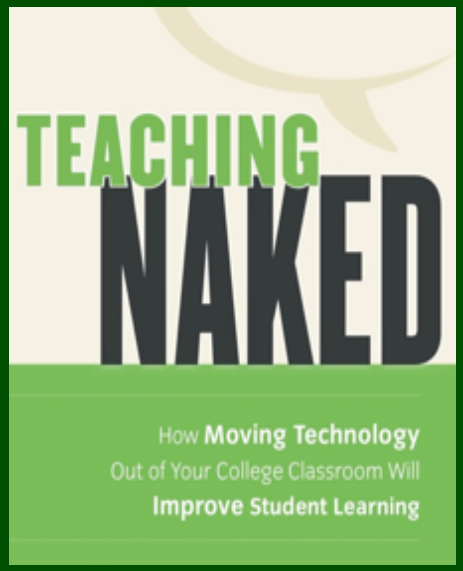
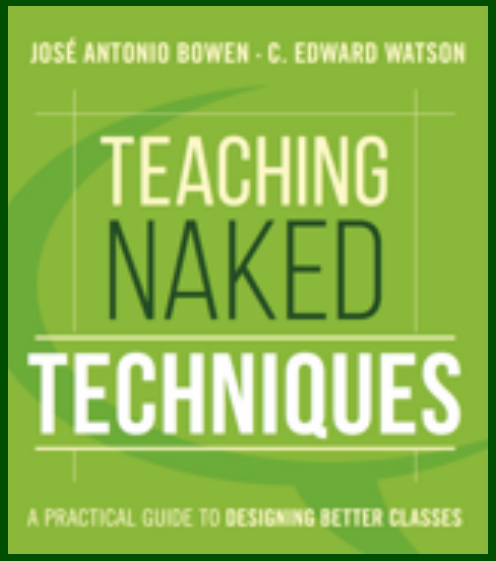


José Antonio Bowen



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@josebowen

www.teachingnaked.com

The Problem with Change

You have had a heart attack and the doctor says you will **die**—unless, you change your behavior. You must do four things to survive:

- eat less salt
- drink more fluid
- exercise
- weigh yourself daily

What % can do all 4? **7%**

What % now exercise EVER? **48%**

The largest predictor for change is… **Loneliness**

Jankowska-Polanska, B., Duczak, A. & Swiatoniowska-Lonc, N., Karniej, P., Sen, M. & Rosinczuk, J. (2019).

Key Ideas

- **Value** of Education = Faculty/Student Interaction
- **Technology** is a tool, not a strategy
- Learning is about **change**

Technology changes

- relationship to knowledge

University Signs Slavic Languages Professor to Five Year, $52 Million Contract

Most of the professor's stipend is going toward his 'nasty' coke habit.

In what will go down as an historic signing, the University of Michigan's College of Literature, Science and the Arts hired Professor Andrej Bulgakov to a five year, $52 million contract Friday to become the head of the Slavic Languages and Literatures Department.

The landmark signing comes after a tumultuous three year span under Professor

Relationship to Knowledge

A New (Process) 3Rs

Relationships

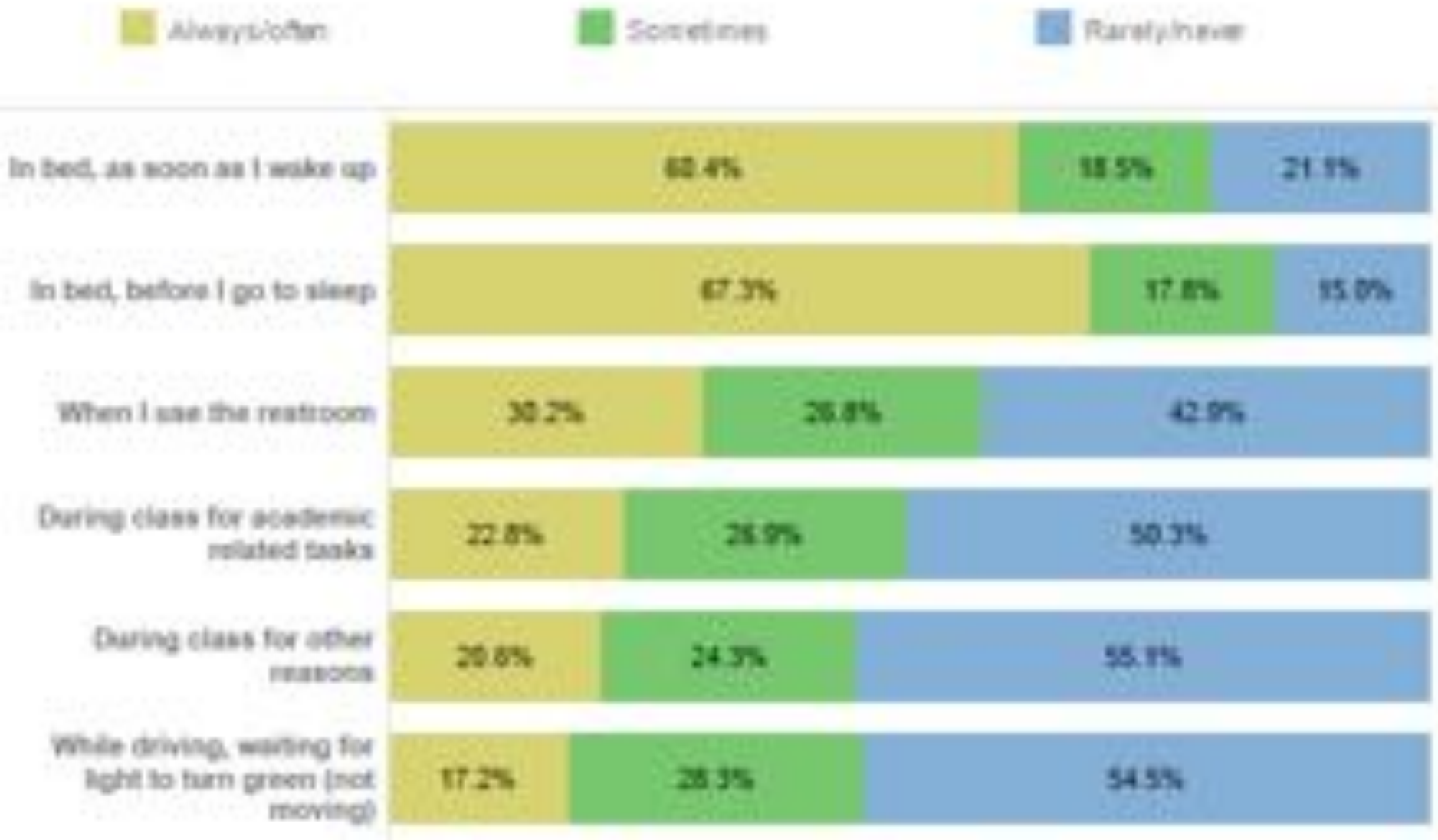
Resilience

Reflection

Technology = three major changes

- relationship to knowledge
- social proximity

Survey participants reported using their cellphones, on average, nearly five hours a day, a length of time made possible by multitasking. More than a fifth said they always or often use their cellphones for nonclassroom-related purposes during class.

