

Teaching Tips

A Forum for discussion and tips for advancing teaching and learning at Mona

Centre for Excellence in Teaching and Learning



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Special points of interest:

- The Teaching Tips Newsletter is a publication of the Centre for Excellence in Teaching and Learning (CETL) at the UWI, Mona.
- The Newsletter is published once per month and provides tips for improving teaching and learning in higher education. It is available online (<http://myspot.mona.uwi.edu/idu/>) as well as in the office of the CETL.
- If you have an area that you would like to explore using this medium, do not hesitate to contact us at the CETL.

Welcome



The Centre for Excellence in Teaching and Learning at the University of the West Indies, Mona Campus, uses this medium to welcome our entire new and returning faculty to the new academic year. We wish you a very successful period of teaching, learning and professional development.

During the First Week/ First Class

Select one or more of these activities in each category - don't attempt to do them all.

Introduce yourself

- ◆ Introduce yourself & talk briefly about your background, experience, and interests. The better the students get to know you and vice versa, the better the class will work.



Establish expectations (yours and the students')



- ◆ Tell your students about your expectations and pledge your support to them to help them achieve their learning goals in your class. In other words, let them know what to expect from you.
- ◆ Hand out the course outline/syllabus. Review critical rules and procedures or create an opportunity for students to create rules for the class.

- ◆ Have students in pairs read through the course outline/syllabus and raise questions.
- ◆ Distribute advice collected from students at the end of the previous offering of the same course.
- ◆ Have students write their goals for the semester.
- ◆ Have students anonymously hand in rumours they've heard about the course or about you. Next class period, address them.

Establish student-instructor and student-student communication mechanisms



◆ *Learn the students' names.*
Use a seating chart (if possible) and quiz yourself during exercises and tests, or take and label digital photos or photocopy their ID's and study them after class. This may be the single most effective way to motivate them to learn.

- ◆ Set up a class e-mail or chat room or website, require their use at least once or twice.
- ◆ In very large classes, designate student representatives to collect and relay feedback from constituent student groups.

Motivate the students' interest in the course.



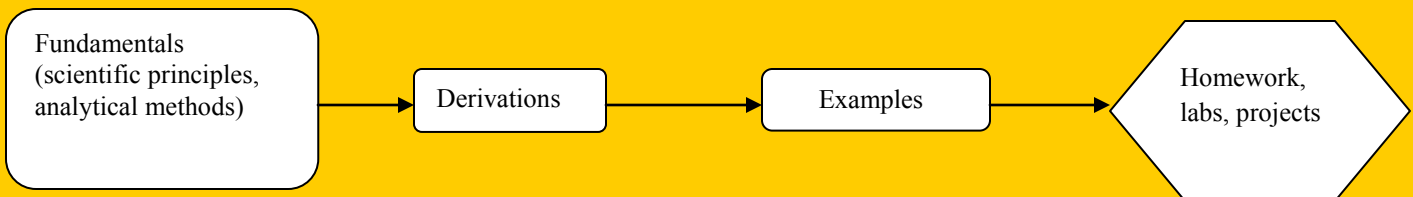
- ◆ Show a graphic organizer for the course.
- ◆ Survey (or get students to brainstorm) real-world applications of the course topics.
- ◆ Show photos & videos of real-world connections to course material.
- ◆ Have students briefly work in groups to itemize what they know and what they need to determine and outline how they would proceed. Subsequently use the problem to introduce each new topic and to provide context for the next body of course material.
- ◆ Repeat the opening exercise at the end of the course to give students a sense of how much they have learned.

From: Brent, R., & Felder, R. M. (1999). It's a start. *College Teaching*, 47 (1), 14-17.

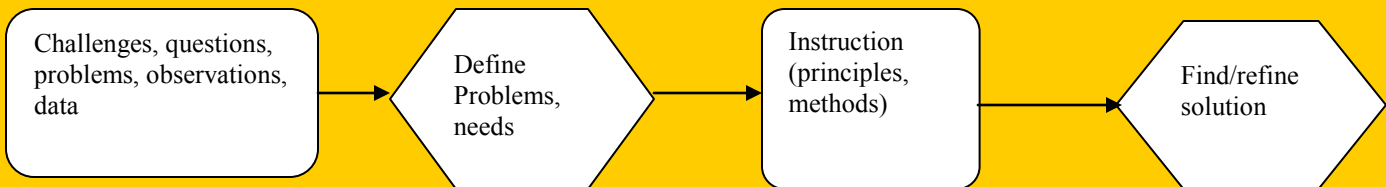
Inductive Teaching and Learning*


How will you teach this semester? Let's remember our commitment to be a learner/student-centred institution. You can teach your courses in learner-centred ways and one approach to teaching in learning-centred ways is to teach inductively instead of deductively.


Deductive (traditional)*



Inductive (inquiry, problem based learning)*



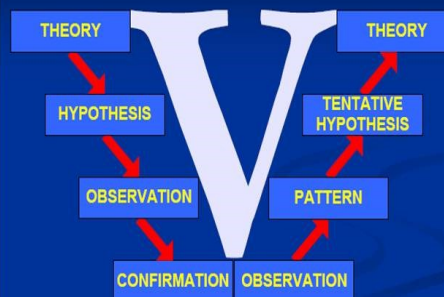
 = teacher-centred

 = learner-centred

Deductive teaching*

Start with principles, deduce and derive methods and applications. Oftentimes this approach is understood to be the traditional approach in teaching and is used extensively in science and engineering education. It is believed to be efficient in producing short term retention of information.

Deductive Vs. Inductive



Inductive teaching*

Start with challenges, introduce principles and methods on a need-to-know basis in the context of the challenges. Various forms are available for instance, inquiry based learning, problem-based learning, cases, projects etc. This approach is known to be effective in promoting conceptual understanding, long term retention and transfer.

*Prince, M.J. & Felder, R.M. (2006). Inductive teaching and learning methods. *J. Engr. Education*, 95(2), 123– 138.

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which features our monthly *Teaching Tips*, *The Mona Teaching*, *Assessment Handbook* etc.

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