

notes on teaching intensives

30 march 2011

what are we learning?

from the literature

- Melbourne working paper
- brain-based research
- improving instructional skills
- focus on rigor

<http://www2.luthersem.edu/mhess/web/TeachingIntensives.html>

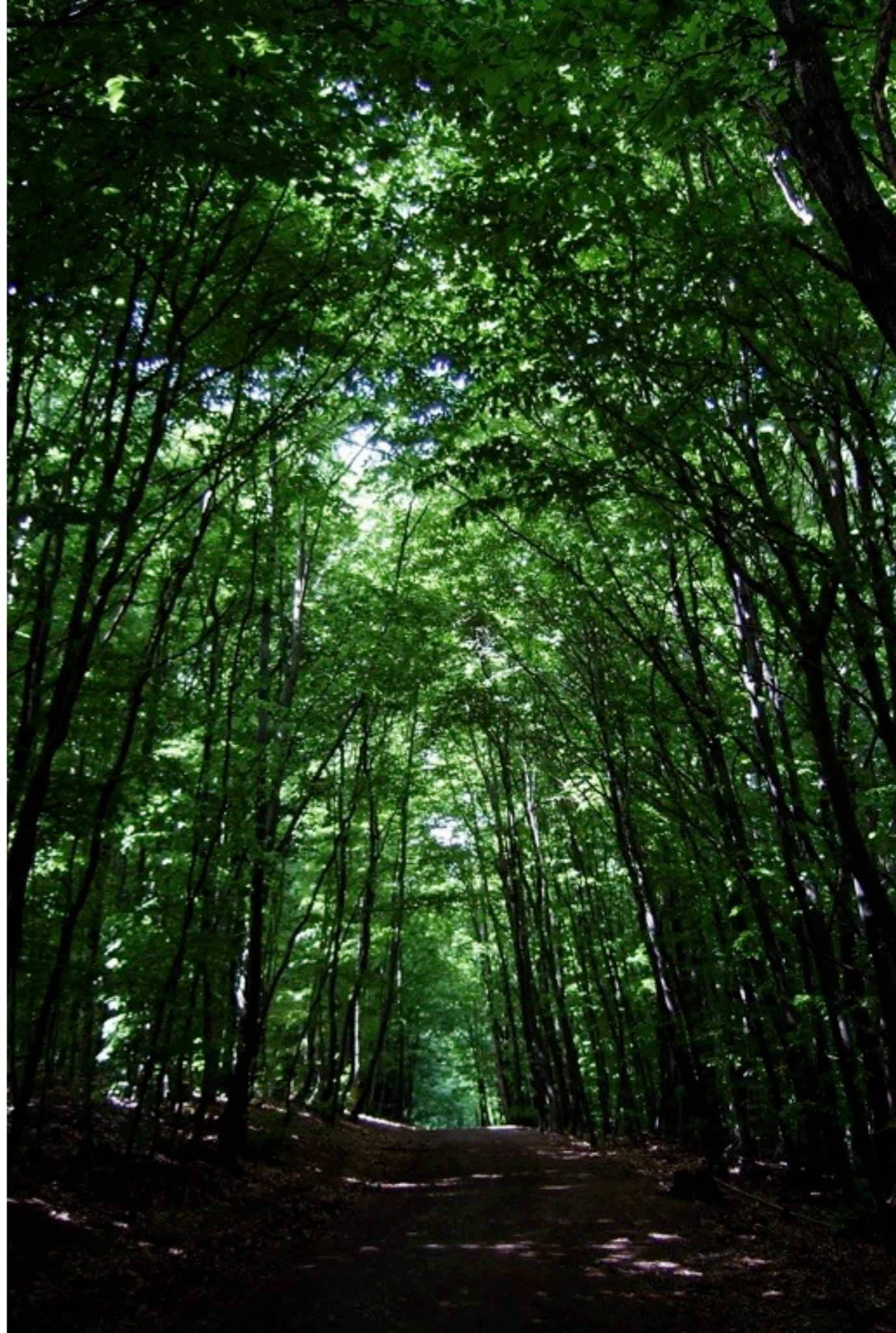


best advice: focus on learning and do what works

4 key components

- extensive structuring of learning tasks by the teacher
- strongly interactive student-student learning
- effective immediate de-briefing or other assessments that furnish prompt feedback for the teacher on actual learning
- responsive subsequent modifications

<http://cgi.stanford.edu/~dept-ctl/tomprof/posting.php?ID=1058>



what are we learning at Luther?

