



## Center for Innovation in Teaching & Learning

# Thank you for attending the January 2020 Graduate Academy for College Teaching

Welcome! The Graduate Academy for College Teaching will be, for many of you, the only structured preparation for teaching that you will have prior to entering the classroom as a teacher. There are approximately 200 of you from more than 35 departments who will be teaching in a variety of disciplines and contexts. We cannot provide information on your specific teaching assignment—that must come from your department.

The Graduate Academy is organized like a conference. It combines required large and small group sessions on critical topics with opportunities for you to attend sessions on special topics of your choice. We believe this gives you the richest experience possible in the limited amount of time available. There are also opportunities for networking with TAs from your department and other departments. This two-day pre-semester teaching development program is just the start. Involvement with CITL can continue through your participation in workshops and our teaching certificate program, and by taking advantage of the other services we offer during the semester. We wish you the best of luck as you learn more about teaching and grow as a teacher during your time at the University of Illinois and in your future career in or outside of academia.

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### ATTENDANCE:

The reminder email you received the day before the Academy contains a link to our attendance form. At the end of every session you attend, you will need to click that link and enter the unique code for the session you attended, which will be provided to you by the session facilitator.

If you were not registered in advance, you should have received an email upon registration today that contains the link.

### ONLINE RESOURCES

We have created a page on the CITL website where you can easily find information on several topics important to being a TA at Illinois. The URL is: [go.illinois.edu/TAresources](https://go.illinois.edu/TAresources). There you will find:

- Campus Policies you need to know
- A guide to getting feedback on your teaching
- A link to the Student Code ...and more

Also browse our website [citl.illinois.edu](https://citl.illinois.edu) for lots of information and resources on teaching.

	Lesson Component	Some Ideas
1. GETTING STARTED	<b>1A. Lesson Topic or Title</b>	
	<b>1B. Lesson Objective(s)</b> What you want your students to learn or be able to do at the end of this class session.	
	<b>1C. Content Summary</b> Central Points—What 2-3 points are central to students' learning the objective?	
2. ENGAGING STUDENTS	<b>2A. Attention</b> How can you capture the attention of the students?	<i>Tell a story</i> <i>Show a video clip</i> <i>Demonstrate a process</i>
	<b>2B. WIIFM / Motivation</b> What is the answer to the students' question, "What's in it for me?"	<i>What is to be learned?</i> <i>How will I be judged?</i> <i>Why should I care?</i>
	<b>2C. Review/Preview</b> How will you help students connect what they already know to what is being learned?	<i>Quick Write: What do you know about...?</i> <i>Use a visual organizer (map)</i>
3. INFORMING STUDENTS	<b>3A. Presenting—Chunks and Channels</b> How will you present the instruction to help students achieve the objectives?	<i>Chunks: break complex material into small "chunks"</i> <i>Channels: use different modes—visual, auditory, etc.</i> <i>Use plenty of examples</i>
	<b>3B. Presenting—Guidance</b> How can you show students: How to interact with the material? What's important and what is not? How the ideas relate to one another?	<i>Say, "The key point is..."</i> <i>Give tips for learning the specific material you are teaching</i>
4. CHECKING UNDERSTANDING	<b>4A. Practice &amp; Feedback</b> How will you provide opportunities for students to use the material or practice new skills, inside and outside of the class? How will they know if they got it or not?	<i>Give a quick quiz</i> <i>Have students create a concept map</i> <i>Assign homework problems</i> <i>Write useful comments on homework problems</i>
	<b>4B. Assessment and Evaluation</b>	<i>Embed assessment in the lesson</i> <i>Relate evaluation to objectives</i>

<b>Instructor</b>		<b>Lesson Topic</b>	
<b>Learning Objective 1</b>	<b>Supportive Teaching &amp; Learning Activities</b>	<b>Scripted Questions</b>	<b>Amount of Time Allocated</b>
<b>Learning Objective 2</b>	<b>Supportive Teaching &amp; Learning Activities</b>	<b>Scripted Questions</b>	<b>Amount of Time Allocated</b>
<b>Evaluation Procedures (how you will determine if the material has been mastered)</b>			
<b>Materials and Aids (what you will need in order to teach this unit)</b>			
<b>Reflection (Your notes about how the unit went and what changes to make for next time)</b>			

## Five Keys to Dynamic Question and Answer Exchanges

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### 1. Set the tone early.

Beginning on the first day of class, create an atmosphere where dialog is expected and valued as a part of the learning experience. Students will adjust to the norms you establish, so communicate the expectation of participation to your students early on.

