September 2015

Tomorrow’s Teaching Newsletter

Tomorrow's Teaching newsletter is a publication produced by the MUSC Online Advisory Council and the Apple Tree Society providing news, advice, and resources for 21st century teaching with technology and innovative strategies.

Included in this newsletter:
- Quick Tips – Asking Good Questions
- Quick Tips – How to Give Better Feedback
- Quick Tips – What the Best Teachers Do
- Top Advice from an MUSC Faculty Member – Shannon Drayton, PharmD.
- Trends – Tips for Effective Webinars
- Conferences
- Workshops
- Resources

Quick Tips

Based on a recent survey conducted by the Apple Tree Society, faculty requested suggestions on questioning techniques and how to give effective feedback. Here are a few tips on both:

Tips for asking good questions
- When students answer a question, always get them to include the because clause, telling why their answer is correct and how they know it is true. This will let you see misconceptions in even correct answers.
- When a student asks a question, instead of giving the answer, give the information needed to find the answer, then ask the class.
- Leading questions are needed to a certain extent, but be careful of leading students directly to an answer and then thinking that they’ve got it. Have them rephrase the answer to make sure they are not just repeating information back to you.

The Rigor/Relevance Framework (below) for designing questions: This framework was developed by the International Center for Leadership in Education as a professional development resource for K-12 educators. It provides useful question stems (wording at the core of questions) that are organized by what you want to assess.
How to Give Better Feedback

To help learners in any area mastering science, writing a paper or performing a dance you need to give feedback that will help them reach their goals. Useful feedback is

**Formative**
Adjusting our performance depends not only on receiving feedback, but also on having opportunities to use that feedback. The key is allowing learners sufficient time and opportunity to use the feedback to improve their performance and to help them achieve their long-term goals before any final assessment appears on the scene. Without a chance to improve performance before a final assessment, students tend to disregard feedback and are less likely to apply it elsewhere when the course is over. Useful feedback contains concrete examples, at least much of the time. Remember that whatever feedback you share should be presented with long-term learning goals in mind and in a timely manner to allow learners a chance to improve performance.

**Actionable**
Actionable feedback will help answer the question, What specifically should I do more or less of next time, based on this information? Too often feedback is given in haste and lacks concreteness and specificity. Comments such as Good job! or This isn't quite right or B+ aren't helpful. Sometimes givers of feedback infer a situation based on their observations and simply offer a judgment, rather than present a sufficiently detailed description of the data.

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*Adapted from the International Center for Leadership in Education [here](http://www.leadered.com/)*
Clear
While grading papers, performances and other works, ensure that the message you send on all levels is perfectly clear. Pay attention not only to verbal or written feedback, but also to the tone of your voice and the expression on your face. If learners don't understand your feedback, they won't know what they need to do in order to improve their performance.

Timely
The sooner feedback is given, the sooner it can be applied. Feedback is best given after the paper is submitted, the performance complete, the test taken, and so on. The best feedback is timely, not necessarily immediate.

Supportive
How you say something often matters as much as what you say. If you were to apply all the components of providing effective feedback but fail to be empathetic in your delivery, you likely would have as much success of your message getting through as you would shoving an extra-large pizza into a mail slot. When there is empathy, understanding and love, students are more likely to willingly receive the feedback you offer to help them succeed.


Extra Bonus – What the Best Teachers Do:
The Apple Tree Society recently asked a panel of students, “What do the best teachers do?” Their answers are reflected in the infographic below.
Top Advice from an MUSC Faculty Member

Shannon Drayton, PharmD., Associate Professor and Assistant Dean for Curriculum and Assessment, South Carolina College of Pharmacy, MUSC Campus
Recipient of the 2015 Teaching Excellence Award, Educator-Lecturer

Shannon’s Advice: My teaching philosophy seeks to ignite self-growth. I want students to believe in themselves and know they can achieve great success in their life and career. I believe that building a rapport with students and respecting students cultivates confidence and individual growth. I don’t want my students to be like me, teach like me, and practice like me; I want them to do all of these things better than me.

It is important for students to feel and know they are affecting change in the college as a whole or within an individual class. I respect students and feel their voice makes me a better educator.

