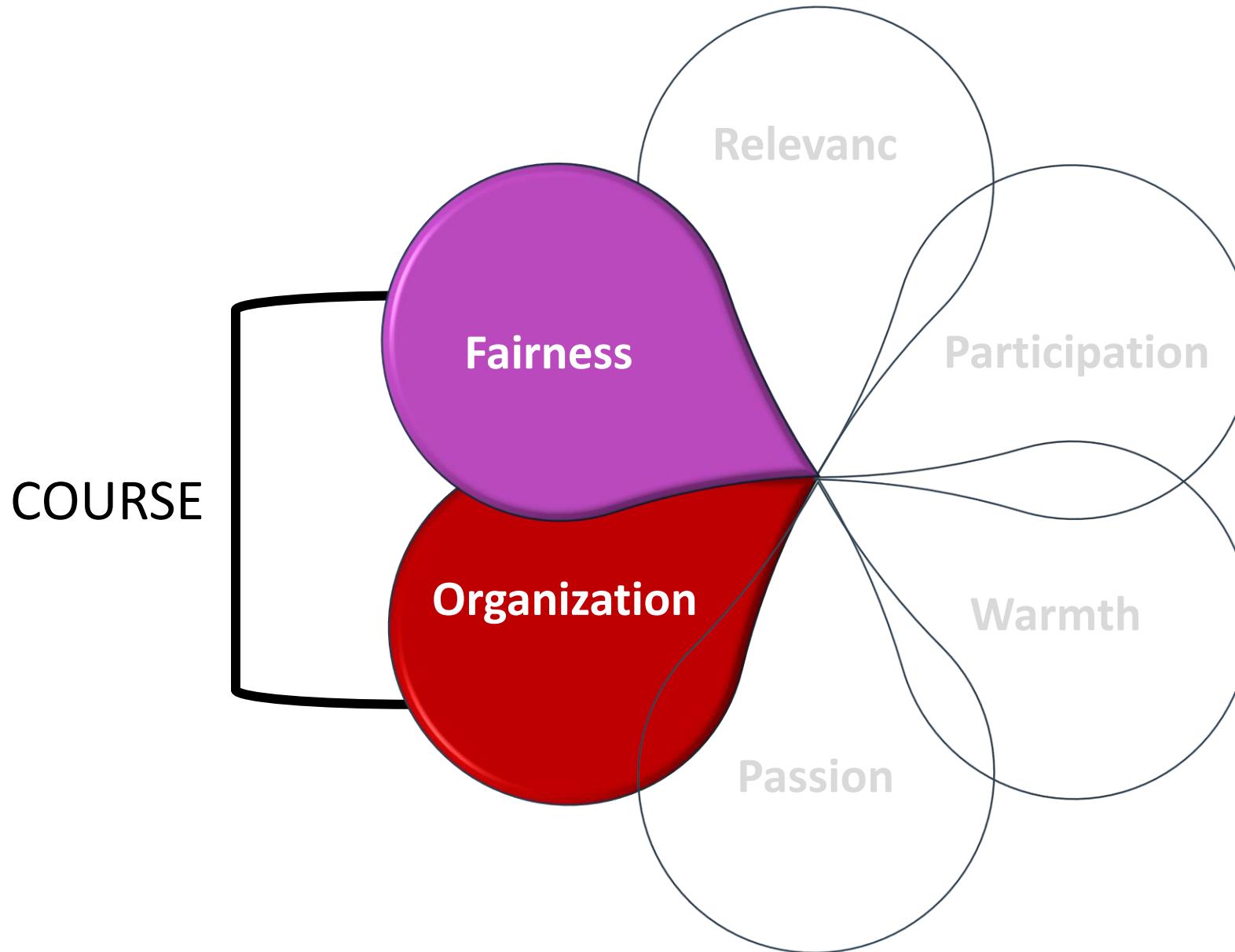
CONSISTENCY  
IS THE KEY

# Consistent Cadence

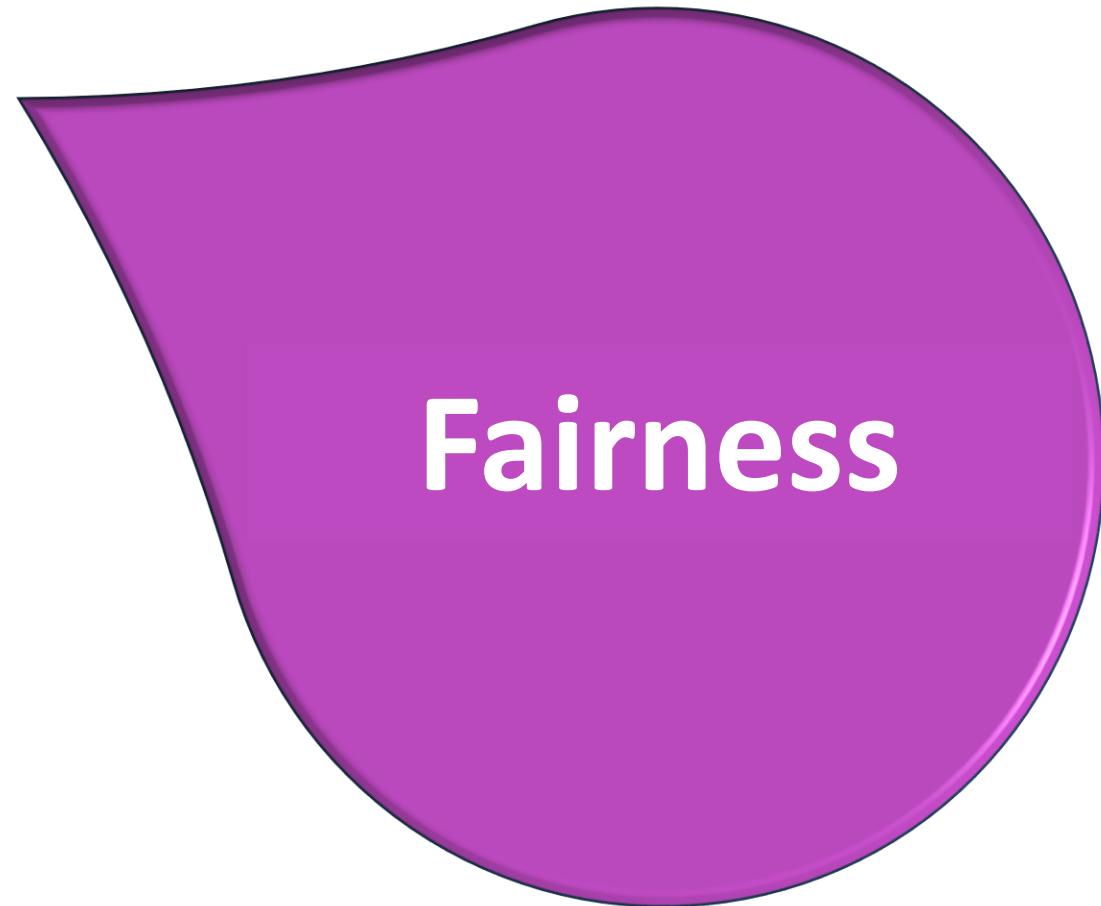
Students need predictability. Organize your course by weekly units with the SAME due dates/times.