### 2. Use a variety of techniques to ensure “even” participation.

- Occasionally call on individual students (must be done early on, and with sensitivity).
- Find ways to re-direct students who dominate.
- Have students do a write-pair-share before a large-group discussion.
- Call on areas of the class, e.g. “Someone from the left side of the room...”

### 3. Silence is your friend.

Research on classroom questioning and information processing indicates that students need at least three seconds to comprehend a question, consider the available information, formulate an answer, and begin to respond. In contrast, the same research established that on the average a classroom teacher allows less than one second of wait-time. After teachers were trained to allow three to five seconds of wait-time there are increases in the number of students who respond, the length and quality of their responses, the number of student-to-student interactions, and the number of student questions (Rowe, 1974).

### 4. Respond thoughtfully to students’ answers.

- Authentic, positive reinforcement of the answer or the attempt will enhance learning and classroom rapport.
- Probing can help students go deeper, become aware of assumptions, learn to justify or evaluate their answers, deduce relationships, clarify statements, etc.
- Asking other students to respond or to add to what has been said can be a way to get a more complete answer.

### 5. Respond thoughtfully to students’ questions.

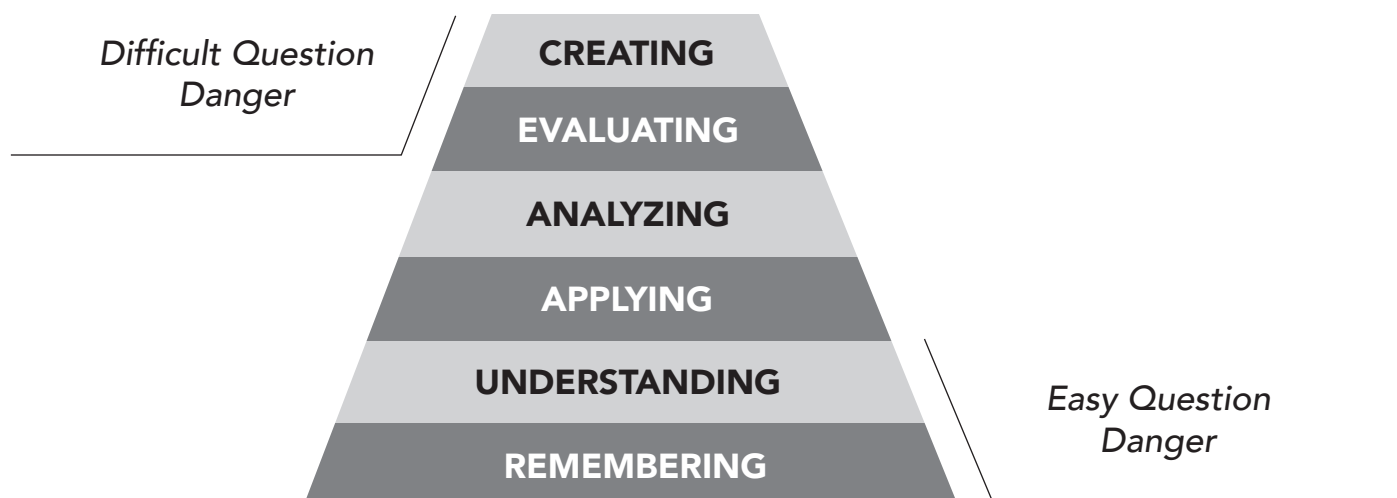
- Stop at key points to ask for questions (though repeatedly using “Any questions?” is not usually effective).
- Refer to students’ questions when they become relevant, e.g. “This is what Chris was asking about...”
- Encourage students with many questions to stay after class or visit office hours, and indicate that you are willing to share more information with them.
- Answer students’ questions in a positive way by using a positive tone, redirecting the question for a class discussion, and helping the student answer his or her own question.
- Check the comprehensibility of your answer: “Did I answer your question?” If you don’t know the answer, don’t bluff it. Tell the students that you don’t know, and that you will find out the answer before the next class session.

## How do I break down difficult questions?

- **Refer to Bloom's Taxonomy.** Look at how the question is worded. What level of Bloom's is the question? What questions could be asked at a lower level that would help students work toward answering the more difficult question?
- **Model an effective approach.** Can you model how to think about the difficult question in a way that supports the students' understanding? Perhaps you can say something like, "Let's break down the problem into its component parts. First, you need to know....." or, "In this field, we can approach this question or problem by....."
- **Offer additional resources.** Where can students find help in constructing an answer?

## How do I build up questions?

- **Look at your learning objective.** What do you really want your students to know or be able to do because of your lesson? What higher-level questions can build up to that objective?
- **Use student interests/ goals.** Can you use your students' interests or goals to create motivating higher-level questions to achieve your learning objective?