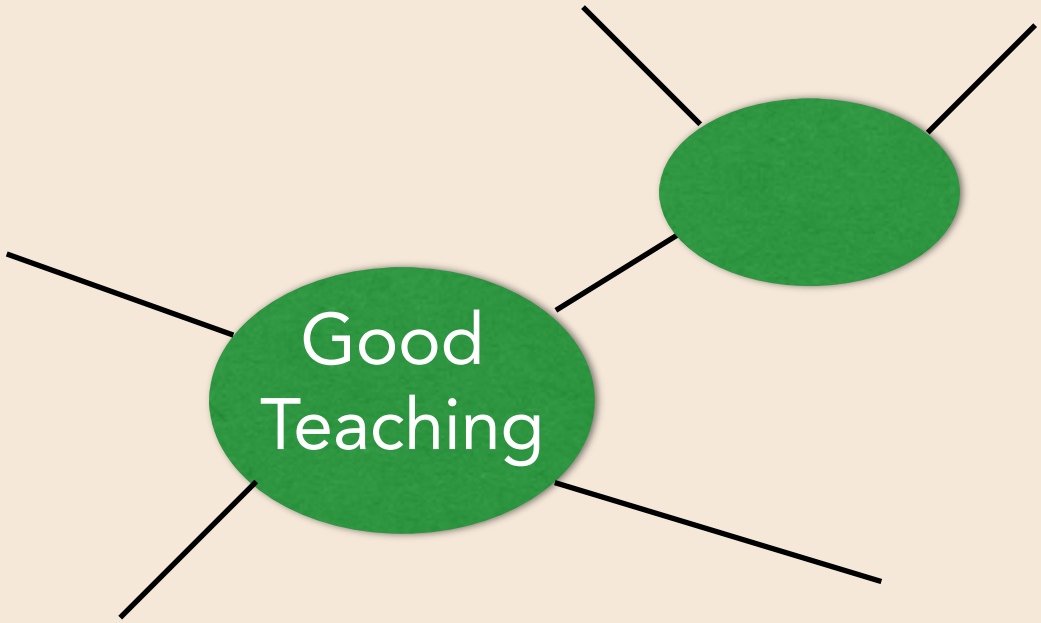


Student satisfaction (with classes)

- 59% pre-COVID to 19% post-COVID

But
76% were satisfied
with professor preparation

Good Teaching Concept Map



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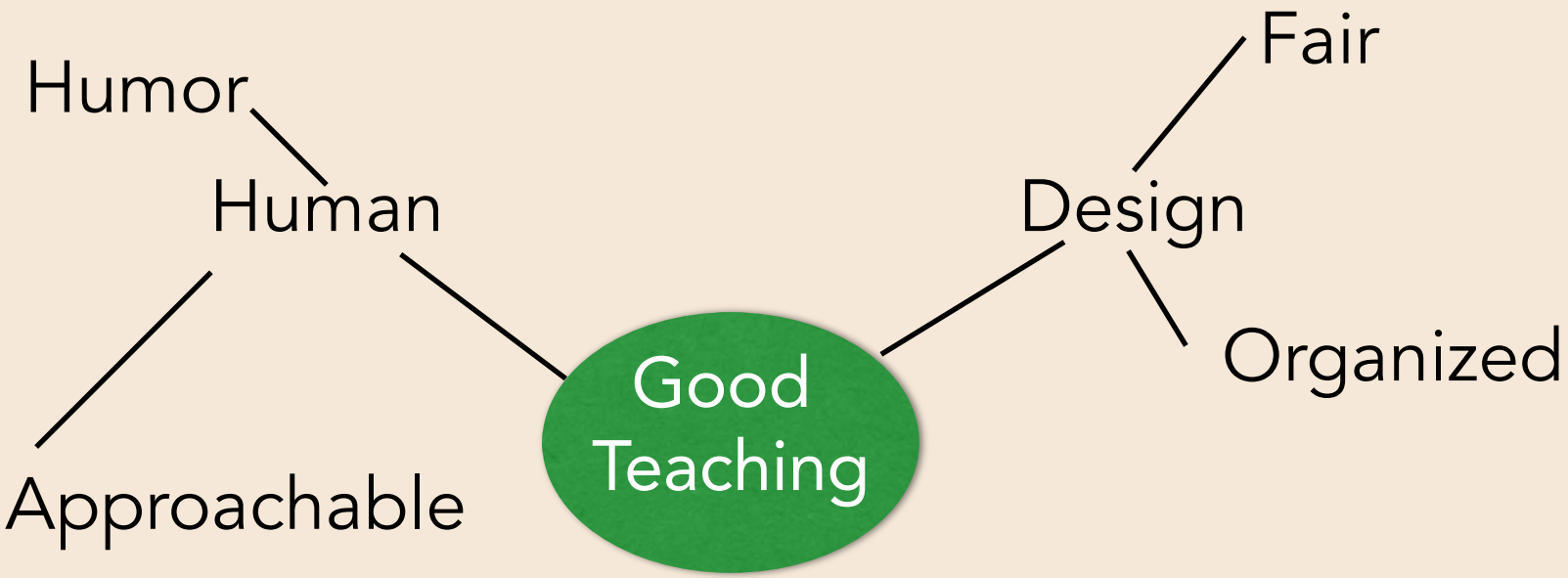
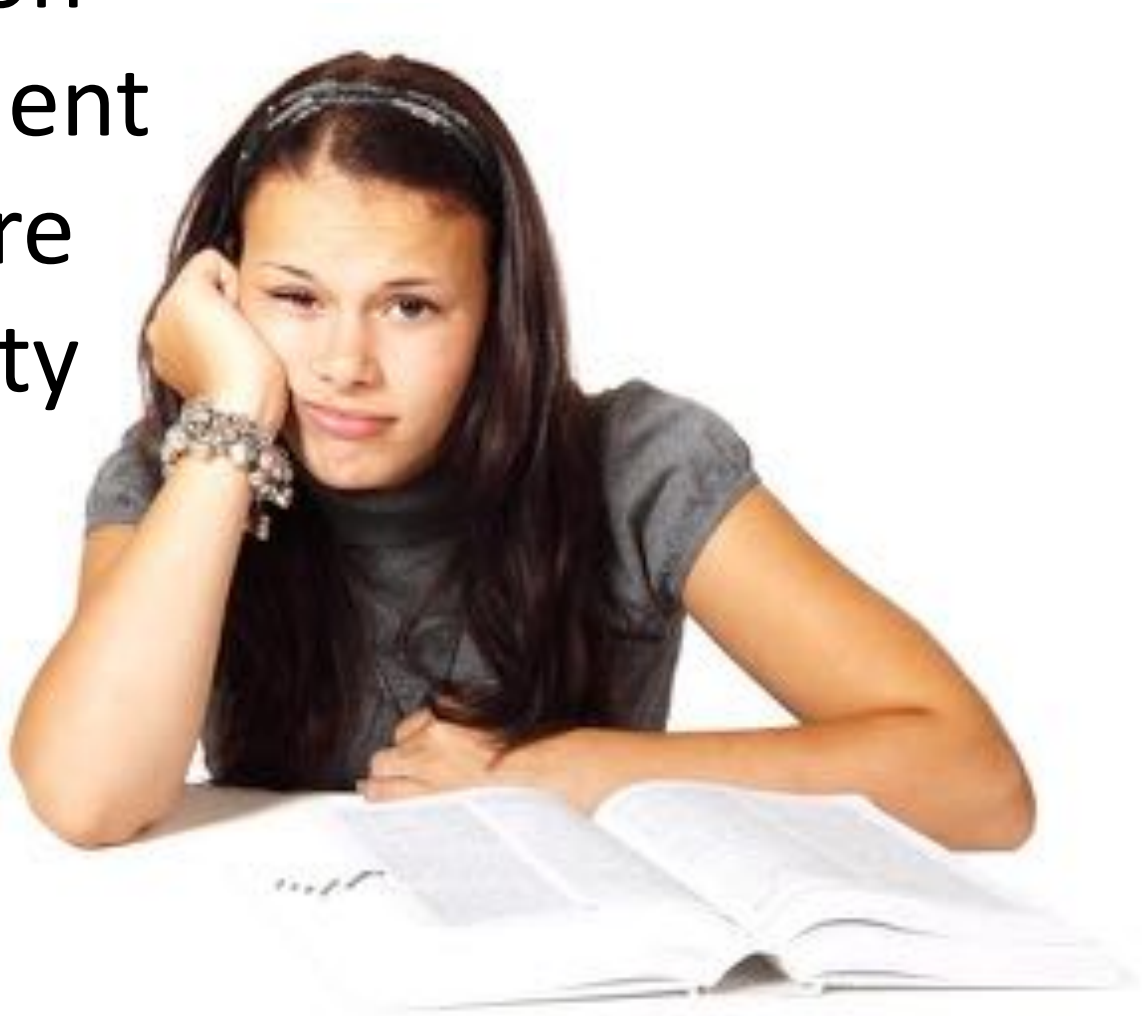
Good Teaching Concept Map