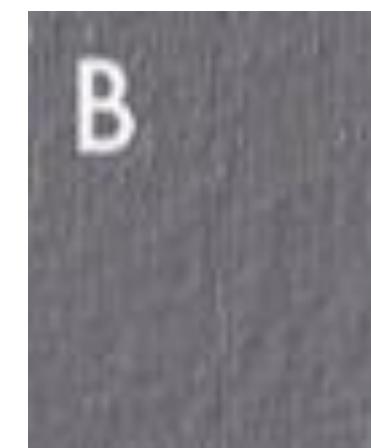
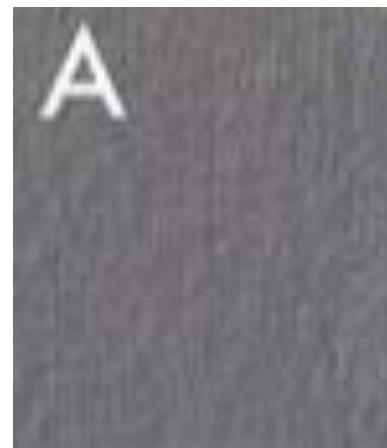
# Essentials Elements of Education

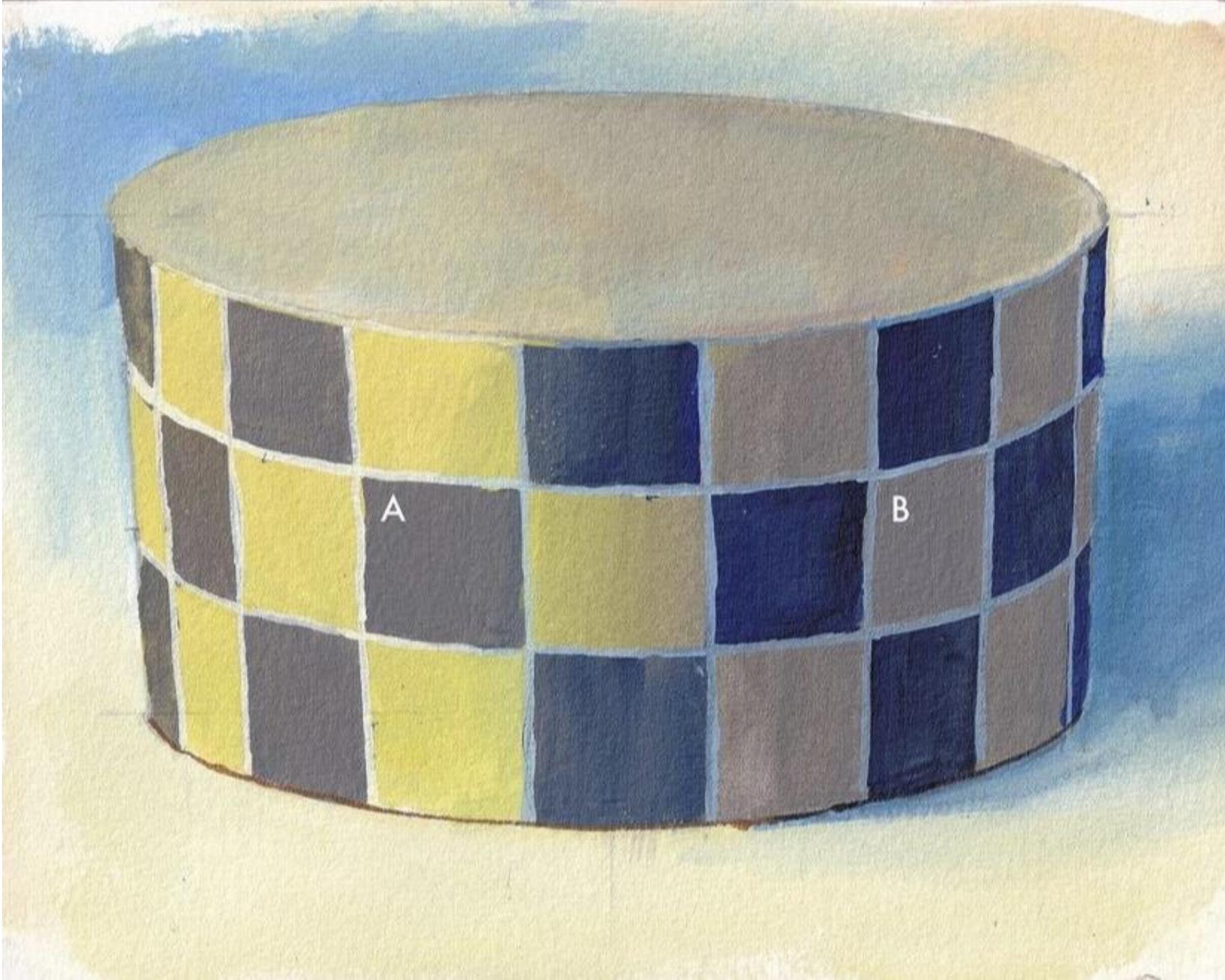


# Teaching Essential #6 (Course)

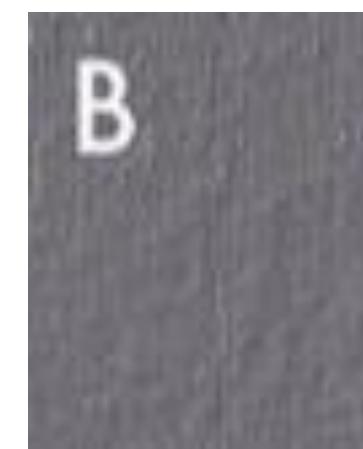
