



The School of Athens. (1509)
Raphael.

The Essence of Good Teaching

1

The Essence of Good Teaching



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2

A PDF copy of these notes is available from:

[http://
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3

Acknowledgements

Vikki Roadley

Annie Avenell

Terry Meechang

Thanks! :-)

4

Senior Lecturer/Flexible Learning Advisor
AUT

Teaching at AUT for 25 years

2007- National tertiary teaching award for
sustained excellence

2007- Apple Distinguished Educator
(ADE) award

2004/05 - Named in the first group of
Flexible Learning Leaders in NZ

2001 - Distinguished teaching award AUT



Landmark projects:

- NZ Sign Language CD - NZSL 1
- 'Whakahihiho te Hinengaro' CD and website
- Produced 50 CDs and 3 DVDs for AUT
- Set up StudyTXT mLearning service



AUT Student

Satisfaction Survey:

2003-Anatomy paper ranked 3rd

2002-Anatomy paper ranked 2nd

5

Laurentius de Voltolina -14th century



6

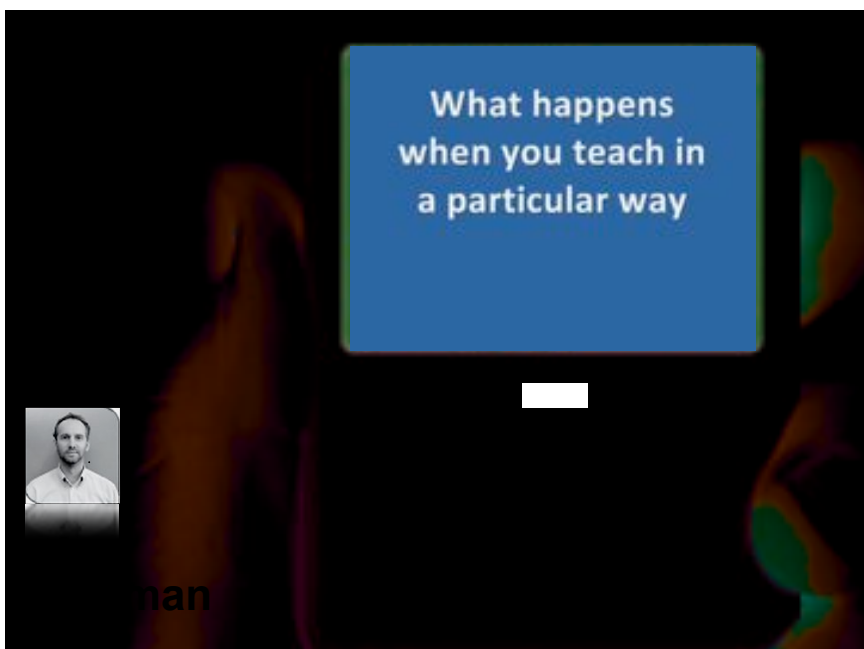


7



"The Anatomy Lesson of Dr. Tulp" by Rembrandt Harmenszoon van Rij
1632

8



9

“The goal is an organisation that is constantly making its future rather than defending its past.”

Hamel & Valikangas, 2003

In a turbulent age, the only dependable advantage is a superior capacity for reinventing your business model before circumstances force you to. Achieving such strategic resilience isn't easy. Four tough challenges stand in the way.

The Quest for Resilience

by Gary Hamel and Liisa Valikangas

Call it the resilience gap. The world is becoming turbulent faster than organisations are becoming resilient. The evidence is all around us. Big companies are failing more frequently. Of the 50 largest U.S. corporations in the past two decades, 40% succumbed in the last ten years. Corporate earnings are more erratic. Over the past four decades, shareholder volatility in the average growth rate of M&A and corporate has increased by nearly 50%—despite vigorous efforts to “manage” earnings. Information weapons are proliferating. In each of the years from 1970 to 2000, an average of 30 Fortune 500 companies were struggling in the midst of a 10% foreign decline in net income from 1990 to 2000, thanks to the impact of the longest economic boom in modern times, the average number of companies still being thought of as “average” organisations more than doubled, to 10,000 per year.

From generally successful companies one thing is more difficult to deliver consistently superior returns to their own shareholders than in the past, the Collins and Porcy firms argued and

“voluntary” companies that had consistently outperformed their peers. Between 1980 and 1990, but even the last ten years, list six of these companies, managed to outperform the Dow Jones Industrial Average. The other factor—a group that includes companies like Disney, Motorola, Ford, Nordstrom, Sony, and Microsoft—have apparently gone from great to merely OK. Any way you cut it, success has never been so fragile.

