

Designing an Effective Teaching Demonstration

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As you sit down, please take a minute to write a response to the questions on the handout in front of you.

Agenda

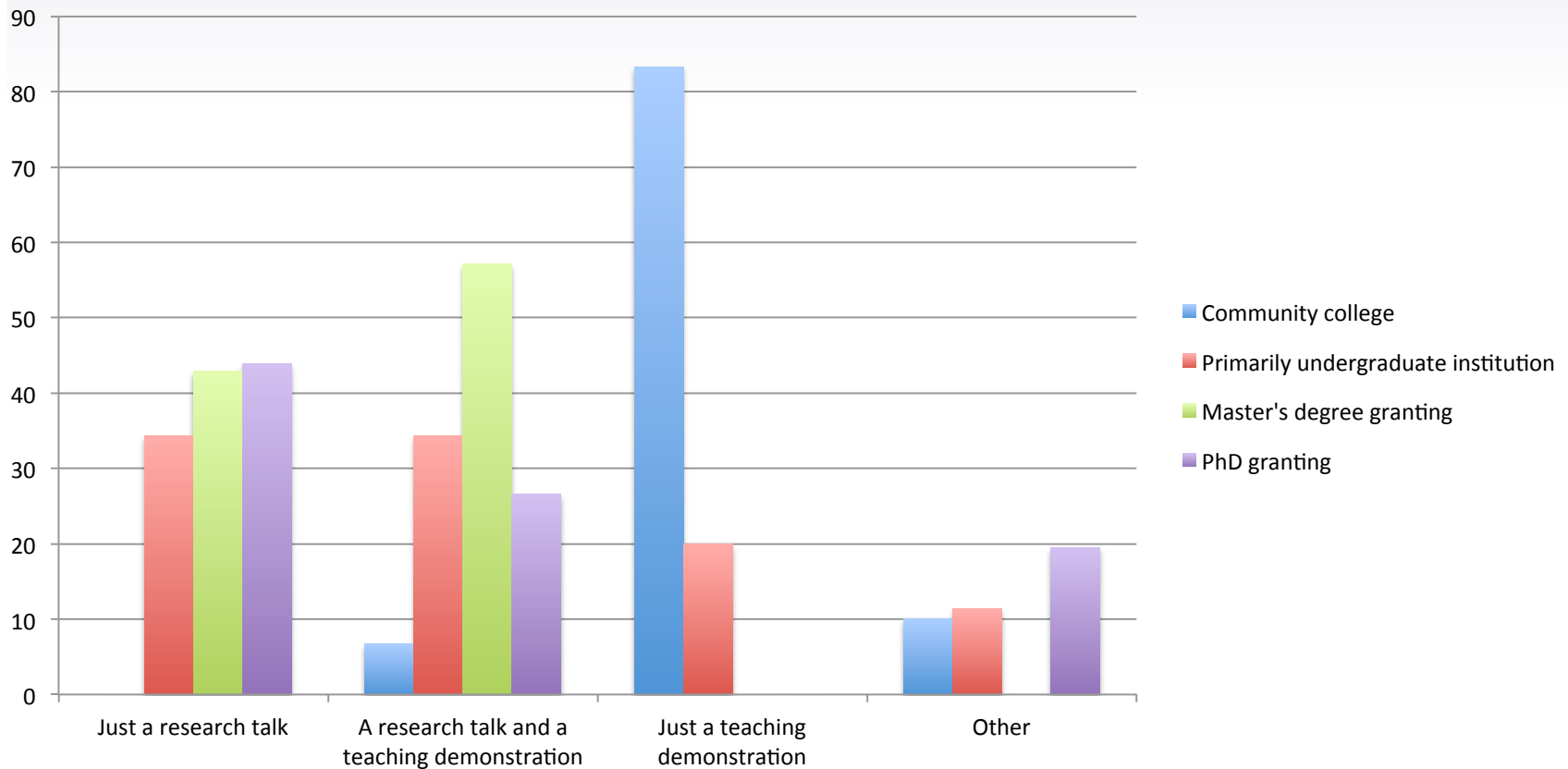
- 1) What is a teaching demonstration?
- 2) How do I plan a teaching demonstration?
- 3) Observation of teaching demonstration
- 4) Prepare for your teaching demonstration

1) What is a Teaching Demonstration?