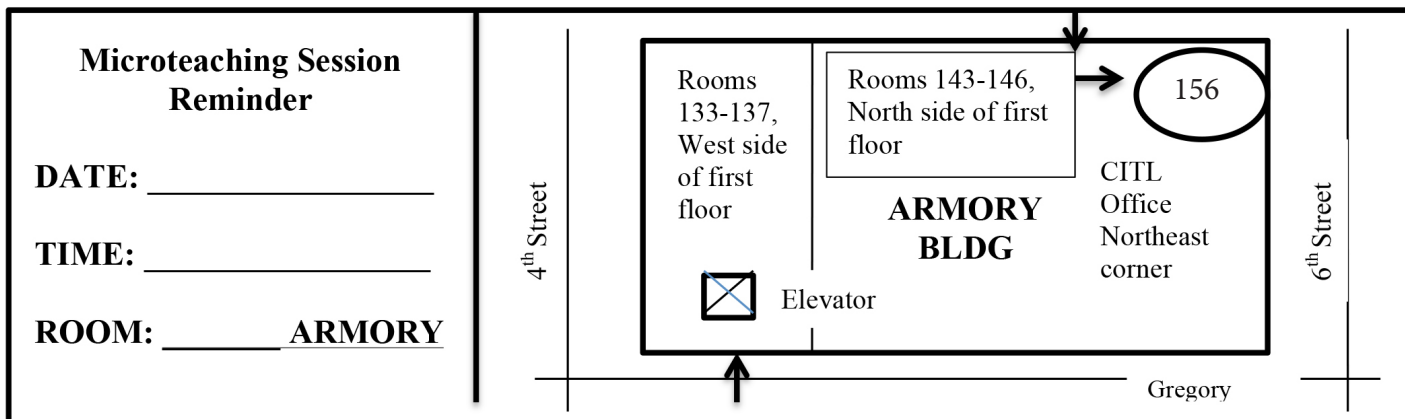
Microteaching is a recorded teaching simulation that provides feedback on, and a starting point for conversation about, your teaching. It is called “micro” because it lasts only 7 minutes, focuses on a narrow lesson, and is taught to a small audience. Microteaching and the playback review are important and required parts of the Graduate Academy.



## Logistics

You will teach your 7-minute lesson in a 90-minute session with 6-7 other TAs. We want microteaching to be positive and useful to you. It is more interesting and useful to be with TAs from diverse departments, so no more than two TAs from the same department will teach in the same session. Sessions will be held on **Friday, January 17**, in 90-minute time blocks at 8:30, 10:00, 11:30, 1:30, 3:00, and 4:30. Microteaching will take place on the first floor of the Armory Building. You should arrive 5 minutes before the start of your session.

You were provided with a link to microteaching signup when you were registered for the Academy. If you haven't signed up yet, find your registration confirmation email and follow the link to sign up.



CITL Office Phone: 333-1462

## Getting Ready – Planning Your Lesson

Choose a topic/concept in your discipline that you could teach to freshmen or sophomores in 7 minutes. You will do some work on planning this lesson during the first day of the Graduate Academy. Effective lessons include:

1. An introduction that sets the stage, engages the students in the topic, and/or lets them know what they will learn during the time you have with them;
2. A presentation of the concept in a way that is organized, clear, and interesting;
3. Ways to involve students through questions, a short activity, a demo, etc.; and
4. A conclusion that provides a summary, a check on the students' understanding, a connection to the next topic, or a question to think about.



You will be teaching in a room that has only a chalkboard and a projector with laptop port. You will have only one minute to hook up your computer to project, so be prepared to teach without slides if you have technical troubles.

## During the Session

You will teach your lesson and get written and oral feedback. In addition to being a teacher, you will be expected to play the role of a student for the lessons taught by the other TAs in the session. You should also be prepared to offer support and ideas for improvement to them, and receive the same from them.

## After the Session

You will sign up for a playback consultation with one of the CITL staff members. These consultations will take place during the first few weeks of the semester.

## The Consultation

The consultation is a private conversation with an experienced instructor about teaching. This conversation starts with your microteaching video as it relates to your current or future teaching assignment. This is not an evaluation, but, rather, is a sharing of ideas and a time to ask questions. You should bring your lesson plan and the feedback forms from your microteaching session. Before the consultation, it will be helpful to visit our website <http://citl.illinois.edu> to get a better sense of who we are, what we do, and how we can help you.

## Microteaching Lesson Planning Tips

1. Choose a small topic you can closely investigate (not just highlight) in 7 minutes.
2. Choose a topic that will interest a broad audience of non-specialists.
3. Do more than talk for 7 minutes – include Q&A, an activity, or a short discussion.
4. Consider doing the kind of teaching you are likely to do for your TA assignment – this does not need to be a 7-minute lecture.

