

TEACHING CONSIDERATIONS

FACILITATOR

- +Professional or Subject-Matter Expert/s
- +Professor/s
- +Associate Professor/s
- +Assistant Professor/s
- +Senior Lecturer/s
- +Lecturer/s
- +Instructor/s
- +Graduate Instructor/s
- +Teacher/s
- +Tutor/s (Private or School-Employed)
- +Consultant/s or Assistant/s (Laboratory or Learning Center)
- +Advanced Student/s
- +Peer/s

Note: Instruction may be individual or team-taught.

SIZE

- +Individual Instruction with the Instructor
- +Tutoring with a Tutor (Single Student or Multiple Students)
- +Pairs/Partnered Instruction with the Instructor
- +Small Group (Pods) [3-5 individuals]
- +Large Group (Tribes) 6-9 individuals]
- +Whole Class

1) Consider the size of your audience? Can you change the size of your audience to increase teaching efficiency?

TIMEFRAME

- +Quick (5-10 Minutes)
- +Short (1-15 Minutes)
- +Long (15-30 Minutes)
- +Half Class time
- +Entire Class time

2) Do you have enough time to teach a lesson? Can you teach multiple lessons? Is the time sufficient for your lesson?

SPACE

- +Classroom
- +Computer Lab
- +Other Laboratory
- +Outside
- +Field-Trip (Learning Site)
- +External Space on Campus
- +Other

3) Will a change in the environment/conditions inspire learning? Should you keep students in a comfortable area, or move them out of their comfort zone? Are there sites of learning which may be more effective?

VISUALS

- +Chalkboard/Dry-Erase Board
- +Graphs
- +Charts
- +Electronic Presentations
- +Handouts
- +Textbook Pages

4) Can you use visuals to convey particular kinds of information? Are you able to meet the needs of visual learners?

CLASSROOM ACTIVITIES

- +Pre-Assessment (Diagnostic Essay Writing, Questionnaire, Literacy Autobiography, etc.)
- +Assessment/Evaluation
- +Post-Assessment (Instructor/Class Evaluation, etc.)
- +Conferences
- +Worksheets
- +Show/Do & Tell (Demonstrations)
- +Q & A Forum (Students ask questions)
- +Discussions (Instructor asks questions)
- +Lectures (Instructor speaks)
- +Student Presentations (Students speak, individually or in groups)
- +Mini-Lessons (Students present lessons)
- +Movies/Film
- +Simulation
- +Role Play
- +Review of Models (Samples, Papers, etc.)
- +Peer-Review
- +Collaborative Problem-Solving
- +Learning Software Usage
- +Educational Games

- +Task lists (List of Steps to Complete towards a Learning Outcome - e.g., library scavenger hunt)
- +Deconstruction (Students deconstruct an artifact by disassembling it or analyzing it)
- +Imitation/Reverse Engineering (Students deconstruct an artifact, find out its inner-workings and create a new artifact based on the design)

5) What kinds of activities do you plan to use to convey the message and help the student to remember the material?

ONLINE ACTIVITIES

- +Asynchronous Discussions (email, Discussion Boards, etc.)
- +Synchronous Discussions (Chat, Instant Messaging, Video Conferencing, etc.)
- +Chat (Individual or Online)
- +Wiki-Writing
- +Web-Page/Web-Site Design
- +Email (to instructor, to other students, external, etc.)
- +Online Audio
- +Online Videos
- +Virtual Instruction (Second-Life or other Virtual Environment)
- +Social Networking (Facebook, etc.)
- +Educational Games
- +e-Portfolios (Online Collection of Student Documents)

6) Can you use online activities to help students to develop digital literacies while teaching your material?

HOME-BASED ACTIVITIES (see ONLINE ACTIVITIES)

- +Readings
- +Reading Responses
- +Writing Assignments
- +Take-Home Quizzes
- +Take-Home Tests/Examinations
- +Assignments
- +Site Visitation
- +Interviews
- +Survey/Questionnaire (Self, Workers, Relatives, etc.)

7) What kinds of activities can you suggest students do at home to prepare for lessons and to retain lessons learned in the classroom?

SERVICE-LEARNING

- +Internships
- +Non-Profit Service
- +Corporate Service
- +Community Service

8) Can you add a service-learning component to help students to profit psychologically and experientially from the lesson?

