SO YOU’RE NEW FACULTY?

A BEGINNER’S GUIDE TO TEACHING THE “FUN” CLASS

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- Makes a strong first impression
- Grabs attention
- Students are more likely to read it
- Conveys information succinctly
BE INCLUSIVE

• Model inclusivity and openness yourself
• Note card intro
• Flag your syllabus and office space with visual markers
  – Safe Zone Training from LGBTQA Office
• Make it clear you’re willing to accommodate students
  – CDAR
TEXT BOOKS OR FOOD?

• OERs (open educational resources)
  – Mine other people’s hard work! Just make sure to credit them.
  – Share your own course materials when you’re ready
• Videos, podcasts, or online exhibits instead of readings
  – Kanopy
  – Vimeo
  – Youtube
• What is NEW and interesting to you?
  – Blogs
  – News articles
  – Zines
  – Newsletters
• Pop culture is RELEVANT!
KEEP ‘EM LAUGHING

• Memes
• Cartoons
• Vial videos
• Movie Excerpts
• Be your goofy self
DON’T FEAR BBLEARN

- Modules
  - Outline goals and assignments
  - Assessments increase in difficulty deeper into module
- Embedded videos, podcasts, apps, etc.
- Share files
- Turn assignment in online
- Save trees by giving online exams
- Discussion groups
- Students will love you if you:
  - Keep grades up to date
  - Keep announcements to a minimum
NEW FANGLED TECHNOLOGY

• Use apps and media to keep students engaged with one another
  - Padlet
  - Flipgrid
  - Poplet
  - Poll Everywhere
  - Lucid Chart
  - Google Docs
  - Wikidot

• Don’t be afraid of social media to connect students to a larger community
  - Instagram
  - Twitter
  - Youtube

• Do you have to give an exam or paper?
  - Interactive Posters w/ QR codes
  - Storymaps
  - Wiki pages

• Keep online courses interactive
  - Blogs
  - Online exhibits
  - Video presentation
  - Podcast
  - Zine
  - Social Media debate
  - Social Media Viral Tag
  - Visual Essays

• Interactive Posters w/ QR codes
  - Zoom call ins
  - Google chat
  - Google Classroom
  - Slack
LOW STAKES LEARNING WITH A HIGH PAY OFF

- Legitimate Peripheral Participation (Lave and Wenger 1991)
  - Class is an apprenticeship in the discipline
    - Only assign tasks that a professional in your discipline would actually do!
    - Make sure you give students opportunities to try something (low risk) before you assess the quality of their work
      - Give students opportunities to correct their mistakes
    - How are students actively contributing to the discipline?
- Offer hands on learning opportunities both in class and outside of class
- Consider sending out internship and research opportunities to the class mailing list
“BUT WHY SHOULD I CARE?”

- Keep students engaged by reinforcing how key themes and methods relate to their own lives!
  - Gets at “what’s the point”
  - Ex. Garbology Exercise

- Take a class meeting to talk about employment options in your discipline
ACTIVE PARTICIPATION
YES, EVEN IN LARGE LECTURES

• Consider using fancy versions of power point
  – Prezi
  – Nearpod
  – Doceri
  – Educreations
• Ovoid clickers if possible because they are very expensive
  – Kahoot
  – Poll Everywhere
• AP Activities
  – Think-pair-share
  – Fish Bowl
  – Expert Panel
  – Ex. Privilege Beads
• Get students moving around your space
  – Request rooms with moveable desks chairs
  – Go outside
HELP WITH EXAM PREP

• Give study guides
• In class review sessions really do improve grades
  – Jeopardy (Super Teacher Tools)
  – Kahoot
  – Socrative
REMEMBER:
YOU DON’T HAVE TO REINVENT THE WHEEL
KEEP LEARNING HOW TO TEACH

- CETL workshops
- CDIL
- Check the Daily Register for training workshop announcements
End of Presentation

ANY QUESTIONS?