Biggest Spring Complaints

- Low Interaction
- Low Engagement
- More Structure
- More Flexibility



Studies from Digital Promise and Tyton Partners

COVID and Connection

- 20% changing first choice school (cost & location)
- 50% thinking about deferring or gap year
- 50-70% thinking online = discount (McKinsey)
- Most students had already taken an online course
- Everyone (including you) will spend some time in quarantin

What just got more important?

Human

Caring
Flexibility
Communication

Design

Engagement & Motivation
Group Interactions
Scaffolding
Feedback & Rubrics

Virtual Motivation = More Communication

- Announcements
- Show Your Passion
- Show You Care
  - Personal Messages
  - Video Feedback
  - Reminders
  - Introduce Readings
- Make Connections
- Build Community
- Reflection and Alternate Channels
- eCommunication Policy
- Virtual Office Hours

eCommunication Policy

The best way to contact me is: _____
(email, FB, Google+, LinkedIn)

I will respond to e-mail (or FB chat, messages etc.) within _____ hours, except on ___ or between _____ (9pm and 9am etc.)

I am online (email/FB/Skype/Twitter) _____ on ____days and also available for _____.

If you want an individual (physical/Skype/chat) appointment _____ me then _____.

I accept/do not accept Skype/Facebook/LinkedIn friend requests (or only after class/at graduation etc.).

COVID and Design

- Break-out Sessions for discussion and group work (only 1/3rd in spring
- Surveys and Polls
- Real-World Problems
- Vary types of sessions
- Live Q&A
- Chat or Back Channel or Collaborative Notetaking
- Use high quality (free & short) video content
- Selectively make your own (even shorter –Michael Wesch)
- Focus on key challenges and encounters

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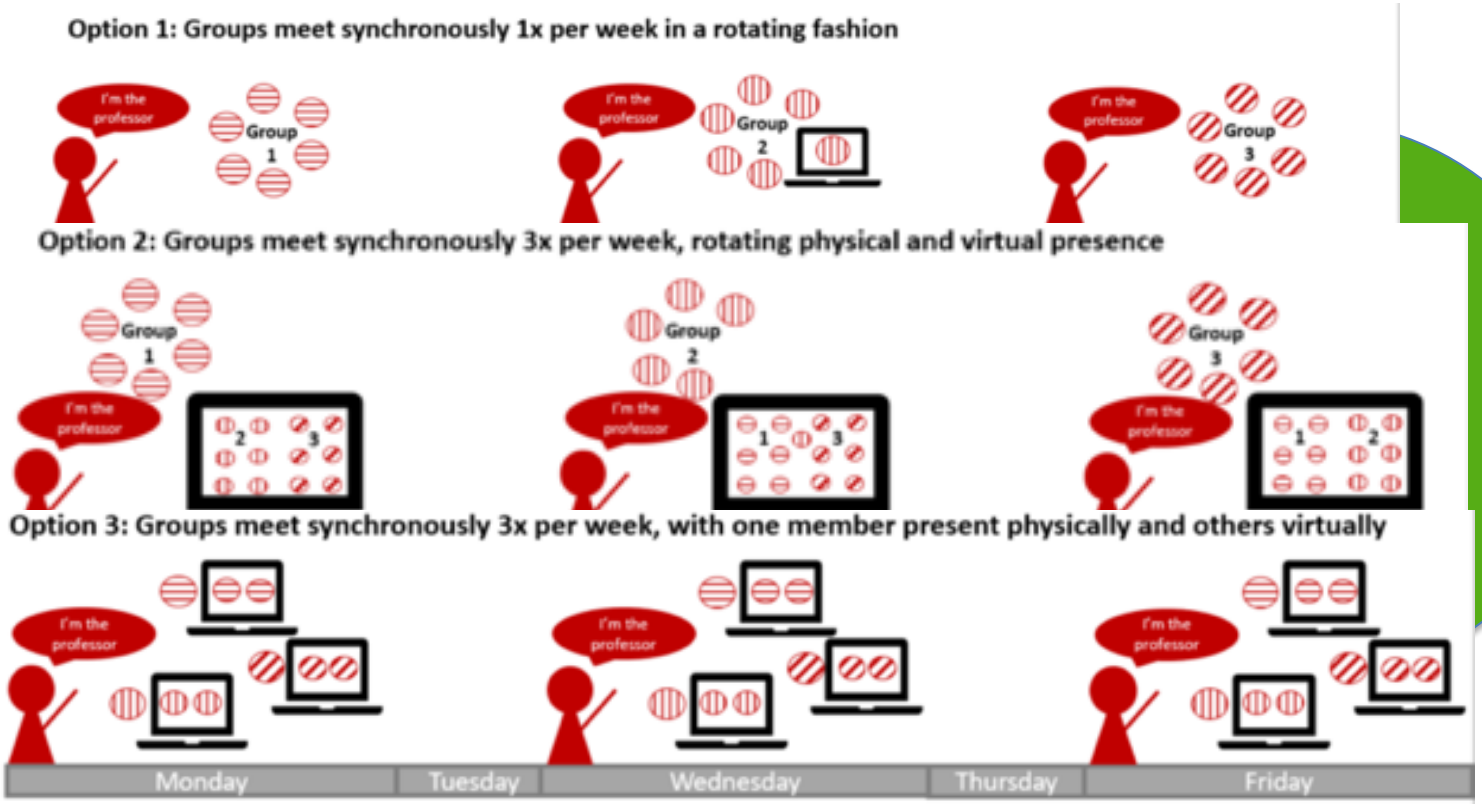
The HyFlex Flip

