

Getting Started With Active Teaching

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The Active Learning Credo

When I only **hear**, I *forget*.

When I hear and **see**, I *remember* a little.

When I hear, see, and **ask questions**, and **discuss** with someone else, I begin to *understand*.

When I hear, see, question, discuss, and **do**, I *acquire* knowledge and skill.

When I **teach** someone else, I *master* the subject.

Active Knowledge Sharing

1. Students learn best by _____.
2. What goes on in students' brains during a lecture?
3. A lecturer speaks approximately _____ words per minute; students listen to a lecture at the rate of _____ per minute.
4. In classes of 30-40 people, how many students participate a lot (ask and answer questions, etc.)?

Active Knowledge Sharing

[use multiple choice, true/false, fill in the blank, short answer]

1.

2.

3.

4.

Five Ways to Increase Participation

1. **Create the opportunity for "pre-discussion."**
 - Pose a question and invite students to discuss it with someone seated next to them.
 - Next, ask the question again for a total group discussion.
2. **Obtain a commitment to participate.**
 - Pose a question and ask: *How many of you have some thoughts about this?*
 - Encourage several people to raise their hands.
 - Call on students who have not participated so far, or if time is available, call on all the hands raised.
3. **Specify how many you wish to participate.**
 - Ask a question and open it up to the entire group.
 - Say: *I'd like to ask four or five people to give me their opinions.*
4. **Establish a "new" participant rule.**
 - Pose a question.
 - Say: *I'd like volunteers to raise their hands.*
5. **Use the "call on the next speaker" format.**
 - Ask students to raise their hands when they want to share their views and request that the present speaker in the group call on the next speaker (rather than the instructor performing this role).
 - Say: *When you are the speaker, please talk to your classmates rather than addressing me.*

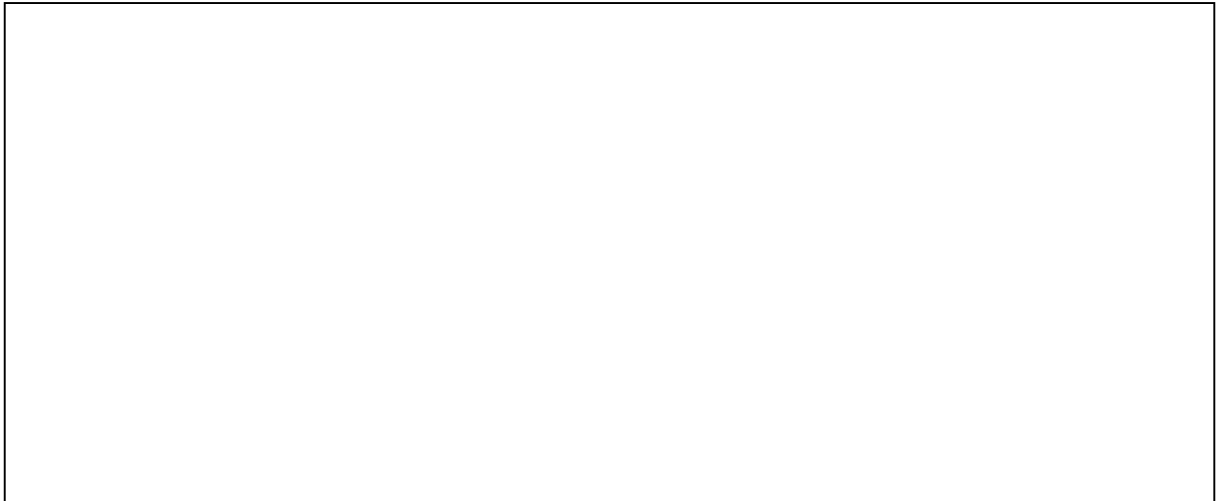
Ten Assignments to Give Learning Partners

Which of the following would apply to your courses? (circle number)

1. **Share** your reactions to an assigned reading, an exercise, or a video.
2. **Discuss** a short written document with each other.
3. **Practice** a skill with each other.
4. **Recap** a lecture or demonstration together
5. **Develop** questions together to ask the instructor.
6. **Analyze** a case problem or exercise together.
7. **Test** each other.
8. **Respond** to a question posed by the instructor.
9. **Compare** how you completed a task (e.g. a survey).
10. **Read** each other's written work.