In less turbulent times, established companies could rely on the strength of momentum to sustain their success. Now, the AIG and American Airlines were treated to competition by regulatory protection and oligopolistic practices. Disney, the Gap, Microsoft and Coca-Cola, enjoyed a relatively stable product portfolio. But now there's a certain can't have had their effects and a combination might and consumers have ripped coffee shops' soft drinks, sold off their Microsoft and Intel, built formidable first-mover advantages. And in capital-intensive industries like petroleum and aerospace, highly entry barriers protected in

10

Why do we teach?



11

PBRF
PBTF
PBLF

12

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[HOME](#)
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[DISCIPLINES](#)
[PROJECTS](#)
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[PEOPLE](#)
[RESOURCES](#)
[FILES](#)
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[Home](#) > [Communities](#) > [Ako Aotearoa Academy of Tertiary Teaching Excellence](#)

AKO AOTEAROA academy

Ako Aotearoa Academy of Tertiary Teaching Excellence

Tēnā koutou and welcome to the Ako Aotearoa Academy of Tertiary Teaching Excellence.

The Academy has been established by Ako Aotearoa to provide a major resource for enhancing teaching practice in New Zealand.

Consisting of all past [Tertiary Teaching Excellence Award](#) winners, the Academy will work under the umbrella of Ako Aotearoa to foster, promote and advocate for the development of excellent tertiary teaching.

This body of expert tertiary practitioners will aim to become a respected and influential voice committed to working for the benefits of educators and learners.

The goals of the Academy are set out [here](#).

Contact details for the Executive Committee members are available [here](#).

This resources of this Community are available for anyone to view. Membership is only open to members of the Academy.

What's new in Ako Aotearoa Academy of Tertiary Teaching Excellence

[Mentoring for applicants for Tertiary Teaching Excellence Awards](#)

Past award winners can help you to complete your 2010 application for a Tertiary Teaching Excellence Award

[Resource page](#)

AKO AOTEAROA ACADEMY OF TERTIARY TEACHING EXCELLENCE COMMUNITY

Group owner: [Heleen Dobson](#)

Number of Members: 65

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2009 Symposium

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Member Contributions

News about the Members

Teaching Profiles

Teaching Stories

The LIMELIGHT

TTEA Awards

Useful links

13



14

The Essence of Good Teaching

What makes a great learning environment?

October 2, 2008

Introduction

Vision

Methods/Ethics

Student's views

NZ Tertiary

NZ ADEs

Resources

Quotes

Links

Contact

Welcome to the Essence of Good Teaching

Wouldn't it be great if you could bottle good teaching practice and take a drink before you had to face a class! Unfortunately good teaching can't be extracted into an elixir. So who should we ask to find out what we can do to be better teachers/educators/communicators?

We could ask the learners! The students we teach are very smart and can tell a great teacher from a good teacher. However, they may not be able to clearly identify why one teacher is better. I think the student perspective is important, and this may form part of a later stage in this project.

The **Essence of Good Teaching** project is about showcasing video interviews with great teachers who have reflected on their teaching practice and make these insights available here for other educators to watch, take on board, and hopefully apply if they feel it is relevant to them.

"Teaching is much, much more than a quantifiable list of actions and behaviors"

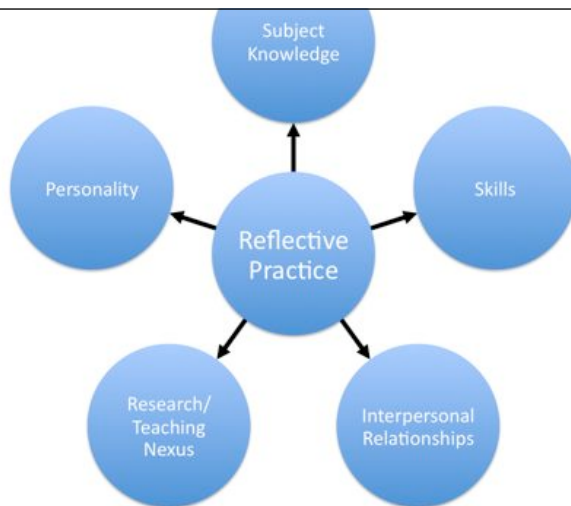
Karl Dodds (2006), Maths, Physics & Computing, Christchurch Polytechnic Institute of Technology - PRIME MINISTERS SUPREME AWARD Tertiary Teaching Excellence Awards 2006

15

Why do I teach?