DISTANCE-LEARNING

- +Mail Correspondence
- +Radio/Digital Radio Broadcasting
- +Television/Online Broadcasting
- +Telephone Calls
- +Telephone Conferencing
- +Video/Online Conferencing
- +Audio Streaming/Audio Downloads
- +Video Streaming/Video Downloads
- +Portable Electronic Device
- +CD/DVD Pre-Prepared Materials
- +Facsimile Correspondence

9) If you cannot address material in the classroom, have you considered other ways to reach your students?

EVALUATION

- +Individual Quizzes
- +Small-Group Quizzes
- +Tests/Examinations
- +Oral Examinations
- +Portfolio
- +Unit Portfolios (Based on Individual Learning Units or Modules)
- +Self-Evaluation Questionnaire
- +Self-Assessment Forms
- +Grade Contract Checklist
- +Curriculum Checklist
- +Peer-Grading
- +Interview

10) How do you plan to evaluate your students? Which form of evaluation seems most promising for the context/course?

ASSESSMENT STRUCTURES

- +Subjective (asks for personal/experiential replies to questions, etc.)
- +Objective (asks for fact-based and/or evidence-based replies to questions, etc.)
- +Practical (asks students to apply knowledge in a classroom/laboratory environment)
- +Simulated (asks students to apply knowledge in a simulated environment)
- +Real (asks students to apply knowledge in an actual/real situation)

11) What is the most appropriate structure for assessment? Are you going to model real-world situations in your assessment?

QUESTION-TYPES FOR ASSESSMENTS/EXAMS/QUIZZES

- +Open questions
 - +Essay Question
 - +Short Essay Question
 - +Short Answer Questions
- +Closed Questions
 - +True/False
 - +Multiple Choice
 - +Matching
 - +Place-in-the-Correct-Order
- +Ratings
- +Applications (applies knowledge to a problem, model, etc.)
- +Task-Driven (completes the task, finishes the task, creates a product, etc.)

12) If you evaluate your students traditionally (with quizzes and exams), have you considered what types of questions to ask? Which type of question is most appropriate for the concept you are assessing?

REWARDS

- +Positive Affirmations (Individually or in the Classroom, Paper Feedback, etc.)
- +Physical Reward (Treats, Food, Drink, Snacks, Gold Stars)
- +Extra Credit
- +Short Breaks
- +Time Off/Free-Time
- +Early Release from Class
- +Increase Grade
- +Nod/Smile/Tilt of the Head
- +Solicit Classroom Applause
- +Release from Quiz/Test
- +Solicit Responses from Individual Student (More Often)
- +Educational Games
- +Creative Exercises (e.g., Drawing Instead of Writing)

13) Usually, students are motivated by rewards (positive reinforcement). What kinds of positive reinforcement do you offer in your course? In what ways can you motivate your students to want to learn?

DISCIPLINE (For Reinforcing Classroom Order and Student Work Ethics)

- +Drill (Soft or Intense)
- +Call-On Student (Deliberately)
- +Continuous Rewriting/Revision
- +Busy Work/Continuous Exercises
- +Pop Test/Examination
- +Pop Quiz

14) Sometimes, students do not follow-through with their assignments, with classroom activities, and with understanding. How do you plan to deal with this problem? In what ways can you motivate students to maintain their focus?

PUNISHMENT (For Reinforcing Participation and Student Work Ethics)

- +Solicit Responses from Individual Student (Last)
- +Solicit Responses from Small Groups (Last)
- +Failing Grades
- +Individual Conference (Outside of the Classroom)

15) At times, students will not respond to any form of positive or negative reinforcement. In this case, do you have a plan for dealing with students who do not respond?

INTELLIGENCE

Theory of Multiple Intelligences

-Considers that individuals have different forms of intelligences

Types of Intelligences:

- +Verbal/Linguistic (ability to solve linguistic challenges, remember words, and compose with ease)
- +Logical/Mathematical (ability to solve both mathematical and logical problems with ease)
- +Naturalistic (awareness of nature and natural processes)
- +Spatial (awareness of space, position, and direction)
- +Visual (awareness of color, visual memory, and/or create visuals with ease)
- +Bodily-Kinesthetic (able to move, condition body, and remember motion with ease)
- +Musical (ability to compose, hear, remember, and/or discern musical nuances with ease)
- +Interpersonal (extroverted and socializes with ease)
- +Intrapersonal (introverted and self-aware)
- +Mechanical (ability to create or assemble mechanical objects with ease)
- +Existential/Spiritual (able to understand and theorize complex concepts – religious or philosophical)

16) Have you considered how you might be able to meet different forms of intelligences and different kinds of learning? Are you able to triangulate the intelligences of your individual students (if needed).