

MIAMI UNIVERSITY
2005-06 ALUMNI TEACHING SCHOLARS SEMINAR

Sharing Student and Faculty Views of Teaching and Learning

Friday, February 10, 2006
12:00 - 1:50 p.m.
Bystrom Room, Shriver Center

Summary of Keys to Successful Teaching and Learning
As Viewed by **Faculty**

In order of number of times mentioned
First number in parentheses is the corresponding key on the student list

Four Times

- Knowledge (*Averbach*) (*Schlamb*) (13; 1 time)
of the subject (*Drigel*) (*Shriberg*)

Three Times

- Environment (19; 1 time)
Comfortable (*Drigel*)
Classroom a safe place for learning (*Wentzell*)
Tone of classroom—smile, energy level (*Lynch*)

Two Times

- Engaging (24; 1 time) (*Averbach*)
Create an engaging conversation around important texts/ideas (*Schilling*)
- Clarity (2; 4 times)
Clearly convey knowledge to student (*Drigel*)
Clear teaching goals (*Guichard*)
- Listening (*Schlamb*) (15; 1 time)
Ability to listen (*Guichard*)
- Creativity (*Guichard*) (*Schlamb*) (7; 2 times)
- Respect (*Schlamb*)
Treat students ethically (*Shriberg*)
- Variety (1; 5 times)
Teach across a variety of modalities (e.g., don't always lecture, use visuals, use multiple choice tests) (*Shriberg*)
Develop assignments that give students the opportunity to express ideas in a variety of modes, e.g., paintings, movies, plays (*Schilling*)
- Real World Connections (*Shriberg*)
- Be spontaneous and utilize topical materials, e.g. used the *Cincinnati Enquirer* featured article related to issues with teenagers. (*Schilling*)

Two Times (Faculty continued)

- Flexibility (25; 1 time) (Guichard)
Go with the flow, venture off your map (Shriberg)

One Time

- Enthusiasm
For subject (Averbach)
- Sincerity (Averbach)
- Availability (3; 4 times)
And approachable (Drigel)
- Lifelong learning (Drigel)
- Learning outcomes
Specific (Guichard)
- Well prepared (Lynch)
- Interaction in class (Lynch)
- Concern (Lynch)
- Challenging
Think beyond the textbook (Lynch)
- Examples (Schlamb)
- Accessibility
Of activities, assignments, materials; fall within the realm of student experience (Wentzell)
- Rewards
Keep emphasis on rewarding students for what they do well (Wentzell)
- Learners as teachers and vice versa
Ask students to become teachers as well as learners (and the instructor to become a learner as well as teacher) (Wentzell)
- Fun
Make learning fun (Wentzell)
- Groups/teams
Assign students in teams to teach various chapters in the text to the rest of the class (Schilling)
- Sub-themes
Create a sub-theme, e.g., in my identity development course related to coming of age issues (Schilling)
- Spontaneity (Schilling)

Of the 27 faculty keys and 25 student keys, there are 9 keys (33%, 36% respectively) that appear on both lists.

MIAMI UNIVERSITY
2005-06 ALUMNI TEACHING SCHOLARS SEMINAR

Sharing Student and Faculty Views of Teaching and Learning

Friday, February 10, 2006
12:00 - 2:00 p.m.
Bystrom Room, Shriver Center

Summary of Keys to Successful Teaching and Learning
As Viewed by **Students**

In order of number of times mentioned
First number in parentheses is the corresponding key on the faculty list

Five Times

1. Variety (8; 2 times)
In teaching style (*Annable*)
Knowing how to apply different teaching styles (*Johnson*)
Variation in teaching styles, methods (*Lathrop*)
Ability to adapt to a situation (not just a single way of explaining everything) (*Ranes*)
Use handouts, and try to mix-up the presentation of material during class (*Becker*)

Four Times

2. Clarity (4; 2 times) (*Ranes*)
In explanations/lecture (*Annable*)
In expectations for behavior (*Butke*)
Clear expectations from day one (Simple and concise syllabus) (*Lathrop*)
3. Availability (13; 1 time)
Office hours, email response (*Annable*)
Outside of class (*Johnson*)
Easy access to professor (quick email responses & present during office hours) (*Lathrop*)
Make sure your students know you are available to answer questions; some of them may be too embarrassed to ask during class. (*Becker*)

Two Times

4. Well planned (*Butke*)
Planning—class feels like it has a goal, it does not just wander. (*Annable*)
5. Organization (*Butke*) (*Miller*)
6. Patience (*Johnson*) (*Ranes*)
7. Creativity (6; 2 times) (*Miller*) (*Ranes*)
8. Approachable
Use of humor, etc. (*Annable*)
Make casual conversation with students; make them feel at ease with you (*Becker*)