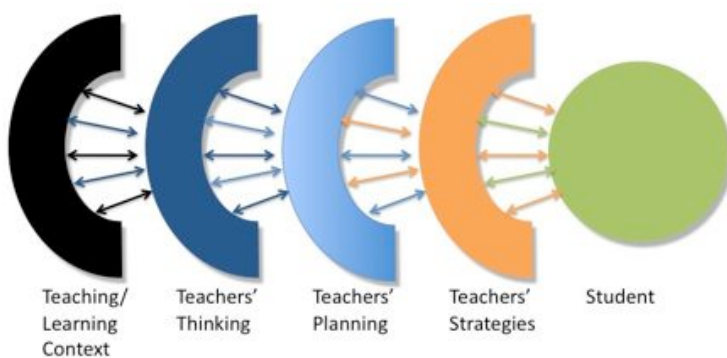


16



Kane, R., S. Sandretto, et al. (2004). "An investigation into excellent tertiary teaching: Emphasising reflective practice." *Higher Education* 47(3): 283-310.

17



Trigwell's model of teaching (2001)

18



Teaching is not rocket science. It is, in fact, far more complex and demanding work than rocket science.

Richard Elmore professor of educational leadership at Harvard Graduate School of Education.

19



PHOTO BY ARASH BEHSHADPOOR | August 15, 2006 | TEACH AND LEARN!
WWW.BEHSHADPOOR.US

20



"One aspect of being a great educator is to get a student to consider the obvious in such a new light that not only is his or her thinking changed, but the process of how to think is itself affected."

Robert Fulghum (1997)

21

Learning How to Learn



"In the short seven years that I have been a technology educator I have come to realize that this is my primary goal - to create an atmosphere where kids learn how to learn."

-Colette Cassinelli

22

"Your primary influence is the environment you create."



Peter Senge

American scientist and director of the Centre for Organizational Learning at the MIT Sloan School of Management.

23

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Teacher 2.0: The Evidence

It is nearing the end of the school year here in Shanghai. As teachers and students both make the final push to the end, I have been busy looking for evidence of what teaching 2.0 looks like in our school, and I think I found some.

Scott Hesseck, a 5th grade teacher, had his students create rubrics for grading blog posts:

My grade 5 class has been Blogging for 6 months. Some of them have developed into really good bloggers and are leaving me far behind with the amount of time and energy they are investing into their Blogs.

We were talking the other day after looking at what makes a good blogger and the question came up about how to assess our blogs. So after much thought, discussion and some arguments we made three assessment rubrics. The students are now looking at other blogs as well as their own and will try to evaluate where they need some work. I thought I would post these rubrics out there so other bloggers, teachers or students may comment on areas that we have forgotten or left out. They also could

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24

Thursday, 5 July 2012

"Students learn what they care about, from people they care about and who, they know, care about them."

Barbara Harrell Carson, *Thirty Years of Stories*



Flickr CC <http://flickr.com/photos/wonderlane/375318>

Student?

Teacher?

Student?

Teacher?

Student?

Student?

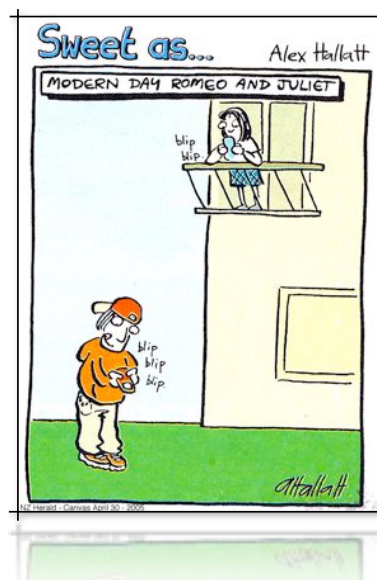
25

Qualities of a good teacher?



