

# TEACHING TECHNIQUES PANEL

OCD - 5 Principles for Teaching

# 5 PRINCIPLES



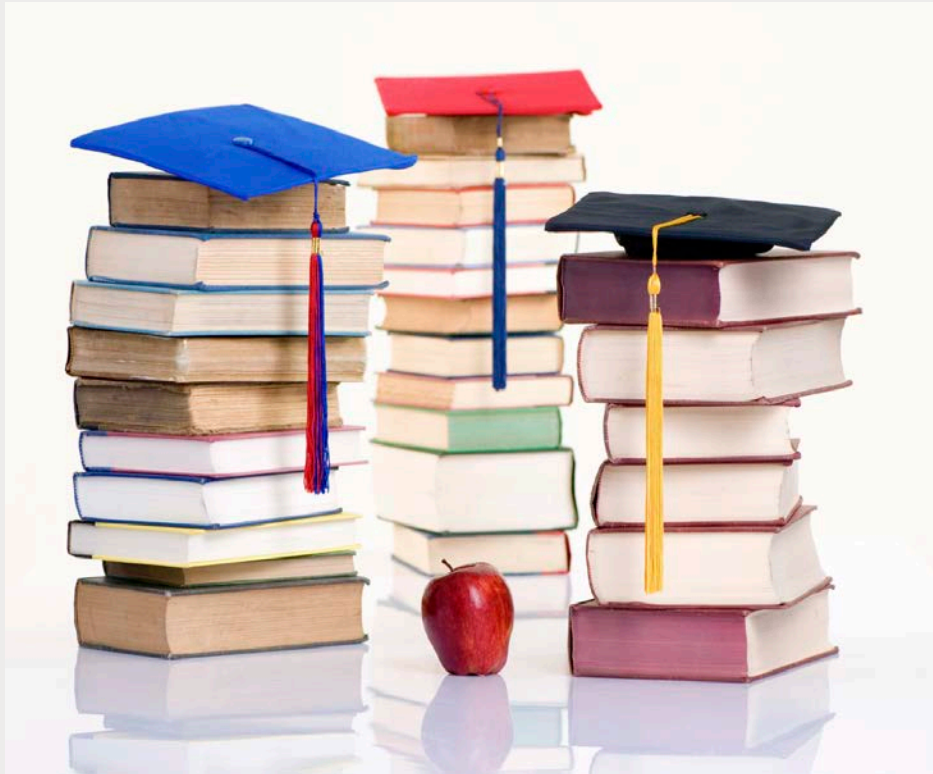
# 1. Build a learning community in your classroom (see outline at pp. 49-50)



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- Your syllabus
- Learn their names/Index cards for background information
- Be explicit about high but achievable expectations for this community
- Pay attention to relationships in both directions
- Consider using an electronic classroom – TWEN; Blackboard, etc.
- Always consider how to continuously support an inclusive (all voices) respectful community
- My African American Women Lawyers Series

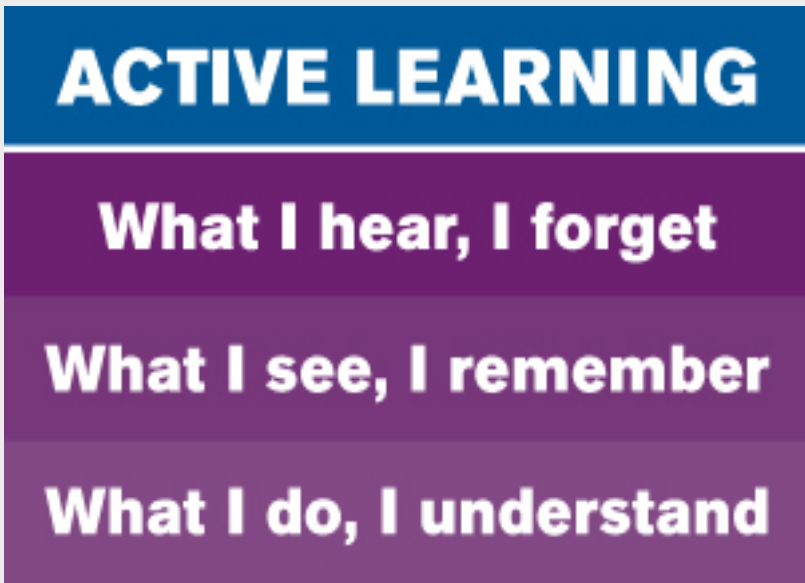
## 2. Planning and preparation are key



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- Overall Goals for the course and individual session goals (Epstein)
- Your syllabus for them and internal planning documents (for semester and each class) (includes how – see outline at pp. 51-52.)
- Control of your subject matter
- Begin preparation early
- Seek assistance especially if new technique or activity. Get input to work through the plan

