You just might not realize it!

Teaching is something that you have lots of experience with!

When I teach I...

...thinking about your experiences with teachers from your past

OK, so how many years have you have been in a classroom?

What have you observed about teaching in that time?

What makes a good teacher?

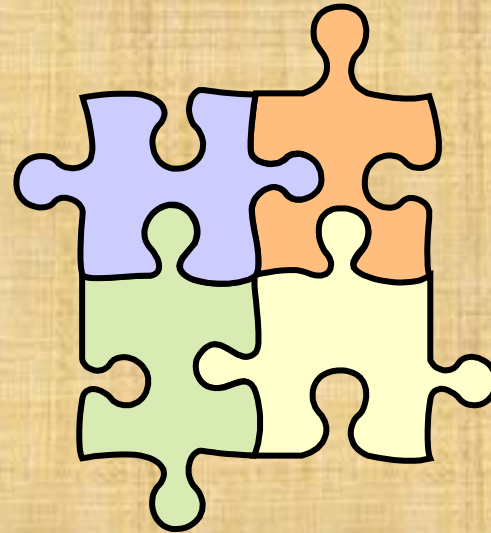| What characteristic?	Why? Or why not?
Knowledge?	
Interest in the topic area?	
Interest in the learners?	
Use of different techniques?	
Skill in teaching?	
Attitude toward learners?	

Let's explore your experiences...

- What makes for a "less than perfect" teaching & learning experience?

- What have you found to be ineffective as a teaching method that you would NOT want to repeat when you teach?

Let's explore your experiences…

- Why do you feel that these were ineffective?

Here's "my take" on teaching…

When I teach I…

- Provide information
  - In a way that is
    - Helpful
    - Useful
    - Entertaining
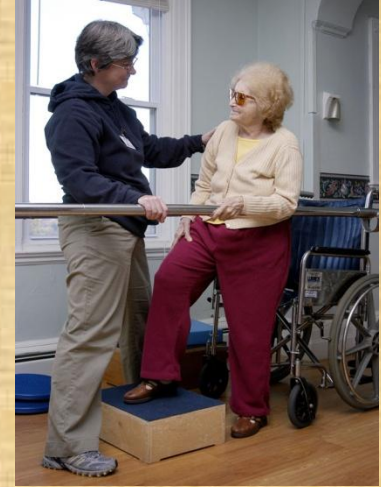   - Innovative
    - Appropriate to the audience

When I teach I…

- Help people make sense out of information they already have
  - By drawing experiences from the audience
    - Helping to include the audience in the presentation
    - Valuing the input from the audience

When I teach I…

- Help people unlearn
  - Sometimes people think they understand and know information, but really, their understanding is flawed
    - It is important not to de-value prior knowledge or make someone feel "stupid"
      - A PT Aide is not a PTA

When I teach I...

- Encourage the non-participants; hold back those who may talk too much
  - The input of everyone is valuable however; there are those who tend to monopolize
    - Share the floor!

When I teach I…

- Make people think
  - It may be painful, but "think" is not a 4 letter word
    - Provide "food for thought"
    - Provide scenarios or examples for your audience to apply the information to

When I teach I...

- Try to give people what they want
  - Answer their questions, but don't stray too far off topic
    - Cover the material, tangents sometimes can be helpful to enrich the topic

Definition of *TANGENT*
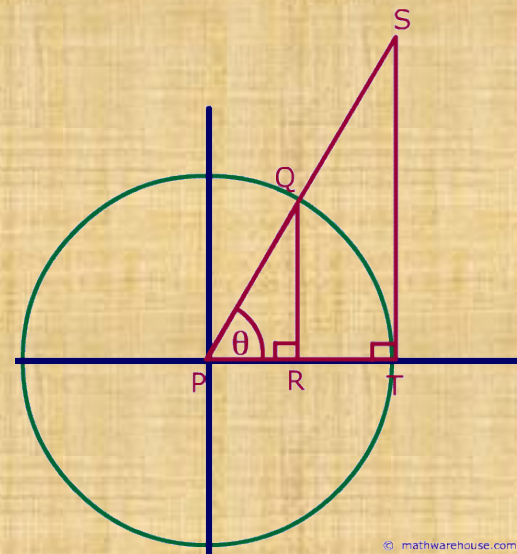
1 :meeting a curve or surface in a single point if a sufficiently small interval is considered <straight line *tangent* to a curve>

