“SMALL TEACHING”: GOOD FOR THE MANY

De Gallow
First-Generation Faculty Initiative
October 19, 2016
THANK YOU

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STUDENT TRANSITION SERVICES
INVITATION: COLLOQUIUM

FALL TEACHING COLLOQUIUM
EFFECTIVELY SUPPORTING STUDENTS WHO LEARN DIFFERENTLY

DR. JAN SERRANTINO, DIRECTOR DSC

Wed., Oct. 26  3:30-5:00
AIRB 1030
THE PLAN

- Share “small” strategies
  - Mine (7)
  - Yours (countless!)
“SMALL” TEACHING

• We made this up...

• Little things that can do a lot for many students, including first-generation
  • Wear your T-shirt
  • Take a selfie
    • Share the photo on social media
  • Other?
#1 TELL ON YOURSELF

- It's a Different World
  - “But I liked Thursdays better....”

Turn to your table mates & share a college “gaff” (3 min.)

Share
#2 WHAT OR WHO INSPIRED YOU?

- **What:** Dinosaurs

  (Awkward family photos...)

- **Who:** An Inspiration/Motivator

  - Turn to your table mates & share an inspiration
#3 “LAYERING”

- “Layering” the first day of class
- “English teacher—probably a virgin.”

I JUST DON'T KNOW

IF IT WILL EVER HAPPEN FOR ME
## Facts vs. Inferences

<table>
<thead>
<tr>
<th>FACTS</th>
<th>INFERENCES</th>
</tr>
</thead>
<tbody>
<tr>
<td>English teacher</td>
<td>Probably a virgin</td>
</tr>
<tr>
<td>Wears (a lot of) make-up</td>
<td>Scary without it</td>
</tr>
<tr>
<td>Wears (a lot of) jewelry</td>
<td>Must be rich</td>
</tr>
<tr>
<td>Short</td>
<td>Probably a Conservative</td>
</tr>
<tr>
<td>Clothes match</td>
<td>Compulsive</td>
</tr>
<tr>
<td>Has a Ph.D.</td>
<td>Compulsive</td>
</tr>
<tr>
<td>Organized</td>
<td>Compulsive</td>
</tr>
</tbody>
</table>
BENEFITS

- You’re still teaching the subject
- You reveal things indirectly
- They reveal things indirectly
“ENGLISH TEACHER--PROBABLY A VIRGIN”

- Other “revealing” inferences students make:

<table>
<thead>
<tr>
<th>OTHER INFERENCES</th>
</tr>
</thead>
<tbody>
<tr>
<td>Loves grading papers</td>
</tr>
<tr>
<td>Loves tearing students’ papers apart</td>
</tr>
<tr>
<td>She’s a Comma Nazi</td>
</tr>
<tr>
<td>Doesn’t understand how hard writing is for students</td>
</tr>
<tr>
<td>Intimidating</td>
</tr>
<tr>
<td>Formal/rigid...</td>
</tr>
</tbody>
</table>
THE ABSENCE OF AFFECT
BENEFITS

- Laughter relaxes people
- Safe place
- Gives students permission
#4 WORDING THE QUESTIONS

- Hedging—for good reasons
  - “Who might this woman be?”
  - “How might we respond to this?”
  - “What might be another way to say this?”
  - “I’d like to hear more about that.”
BENEFITS

- Makes not being sure O.K.
- Encourages risk-taking
- Sometimes students surprise themselves
- ...?
#5 MAKING IT SAFE BY COLLABORATING

- The Old “Two Heads…”
- Brainstorming: Prior Knowledge
- Support network
- Modeling other ways of knowing
- Assigning roles
  - Recorder/Reporter
  - Devil’s Advocate/the Doubter
  - Fact Checker
  - Facilitator
#6 THE PERSONAL TOUCH

- **Faculty Focus**
  - Individual comment or note
    - “Dear (Student Name), I don’t feel that this work is representative of what you’re capable. Let’s see how we can work together to help your work to improve.”
  - Addressing students by name when possible
  - Group normalization
#7 MAKE IT REAL...ISTIC

- Clear expectations
  - Yours
  - Theirs

- Modeling
  - “Think-Aloud-Protocols”
    - “How to read as a scholar would in __________...”
    - What critical thinkers do with mistakes
    - What writing/drafting really looks like
OTHER EXAMPLES?

- Yours
- Questions? Comments?
THANK YOU FOR ALL YOU DO FOR YOUR STUDENTS!

*Teachers Rock!*
WHO MIGHT THIS WOMAN BE?

(Note how the question is worded. We’ll get back to that later.)

Hint: She is part of a famous duo from the 19th & 20th centuries.

Annie Sullivan Macy: The Miracle Worker
ANNIE SULLIVAN MACY

- Born dirt poor, illiterate Irish immigrant parents
- Developed trachoma at age 5
- Mother died; father alcoholic—abandoned
- Annie & Jimmy → Tewkesbury, MA Work House/Hospital
- But for one word & one fortuitous meeting...
ANNE SULLIVAN MACY

- Perkins School for the Blind
- Age 14 in 1st grade
- Graduated age 20, valedictorian
- 1887 she became Helen Keller’s “Teacher”