- Combine Sections w/ Shared Content
- Some Asynchronous Video
- Small Active Sessions (ex. jigsaws)
- Grouping and Buddies



Images from Cynthia Brame at Vanderbilt

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Technology changes

- relationship to knowledge
- social proximity
- customization and gaming

Urgency + Focus + Optimism

(Jane McGonigal, The “Epic Win” Face)

Can we design a university to be more like a good video game?

COVID and Design

- Cheating and Chegg
- More Low-Stakes Quizzes (Timed?)
- More Flexible and Creative Assignments
- Shorter Segments
- Rubrics (more explicit feedback)

Learning is

S. W. E. E. T.

The one who does the work, does the learning.

Helping Students Study Smarter

Study Habits + Time on Task

Scaffolding + Feedback

Study Smarter: Part 1

- **Reflection**:

  Take a moment to think carefully about these questions:

  1. What grade (or result) do you want? (ex. C-, C, C+, B-, B, B+, A-, A, A+) ___
  2. How important is it that you get this grade? 1=not very ---5 very important ___
  3. How likely it is that you will get this grade? 1=not likely ---5 very likely ___
  4. How many hours of study/week will it require to get the result you want? ___

- **Choose Strategies:**

  Look at this list of resources and check which might be <u>most</u> useful and then describe why and how you might use it.

  -Re-read or highlight textbook section(s)
  -Re-read class notes
  Read/study other materials
  +Rewrite key concepts in your own words
  ++Create personal examples or analogies
  +Test yourself on material
  +Work on extra problems
  Practice in front of the dog
  -Focus on one thing at a time
  Find online content

Study Smarter: Part 1

- **Plan & Implementation**

You now need to plan how you will use these resources to help achieve your aims.

Decide which resources or techniques are most valuable and how much time they will take. Has your estimate of the number of hours required to get the result you want changed?

Revised estimate of hours ____

	WHAT will you do?	WHEN	WHERE
Monday			
Tuesday			
Wednesday			
Thursday			
Friday			
Saturday			
Sunday			

Study Smarter: Part 2 Reflection

Reflect

1. How much time did you spend studying?

Adjust

2. Which resources or study techniques contributed the most to your learning?
3. What is the single most important thing you should do differently to improve?

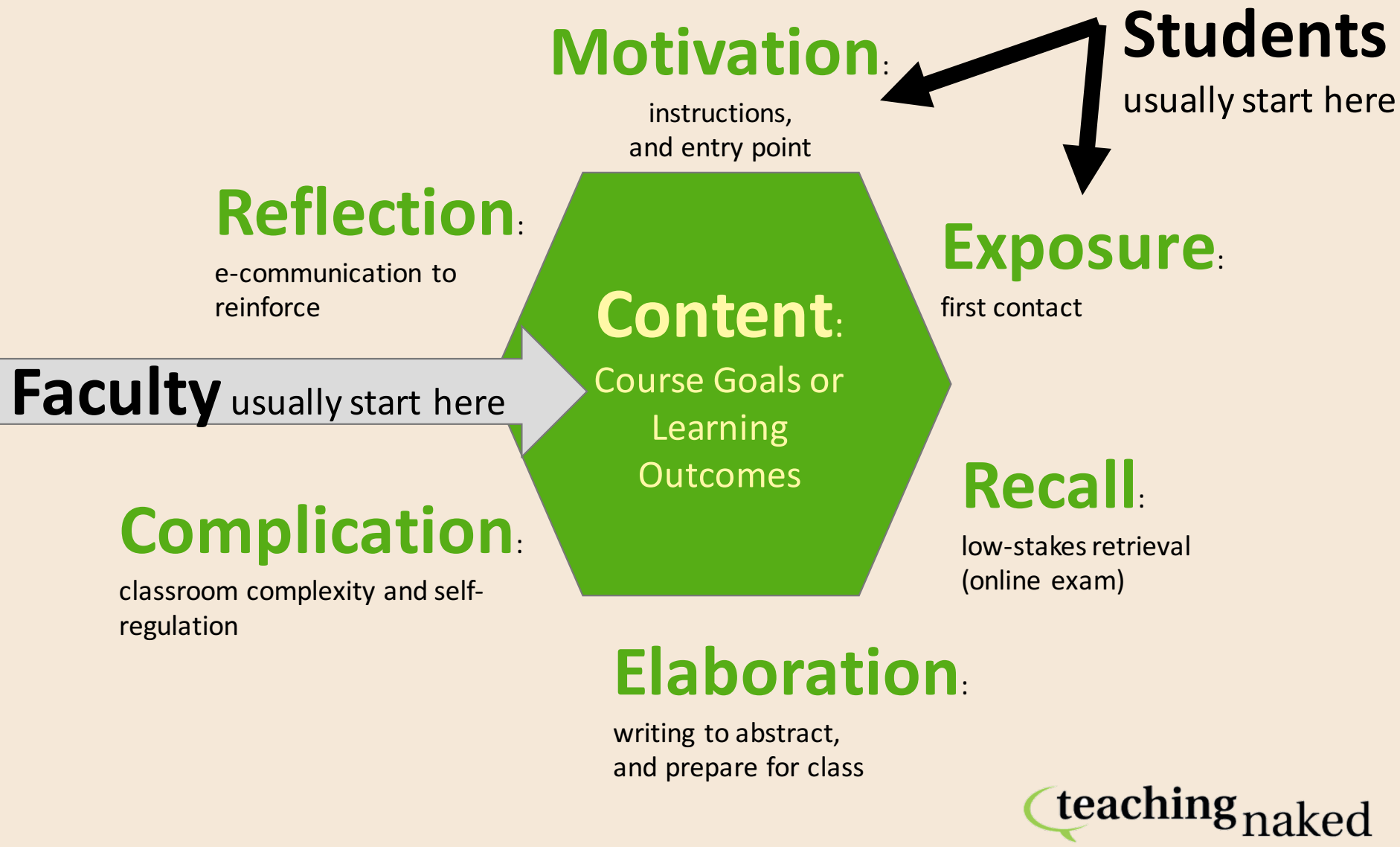
Revise Your Plan for next week

Make it Stick: The Science of Successful Learning

- Concrete and Personal (matters to me, examples)
- Knowledge is Necessary (but not sufficient)
- Retrieval and Self-Testing (online exams, games)
- Elaboration (connections, analogies, writing)
- Abstract (extracting rules, larger context, mental models)
- Failure (add difficulty, attempts before solutions, feedback)
- Interleaving (varied practice, space out practice)