Behavior Modification

What is it? How does it work?



- Increase or decrease?
- Different strokes for different folks
- It goes **BOTH WAYS**

Ten Suggestions for Making a Lecture Brain-Friendly

Building Neural Interest

1. **Lead-off Story or Interesting Visual:** Provide a relevant anecdote, fictional story, cartoon, or graphic that captures the audience's attention to what you are about to teach.
2. **Initial Case Problem:** Present a problem around which the lecture will be structured.
3. **Test Question:** Ask students a question (even if they have little prior knowledge) so that they will be motivated to listen to your lecture for the answer.

Maximizing Understanding and Retention

4. **Headlines:** Reduce the major points in the lecture to key words which act as verbal subheadings or memory aids.
5. **Examples and Analogies:** Provide examples throughout the lecture and if possible, create a comparison between your material and the knowledge/experience the students already have.
6. **Visual Backup:** Use flip charts, transparencies, brief handouts, and demonstrations that enable students to **see** as well as **hear** what you are saying.

Involving Students in the Lecture

7. **Spot Challenges:** Interrupt the lecture periodically and challenge students to give examples of the concepts presented thus far or answer spot quiz questions.
8. **Illuminating Exercises:** Throughout the presentation, intersperse brief activities that illuminate the points you are making.

Reinforcing the Lecture

9. **Application Problem:** Pose a problem or question for students to solve based on the information given in the lecture.
10. **Participant Review:** Ask students to review the contents of the lecture with each other or give them a self-scoring review test.

