Designing an Effective Teaching Demonstration

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As you sit down, please take a minute to write a response to the questions on the handout in front of you.
Agenda

1) What is a teaching demonstration?

2) How do I plan a teaching demonstration?

3) Observation of teaching demonstration

4) Prepare for your teaching demonstration
1) What is a Teaching Demonstration?
How Teaching is Assessed

• Interview questions about your teaching

• Student evaluations

• Teaching portfolio

• Teaching philosophies

• Inferring teaching ability from research talk
Requirements for job candidates

From Smith et al., 2013
Requirements for job candidates

From Smith et al., 2013
Teaching Demo by Institution

Likert Scale*

Teaching Ability | Potential as a Researcher

*Y-Axis based on Likert Scale
(6=Extremely Important…
1=Extremely Unimportant)

From Meizlish and Kaplan, 2008
How Teaching is Assessed

• Teaching demonstration
  – Existing class, with faculty observers
  – Group of students and faculty observers
  – Group of faculty (posing as students)
  – Topic varies
  – Format varies
Why do search committees value effective teaching when looking for faculty candidates?

What distinguishes an outstanding teaching demonstration from an adequate teaching demonstration?
2) Planning a Teaching Demonstration

2.1) What are the situational factors?
2.2) What do I want students to learn?
2.3) What teaching and learning activities will I use?
2.4) How do I assess what students have learned?
2.5) How can I get feedback before I do it “for real”? 
2.1) What are the situational factors?

- Audience
  - How many
  - Education level
- How much time do I have?
- Room setup
2.2) What do I want students to learn?

- What topic should I teach?
  - Expectations
  - Content

- What are the learning goals of the lesson?
  - Highlight goals at beginning and end of lesson
  - (If teaching for a class) Is syllabus available?
2.3) What teaching and learning activities will I use?

- Demonstrate knowledge of active learning techniques
  - e.g., writing exercise, explanation, think-pair share, discussion

- Align these carefully with:
  - Situational factors & learning goals
  - Your own teaching philosophy
2.4) How will I know what students have learned?

• You can build in assessment during your demonstration
  – One-minute paper
  – Muddiest point

• Allow time for questions and/or discussion during the demonstration
2.5) How can I get feedback before I do it “for real”?

• Ask to give a guest lecture so you can prepare something and try it out

• Practice with people who can mimic the ‘audience’ level of knowledge/comfort with the material
  − Friends in other departments, undergraduates

• Ask search committee questions!

• Request a CRLT consultation or observation
3) Sample Teaching Demonstration
4) What would you plan if asked to prepare a teaching demonstration?

- Topic of your choice
- Introductory level course in your field
- 25 students
- 30 minute class period
Wrap-up

• Teaching demonstrations come in many forms
• Follow directions from search committee
• Align demonstration with teaching philosophy
• Demonstrate teaching with confidence
Additional Resources

- Papers discussing Teaching demonstrations and active learning and classroom assessment techniques handouts available at: http://crlt.umich.edu/programs/onedayPFF

- The Professor is In
  *How to Give a Teaching Demonstration*
  http://theprofessorisin.com/2012/01/10/how-to-give-a-teaching-demonstration-a-guest-post/

- CRLT website/GSI Guidebook
  *Strategies for Effective Lesson Planning*
  http://www.crlt.umich.edu/gsis/p2_5

- ACSAA Resources
  *A Guide to Preparing for Campus Visits*
  http://www.acsaa.us/pdf/career/acsaacampusvisit.pdf
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