Brown, P. C., Roediger, H. L. & McDaniel, M. A (2014) *Make It Stick: The Science of Successful Learning*. Belknap Press:

The Teaching Naked Design Process



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New Technology Means

Thinking is more important

Course design is more important

Integration is more important

Creator and Researcher

= Content = Professor

+ Designer

+ Curator

+ Role Model

+ Motivational Speaker

Cognitive Coach

Maslow's Hierarchy of Needs

Cognitive (& Covid) Coaches

- **Support Human Needs**
  - Communicate
  - Remove Obstacles
- **Build Motivation and Engagement**
  - Challenging & meaningful tasks
  - Timely & specific feedback
  - Opportunities for growth
- **Create Psychological Safety**
- **Provide Scaffolding**
  - Study smarter
  - Encourage autonomy & self-regulation
- **Inspire Excitement**
  - Encourage creativity

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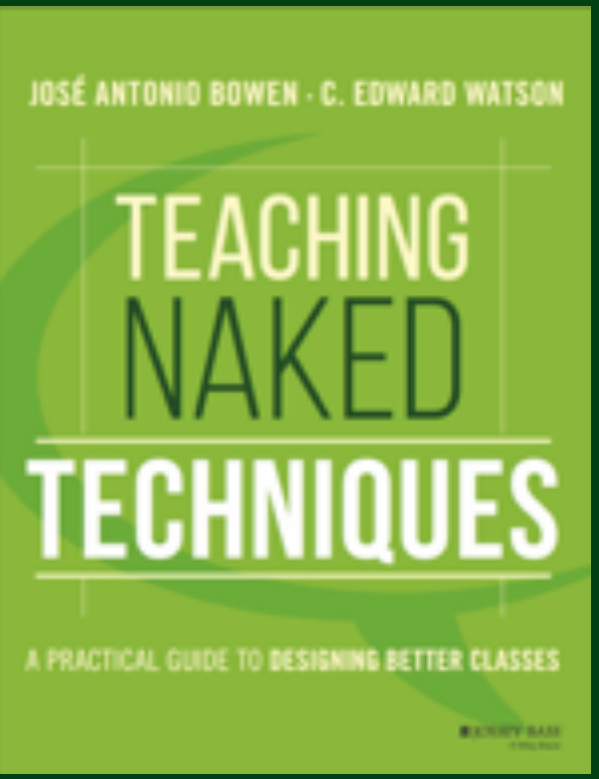
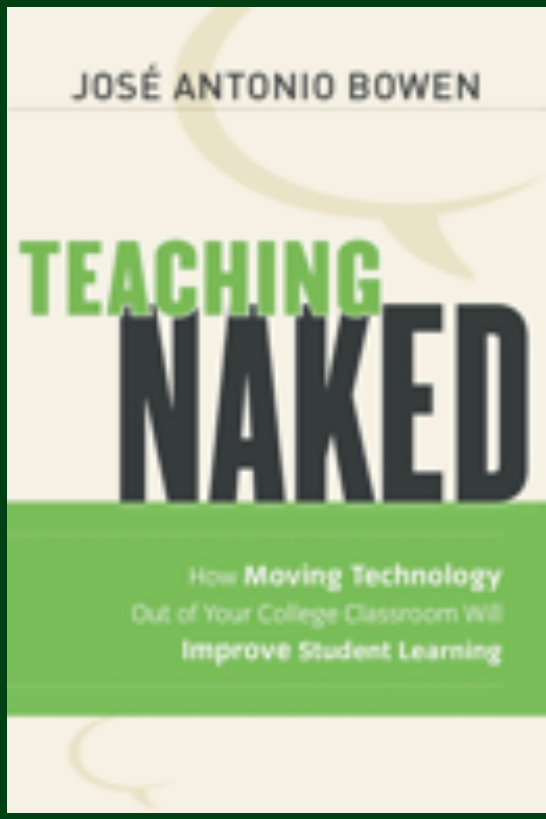


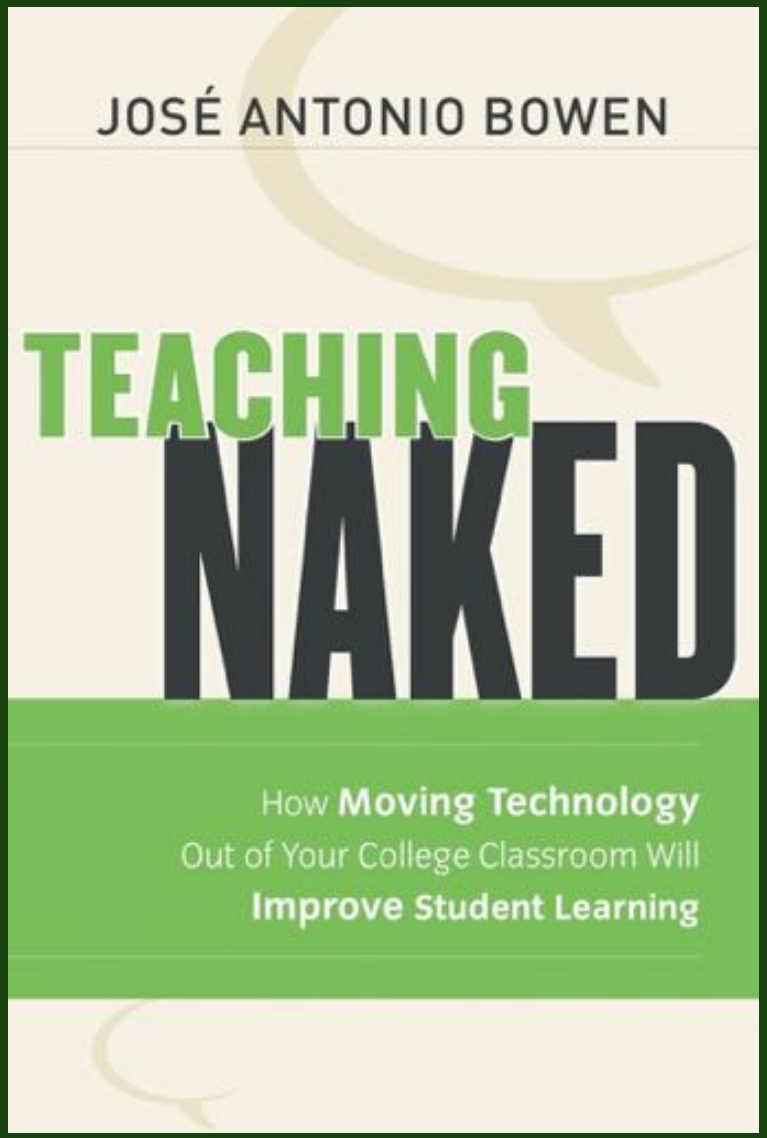
Change a Mind



"get the soul out of bed" (Emerson)

Questions

"Education is not the filling of a pail,
but the lighting of a fire"