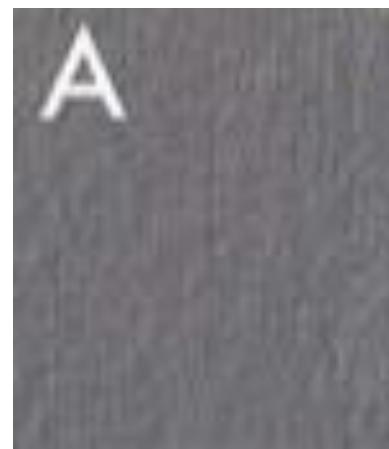


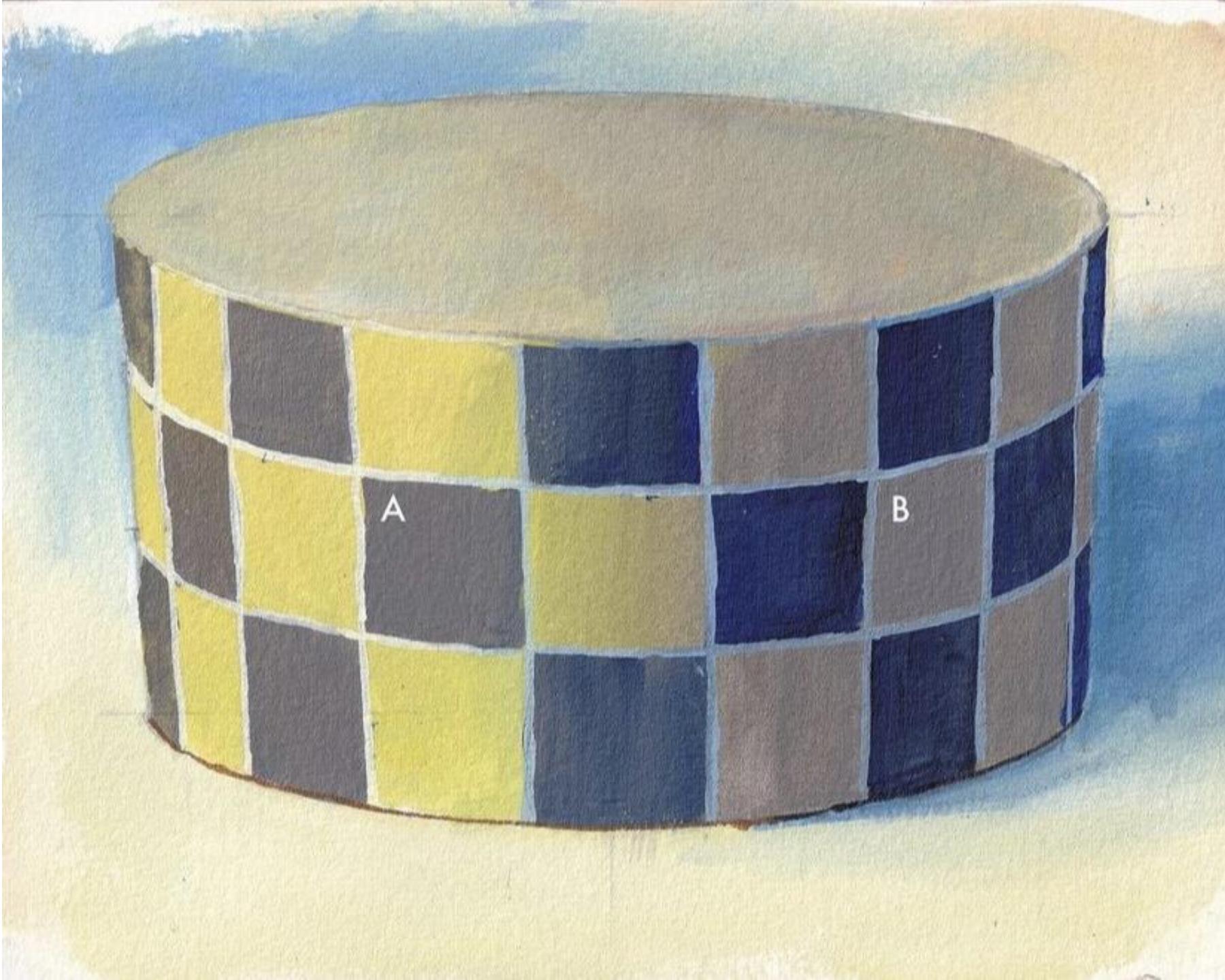
Are Square A and B the same paint color?





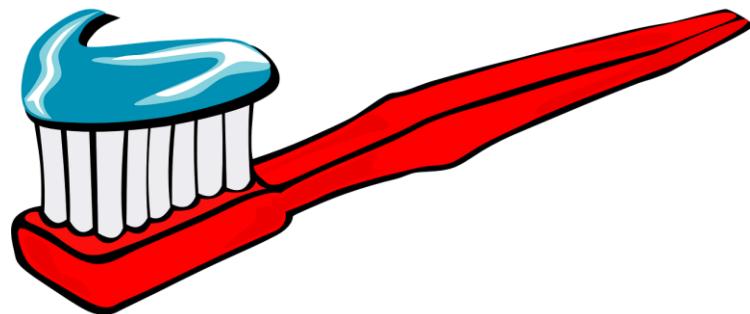
Are Square A and B the same paint color?