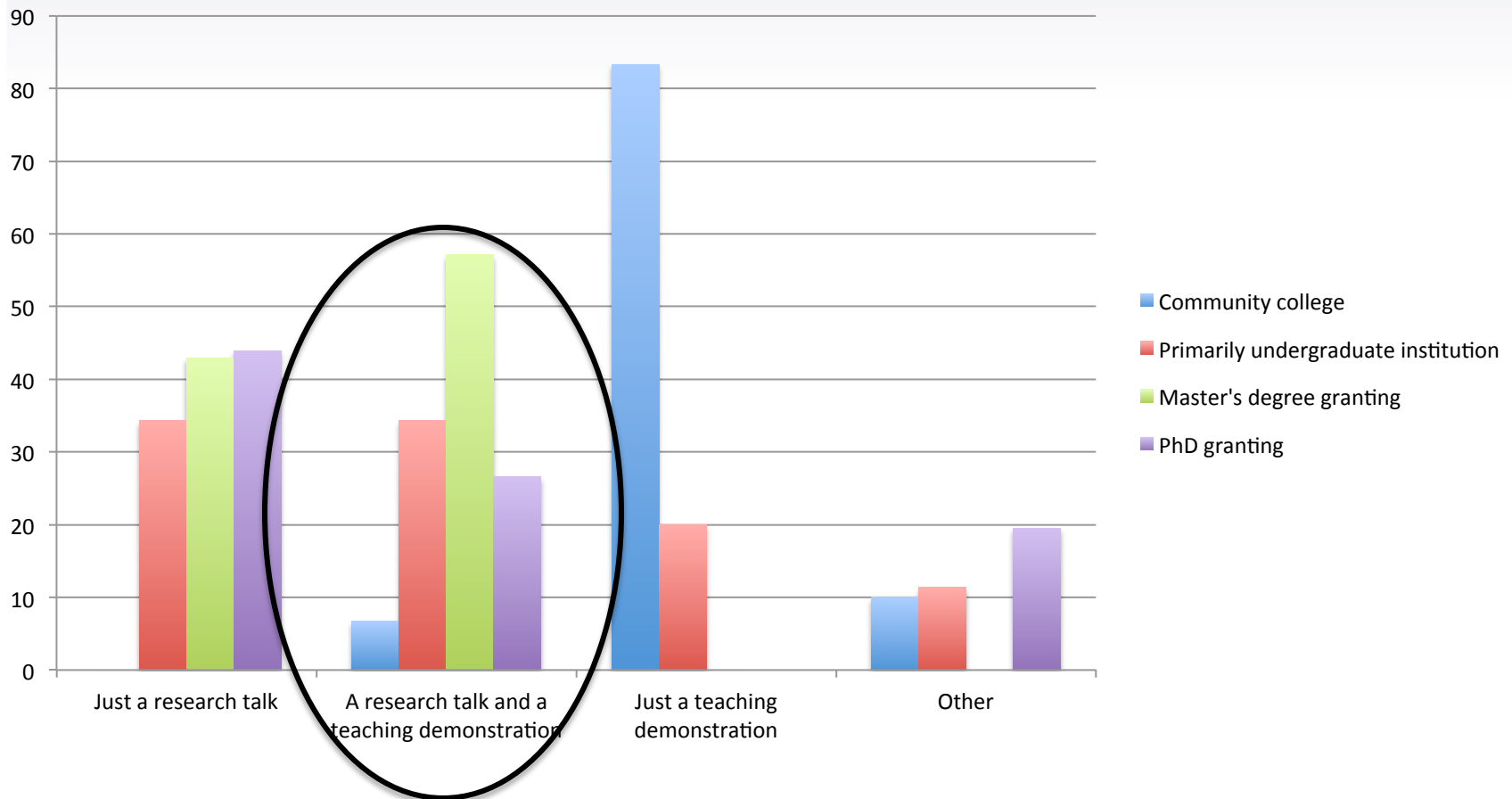
How Teaching is Assessed

- Interview questions about your teaching
- Student evaluations
- Teaching portfolio
- Teaching philosophies
- Inferring teaching ability from research talk