Trends – Tips for effective webinars
Interactive, synchronous webinars using tools such as Adobe Connect, WebEx, and GoToMeeting are fast becoming a common way of facilitating meetings and distance instruction. Even large groups of participants can tune in to a webinar regardless of geographic location. If facilitating a webinar or synchronous class session is on your horizon, consider these tips for using a tool like Adobe Connect:

1 Test, test, test: Especially if it’s your first time, test the technology with a willing participant. Allow participants to connect early. If you can, accommodate for delayed start for the first few sessions to allow for technical issues, and have a back-up plan should your
participants’ audio/video not work as expected.

2 **Provide an orientation**: Especially for students who may not be accustomed to the technology, provide a “cheat sheet” on essential features. Or, record a brief orientation using Tegrity.

3 **Partner with a co-facilitator**: Particularly with large groups, it can be overwhelming to deliver content while also addressing participants’ questions or issues. So, consider having a co-facilitator to moderate “backchannel” questions while you deliver the presentation.

4 **Use chat, “raise your hand” icons, and polling features**: It might not always be necessary for participants to see and hear each other. At the same time, interactivity is important to an engaging webinar. Use “low-bandwidth” participatory features if available, such as chat or “raise your hand” icons. Polling, in particular, can be effective for obtaining instant feedback from large groups.

5 **Control audio/video capabilities of your participants at first**: Rather than allowing all participants to immediately enable web cameras and microphones, start out by limiting this capability to minimize interruptions, talking over others, echo, or other unexpected distractions. Once the session has started comfortably, enable these features. Let participants know when you enable or disable features.

6 **Consider asking directed questions at first**: If comfortable, during the first few sessions, direct questions to individuals rather than the entire group to best control the flow of discussion. Use specific instructions rather than open-ended questions when you can. For instance, rather than asking “Can everyone hear me,” direct participants with, “Type ‘yes’ in the Chat window if you can hear me.”

**Conferences (through November 2015)**


Kennesaw State University Research on Teaching and Learning Summit, October 2 – 3, 2015
http://cetl.kennesaw.edu/summit

Maryville University Scholarship of Teaching and Learning Conference, October 9 – 10, 2015
https://blogs.maryville.edu/ctl/services-events/2015-sotl-conference/

The Teaching Professor Technology Conference, October 2 – 4, 2015

Faculty Upgrade 2.0: Faculty Development Conference
May School of Continuous Professional Development, October 9 – 10, 2015
https://ce.mayo.edu/quality/node/3721

21st Annual Online Learning Consortium International Conference, October 14- 16, 2015
http://olc.onlinelearningconsortium.org/conference/2015/ALN/welcome
Association for the Advancement of Computing in Education (AACE) World Conference on E-Learning, October 19 – 22, 2015
http://www.aace.org/conf/eLearn/default.htm

International Society for Exploring Teaching and Learning (ISETL) Annual Conference, October 15 – 17, 2015
http://www.isetl.org/conference/index.cfm

International Society for the Scholarship of Teaching and Learning (ISSOTL) Annuals Conference, October 27 – 30, 2015
http://www.issotl.com/issotl15/node/28

http://ubi-learn.com/the-conference/call-for-papers

2015 International Conference on Education, Learning and Training (ICELT 2015), November 3 – 8, 2015
http://icelt.org/

2015 International Conference on IT and Education Innovations(ICIEI 2015), November 3 -8, 2015
http://iciei.org/

http://iainst.org/2015/ICEPL/

Selected Workshops and Webinars

Introduction to Copyright and Fair Use Part 1, September 15

Transforming Teaching and Learning by Integrating Mobile Technologies into the Curriculum, September 21, 2015

Online Teaching Toolkit: Evaluate & Improve Your Teaching, September 22, 2015
http://tinyurl.com/nhm2rxm

Assessment Strategies for Flipped Learning Experiences, September 29, 2015
http://tinyurl.com/qjusnsn
Resources


Majumdar, A. (February 20, 2014). *14 tips to create and present a highly effective webinar*. Retrieve from [http://tinyurl.com/pk6dtvl](http://tinyurl.com/pk6dtvl)

**Contribute to Tomorrow’s Teaching**

Tell us what to include in this newsletter. Complete this brief poll: [https://redcap.musc.edu/surveys/?s=7WA8ATWAK3](https://redcap.musc.edu/surveys/?s=7WA8ATWAK3).

Or, contact mauldinm@musc.edu or annandu@musc.edu to submit ideas, resources or news directly.