# Sweet, Not Sour

We can be warm, passionate, relevant, participative, and even organized, but assessment unfairness is like toothpaste to orange juice: it will sour the taste in students' mouths.



# Basic Assessment Premise

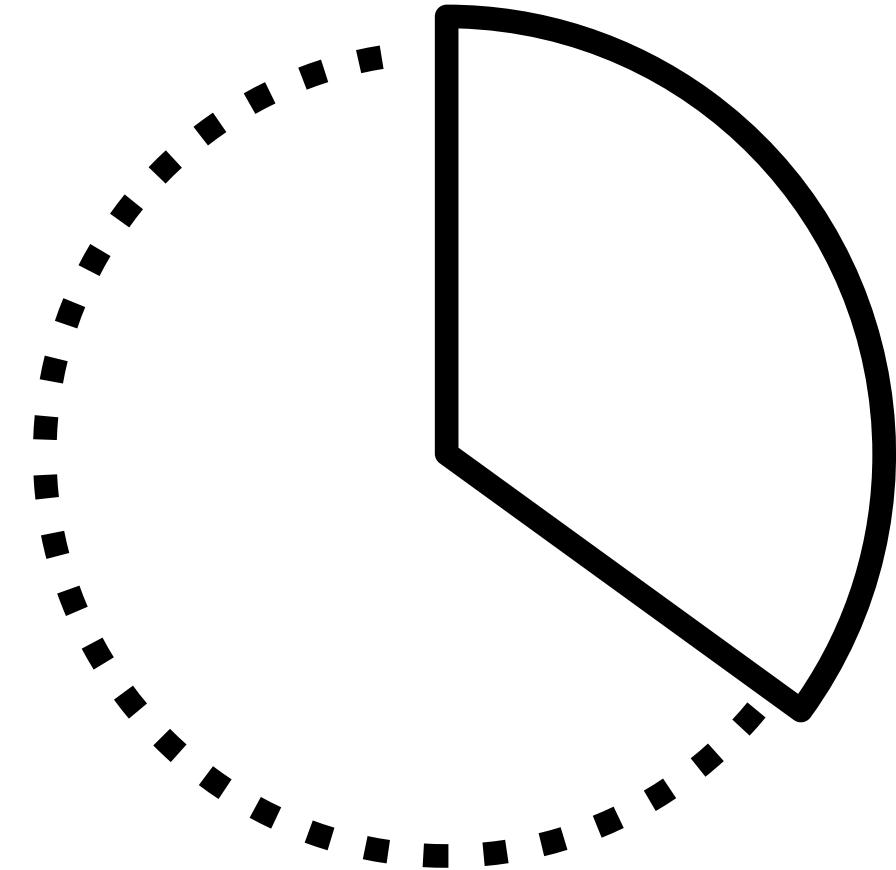
If it is so important that you are going to assess students on it, they need to clearly know what you want them to know or be able to do.



# Fair = Balanced

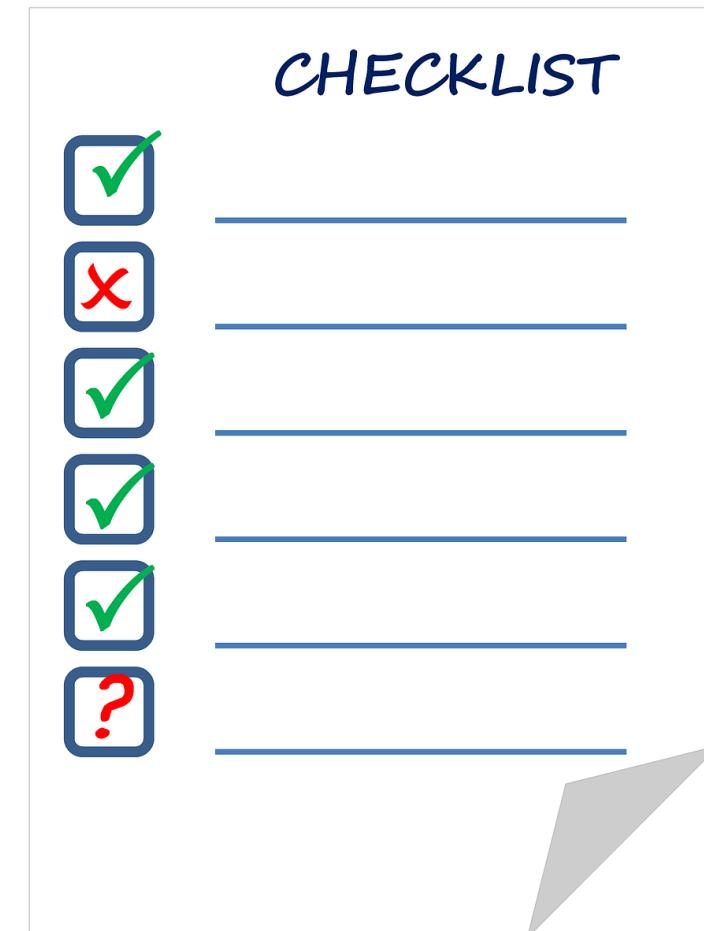
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- Avoid high-stakes, all or nothing singular testing.
- Balance your grade based on the number of course outcomes. Or...
- Balance your grading roughly in THIRDS.
  - 1/3 from exams
  - 1/3 from weekly class participation/assignments
  - 1/3 from end of semester paper/project