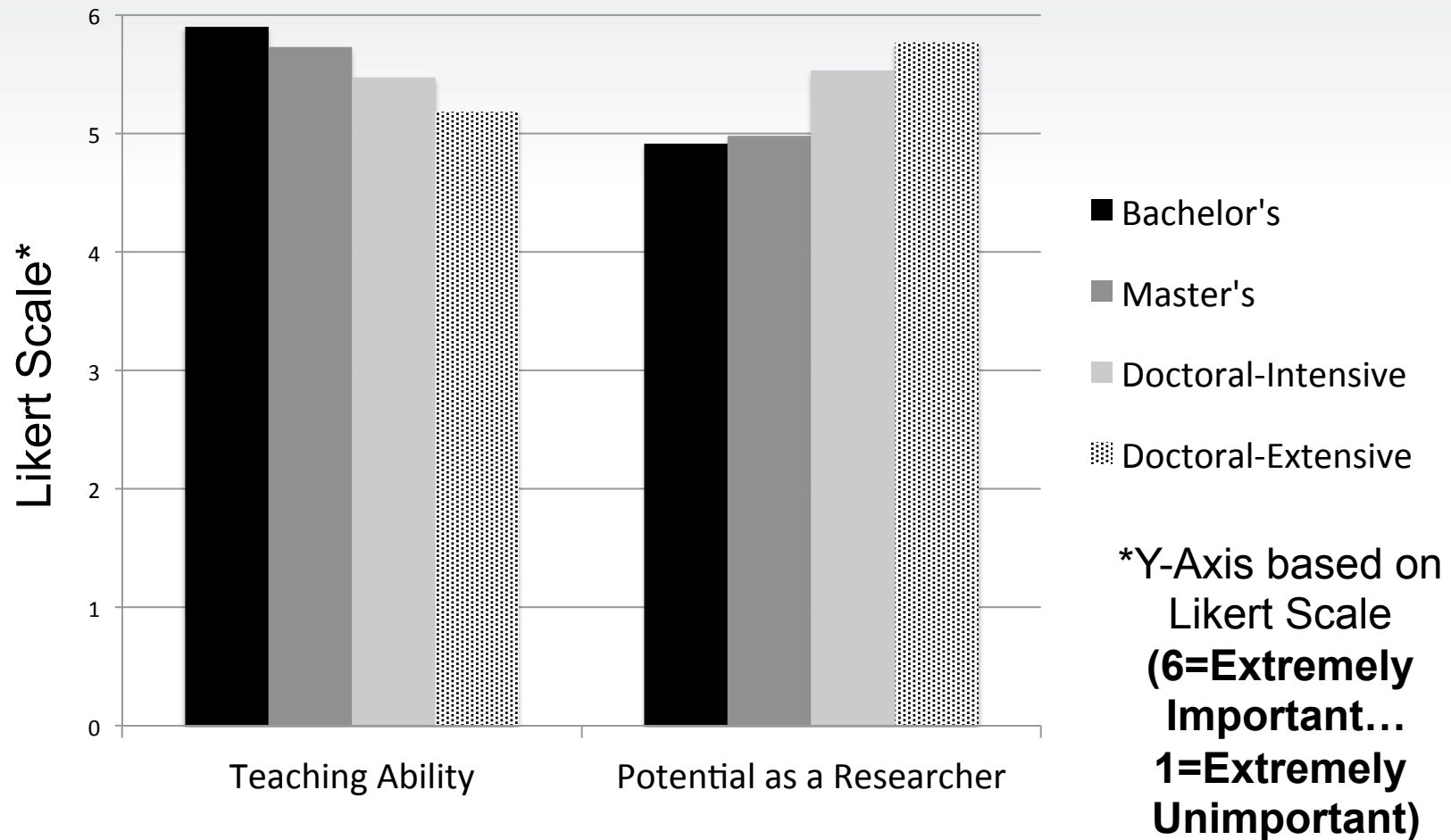
Requirements for job candidates



Requirements for job candidates



Teaching Demo by Institution



How Teaching is Assessed

- Teaching demonstration
 - Existing class, with faculty observers
 - Group of students and faculty observers
 - Group of faculty (posing as students)

- Topic varies

- Format varies

Minute Paper

Why do search committees value effective teaching when looking for faculty candidates?

What distinguishes an outstanding teaching demonstration from an adequate teaching demonstration?

2) Planning a Teaching Demonstration

- 2.1) What are the situational factors?
- 2.2) What do I want students to learn?
- 2.3) What teaching and learning activities will I use?
- 2.4) How do I assess what students have learned?
- 2.5) How can I get feedback before I do it “for real”?

2.1) What are the situational factors?

- Audience
 - How many
 - Education level
- How much time do I have?
- Room setup

2.2) What do I want students to learn?

- What topic should I teach?
 - Expectations
 - Content
- What are the learning goals of the lesson?
 - Highlight goals at beginning and end of lesson
 - (If teaching for a class) Is syllabus available?

2.3) What teaching and learning activities will I use?

- Demonstrate knowledge of active learning techniques
 - e.g., writing exercise, explanation, think-pair share, discussion
- Align these carefully with:
 - Situational factors & learning goals
 - Your own teaching philosophy

2.4) How will I know what students have learned?

- You can build in assessment during your demonstration
 - One-minute paper
 - Muddiest point
- Allow time for questions and/or discussion during the demonstration

2.5) How can I get feedback before I do it “for real”?

- Ask to give a guest lecture so you can prepare something and try it out
- Practice with people who can mimic the ‘audience’ level of knowledge/comfort with the material
 - Friends in other departments, undergraduates
- Ask search committee questions!
- Request a CRLT consultation or observation

3) Sample Teaching Demonstration

4) What would you plan if asked to prepare a teaching demonstration?

Topic of your choice

Introductory level course in your field

25 students

30 minute class period

Wrap-up

- Teaching demonstrations come in many forms
- Follow directions from search committee
- Align demonstration with teaching philosophy
- Demonstrate teaching with confidence

Additional Resources

- Papers discussing Teaching demonstrations and active learning and classroom assessment techniques handouts available at:
<http://crlt.umich.edu/programs/onedayPFF>
- The Professor is In
How to Give a Teaching Demonstration
<http://theprofessorisin.com/2012/01/10/how-to-give-a-teaching-demonstration-a-guest-post/>
- CRLT website/GSI Guidebook
Strategies for Effective Lesson Planning
http://www.crlt.umich.edu/gsis/p2_5
- ACSAA Resources
A Guide to Preparing for Campus Visits
<http://www.acsaa.us/pdf/career/acsaacampusvisit.pdf>

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