Your Plan

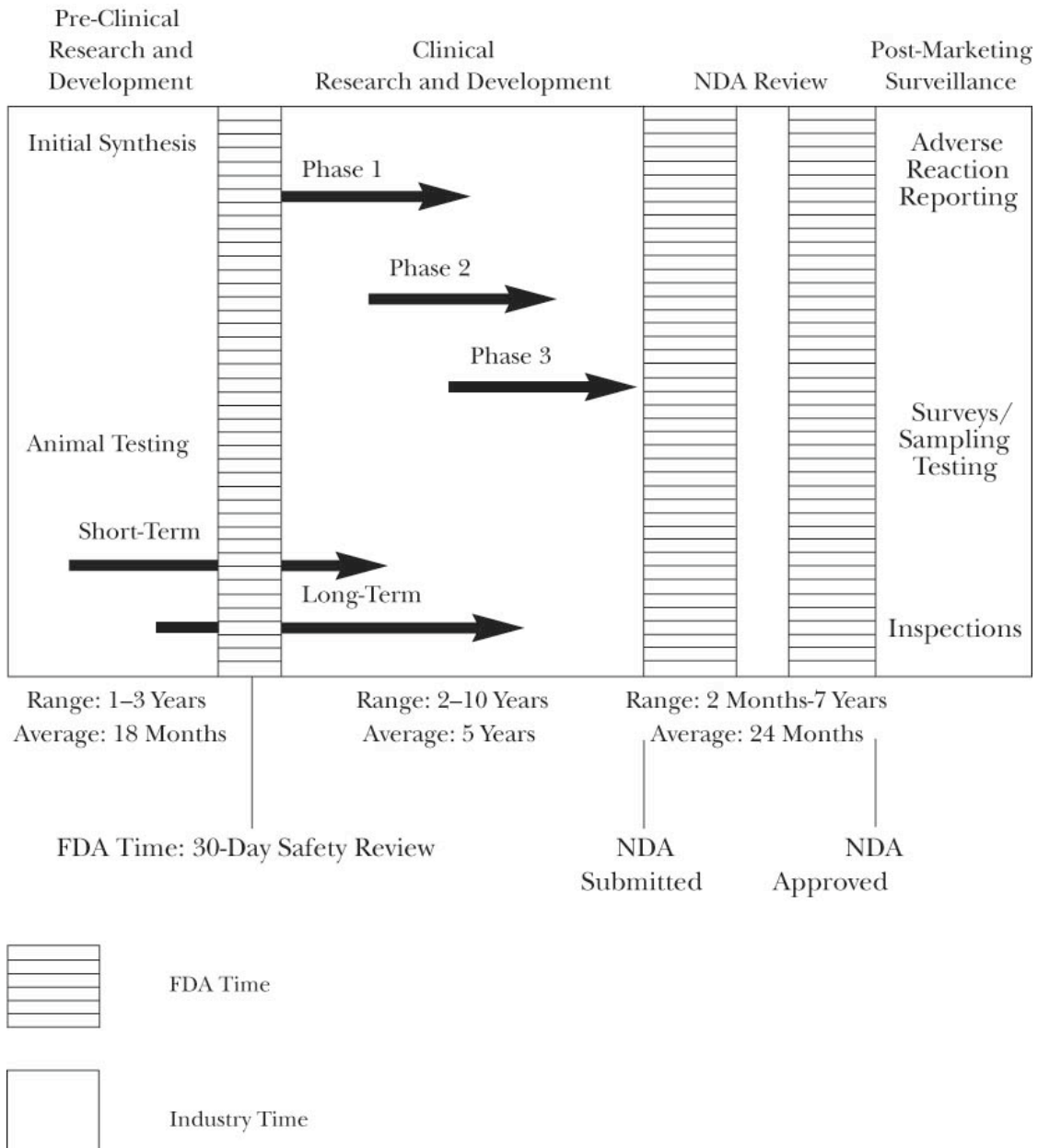
Building Neural Interest

Maximizing Understanding & Retention

Involving Students

Reinforcing What's Been Taught

New Drug Development



Some Guidelines to Help Decide What Constitutes Sexual Harassment

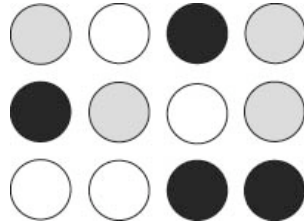
1. **Quid pro quo harassment**--"Quid pro quo" means "this for that." Requiring or even suggesting sexual favors in return for job consideration, promotion or retention is clearly illegal. Women are more often the target of quid pro quo harassment but there are cases in which men have been the victim.
2. **Unwelcome behavior**--To assert a claim of harassment, a victim in most cases is expected to flatly reject sexual advances or directly chastise the harasser about his behavior. However, in some cases the victim is too intimidated to tell the harasser that his behavior is unwelcome. In such cases, the victim can still assert a claim of harassment.
3. **Isolated Occurrences**--Unless the conduct is quite extreme, a single instance or isolated incidents of offensive conduct or remarks generally are not considered to be harassment. As a general rule, the less severe the harassment, the more a victim needs to show a repetitive series of incidents. However, it is usually not necessary to show that other people were also "harassed" by the offending party. That is, harassment can occur when there is only one "victim."
4. **Hostile Environment**--Touching is not required to prove sexual harassment. Catcalls, leers, suggestive comments, explicit graffiti or sexually explicit photographs can constitute harassment if such conduct created a hostile or offensive work environment. The Supreme Court has held that a work environment can be "hostile" even the victim was unaffected in her work performance and did not suffer mental anguish.
5. **Prior Romantic Involvement**--The fact that two co-workers have, or had at one time, a romantic relationship does not preclude a finding that one has harassed the other. Spurned lovers are as capable of harassment as anyone else. The movie, *Disclosure*, with Michael Douglas and Demi Moore, illustrates this point.
6. **Ordinary Reasonable Woman**--A victim must prove that the harasser's conduct would have been offensive to the "ordinary reasonable person". In cases in which women are harassed, women's sensibilities, not men's sensibilities, set the standard. The reverse is true when men are victims.