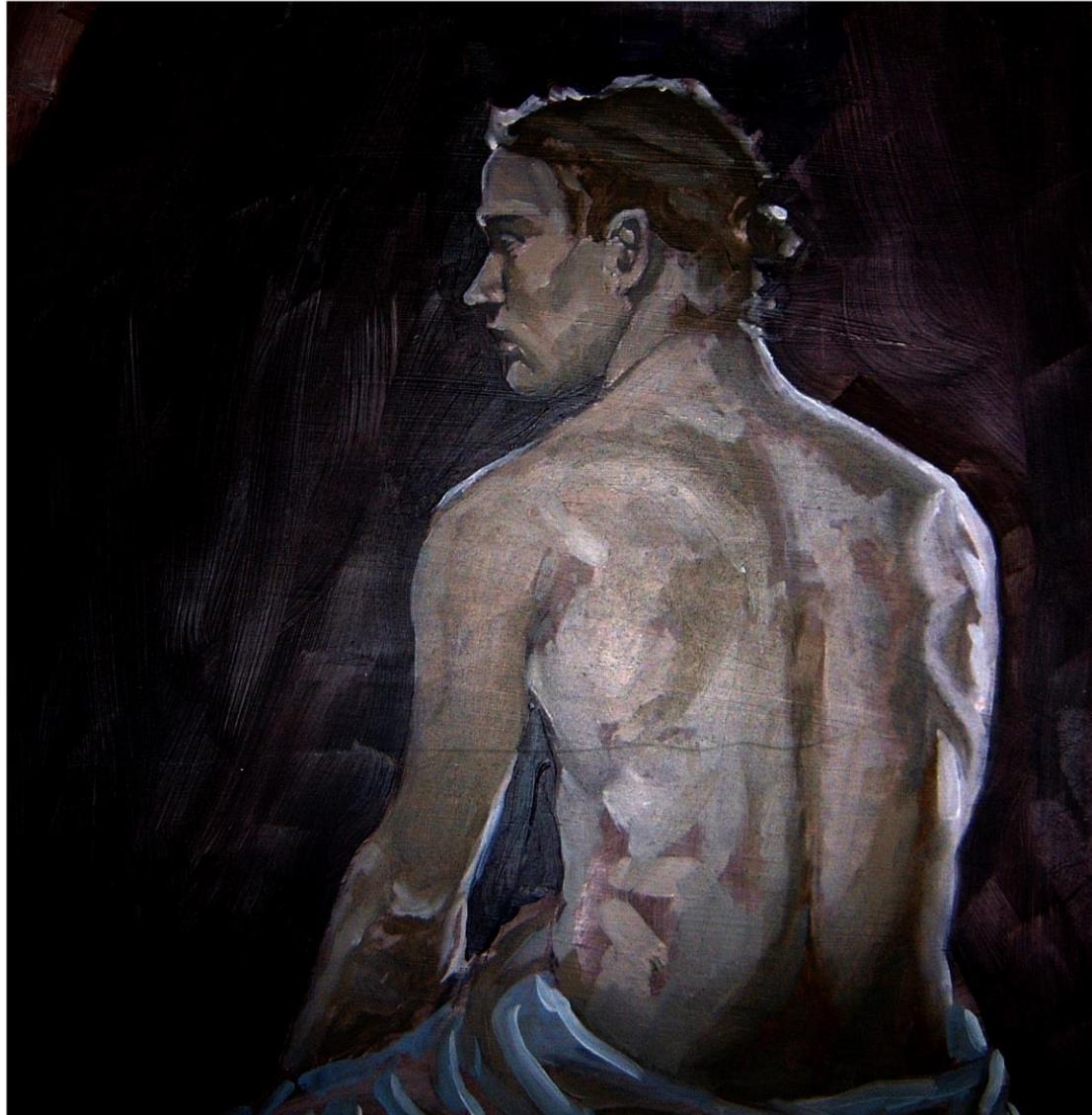


# Use and Give Grading Rubrics

- Be very clear and detailed up front about what is expected for the assignment, and how it will be assessed and given point values.
- **GIVE THE STUDENT THE GRADING RUBRIC!**
- Think of what you want for tenure review from your college, then make it better for students.

