

CS 365: SEAS Teaching Practicum  
2011 February 1

Week 2. Practice Teaching I

*We will discuss the reading from the Torch and then jump into more teaching practice. First, those who didn't get to do the 'open mic' last week will do so, then the rest will do their academic teaching. We focus on observation of teaching + giving useful feedback.*

Goals for this week:

- To better structure and express your thoughts on teaching.
  - To be able to provide constructive feedback on how to do better, using our new-found vocabulary.
  - To notice connections among teacher choice/intent, the classroom environment, and student learning, and to think about how to apply this to your own teaching.
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Agenda

- Discussion of the Torch (brief)
- Nano-teaching
- Assignment for next week

Reflections

- What did last week's class accomplish for you?
- What questions remain?

Discussion of the Torch

1. What particular pieces of advice did you find most useful?
2. Is there any particular classroom situation that seemed especially tricky?
3. Did you find any of the advice questionable?
4. Did any situation described or advice given strike a personal chord?
5. Did you see any advice that sounds like good advice but seems hard to implement?

Nanoteaching

Intro: "What is useful feedback?"

After each person goes, 2 people give feedback:

1. *"What was the main point, and what choices did the teacher make to teach it?"*
2. *"What was effective about the lesson? What suggestions do you have?"*

Wrapup: How useful was the feedback?

Administrative

Next week's class (communicating effectively)

Plan for the course, weekly topic list. (ask if students have questions)

SEAS Teaching Practicum  
Assignment 2 – for 2011 Feb 8

**Please complete all parts of this assignment.**  
**If you have any questions, please contact John or Jason.**

[Section videos]

Watch the videos listed on the *Assignments* page of the course website.

For each, make a list of observations of:

- what the teacher did (keep in mind that these are *descriptions*, not *judgments*);
- what the teacher's intentions may have been; and
- how the students responded.

[Nano-teaching analysis]

Look back at your preparation for nano-teaching (or consider these questions while prepping, if you are doing it now). Answer these questions in writing, for your later use:

- What did you wish for students to get out of the session? Be specific.
  - Why are these goals important? Answer with respect to student learning.
- What are some of the choices you made in how to cover the material? (e.g., which parts to emphasize, when/whether to seek participation, etc.)
  - How do these choices (teacher's intent) reflect the goals of your lesson?
  - What changes or tweaks would you want to make to your prep if you were teaching it again?