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"like" Jose Antonio Bowen
"like" Teaching Naked

The Teaching Naked Design Process

Content

- create clear learning goals
- identify discipline-specific online content or organize a podcast

Bloom-Levels

- **Remember** (know, define, describe, identify, recall, list, tell, locate match)
- **Understand** (comprehend, classify, convert, explain, predict, discuss, compare)
- **Apply** (modify, arrange, solve, relate, apply, examine, classify, illustrate)
- **Analyze** (infer, estimate, order, separate, subdivide, distinguish, contrast, categorize)
- **Evaluate** (critique, justify, discriminate, support, conclude, judge, assess, argue)
- **Create** (synthesize, design, formulate, construct, compose, invent, imagine, propose)

Technology for First Exposure
Share something you find

Lectures and Demos

- iTunesU, Khan, CrashCourse, Open Culture
- EdX, OpenYale, Coursera, MIT Open, Udacity
- University Sites
- YouTube, Utubersity, Utubersidad

Other Content

- OER, Wikipedia, Google
- **Merlot.org**
- Masterclass.com
- CliffNotes http://www.youtube.com/watch?v=2aQiCvCm8hg

Student Mobile Device Ownership-2016

99% smartphone

63% tablet

32% e-book reader,

28% wearable device. (1, 2018 - 2016 Survey)

Use of smart phone for course work

85% in one or more classes

25% for ALL class work (2, 2015!)

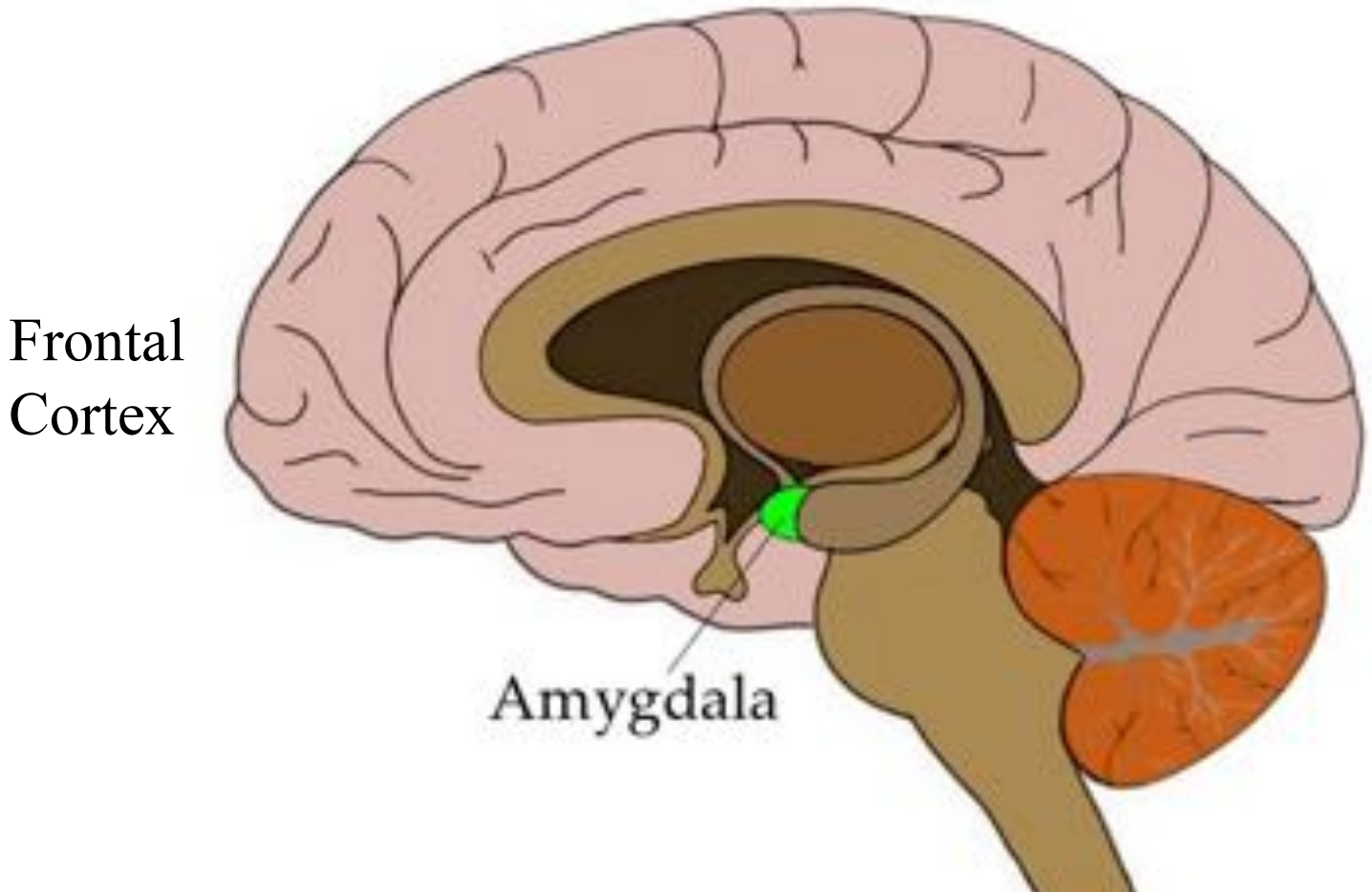
1. Seilhamer, Chen, Bauer, Salter, and Bennett (2018), Changing Mobile Learning Practices: A Multiyear Study 2012–2016, Educause Review (April 23, 2018)

2. D. Christopher Brooks, *2015 Study of Faculty and Information Technology Report*, EDUCAUSE Center for Analysis and Research, 2016

