Teaching as a Performance Art

- Two assumptions about teaching
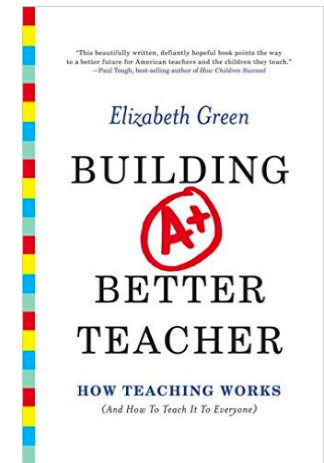
Improvements in education come from above → *Widespread improvements arise from shared community practice*

Great teachers are born, not made → *Great teachers are made, not born*

Elizabeth Green

or... 'Jugyokenkyu'

- Book about putting the puzzle together in the US
- In early 1990s, James Stigler visited Japan...

Image by Fredler Brave

America: *I, We, You*

Demonstrate new procedure (I)
Lead class in sample problem (We)
Each student tries worksheet (You)

Image by Angie Harms

Japan: *You, Y'all, We*

Students try problem alone (You)
Teacher analyses work, small groups discussion (Y'all)
Present ideas to class, discussion (We)

Akihiko Takahashi visits the States

- Currently President, Board of Directors at Lesson Study Alliance

- Visited the States
  - American teachers met once a year (if that)
  - Constrained to just *talking* about practices

- They had no jugyokenkyu, e.g.
  - Observing each other in class, discussing lessons afterwards, studying curriculum materials
  - Pervasive in Japan!

Jugyokenkyu in Practice

- In order for education majors to graduate…
  1. Observe assigned master teacher at work
  2. Each trainee planned five days of subject lessons
  3. Each taught a day of their own subject
  4. Then taught a day each of other subjects
  5. Afterward, teacher and trainees discuss what they saw that day
     - What the master teacher had done
     - More time spent discussing how students responded
     - Planning future teaching

More important than how to give a lesson is how to study teaching

Other disciplines

- Prevalent in e.g. music
  - Dissect other performances
  - Band feedback during rehearsals, performances
  - Teacher-teacher feedback

- Not in English-language school teaching culture!
  - Teachers learn how to teach themselves
  - Application is up to them

- Fincher et al. studied transfer of teaching practices
  - Of 99 change stories analysed, changes occurred locally in 91 of them
  - No input from outside sources

Exercise

Watch *this video*.

Take notes *about the presentation, divide those into four groups:*

 - Positive or Negative

 - About Content (what was said) or Presentation (how it was said)

Place answers in Etherpad:

- *http://bit.ly/ITMet2016*

Exercise

Split into groups of three.

*Have each person **introduce themselves**, then within 90 seconds (only!) **explain key ideas from Carpentry lesson episode** they chose before start of course to another person in group whilst **third person records it** (video and audio) using cell phone or similar device.*

***Rotate roles** when finished.*

*When all complete, **watch all videos as group**. Everyone **gives feedback** on all three videos (including yourself!)*

*When all feedback done, **place everyone's feedback** about you **in Etherpad**:*

