

## Teaching Tips for Graduate Individualized Teaching Practice Sessions

The **goals** of the teaching practice session are to provide a short class opportunity for you to learn to convey information, promote learning, and reflect on your own teaching and learning ability.

First establish the type of class you will be presenting. Understand the importance of having a class aim (aspirational and a deeper value) that goes beyond just showing a technique or an isolated idea. Think of these aims or goals as verbs and starting with “to.”

As example: to advance, to enlarge, to activate, to create, etc.

The **objectives** (or the actual learning outcomes) are what the student in the class will come away with. Think of these as nouns such as an understanding, a greater depth of knowledge, a unique technical ability, etc.

The teaching methods are varied for your class and can include using slides, talking with or without notes, moving around the room, giving a demonstration and eliciting feedback or gauging the quality of learning of the class throughout the class time.

### Before Class:

Time and retime your presentation so there is room for all of the teaching and learning to occur. The class will end at exactly 25 minutes.

Prepare any materials ahead of time and count the number of students plus two faculty in your total supply numbers. Put materials in an out of way place in the room until you need them.

Pre-check the AV system in the classroom at least ½ hour ahead of time.

We start exactly and there is no time between presentations to set up...so have your information on the desktop computer before classtime. Check to make sure your file opens and you know how to turn the projector on before class. If you are using sound make sure it works.

Prepare any demonstration materials so the scale is appropriate for the class to see.

Clear the desktops so the activity is easily seen and your materials are visible to all.

You may have to make a larger prototype than actual size or supply supporting diagram handouts or an enlarged view on a slide for all of the class to see what you are doing or showing.

### The Beginning the Class

Introduce yourself to the classroom.

We have a visitor and she/he needs to hear your name and the topic of your class.

Clarifying your department affiliation is also very helpful.

Tell what the plan is for the class; what are the goals and objectives?

Explain a short agenda so we know what is forthcoming.

Project your voice clear enough so everyone in the class can hear you.

Be sure to not talk to the screen or to the supplies.

Eye contact can facilitate your gauging of the class's learning.

Use the room to your advantage. Move away from screen, move around the room, use the whiteboard, check in with the classes progress if a demonstration is occurring. A kinetic class can aid in engagement.

### **The Body Of The Class:**

Proceed with the body of your class.

Explain items in steps and stages so the class can accumulate knowledge.

How do you know if they are understanding or if they already know this knowledge?

Gauge what the knowledge base of the class is? Ask for feedback beyond yes or no questions.

Feedback can be given in multiple ways. Students can .....

Answer questions verbally.

Students writing down any questions during the class and giving these to the faculty near the end of class.....and the faculty reflects or answers these in summation.

Ask a peer for knowledge or questions and then exchange these with the class.

Respond to questions that are not yes or no questions so a dialogue is created.

### **Ending the Class**

You will be notified when you have five minutes left in the class.

This is the time to gauge whether you can get the remaining agenda done in 5 minutes.

Adapt and be flexible to making sure you have time to summarize and paraphrase at the end of the class what the purpose and outcome was of the class. Answering any last minute questions or clarifications is also a way to extend learning.

If you use a handout, make sure the class knows when we are to use it.

Are we to follow along, is it numerated and parallel to a slide talk or demonstration steps.

Does it have takeaway information to extend one's learning?

Are there definitions to add to what you are saying?

Is it part of an activity and if so, when should the class look at it and use it?