One Time

9. Passion
A true passion for the students as people (*Butke*)
10. High expectations
High yet attainable (*Butke*)
11. Consistency
With grading (*Johnson*)
12. Integrity (*Johnson*)
13. Knowledge (*1; 4 times*)
“Excessive” knowledge about the subject matter as well as willingness and dedication to research questions the instructor cannot answer. (*Lathrop*)
14. Frequent testing
of student knowledge (group work in class, response papers, more shorter tests). (*Lathrop*)
15. Listening skills (*5; 2 times*)
Not limited to auditory (*Miller*)
16. Communication skills (*Miller*)
17. Outside the classroom
Doesn't always end in the classroom (*Miller*)
18. No ego (*Ranes*)
19. Environment (*2; 3 times*)
Make every attempt to keep the classroom mood relaxed, ease the pressure (*Becker*)
20. Humanness
Relate to the students about a difficult time you had with your classes; this will assist with the relaxed and at ease mood. They will view you as another human being, not just another professor. (*Becker*)
21. Confidence (*Crist*)
22. Competence (*Crist*)
23. Considerate
Of students (*Crist*)
24. Engaging (*3; 2 times*) (*Crist*)
25. Flexibility (*10; 2 times*) (*Crist*)

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**Miami University: 2005-06 Alumni Teaching Scholars Program
Seminar: Sharing Student & Faculty Views of Teaching and Learning: 2/10/06**

Keys to effective Teaching and Learning	Faculty Frequency	Student Frequency
Student Relations/Rapport		
Available/Accessible	1	4
Classroom environment/ambiance/climate	3	1
Hearing Students/Listening	2	1
Respect	2	0
Approachable	0	2
Integrity	0	1
Humanness	0	1
Caring/Concern	1	0
Considerate	0	1
Encouraging		
Friendly, personable		
Sympathetic		
Personal attention		
	9; 5 keys	11; 7 keys
Professor Knowledge/Skill		
Knowledge of subject	4	1
Organization/well organized	0	2
Well planned	0	2
Communication	0	1
Challenging	1	0
Competent	0	1
Time and effort		
Motivation		
Currency: Up-to-date content; for career; for technology		
Experienced		
	5; 2 keys	7; 5 keys
Concrete In-Class/Out-of-Class Activity/Process		
Engagement: material, students, conversation	2	1
Active/interactive learning	1	0
Assessment: testing/evaluation/feed back/rewards	1	0
Examples	1	0
Sub-theme use	1	0
Cooperative/collaborative/group learning	1	0
Frequent testing	0	1
Discussion		
Multi-sensory, visually oriented classroom, music (Preparation) and sequence		
Management (classroom)		
Assignments		
Research and teaching, linked		
Lecture		
Student centered teaching, decentering		
Experiential learning		
Racism, bigotry, ethnocentrism avoided		
Syllabus: follow and complete		
Writing, emphasis on		
Learning objectives: realistic and challenging		
Student preparation and participation		
Case studies		

Problem solving		
Review: outlines, review sheets, practice exams		
Examples		
	7; 6 keys	2; 2 keys
	Faculty	Student
Abstract (Less Concrete) Inside/Outside Class Process		
Varied teaching methods	2	5
Creativity	2	2
Real World, relate to	2	0
Outside the classroom included	0	1
Accessibility of materials, assignments	1	0
Learning outcomes specified	1	0
Life-long learning developed	1	0
Critical Thinking		
Take charge of our own learning (students)		
Questions encourage/answer		
Model what you teach, believe		
Student development, intellectual		
Innovation		
Continuity		
Involvement two-way		
Deep Learning		
Balance		
Risk-taking encouraged		
Interest; keep class interesting		
	9; 6 keys	8; 3 keys
Personal Qualities of Faculty		
Flexible/Adaptable/willing to change	2	1
Patience	0	2
Enthusiasm	1	0
Passion	0	1
Consistent	0	1
Humility/No ego	0	1
Sincerity	1	0
Spontaneity	1	0
Confidence	0	1
Humor/not so serious		
Open minded		
Perceptive		
Energy/Dynamism		
Leadership		
Hard working		
Commitment		
Fair/unbiased		
	5; 4 keys	7; 6 keys
Course/Teaching Related Qualities of Faculty		
Clarity: clear expectations, goals, directions	2	4
Fun	1	0
Teacher as learner/Learner as teacher	1	0
Well prepared	1	0
High standards, expectations, rigor	0	1
Professional teaching development		
Inspiration/stimulating		
Multidimensional/multiple perceptions		

Love of subject		
Accountability, hold students accountable		
Motivating		
Cooperation		
	5; 4 keys	5; 2 keys
Totals	40; 27 keys	40; 25 keys