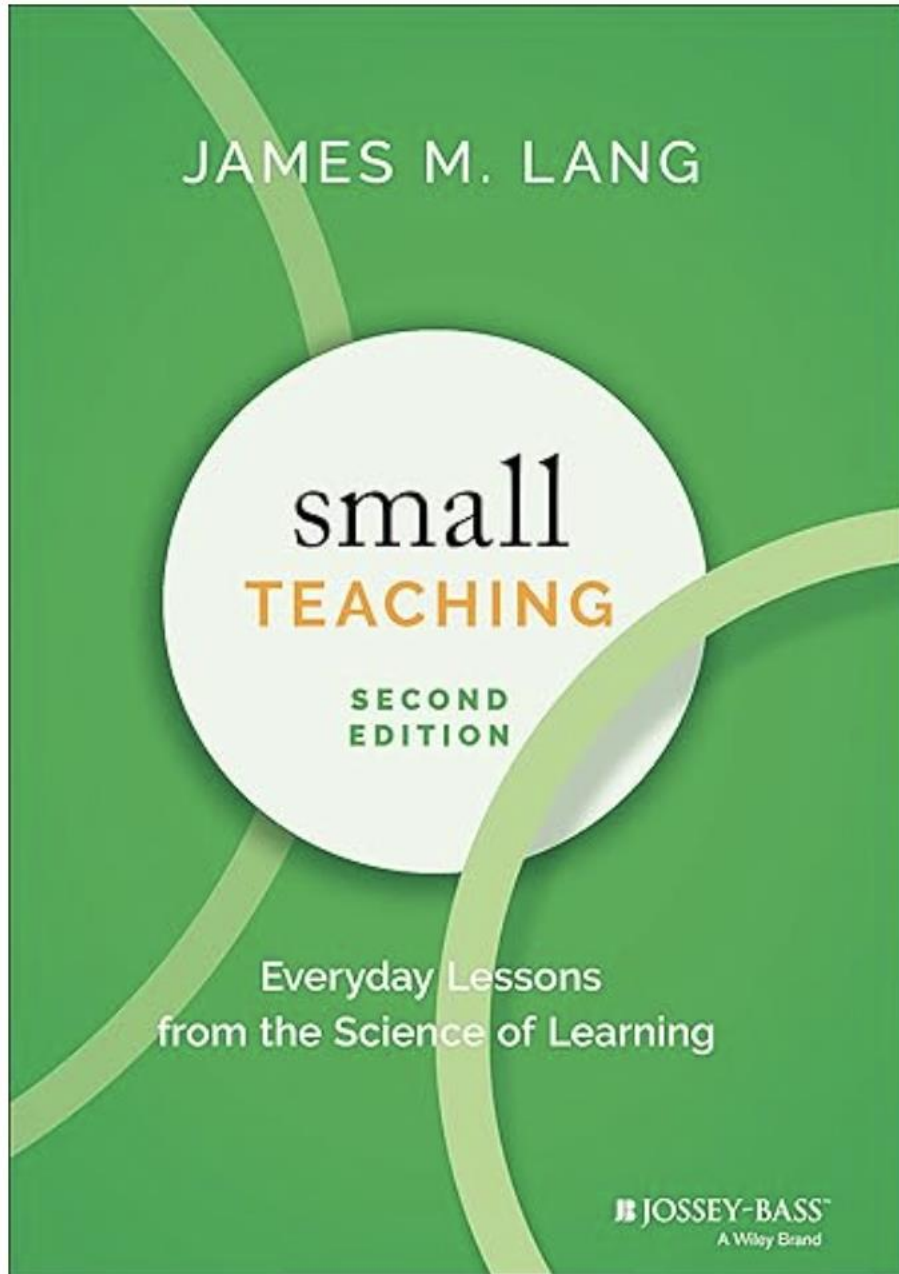




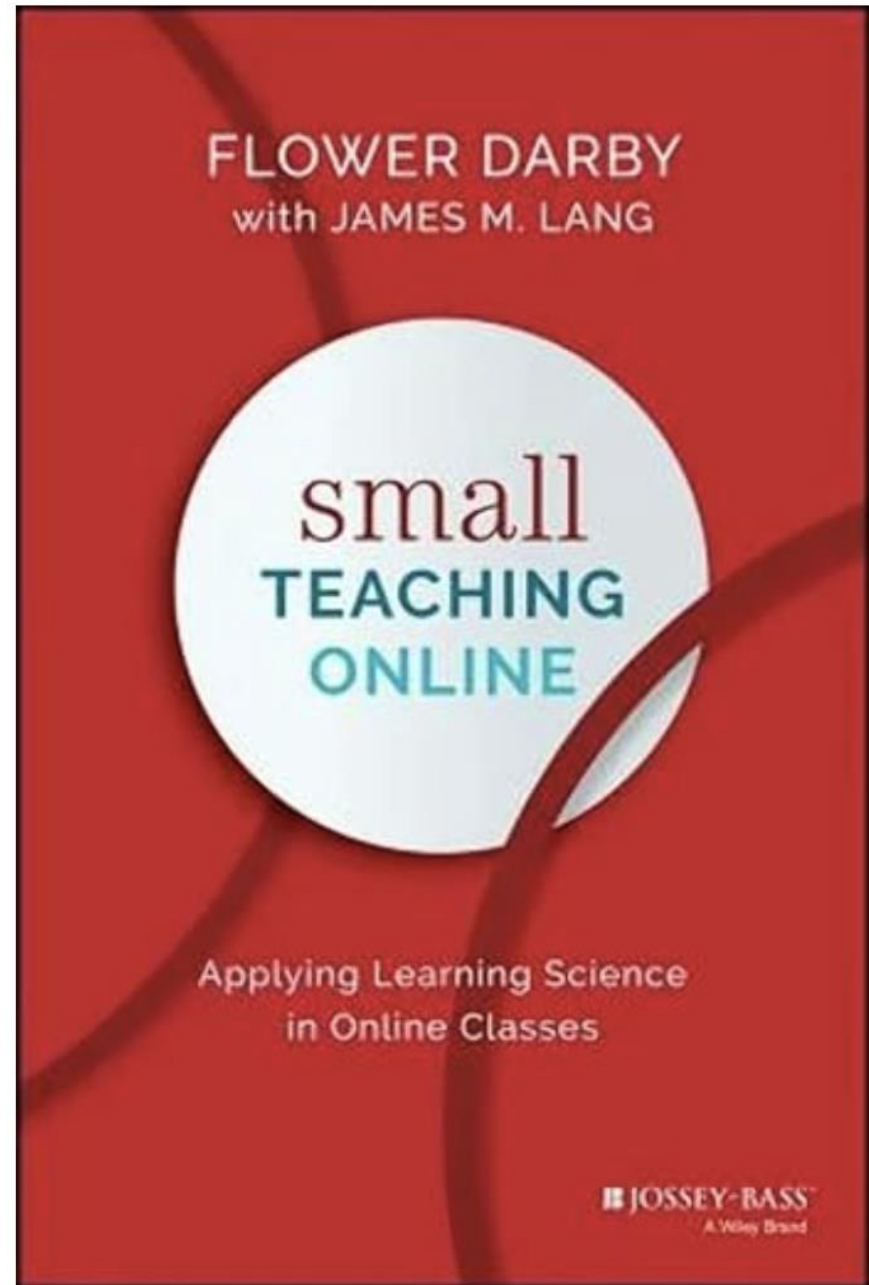
Small Teaching

CoS TEAM Teaching Conversation





<https://www.amazon.com/Small-Teaching-Everyday-Lessons-Learning/dp/1119755549>



<https://www.amazon.com/Small-Teaching-Online-Applying-Learning/dp/1119619092>

James Lang

- Professor of English and director of the D'Amour Center for Teaching Excellence at Assumption University
 - Initial focus on reducing academic integrity violations
 - Increasing frustrated on the seminar/workshop circuit that most of what he discussed could not be implemented by faculty until *next* semester
 - *Began to focus on small practices that could be implemented the next class period.*



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Lang's Criteria for Small Teaching

1. Must have foundation in learning science (neuroscience, biology, and psychology)
2. Research demonstrating positive impact in “real-world educational environments” (focus on student learning, performance, retention, or well-being effects)
3. Principles had to be directly observed by Lang

Must require minimal preparation and grading!