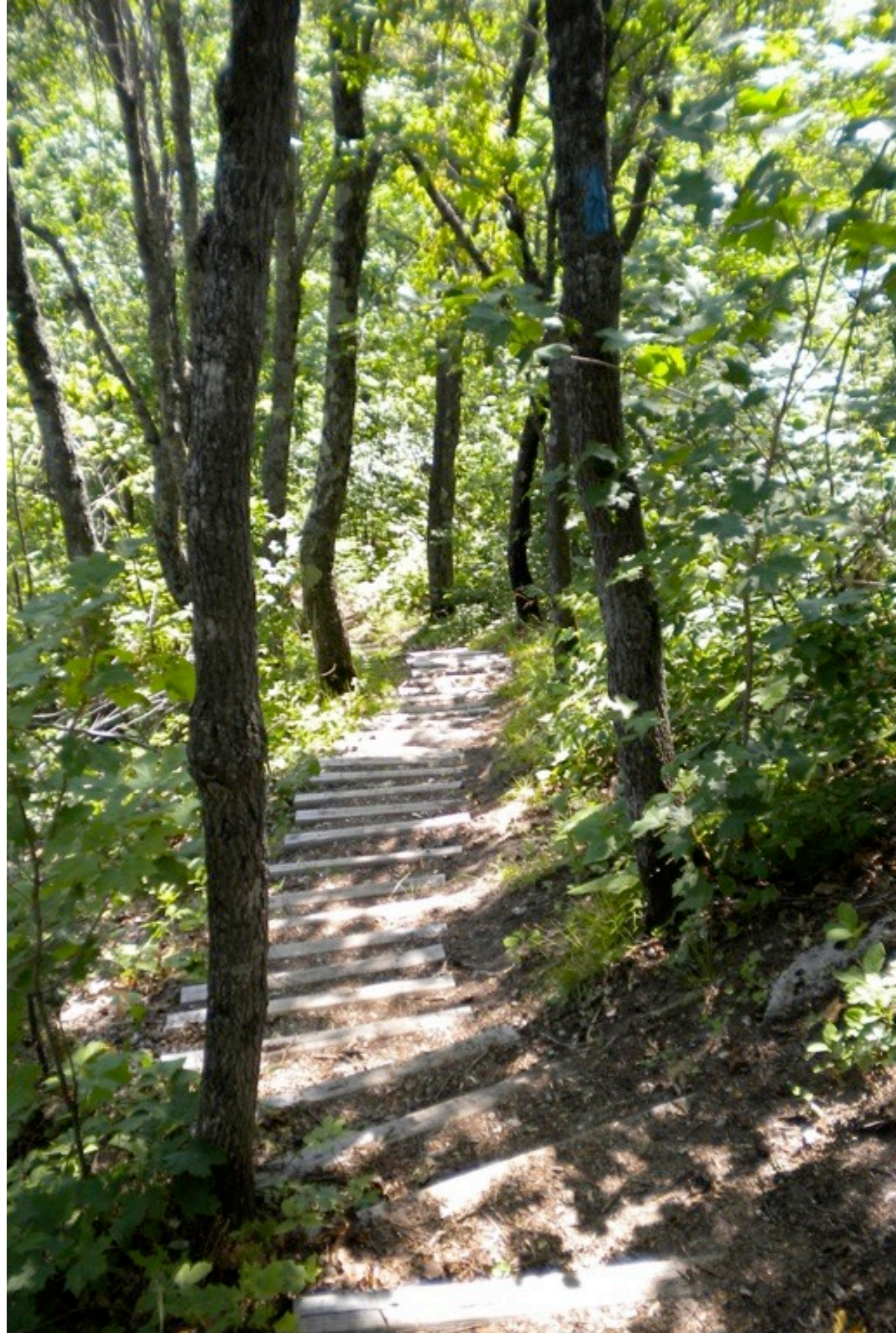
preparation and management

- materials available well in advance with clear goals (syllabi)
- quizzes to check comprehension (ELbooks)
- in-class exercises that promote practice with materials (CYFdemos)
- final projects completed after the gathering
- fewer but deeper topics



student experiences

- diversify in-class experiences
- move sessions into different contexts
- provide multiple and speedy means of feedback
- use student experiences as part of classroom instruction
- emphasize transparency





remember Zull: don't explain, build on errors, engage the whole brain

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TeachingIntensives.html](http://www2.luthersem.edu/mhess/web/TeachingIntensives.html)