Becoming a Skillful Teacher

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Home Page – STEAL!!!

- www.stephenbrookfield.com

- It’s not stealing because I give you permission!

- Click on links : Workshop Materials
- Click on link for Critical Incident Questionnaire

- Listen to The 99ers while you steal

(www.the99ersband.com)
Situating Myself as a Teacher

- **History of academic mediocrity** – failed my college track exams, my university entrance exams, graduated well in the bottom half of my class, failed my master’s degree exam – *Broadening student-centered assessment measures*

- **Watching my doctoral supervisor** – giving me ‘bad’ inconvenient news in a way that I knew was in my own best interests

  *Ethical use of teacher power*

  *Relational underpinnings to teaching*
Core Assumptions after 45 years

- Good Teaching = Whatever Helps Students Learn
- Best Teaching is Critically Reflective – Checking Assumptions Informing Our Practice
- Most Important Pedagogic Knowledge We Need – How Students Experience Learning
- Context Changes Everything
Good Teaching = Helping learning

- Leaving the Room - 1st Day Panel
- Clint Eastwood Chair
- Classroom Geography
- What Do YOU Think Professor?
- You Don’t Need to Speak
Best Teaching is Critically Reflective

Some Assumptions About Practice

- Circles are Welcoming
- Visiting Small Groups Supports Learning
- Self-deprecation Reduces Students’ Anxieties
<table>
<thead>
<tr>
<th>Most Important Knowledge – How Students Are Experiencing Learning</th>
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<tbody>
<tr>
<td>• Needed if we are to build bridges to new content, skill &amp; understanding</td>
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<tr>
<td>• Today’s Meet</td>
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<tr>
<td>• 1 Minute Paper</td>
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<td>• Muddiest Point</td>
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<tr>
<td>• Critical Incident Questionnaire (C.I.Q.)</td>
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CRITICAL INCIDENT QUESTIONNAIRE

• Most Engaged Moment as a Learner
• Most Distanced Moment as a Learner
• Most Helpful Action
• Most Puzzling Action
• What Surprised You Most
How Administered

- Last 5 minutes of last class
- Anonymous
- Report back main themes at the start of the next class
- Respond to comments
- Demonstrate diversity
- Negotiation NOT capitulation
Each new group of students represents a new universe
Successful curricula, assignments & classroom activities are a good starting point
One thing we can depend on is being surprised with uncertainty
Constant evolution of technology
Community college classrooms as most diverse educational environments today
## Optimal State of Being

- **Teaching a Process of Growing into Truth** – philosophical/moral conviction supported by experience
- **Researching how students experience your classrooms / your practice** is the surest way to beat mid-career boredom
- **Welcome surprise as your new best friend** – puzzles to be addressed
- **Comfort with risk-taking & failure** – not viewed as calling worth into question
An Example – 1st Class Speech

- First Names
- Looking Forward to Teaching You
- Learn So Much From My Students
- My Job – Help You become Aware of Your Skills & Knowledge
- Questions – Rich Learning Gifts
- Mistakes – Best Friends as Learners
- Unexpected Events – We Will Respond
Go to…. www.todaysmeet.com/ivcc
Create a nickname for yourself & log in – *don’t use your real name*
Greet us by posting a welcome!
Anytime you have a question or comment post it on Today’s Meet
I’ll check the feed & respond throughout the session
QUESTION …

● When they’re out of your earshot, what do you think students say they most appreciate about your teaching?
What Students Value: CREDIBILITY

- Expertise – Responding Well to Unexpected Questions
- Experience – We Have Been Around the Block
- Rationale – There is a Method to Our Madness
- Conviction – We Show Students We Want to Make Sure They’ve Understood the Material Correctly
What Students Value: AUTHENTICITY

- CONGRUENCE – Of Words & Actions
- FULL DISCLOSURE – Of Expectations, Criteria, & Agendas
- RESPONSIVENESS – to Students’ Concerns
- PERSONHOOD – Appropriate Autobiographical Disclosure
CIRCLE OF VOICES

- Begin with a minute’s quiet thought on question for discussion
- Go round the group & have each person speak their thoughts on the topic for up to a minute – NO INTERRUPTIONS ALLOWED
- Move into open conversation – but you can only talk about what someone else said in the opening round
Question

- How do you model for your students the kinds of learning & skill building you wish them to undertake?
CHALK TALK

- Facilitator writes a question in a circle in the center of the board.
- When students are ready they go to the board and write their responses to the question.
- Others draw lines to connect postings, or that add to/question postings that have already been made.
- Done silently.
What does an engaged classroom look, sound or feel like?
Students Say They’re Engaged When

- A variety of methods & activities – lectures, discussions, small & large groups, visual & verbal, silence & noise, movement
- They get the point – see relevance
- Frequent opportunities for interaction – polls, today’s meet, buzz groups, Q & A
- Courses are team taught
- They get frequent feedback
- Teachers model what they are asking students to do
Circular Response

- Pose a question
- Go round the circle. Each person in the group takes a turn & has the floor to speak for 1 minute – NO INTERRUPTIONS. However, whatever you say MUST respond to/build on/refer to the previous speaker's comments
- Once all have spoken move into open conversation with no ground rules
Books

- *The Skillful Teacher* (2015 3rd Ed.)
- *The Discussion Book* (2016) with Stephen Preskill
- *Powerful Techniques for Teaching Adults* (2014)
- All Published by Jossey-Bass/Wiley
- [www.stephenbrookfield.com](http://www.stephenbrookfield.com)