What else does it take? -- The reflective excellent teacher

Models of effective teaching tend to focus on what the teacher is (patient, enthusiastic) and does (prepares, simplifies, assesses). This interactive session adds some of what do we need to know about our students and ourselves.

Self-discovery and reflection

♦ How teaching affects your identity
♦ Awareness of values, biases, or hidden agenda
♦ Levels of confidence, imagination, and creativity
♦ Default position for difficult situations
♦ Faithfulness to the implicit contract with students
♦ Degree of approachability, formality, and boundaries
♦ Inclination and ability for self-assessment
♦ Comfort with distinct teaching modes
♦ Tendency toward holistic or serialistic teaching styles
♦ Degree of flexibility with course content and structure
♦ Why be an excellent teacher?
Student discovery

♦ General background, academic preparedness

♦ Prior knowledge, exposure to subject and methods

♦ Level of introspection and maturity

♦ Metacognitive skills and resource management

♦ Motivation, reason for enrolling, expectations, worries

♦ Perceived relevance of course material to personal goals

♦ Special circumstances that may inhibit learning

♦ Reasons for poor performance on specific tasks

♦ Cognitive aspects of acquisition, retention, and retrieval

♦ Relevant naïve theories and misconceptions

♦ Possible sources of belief perseverance