Instructions and Entry Point

- find an appropriate entry point and write conditional instructions

Safety First



Memory and Context

When is

Better than

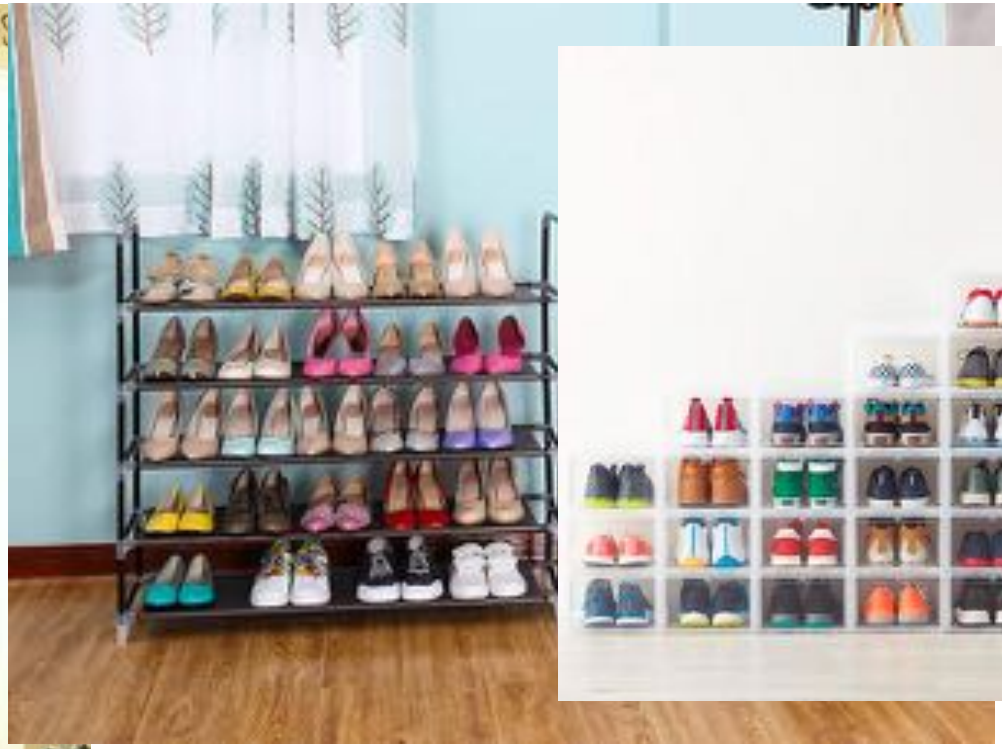
Google

Google Search I'm Feeling Lucky

amazon.com iTunes

?

Your Brain as a Closet



Your Schema
Focus is Limited

Knowledge & Learning = CONNECTIONS

The more you know the easier to learn

- Facts AND Context
- Expertise = Density
  (of connection, so easier to remember)
- Pathways in your infinitely big closet

Entry Point

Start with what matters to students,
then connect with what matters to you

Motivation and Contemplation
"Find something interesting to you…"
"Look for different perspectives…"
"Stop, linger, and imagine…"

Conditional Instructions

Teach with Uncertainty

"This could be…" vs "This is…"
"How?" instead of "Is it possible?"
"Mostly" "Often" "Usually"

Online Exams

- formulate sample test questions using Bloom levels
- kahoot.it or tinycards

Bloom-Levels

- **Remember** (know, define, describe, identify, recall, list, tell, locate match)
- **Understand** (comprehend, classify, convert, explain, predict, discuss, compare)
- **Apply** (modify, arrange, solve, relate, apply, examine, classify, illustrate)
- **Analyze** (infer, estimate, order, separate, subdivide, distinguish, contrast, categorize)
- **Evaluate** (critique, justify, discriminate, support, conclude, judge, assess, argue)
- **Create** (synthesize, design, formulate, construct, compose, invent, imagine, propose)

Bloom-Level Question Example

Question 1 (Analysis Level)
The following are all true statements
Which are fact, opinion or judgement?
Which are most relevant in arguing for Y?
Which are most relevant in arguing against Y?
Check all that apply. Partial credit is available.

Content in Context

Question 1 (Analysis Level)
The following are all true statements.
Which are most likely to be used by
Dems/Republicans to support government policy?

- Government spending creates jobs.
- Tax cuts stimulate job creation.
- Uncertainty is bad for business
- A large debt can hurt the economy.
- Government spending cuts can hurt the economy.

Question 2 (Application Level)

The following are all true statements. Which are the best reasons for you to issue, negotiate and sign a contract (or letter of agreement) before you agree to sell work or services? Check all that apply. Partial credit is available.

A. A contract helps all parties understand what is expected.

B. Without a contract, you can be sued for damages. A contract allows you to limit your liability.

C. You can break a contract if both parties agree.

D. You can always amend a contract later if you change your mind.

E. A "tech rider" specifies what technical requirements you might need.

F. A contract will help you think about all of the extra charges (like shipping, transportation or parking) for which you might want the client to pay.

G. A contract will help ensure you will get paid.

H. Contracts are often long and boring.

Start a Quiz in Blackboard
Write a Bloom-Level Question

KNOWLEDGE
- Identify which are symptoms of X?

COMPREHENSION
- Which is an example of X?

APPLICATIONS
- What would be the best way to improve X?

ANALYSIS
- Classify as opinion, fact or judgement?

Prep Assignments & Better Classes

- create an assignment as class preparation
- develop class activities as extensions and applications

Better, Shorter and More Efficient Assignments

Motivation: **why** are we doing this? (goal/connect to learning outcome)

Clarity: **expectations** (how long? How should this time be divided?)

Checklists: what are the **parts**? (do I think, research, write, draft, edit?)

Rubrics: share in **advance** (what matters and is most valuable)

Spacing and Interleaving: (can I do this all in one sitting?)

Relevance: (can I enhance motivation by choosing better examples?)

	Absent (0%)	Poor (40%)	Average (70%)	Good (90%)	Great (100%)
Thesis, Ideas and Analysis (20%)	There is no thesis or focus.	The thesis is split or unclear. The paper wanders off-topic	The essay is focused around a single thesis or idea	The thesis is interesting and there is at least one original perspective in one of the points	The thesis is original and there are compelling ideas throughout.
Evidence (30%)	There is almost no detailed evidence to support the thesis.	There is some evidence, but in key places evidence is vague or missing	There is supporting evidence for most of the claims but some evidence may be unrelated or vague.	There is supporting evidence for all claims, but it is not as strong or complete in some areas.	There is a variety of support for every claim and it is strong, concrete and appropriate.
Organization (20%)	There is little or no organization.	There is some organization, but the paper is "jumpy" without a clear introduction and conclusion and paragraphs are not focused or out of order	There is a clear introduction, body and conclusion, but some paragraphs may need to be focused and/or moved.	Each part of the paper is engaging, but better transitions, more/fewer paragraphs, stronger conclusion are needed.	Each paragraph is focused and in the proper order. Introduction and conclusion are complementary and there are excellent transitions.
Language Maturity (10%)	Frequent and serious grammatical mistakes make the meaning unclear.	Grammatical mistakes slightly interfere with the meaning of the paper	Writing is clear but sentence structures are simple or repetitive. There are repeated grammar errors.	The language is clear with complex sentence structure, but contains minor grammatical errors	Creative word choice and sentence structure enhance the meaning and focus of the paper.
Style Voice (10%)	Writing is very general with no sense of either the writer or audience.	Writing is general with little sense of the audience or communication of the writer's voice or passion.	Essay addresses the audience appropriately with some examples of creative expression.	The essay addresses the audience appropriately and is engaging with a strong sense of voice and	There is a keen sense of the intended audience, the author's voice and the writing conveys passion.
Citations (10%)	Material is presented almost entirely without	Some citations but either incomplete or inappropriate	Good citations but not enough of them	All evidence is cited, but with minor format errors	All evidence is well cited in appropriate format

Assignments that Extend in Class

EXAMPLE ASSIGNMENT: Prepare a pitch for a meeting in New York.

Then

(1) the meeting has been moved to Tokyo

(2) the client has changed the request

(3) the product failed a recent test

(4) the demographic data they used was flawed

(5) the marketing person is sick, and they need to adjust.

—10-20 minutes to do new research and make the changes.

—make presentations, submit revised plans or write about the change process.