(1) **:** having a common tangent line at a point <*tangent* curves>

(2) **:** having a common tangent plane at a point <*tangent* surfaces>
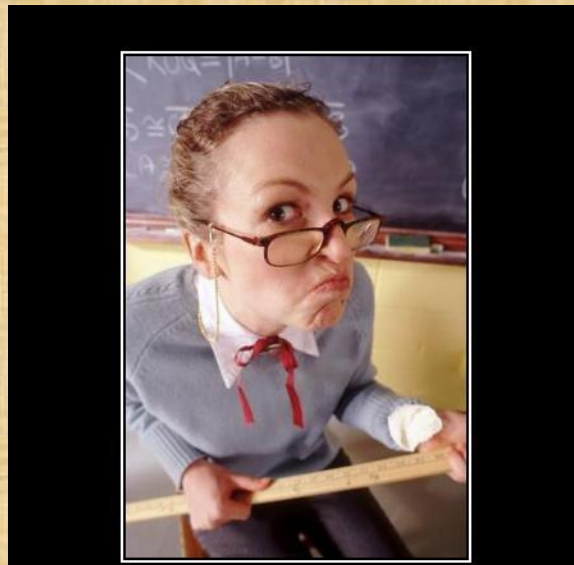
2: diverging from an original purpose or course : IRRELEVANT <*tangent* remarks>

When I teach I...

- Use humor
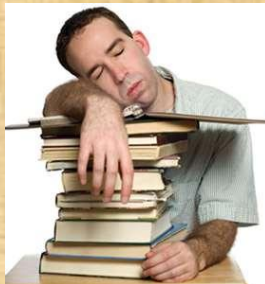 - Hmmmm
    - I don't have an example for this one.

When I teach I...

- Do what I can to make sure participants get their money's worth
  - End with enough time for questions and be sure to ask if there were any questions about what was presented during that session

When I teach I…

- Use participant's examples
  - Your audience has life experiences
    - If you only use your experiences, you will quickly run out of examples and also tend to bore yourself.
    - Use the examples that your participants provide to enrich your presentation

When I teach I…

- Involve learners in the process
  - Learning is a process, not an end result so the learner must actively be involved
    - Have learners select topics of interest
    - Vary what you have learners do
    - Use interactive teaching techniques

DUMB QUESTIONS
ARE MORE EASILY HANDLED THAN
DUMB MISTAKES.

When I teach I...

- Care about what I am doing
  - If you don't care about what you are doing, then why should your audience care?
    - Your attitude about teaching shows!

When I teach I…

- Express passion for my subject and my teaching
  - If you feel unprepared, it shows!
  - Prepare yourself well for whatever you are presenting and this will come across to your audience.

When I teach I...

- Plan carefully, but stay open to change
  - Know what you have planned to present and how, but when has anything in life gone exactly as planned?

  - This is one of the reasons that you need to know your topic area!

When I teach I…

- Pay attention to learners, and make slight adjustments
  - If you see your audience starting to give you that "deer in the headlights" look, then it is time to change something in how you are presenting the material

When I teach I...

- Have fun
  - If it's not fun for me, then it probably won't be fun for the learner.
    - However; be careful not to make it so much fun that the learner misinterprets the value of the information by how much fun you are having with it.

When I teach I…

- Put my entire self into my work
  - Teaching is not the place for multitasking your life *(your skills, but not your life).*
    - Animation is helpful
      - Don't use a monotone
    - Walk around if possible
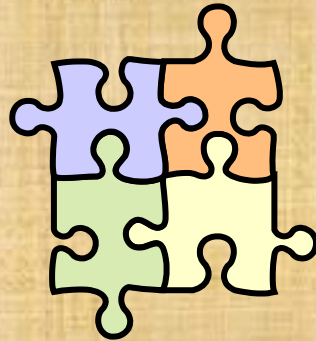   - Statues can be boring to look at

Is this what **you** would do?

