Collaborating for Teaching and Learning

Deloris Harpool
Academic Coordinator

Serena Roberts
Curriculum & Evidence Coordinator
Objectives of the Session

By the end of this session, participants will be able to:

Specify the benefits of best practices to students

Identify the best practices modeled

Recognize the services provided by TNE
Accept/Reject Statements

A. How smart students are is not the first concern in student learning.

B. Student learning cannot occur without faculty learning.

C. Students come to us with a mindset for "not learning."

D. Self-directed learning should only be considered in distance or online experiences.

E. Assessment should occur on a daily basis.

F. Intellectual curiosity cannot be taught.

G. If I'm not learning--my students aren't learning.

H. There is no relationship between faculty intellectual curiosity and student intellectual curiosity.

I. Students are only as good as their high school instruction.
Best Teaching Practices

What do we mean by teaching best practices?

A teaching practice is considered to be “best” when it helps to meet the objectives of a lesson. If it is effective, it is one that teachers should attempt to use when appropriate.

Best practices can be defined as the most efficient (least amount of effort) and effective (best results) way of accomplishing a task, based on repeatable procedures that have proven themselves over time for large numbers of people.

(paraphrased from FAMU education graduate students)

Research-based

What are some teaching best practices?
Summary of Best Teaching Practices in this Session

Kolb’s Learning Styles and Experiential Learning Model:  

Beginning the session with the objectives

Essential Questions: Asking essential questions helps to frame student inquiry and promote critical thinking.

Accept/Reject Statements can be used to start a discussion, as an ice breaker, a way to stimulate thought, to provoke concern around a topic, to create learning dissonance, to provoke intellectual curiosity, to raise awareness, to provoke questioning the instructor’s perspective, and to see the diversity of thought around a topic.
For More Information

Drop by the Room 203, Building C, Gore Education Complex

Or use the contact information on the back of the presentation folder.