Assignment: Write a very short paragraph assignment

Practice - problem sets
Writing -
Prepare for something -
Make a list -
Find something -
Analyze something -
Case Study -

(Think Ahead: how might this be extended or altered in class?)

Surprise!

- Alter conditions
- Change data
- Extend conditions
- Complicate
- Use in activity
- Use in discussion
- Reframe the problem
- Peer Review

Better Discussion (even virtually)

- create an assignment as class preparation
- develop class activities as extensions and applications

Do you think for yourself?

- Homo sapiens cooperate = culture
- Shallow Experts
- Social influence
- Conformists
- Self-identification: determines how we analyze data

Thinking with Others: Group Conformity

- Asch "Vision Test" (1951)

  Is A, B or C most similar in length to the target line?

Target Line----------

A --------

B ----------

C ----------

32% went along with incorrect answer

Thinking with others: Why Discussion Sucks

Group Polarization

or the “Risky Shift” - Groups move toward 1 extreme

- Affinity Groups: Lack of opposing arguments
- Social Comparison: we adjust
- Confidence: as we are reinforced
- Group decisions become more extreme than average
- Individual members become more extreme

Social influence is key in group discussion

The importance of who speaks first

Better Discussions

- What techniques might we use to counteract these human cognitive biases?

Better Discussions

- **Anonymous Polls First (like a jury)**
- **Prepare Opening Statements (or write first)**
- **Neutral and Two-Sided Questions**
  - When private beliefs are at stake, you dig in
  - “How many different explanations can you…”
  - “Can you think of both an example and a counter-example?”
- **Build Common Purpose/Problems/Goals**
  - Groups build trust over time
  - Encourage compliments
  - Explain Relevance
- **Articulate Academic Process**
  - Use a Rubric
  - Engage in Meta-Analysis of the Discussion
  - Create Ambiguity
  - Assign Roles (Evidence Watchdog)
  - Structured networks - Shield identities
- **Diverse Groups & Encourage Outliers**

Study Scaffolding & Cognitive Wrappers

- customize a study or cognitive wrapper

Reflection & Mindfulness

- Increase inner awareness
- Decrease anxiety
- Slow down how you process information
- Most important when stress is high
- See multiple perspectives and change your mind

Reflection: Structured SIlence

Final Questions

- "What's the most important point that's been made so far today?"
- "What questions have been raised for you in the discussion up to now?"
- "Which of your assumptions about the topic have been confirmed and which have been challenged in the last twenty minutes?"
- "What important perspectives are we missing?"
- "What's so confusing or puzzling that we need to revisit it?"

From Chapter 29: "Structured Silence" in *The Discussion Book : 50 Great Ways to Get People Talking*, by Stephen D. Brookfield and Stephen Preskill (2016m Jossey-Bass)

Better Course Design

- Better first exposure and better prepared students
- More class time for thinking, relationships and failure
- More choices for sequence
- More important to integrate goals, activities and assessments

The Teaching Naked Design Process

Making Virtual Campus Magic

- Random Encounters
- Networks
- Belonging
- Community Building for Learning
- Dedicate some synchronous time

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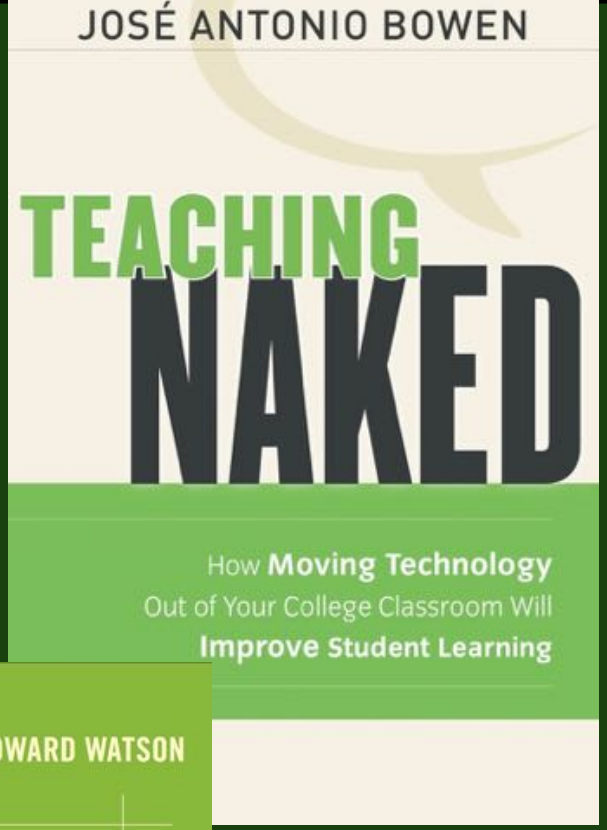

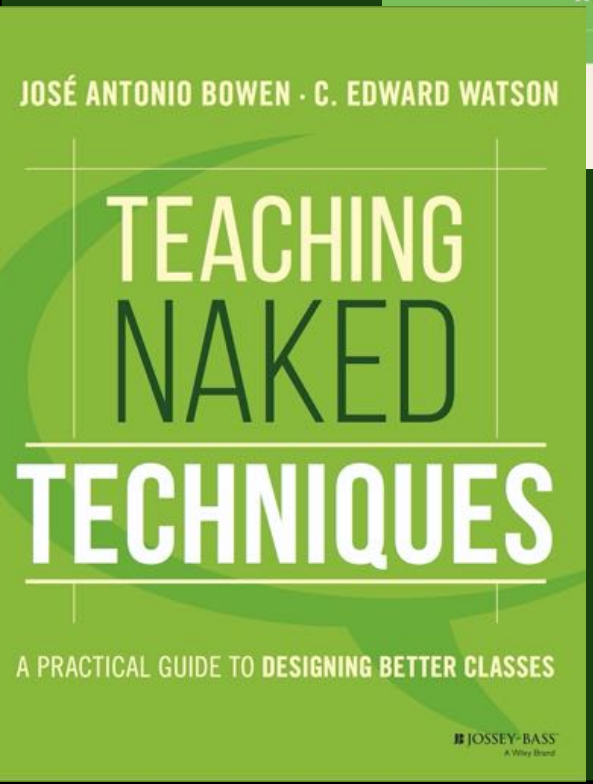

MODEL CHANGE

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Web
www.teachingnaked.com

Facebook
"like" Jose Antonio Bowen
"like" Teaching Naked

Headline for today?

Polls and Surveys

Clickers and Surveys

1. Encourage all students to participate (Klein 2009)
2. Instant feedback (Briggs and Keyek-Franssen 2010)
3. Increase engagement and satisfaction in class (Fredericksen a Ames 2009)
4. Foster more honest feedback and harder discussions 2010)

"Are you worried about expressing your views in this course?"

"Do you think this course will be useful in life/profession?"

"Do you think members of the other political party are irrational?"

"Do immigrants contribute to U.S. society?"

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David S. Goldstein, National Teaching and Learning Forum Newsletter, March 2013, Volume 22, No. 3.

Become a voracious self-regulated learner

PREPARING YOU FOR 21ST-CENTURY CAREERS