

CS 365: SEAS Teaching Practicum
8 February 2011

Week 3. Communication and Teaching

As teachers, how do we connect with our audience? For the first part of the session, Elise Morrison will lead a workshop on how to engage your audience while speaking. For the rest of the session we will continue with nanoteaching, and time permitting will discuss the videotapes viewed for homework. In all this we continue to develop a vocabulary for talking about teaching in specific and descriptive terms.

Goals for this week:

- To gain concrete tips for communicating effectively
- To better structure and express your thoughts on teaching.
- To notice the connections among teacher choice/intent, the classroom dynamics, and student learning; to begin applying this knowledge to your own teaching.

Administrative

Next few classes:

- Section planning: board use and interactions
- Handling difficult situations in the classroom
- Practice teaching

Videotape discussion

Write down any observations you made on what the teacher did, what the students did, and how they interacted. Keep in mind that these are *descriptions*, not *judgements*.

Discussion: Consider the observations we made. What were the teachers' intentions in doing what he/she did?

CS 365: SEAS Teaching Practicum
Assignment 3 – for 15 February 2011

Part 1: Read pages 34-41 in the Torch and the Firehose: *Basic Communication Skills and Seeing is Understanding: Using the Blackboard*.

Part 2: Board planning.

Do a section/board planning exercise (adapted from the Torch, page 39):

Pick fifteen minutes worth of material you want to present: a substantial problem, a review of some lecture material, or something new but lecture-related. Take a sheet of paper and draw an outline of blackboard (or whiteboard) panels on it. Think through your lesson, and plan out on the paper exactly what you will put on the board. No short-cuts: when done, the paper should effectively be a photograph of what the board will look like when you're done.

While doing this exercise, also make note of important things you plan to say and places you plan to ask questions and interact with the students. Write all of this down, but **not** in the panels outlining the blackboard. (It could still be on the same sheet of paper, perhaps below each panel.) If you are teaching a section this semester, you are encouraged to do this exercise for the section you are actually teaching.

Bring 2 copies of your lesson plan to class. We will be going over them in groups.

Part 3: Engage an audience.

Keeping our last class and the Torch reading in mind, prepare a *very short* story to tell to an audience. This can be any kind of story (e.g., true story, a fable, etc.). You may practice by telling the story to a mirror or a friend. Then, when you are ready, do **one** of the following:

- Tell the story to a member of the class you do not already know very well.
- Tell the story to an audience (3+ people not including yourself)
- Come to office hours and tell us the story.

Be sure to engage your audience and apply any tips you have learned.