Some Questions About Sexual Harassment

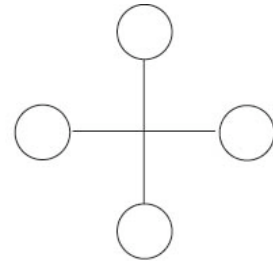
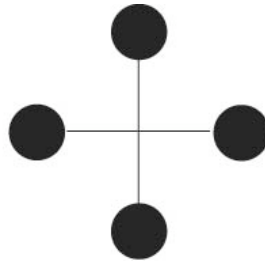
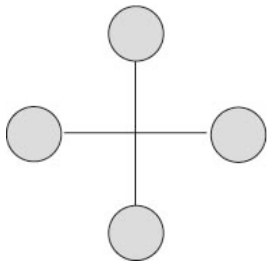
1. Mary, a computer programmer at Shark, Inc., has been approached for a date by her immediate supervisor many times over the past two months. While politely giving him excuses for declining his offers, she has not told him to stop asking her out. She is afraid to make him angry since any chance of advancement in the company depends on his recommendation. Does Mary have grounds for claiming sexual harassment?
2. Assume the same facts as above, except that Mary's supervisor told her that she would not be promoted unless she agreed to date him. How does this additional fact impact Mary's claim? What is this type of harassment called?
3. One day Bob put his arm around his co-worker, Betty, when no one was around and told her that he really wanted to have sex with her. Betty, in no uncertain terms, told Bob to leave her alone and was very upset by his behavior. Would she be successful claiming sexual harassment in court?
4. For the past few months, several employees at Shark, Inc. have placed sexually explicit photographs in the employee cafeteria. Lisa, an employee, has found the photographs to be very offensive and has complained about them, but the photographs reappear each day. Her performance at work has remained excellent and she has suffered no mental anguish. Does she have grounds to bring a claim of harassment?
5. With respect to #4 above, what standard will the jury be instructed to apply to decide whether the conduct in question was offensive?
6. Beth is John's supervisor at Shark. Up until a month ago, they were romantically involved. After John ended the relationship, Beth told John he would get the worst work assignments in the unit unless he agreed to resume their relationship. Does John have grounds to assert a claim of harassment?

Jigsaw Learning Example

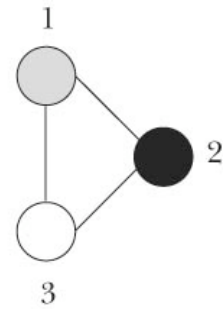
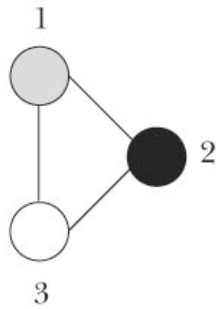
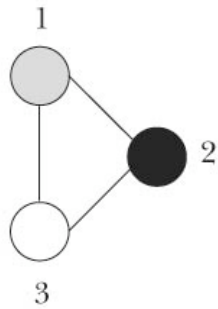
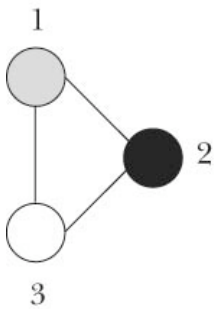
Total Group



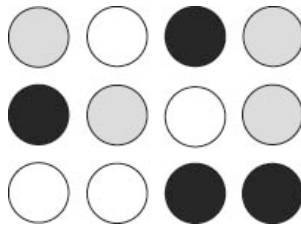
Study Group



Jigsaw Learning Groups



Total Group Review



Medical Terms

ADEN	Gland
BIO	Life
CARDI	Heart
CEPHAL	Head
CHOLE	Bile
CHONDR	Cartilage
COST	Rib
CRANI	Skull
CYST	Sac
CY	Cell
DERM	Skin
ENCEPHAL	Brain
ENTER	Intestine
GASTR	Stomach
GYNEC	Woman
HEMAT	Blood
HYSTER	Uterus
KERAT	Cornea
LEUC	White
MY	Muscle
NEPH	Kidney
OPHTHAL	Eye
OSS OR OSTE	Bone
OT	Ear
PATH	Disease
PNEUM	Lung
PROCT	Anus
PSYCH	Mind
PY	Pus
PYEL	Pelvis

What Are You Taking Away?

1.

2.

3.

4.