

Some The ABCs of Teaching



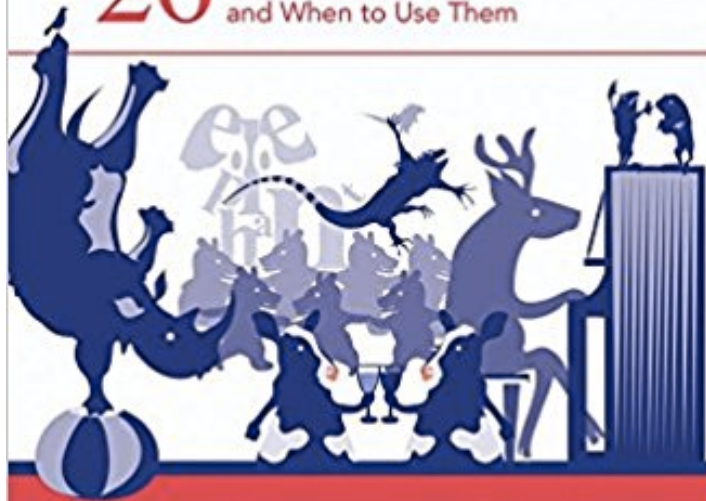
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THE ABCs OF HOW WE LEARN

26 Scientifically Proven Approaches,
How They Work,
and When to Use Them



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Ability

Ability

- Assume that:
 - All students can succeed
 - Students need to believe they can succeed
 - Learning is hard
 - Learning takes times
 - Forgetting is normal

Body Language

Body Language

- Smile
- Seem interested in being there
- Move around
- Point at things not in directions
 - if they can't tell what you're pointing at – don't point.

Channels

Channels

- Channels of information (text, talk) can interfere
- You can put text-heavy notes in the slides
- Don't allow laptops/phones unless justified

Assessment

Assessment

- Trying to recall information is one of the best strategies for learning!
- Students overestimate their understanding
- Give students opportunities for “formative” assessment (that they just learn from)
- Ask students if it was clear

Bound

Bound

- Everything can always be better
- Set limits (start the morning before lecture)
- Hold office hours in lab (leave at the end)

Clarity

Clarity

- It is great to be clear
- SUPER important to make your goals explicit
 - What do you want students to learn?
 - What do you want students to know how to do?
 - How should they be studying?
 - Should they be taking notes during lecture?

Active Learning

Active Learning

- The buzz word doesn't mean much of anything without elaboration
- Don't just lecture
- Take breaks
- Include group work

Borrow

Borrow

Try to avoid recreating the wheel

- nifty.stanford.edu
- engage-csedu.org
- peerinstruction4cs.org/
- acm.org/education/CS2013-final-report.pdf

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