- *http://bit.ly/ITMet2016*
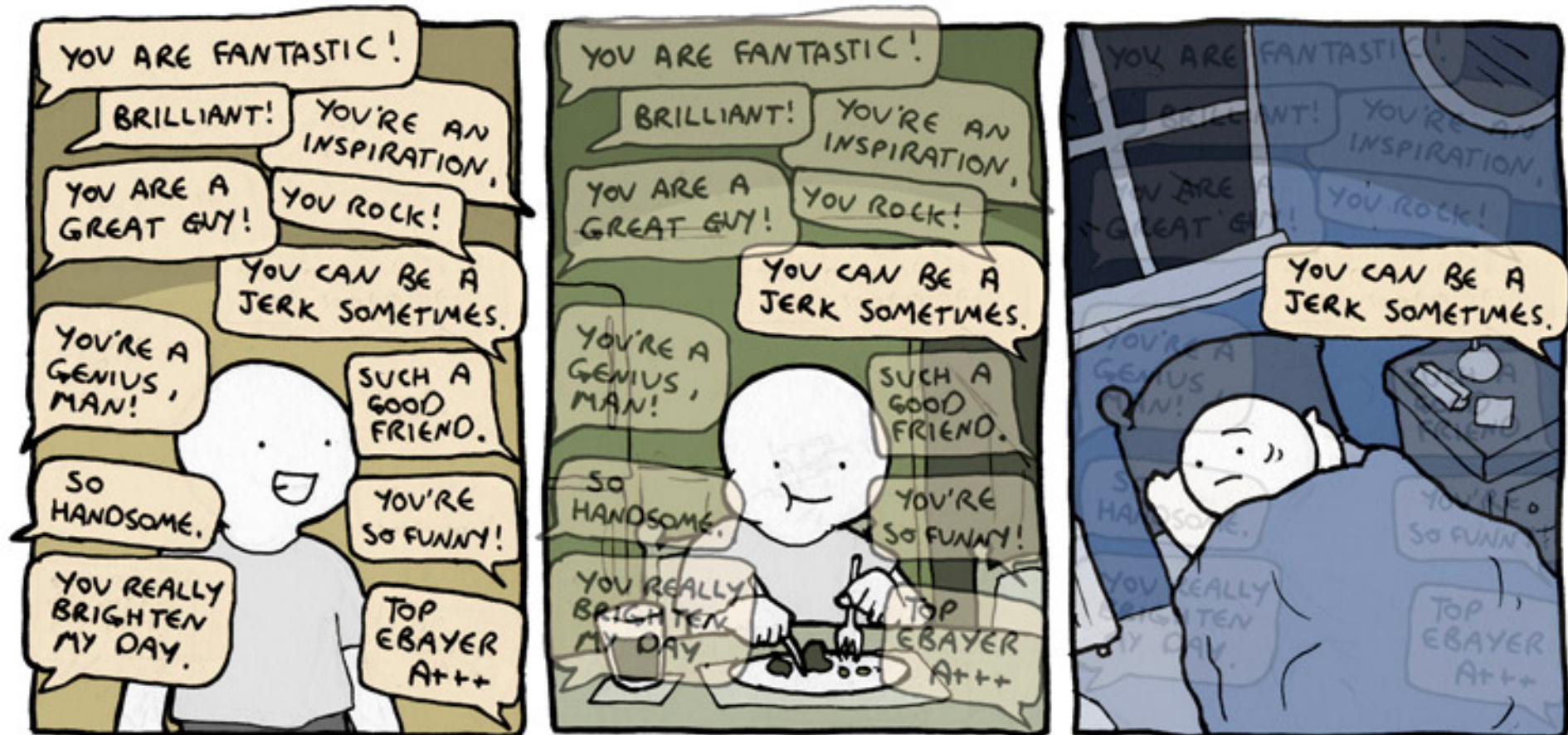
On Stage!

- Everyone has nervous habits!
    - "Mickey Mouse" effect
    - Identify and control

- Everyone has their strengths!
    - Musicians often very different
    - No different for other teachers
    - Play to your strengths!

Just as important to identify strengths as weaknesses!

Feedback

- It can be hard to receive feedback sometimes!

Set the Stage for Receiving Feedback – Some Tips

- Initiate feedback
- Choose your own specific questions
  - "One I thing I could do to make this lesson better?"
  - "Pick one thing from lesson to go over again?"
- Communicate expectations, e.g. observations
- Balance positive / negative feedback
  - Ask for / give "complement sandwiches"
  - Have fellow instructor provide summary
- Be kind to yourselves!

Never teach alone!

Exercise

Watch [this video](#).

Take notes about the presentation, divide those into four groups:

 *- **Positive** or **Negative***

 *- About **Content (what was said)** or **Presentation (how it was said)***

Place answers in Etherpad:

- *http://bit.ly/ITMet2016*