# 3. Make active learning an integral part of every class



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- “Anything that involves students in doing things, and thinking about the things they are doing.”
- As part of your plan, build in at least one active learning activity for every class
- Take advantage of centers for teaching and learning available on most university campuses
- Research shows that active learning experiences improves student learning.-

# Exercise: “What is at Stake for You?”

- This exercise may help to prepare students a discussion about a difficult topic.
- You will not have to share the results of this activity with the larger group only to one person in the room.
- Sit next to a person with whom you have not been grouped before.

# Exercise

- We are about to have a discussion about domestic violence which could include sexual assault, rape, stalking and other forms of violence.
- **What is at stake for you in our conversation today? What most concerns you or worries you about broaching this topic as we enter this discussion today?**
- Take a couple of minutes to think about your response to this question.
- Now turn to the person and talk about your responses to this question.
- Put a couple of words on an index card on your table that summarizes your concerns.

# Exercise

- Amy Uelman and Michael Kessler, **Five Steps to Healing Polarization in the Classroom: Insights and Examples**, New City Press (2018).
- Added a Think-Pair-Share component



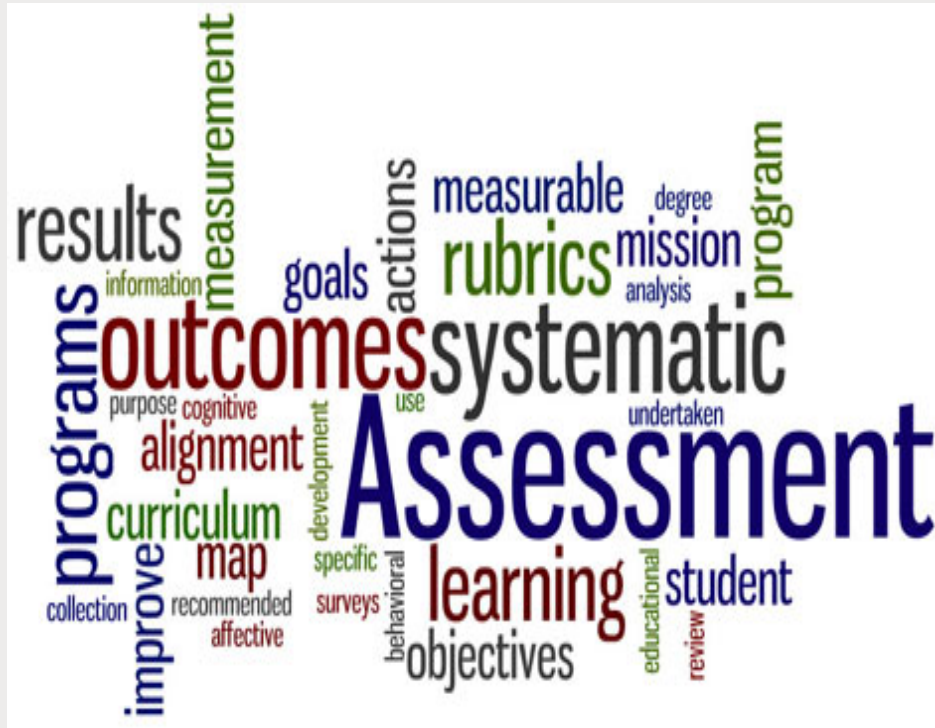
# 4. Openings and closings matter

- How do you begin the semester?  
End the semester? Begin and end each individual class.
- Bridging from prior class with same or new topic?
- Recurring themes to underscore or course goals?
- At end of class, summary activity; [Wrap Up \(Epstein\)](#), Minute activity? Give an assignment; or end with an activity that keeps them talking



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# 5. Engage in continuous assessment



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- Assessment is a vital part of teaching (Epstein/Franklin)
- Many different ways: In-class writing assignments; mid-term; MBE questions; responses to problems prepared in advance; minute papers, journals, show & tell, skits
- Also consider whether you achieved your teaching goals and how executed on regular basis.