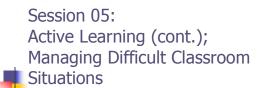


Announcements

- For today, please sit next to the people from the group you were in during last week's session.
- Reminder: Friday, Nov 11 is the deadline for the first drafts of your writing pieces.
- n I'd like to start visiting the classrooms of those of you who teach this quarter. (I'll be an observer.)
- In a few days I'll ask you to fill out a brief anonymous survey about how the class goes, what works well so far and what doesn't.

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Valentin Razmov

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Outline

- Active learning exercises and group discussions (cont.)
- n Challenging scenarios examples, where they come from, how to deal with them
- Meta-cognitive discussion

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Resources

Active learning: see reading list from last week, plus

- Kinesthetic Learning Activities
 - http://sequoia.cs.berkeley.edu/kla/

Managing difficult classroom situations:

- n Teaching Tips
 - Ch.5 (pp.49, 50-52), Ch.8 (pp.101-103), Ch.10 (pp.116-117, 120-121), Ch.14, Ch.15 (pp.208-210)
- The Nuts and Bolts of Classroom Management: How to Teach Like a Pro, Chautaugua workshop, 2003.

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Let's Try Active Learning (continued)

- Rejoin the group you were in during the previous
- Remind each other what the theme of the active learning exercise was for your group.

Rules:

- (5 mins) Groups continue developing an active learning exercise that supports the learning goals I
- (10 mins) Groups briefly demo to the class the fruits of their labor. CSE599A TA Training, Au'05, Session 05



- Group #1: the importance of testing one's own code
- Group #2: the importance of commenting one's own
- Group #3: the evils of tightly coupled software components / modules
- Group #4: the concept and mechanism of hash tables
- Group #5: the concept and mechanism of polymorphism

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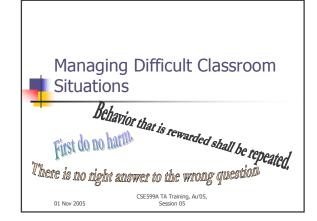
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Barriers to Active Learning: **Brief Summary**

- Instructors have less control over the exact script of the lecture.
- $_{\rm n}$ Some instructors think, "There just isn't enough time to fool around in class."
- n It takes time to come up with activities: "It's easier to follow the textbook."
- n Active learning is not the best approach for every
- Inertia may lure instructors to resort to old-style ineffective teaching techniques.

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Difficult Classroom Situations -Where They Originate

- Think of a few problem situations you've seen in your own experience as a student or teacher / tutor.
- Work with your neighbor to assemble a joint list.
- Do you see a pattern among these situations? Are they examples of the same recurring overarching themes? What are those themes?
- n Next, I'll show you the generalized themes I wrote up.
- Do your themes overlap with my broad categories or do they form a new and important category?

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Difficult Classroom Situations -My View of Their Origins

- Miscommunication of expectations
- (Un)Acceptable classroom behavior
- Assignment requirements
- Activity goals
- n Incorrectly placed incentives
 - Competition with other students
 - Penalizing for mistakes vs. rewarding for good work
 - Potential benefits vs. penalties for cheating
 - Slow or indecisive reaction to unacceptable behavior
- Students feeling much stress
 - Attempt to reduce stress by bending the rules

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