*A good lesson, even a 7-minute one, will have:*

- a clear learning objective that is expressed to your students
- a strong introduction that provides context for the lesson
- a mixture of informing and involving your students
- a strong conclusion that provides a clear takeaway message

You will complete a microteaching feedback form for each of the TAs in your session.

*Please keep in mind:*

### **Presentation/Delivery**

Appropriate pace  
Clear, audible voice  
Eye contact  
Readable handwriting

### **Organization of Content**

States purpose, objectives  
Logical sequence  
Clear explanations  
Transitions  
Summary

### **Engages Students**

Builds rapport  
Enthusiastic  
Interesting examples  
Active learning  
Asks questions

1. What did the instructor do well in this lesson?

2. What would make this lesson more effective?

3. Other comments or suggestions



## BLOOM'S TAXONOMY OF EDUCATIONAL OBJECTIVES

Objectives state what we want our students to learn and be able to do. A statement of an objective contains a noun (type of knowledge) and a verb (type of cognitive process using the knowledge).

General form of a learning objective: Students will be able to *verb* **noun phrase**.

Examples: Students will be able to *design* **an experiment to test a hypothesis**.  
Students will be able to *distinguish* among **confederal, federal, and unitary systems of government**.  
Students will be able to *differentiate* between **rational and irrational numbers**.

	FACTUAL	CONCEPTUAL	PROCEDURAL	METACOGNITIVE
DEFINED	The basic elements students must know to be acquainted with a discipline or solve problems in it.	The interrelationship among the basic elements within a larger structure that enables them to function together.	How to do something, methods of inquiry, and criteria for using skills, algorithms, techniques, and methods.	Knowledge of cognition as well as awareness and knowledge of one's own cognition.
SUBTYPES	Terminology Symbols Specific details Specific elements	Classification Categories Principles Generalizations Theories Models	Skills Algorithms Techniques Methods Criteria for judgement	Strategies for learning Knowledge about cognitive tasks Self-knowledge
EXAMPLE	Works by an artist Historical events Components of a cell	Periods of geologic time Models of government Theory of evolution	Skills to paint a watercolor Skills to analyze an injury Methods of literary criticism	Use of mnemonic strategies Use of organizing techniques Knowing one's understanding of and motivation for a task

## THE COGNITIVE DIMENSION

	REMEMBER	UNDERSTAND	APPLY	ANALYZE	EVALUATE	CREATE
DEFINED	Retrieve relevant knowledge from long-term memory.	Construct meaning by connecting "new" to "prior" knowledge.	Use a procedure to perform exercises or solve problems	Break material into its constituent parts and relate parts to whole	Make judgments based on criteria or standards	Put elements together to form a coherent whole
VERBS	Remember Recognize Identify Recall Retrieve	Understand, Infer, Clarify, Explain, Interpret, Predict, Paraphrase, Illustrate, Compare, Conclude, Classify, Categorize, Generalize, Summarize, Contrast Map	Apply Execute Carry out Use Implement	Differentiate, Analyze Discriminate, Focus Distinguish, Select Organize, Outline Integrate, Structure Attribute, Deconstruct	Evaluate Check Coordinate Detect Monitor Test Critique Judge	Create Generate Hypothesize Plan Design Produce Construct
QUESTIONS	What happened after ... How many ... Who did ... Where did ... occur?	How would you explain ... Who do you think ... Why did ... How would you graph ... Which ... corresponds to ... What are examples of ... How could you group ...	How would you solve ... How would you do ... What would you say to ... How would you work a case of ...	What was the turning point? How is. ... similar to ... Why did ... occur What is needed to ... What were some of the motives for ...	Is there a better solution to ... What do you think about ... and why? Do you think ... is a good thing and why?	What are possible solutions to ... How would you design an ... What would happen if ... How many ways can you ...
ACTIVITIES	Make a list showing ... Make a timeline Make a chart showing ...	Write a summary of ... Prepare a flow chart of ... Write an explanation of ... Make a taxonomy of ... Draw a map/model of ... Draw a graph of ... Write possible outcomes of Retell an event	Solve a problem Write a response to a case study Perform a lab experiment	Write a biography Make a map showing interrelationships Write an analysis of ... Write an essay examining bias in ... Construct a chart to organize related data	Conduct a debate (or a mock trial) Write a critique Prepare a case Write an opinion piece	Design an experiment Create a new product Plan a marketing campaign Create art Design a building

**The general form for writing a learning objective: Students will be able to verb noun phrase.**

**An example of a learning objective: Students will be able to write a learning objective that is clear and specific.**