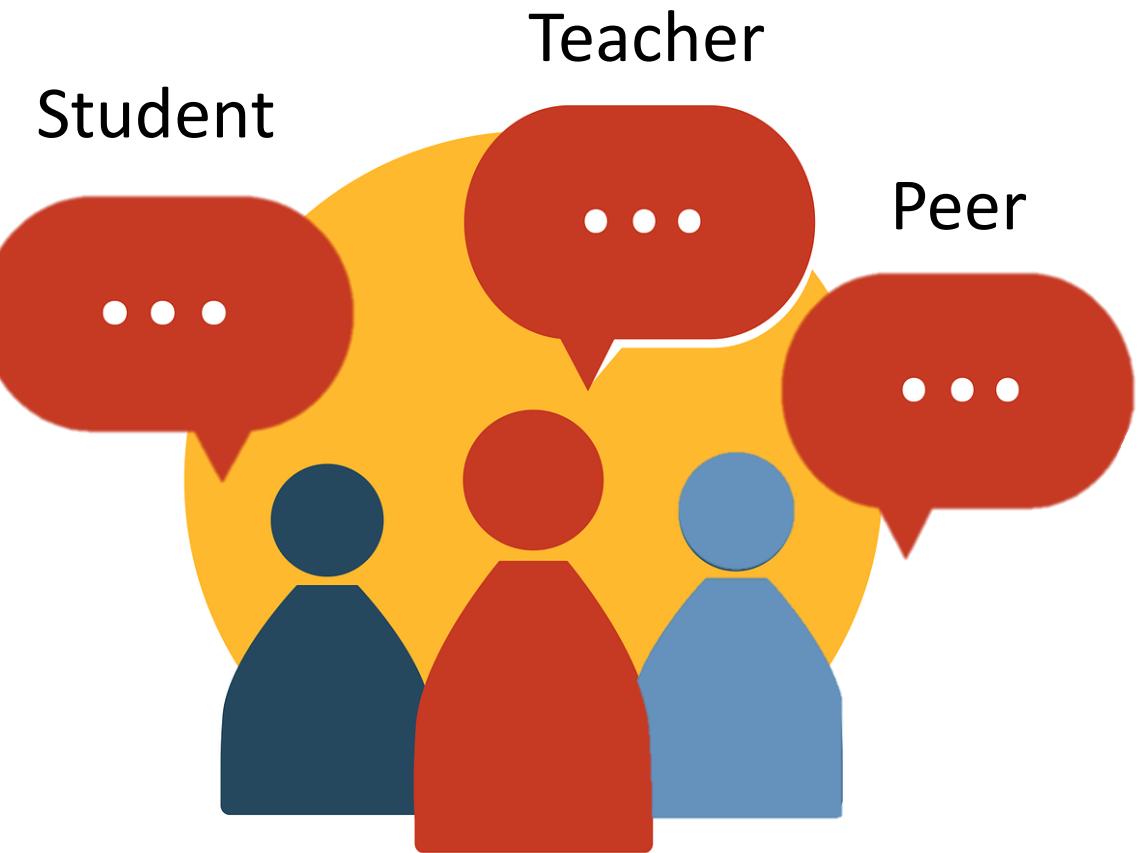


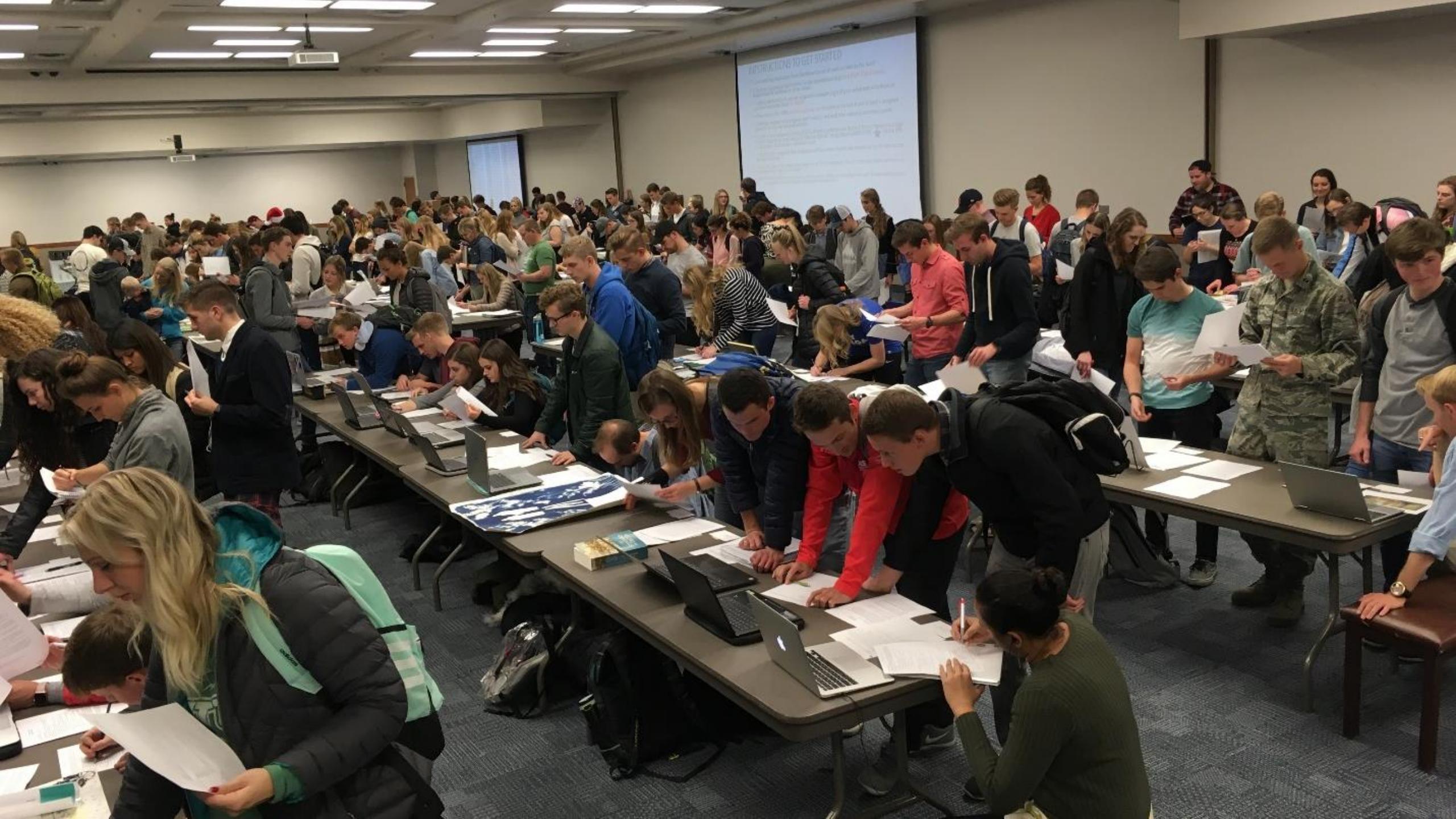
That's a “B”  
because I say  
so!



# Use Single Multiple Lens Assessment

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#### INSTRUCTIONS TO GRADUATES

The following instructions apply to the graduation ceremony for the Fall 2017 semester. Please review them carefully before the ceremony begins.