Adult Teaching &Learning: Andragogy

Children Teaching & Learning: Pedagogy

Adult Learning

Experience is the best teacher !

- Accumulation of information
  - Organized based upon personal experiences
- Change in behavior
  - Only if it is important to the learner!
    - "because I said so" just doesn't work

Adult Learning

- Improved performance or proficiency
  - With practice
- Change in knowledge, attitudes, and skills
  - With "buy in" otherwise, the information will be ignored and the time "spent" resented
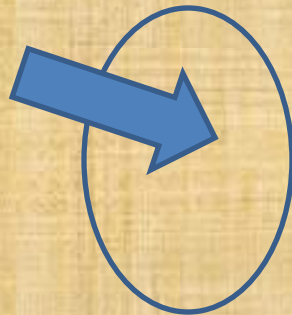
Adult Learning

- A new sense of meaning
  – Blended with knowledge and experience
- Cognitive restructuring
  – Blended with knowledge and experience
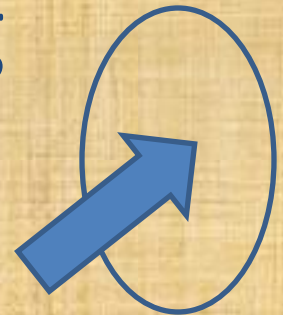- Personal information
  – Blended with experience

Adult Learning

- Need concrete or real meaning for an activity

- Resent activities that are assigned just for the sake of doing something
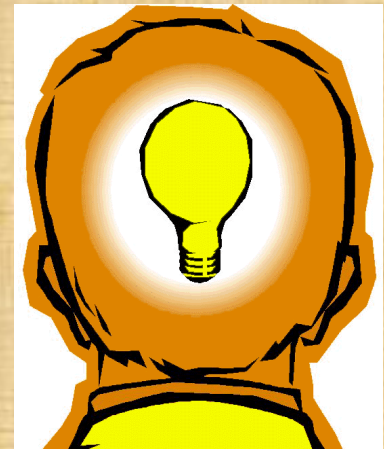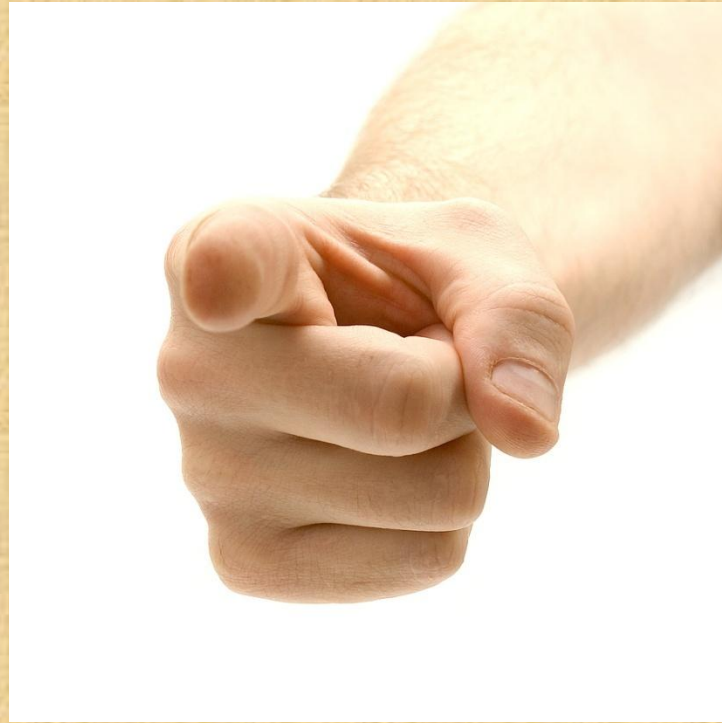
  – Jump

Jump again.

Adult Learning

- Goal oriented
    - Respond well to "why" and retain information that provides the "ah ha"

What will you do when *YOU* teach?