26

Our Students



27

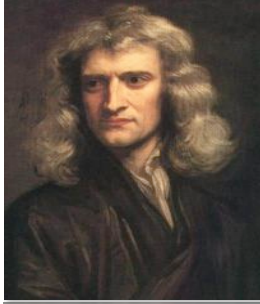
The “compact of disengagement”

“You leave me alone and I will leave you alone”

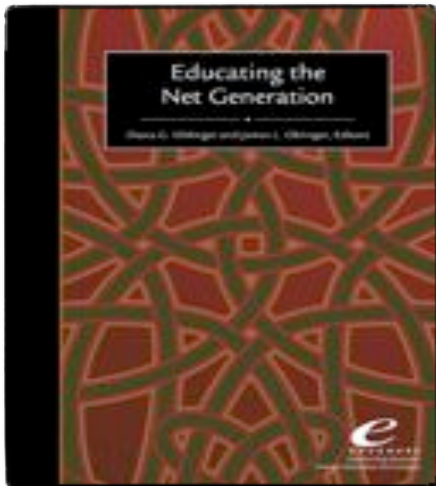
“No one knows I’m here”, so...

- little sense of responsibility or accountability
- irregular attendance

Kuh, Schuh and Whitt (1991)



28



Diana Oblinger
President of Educause

Available as a free PDF
download from:

www.educause.edu

29

Students



30



Teachers

31



32

Digital Literacy



33

Technology Support

- “Current generation of students expects seamless technology use.”

Brown, Oblinger. (2005)

“Many teachers steer clear of engaging with technology - they leave it to the technologists and get on with the business of teaching. This is no longer an acceptable position, however.

Teachers must reach a point where they are exploiting the full benefits of technology to support their learners.”

Good, M. On the way to online pedagogy. (2001)

34

- Massey (2000) and Blandin (1997) see four levels of skill:

- **Level 1:** Competent in a few tools that are used in everyday working, for example word processing.
- **Level 2:** Competent in a wider range of everyday tools to a higher level - able to use advanced word processing features to enhance productivity; able to log on to and use a conference area; still a victim of many of the problems that will happen and dependent on others to solve them.
- **Level 3:** Autonomous explorer - engaged with technology and able to solve own problems and look out for new opportunities as things change and develop.
- **Level 4:** Expert.
- “Many teachers are at levels 1 and 2. They all need to be at level 3 and far more need to combine subject expertise with deep knowledge of the technology to become **educational technologists** or **technological educators**.”
- Good, M. (2001). On the way to online pedagogy.

35

Increasingly, those who use technology in ways that expand their global connections are more likely to advance, while those who do not will find themselves on the sidelines. 2009 Horizon Report



Will Lion

36



How can e-learning support me?

37

Creativity



“Creativity is as important in education as literacy, and we should treat it with the same status.”

38

What Good Teachers Say About Teaching - Berkeley

- The teacher's main task is to guide students through the learning process, not to dispense information
- The goal of teaching is to help students read, speak, write, and think critically
- Learning is a "messy" process, and the search for truth and knowledge is open-ended
- Good teachers love their subject matter
- Good research and good teaching go hand in hand

39

- The best teachers genuinely respect students and their intellectual capabilities
- Good teachers are rarely satisfied with their teaching. They constantly evaluate and modify what they do
- Good teachers usually had good teachers, and they see themselves as passing on their own teachers' gifts to a new generation of students
- Good teachers treasure the small moments of discovery in the classroom and the more enduring effect they have on students' lives
- Good teachers do not see teaching as separate from other activities

What Good Teachers Say About Teaching - Berkeley

40

What do we need to do?

41

Can kids teach themselves? - TED.com

Sugata Mitra,
Professor of Educational
Technology at the School of
Education, Communication
and Language Sciences at
Newcastle University, UK

Minimally Invasive Education (MIE)

Hole in the wall (HIW)
computer research and
projects



Mitra, S., Ritu D., Shiffon C., Swati J., Ravinder S. B., and Preeti Kapur. (2005). Acquisition of Computer Literacy on Shared Public Computers: Children and the "Hole in the wall", Australasian Journal of Educational Technology, 21(3), 407-426.

42



Hūtia te rito o te harakeke. Kei hea te kōmako e kō? Kī mai nei ki ahau.
 He aha te mea nui ki tēnei ao?
 Māku e kī atu. He tangata, he tangata, he tangata.

If you were to pluck out the centre of the flax bush, where would the bellbird sing?
 If you were to ask me "What is the most important thing in the world?"
 I would reply, "That it is people, people, people."

Traditional Maori proverb

43

What leads to Success?



44

**"If we continue to
 teach our students
 today,
 as we taught them
 yesterday,
 we rob them of
 tomorrow."**

John Dewey



45