Pedagogical Issues with Transition to 5 Day Cycle

February 14 and 15, 2013

Introductions

Comparison Slides

 Class days per semester

 Contact hours per semester

 Contact hours – 2 weeks

 Ie, a full cycle in our current structure

 Contact days

How do you organize? Slide

Follow text material sequentially; move to new topic in middle of class period if that is way the time works

One cohesive topic per day

For example, when addressing the 1970s in US Survey, I’ll do a day on Nixon and Watergate, a day on the empowerment of women, a day on economic malaise, and a day on the rise of the religious right.

Ask them to brainstorm – small groups

 What are they going to think about as they plan?

 How are they going to go about it?

 What concerns/issues do they see?

What do you need to think about in general?

 A little less time, so what do you give up.

If package one central topic per day (versus continuously moving to new topics as time allows)

70 to 55

 Have more contact days than currently, but less time each day

 And will lose a bit more since more starting and stopping

 How to get them started on time, and not packing up early

 Have to plan on doing less each day

 May have to restructure, change pace if doing a mix of techniques

 Less time for small group?

 Do you have exercises that really need 70 minutes?

 Can you adjust? Do you have to drop or combine over two days?

How do you create continuity between Monday and Wed if all part of same topic?

 Need to spend time reminding class of prior

 Opportunity for minute papers to see what sunk in and/or what needed

 Exams

 How much can they do if in class?

 Need for more take home?

70 to 80

 More time, but fewer contact days

 Need to cover more each day if same end goal

 Need to start on time, not let them pack up early

 Need to monitor lest we simply give a little more time to each aspect

More need to demand of longer period on attention span.

Multiple activities

lecturing or faculty centered will be even more deadly

Attention span issue will probably become more evident since won’t have only 70 minute model. Shifting between 55 and 80 will make 80 seem much longer.

 How much will be lost between Th and T?

 How to recover?

 How can you teach things that need lots of frequent practice?

 Out of class work?

 Technology?

 Exams

 Do you need 80? Can you afford to give up a full day?

 Partial period exams? Take homes?

Maintaining equivalency between MWF and TTh classes

 Individual teaching same course on both cycles

 Should be avoided

 Probably can’t avoid –

 Same course taught by different faculty on different cycles

 How do we insure equivalent coverage?

Out of class issues

55

 Will have current pattern of a day between classes – so easy.

 But less time in class to cover material, so may need to assign less

Will have two day weekends v. current three days between classes.

If students go home, work, or party, may have more trouble getting ready for Monday

80

 Have one day between T and TH, but four between Th and T

 Issue of balancing out of class assignments

Designing class on Th appropriate for one day’s homework versus designing a class for T that rests on four days of work

Push –

 Opportunity to re-think both pedagogy and content. Going to have to do some significant re-thinking, re-organizing anyway, so why not start by looking at fundamentals rather than just tinkering.

Pedagogy –

 Do less student centered work in classroom cause takes time?

Do more student centered by dropping idea of classroom as where we deliver/clarify content

Move more toward flipped or other approach that more carefully structures what they do in out of class work

Content

All have content that we want/need to cover – some more constrained than others

But all of us, I bet, have things that are more “nice to know” than “essential.”

 Need to think about what your essential learning goals are –

 Steve Ehrmann of the Teaching, Learning and Technology Group tells of going before a bunch of gung-ho MBA students to give a speech. Instead of launching into the address, Ehrmann pulled out a big glass jar, and proceeded to add rocks to it until they reached the top. He then turned to the audience and asked them if the jar was full.

Most of them said yes, so Ehrmann proceeded to pour in a scoop of gravel, and asked his question again. Since they were catching on, he got a mix of “yes” and “no”.

He then proceeded to add sand and then water.

Finally, he asked, “what is the lesson,” to which some eager student replied, “if you want to, you can always pack a little more into your schedule.”

Ehrmann replied, no, that’s not quite what I had in mind. My point is that if you don’t put the big rocks in first, you won’t ever get them in.

April 16, 17, 18 – LES sessions on how to think through what your big rocks are --