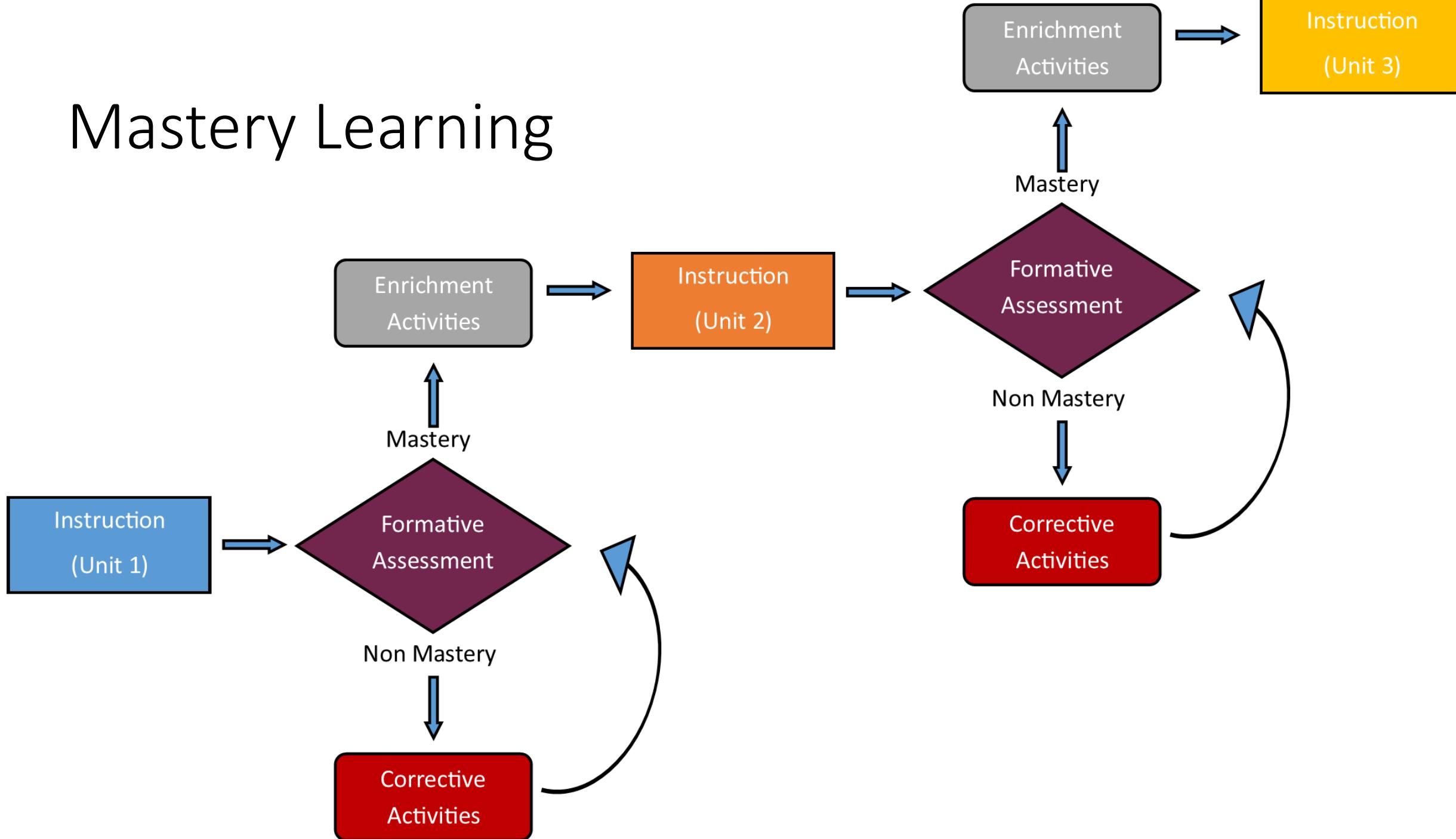
# Self and Peer Assessment

- Ask yourself: In my current course do I have students doing any self-assessment (formative or summative)? Do I have peers doing any assessment? Where and how could I do so to create effectively and efficiently?
- As Nicol and Macfarlane-Dick (2006) summarized: “A key argument is that students are already assessing their own work and generating their own feedback, and that higher education should build on this ability....students are seen as having a proactive rather than a reactive role in generating and using [assessment] feedback” (David J. Nicol & Debra Macfarlane-Dick (2006) Formative assessment and self-regulated learning: a model and seven principles of good feedback practice, *Studies in Higher Education*, 31:2, 199-218).

# Mastery Learning

Mastery learning operates on a premise that given enough time, varied instruction, and feedback, **most anyone can learn most anything.**

# Mastery Learning



# Students Need Some Control

- Let students pick and show how they are meeting your outcomes. The “locus of control” increases motivation for learning.
- “It’s tough to detect and appraise the changes that go on in people’s minds when they learn. Sometimes students have received praise for largely empty accomplishments. Other times some marvelous progress has gone undetected by our antiquated methods of assessment” (Ken Bain, *Super Courses* (2021), p. 3).

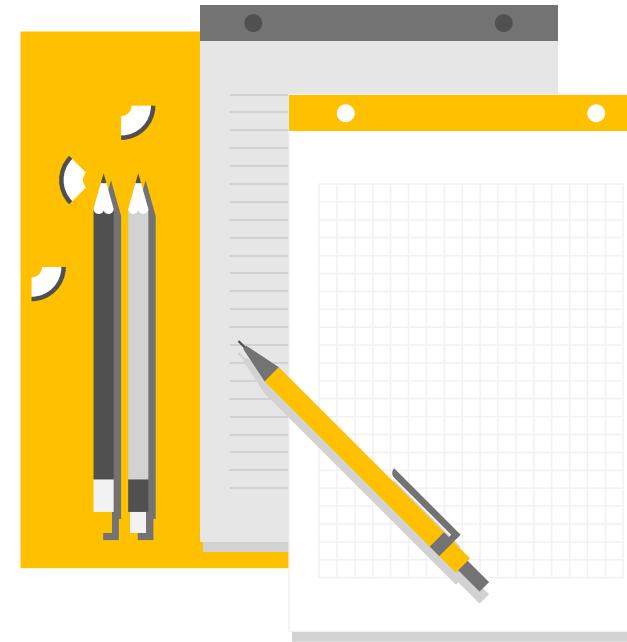
# Fair = No GPA Standard

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Don't get hung up on GPA. If your college has a target GPA have a discussion with them to focus on student learning.

Rigor is not defined by GPA. To use GPA to define rigor is like using weight to define health.