Small Teaching Forms

1. Brief (5-10 minute) classroom or online learning activities (small interventions)
2. One-time interventions (small portion of a class period or small portion of a course)
3. Small modifications in course design or communication with students (no radical rethinking of your course)



Book Organization

- Knowledge
 - Predicting
 - Retrieving
 - [Interleaving](#)
- Understanding
 - Connecting
 - Practicing
 - Explaining
- Inspiration
 - Belonging
 - Motivating
 - Learning



USG Inventory of Small Teaching Practices

- Preparing to learn
- First five minutes of class
- Hitting pause
- Last five minutes of class

Developed by: Jordan Cofer, Meg Mittelstadt, Justin Mays, Pamela Moolenaar-Wirsiy, and Marina Smitherman.
University System of Georgia, October 2018



Select one course to consider when responding below. Focus course: _____

Preparing to Learn:	Never	Rarely	Sometimes	Often	Always
1. I reserve a small part of quizzes and/or exams for questions or problems that require students to draw on prior course content.					
2. I arrive at class early and spend a few minutes getting to know my students.					
3. I supply my students with a pretest at the beginning of the course/semester (e.g. pre/post-test or concept inventory).					
4. I provide students with a scaffolding or framework of lecture material in advance of or following class (Guided Notes).					
5. Before the semester begins, I brainstorm a comprehensive list of skills students will need to succeed in my course.					
6. I provide students with clearly outlined expectations/criteria for their course work and/or examples of what satisfactory work looks like.					
7. I provide rationale and opportunities for students to explain why they are learning course content.					
8. I include tips on study strategies for success in my course in my syllabus.					
9. I attend faculty development programming to consider how I can make small changes to my teaching to improve students' learning.					
10. I provide students with guided reading prompts.					

First Five Minutes of Class:	Never	Rarely	Sometimes	Often	Always
11. I put up questions for my students to consider before beginning each class session.					
12. I give frequent low stakes assessments (e.g. weekly).					
13. I open class by asking students to recall and reflect on prior learning.					
14. Prior to the first content exposure, I ask students to write down what they already know about the topic.					
15. I open class by giving students time to discuss a confusing or challenging point from the prior class/homework assignment.					
16. I open each course session by telling a story or presenting an intriguing fact, image, or quote to elicit emotion or capture attention.					
17. I open class with silent contemplation, journaling, or a mindfulness exercise for deepened awareness and concentration.					
18. I communicate enthusiasm for my discipline in each course session.					
19. I encourage students with prompt feedback in growth language (e.g., Mistakes train your brain. / I believe you can learn to do this.).					
20. I begin class by providing students with the learning outcomes for the current course content.					

Hitting Pause:	Never	Rarely	Sometimes	Often	Always
21. I pause multiple times during class for student feedback (student response systems/clickers).					
22. I pause for small group discussions, problem-solving, or other course work.					
23. I pause to show demonstrations, simulations, or video clips.					
24. I offer everyday examples or common experiences, or more importantly invite students to research and provide their own.					
25. When presenting cases, problems, or examples I stop before the conclusion to ask students to predict the outcome.					
26. I ask students to create concept maps, diagrams, or pictographical representations that demonstrate students have grasped key concepts.					
27. I ask students to solve new problems.					
28. I make use of peer review or peer instruction in my courses.					
29. I create spaces for students to explain or reflect on their learning while they work.					
30. I use classroom assessment techniques like "Think-Pair-Share" as an active lecture break.					

Last Five Minutes of Class:	Never	Rarely	Sometimes	Often	Always
31. I close class by asking students to write down the most important concepts to help students see, summarize, or express confusion (e.g., Muddiest Point; Know-Wonder-Learned).					
32. I close class by asking students to take a short quiz, answer written questions, or solve a problem (Exit Ticket).					
33. I close class by asking students to predict what we are going to cover in the next class session.					
34. I close class by posing a question that will be answered by the reading or the next class session.					
35. I ask students to write letters to future students in the course (or their future selves) about how to succeed in the course.					
36. I provide my students with time to update a classmate on what they learned.					
37. I provide my students the opportunity to "support a statement" using the content they have learned in that class session.					
38. I create mini review sessions in which the students spend the last fifteen minutes of class applying that week's content to a new problem.					
39. I provide the opportunity for students to tie the day's material into contexts outside of the classroom (Closing Connections).					
40. I close class by asking students to create new connections (One Minute Thesis).					

Using the USG Inventory

You do not need to do every item on the list frequently

- Already using some of these techniques?
 - Consider whether it would most benefit your students to increase focus in areas you already all incorporating activities or to add an activity in a new area.
 - Pick ONE new small teaching technique or activity to incorporate in your current course.
- Not using these techniques?
 - Consider in what area it would most benefit your students to add a small teaching technique.
 - Pick ONE new small teaching technique or activity to incorporate in your current course.
- Think about communication
 - Improving communication with students, even if you feel you already communicate well, often has enormous impact. Is there a small teaching technique or activity that would enhance communication with your students?

