

Assignment 2

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Case Study #1

1. What issues are students having with Liu Shen? What issues are students having with Jim Lowry? How are they similar? How are they different?

With Liu Shen, students state that they are having difficulty understanding what she is saying, are asked to repeat questions multiple times, and are having difficulty following along. With Jim Lowry, students state that they are having difficulty hearing what he is saying because he is speaking low and facing away from them, they feel he is disorganized, and he is using vocabulary that they are unfamiliar with. Both Liu and Jim have issues communicating with the students they are teaching.

2. What are some possible sources of miscommunication between Liu and her students?

Some possible sources of miscommunication between Liu and her students are the language she is using, possibly the way she is describing things, and possibly Liu's own comfortableness with the English language, which she may feel is an issue although it is not explicitly stated by her students.

3. Propose ways that Liu can ameliorate the students' concerns expressed in the evaluations.

Some ways that Liu can help ease her students concerns are to have them write down their questions so that she may better understand them instead of asking them to repeat them over and over. She can also check over her material to make sure that the instruction she is giving makes sense and is appropriate for the class level. Liu can also create a classroom where there is more sharing of information from student to teacher instead of just from the teacher to the student.

4. What are possible sources of miscommunication between Jim and his students?

Some sources of miscommunication between Jim and his students includes them not actually being able to hear what he is saying, the manner he is relaying information, and the vocabulary he is using while doing this.

5. Propose ways that Jim can ameliorate the students' concerns expressed in the evaluations.
Jim can ease the students concerns by being more cognizant of the level of his voice, projecting, and facing the students when he teaches. He also could benefit from preparing some sort of hand-out to help guide the students along with his lectures. Finally, he can be more aware of the level of his vocabulary and the level of student he is teaching.
6. From the lists you generated for questions 3 and 5 above, identify which approaches you can use to increase your communication effectiveness in the classroom.

I can make sure that the lessons I am giving are appropriate for the audience that I am instructing. Although something may seem to make a great deal of sense to me, compared to my students, I am an expert in my subject and may not always realize that I am teaching "over their heads."

7. What are some benefits and challenges of using active learning techniques in teaching?
Using active learning techniques in teaching can be beneficial because it engages students more than just lecturing to them. When lecturing, there is really no way of knowing if the students are absorbing the information you are giving until you assess them. Using active learning techniques allow you to be "in the moment" with the students and see how they are working with the lesson in real time.
8. What are the possible consequences of Jim's attitude and lack of action to improve his teaching?

Jim's attitude and lack of action to improve his teaching will result in Jim not learning ways to fully communicate with his students and eventually lead to more negative reviews from his students. Teaching is not a stagnant occupation, where once you become a teacher you have all the tools. Teaching is about becoming a life-long learner yourself so you can best instruct your students and make positive differences in their education.

Case Study #2

Overview	<p>Paul is a teacher at a University in Chicago with an excellent record in research and publishing. Paul is in his first semester as an instructor teaching a class of 40 pre-med juniors who are preparing for the MCATs, and five weeks in, he has received negative feedback about his decision to teach his course using a collaborative learning style that he picked up during his postdoc fellowship. Paul recognizes that his school may not be the best place to utilize this method and other faculty members, as well as his department chair, are aware of the students displeasure. Paul enjoys teaching and his seminars that he taught as a teaching assistant were well regarded.</p>
Needs Analysis	<p>Organizational and personal success in this case would consist of students learning and being prepared for the MCATs as well as Paul meeting all of his duties, such as grant writing. At this time, the students are unhappy and do not feel as though they are learning what they need to know in order for them to be successful and Paul is falling behind in his grant writing duties. Needs Assessment techniques that could be used include Direct Observation of Paul's actual teaching, Questionnaires for the students to better understand their feelings and needs, Consultation with Persons in Key Positions to get a better understanding of the school's thoughts as to what the students need and expect, and Interviews and Focus Groups with students to further understand what they think and are looking for.</p>

Task Analysis	<p>What is the task that individuals need to be able to accomplish or perform?</p> <p>What are the key components of this task?</p> <p>The tasks that needs to be accomplished is for the students to learn enough in the course to be able to take the MCATs, the students need to feel as if they're learning the appropriate materials, and Paul must be sure that he is correctly instructing his students in the information that they need in order to be successful.</p>
Learner Analysis	<p>The audience consists of Paul's students, his colleagues, and the department chair. These same people are also the stakeholders. To gauge their current levels, questionnaires can be distributed as well as interviews and focus groups arranged for each specific audience and/or stakeholder.</p>
Goals/Objectives	<p>Goal: To have the students more engaged in the subject matter and for them to have a better understanding of it.</p> <p>Objective 1: Students will learn the appropriate subject matter that is being taught.</p> <p>Objective 2: Students will feel more comfortable and confident in their learning and see how it directly relates to the MCATs.</p> <p>Objective 3: Students will relate better to course materials and the way the course is taught.</p> <p>Expected changes are that the students will better understand the material and why they are being instructed in the way that they are. These students will be better prepared for future coursework and the MCATs.</p>

	<p>There are no expected costs for this solution and the benefits will be greater student learning and confidence in what they have learned.</p>
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