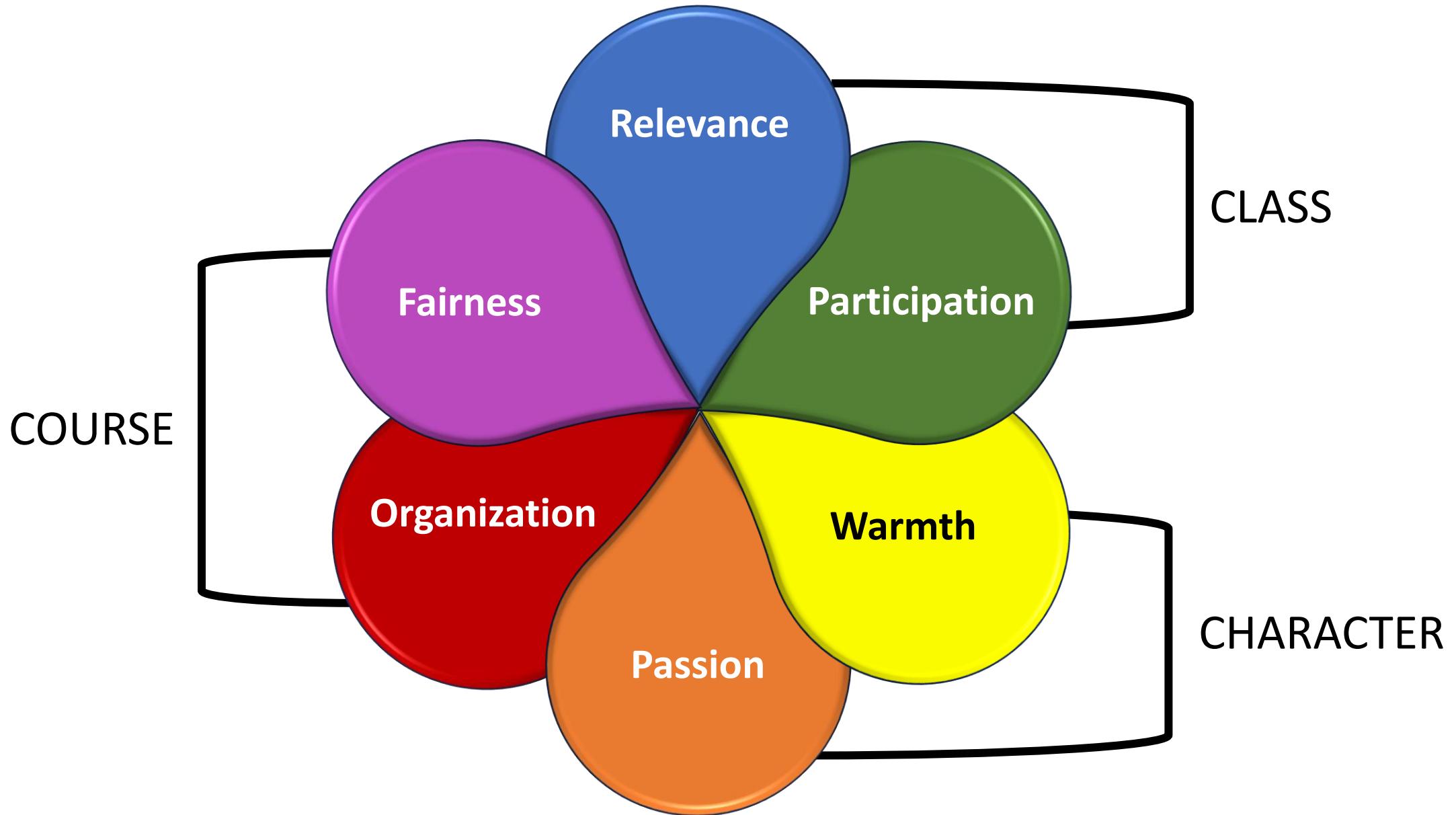
If you're designing better courses (organized, participatory, applicable, and warm) student learning and therefore GPA should *increase*.



# Easy A's High Student Ratings

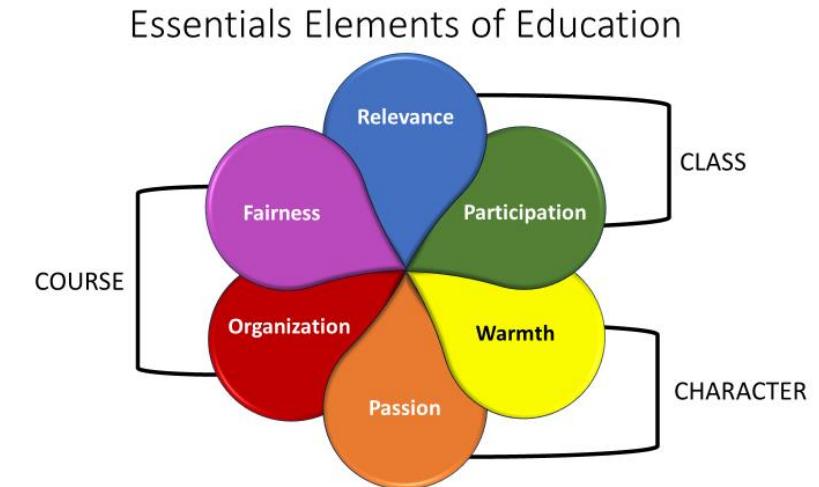
- “Isn’t it true that I can buy good student ratings just by giving easy grades?...The answer is that there is *no* consistent correlation between the grades a faculty member gives and the ratings he or she receives...from -.18 to + .18 ( $r = 0.0$ )” (Arreola, R., *Developing a Comprehensive Faculty Evaluation System*, 2007, p. 101).

# Essentials Elements of Education



# A Pedagogical Promise

- When a professor...
  - *creates a warm environment of learning*
  - *is knowledgeable and excited to teach*
  - *makes content relevant and applicable*
  - *actively engages students in meaningful learning*
  - *organizes the course clearly*
  - *and assess students fairly*
- students will meaningfully learn and the professor will succeed as a teacher



# Essentials Elements of Education

