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Today’s essential question

How do you effectively teach at the university level?
Follow along with the two column notes.

Link if you’d like to do this digitally:

Why are you teaching?

Write it down and share with someone around you.
Why are your students in the class?

Is it required?
Is it an elective?
General education?
If students wanted to learn the course content, they would already know it because they can find the information online.
Your students are not you.

Honor their differences and experiences.
What are your course learning outcomes?

- Do students know what they are?
- Are they written in a way students understand?
- Do students know the real world consequences for failing to meet the standard?
- Are they aligned with your assessments?
If you aren’t assessing your teaching, you’re wasting everyone’s time.

Compare teaching to an experiment.
Assessment

Formative
- Just in time
- Feedback, not grade
- Efficient, specific
- Provide resources

Summative
- Formal
- “gatekeeper”
- Multiple outcomes assessed
- High stakes
Assessment Process

1. Identify learning outcomes in student-friendly language
2. Align summative assessment that mirrors real life tasks with clear criteria
3. Task analysis
   - Chunking content/skills
4. Examine data before teaching next session
5. Align formative assessment to each
6. Provide feedback and resources to students
Effective Teaching Checklist
Teaching, often called an “art and a science”
Let go of perfectionism

Limited resources

Continuous improvement, circumstances constantly change
What questions do you have?

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My class is Tues/Thurs 9:30 AM in Norwood 208. Email me to observe.
Credits

Special thanks to all the people who made and released these awesome resources for free:

- Presentation template by SlidesCarnival
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