

So, You Want To Teach

How To Teach an OLLI course





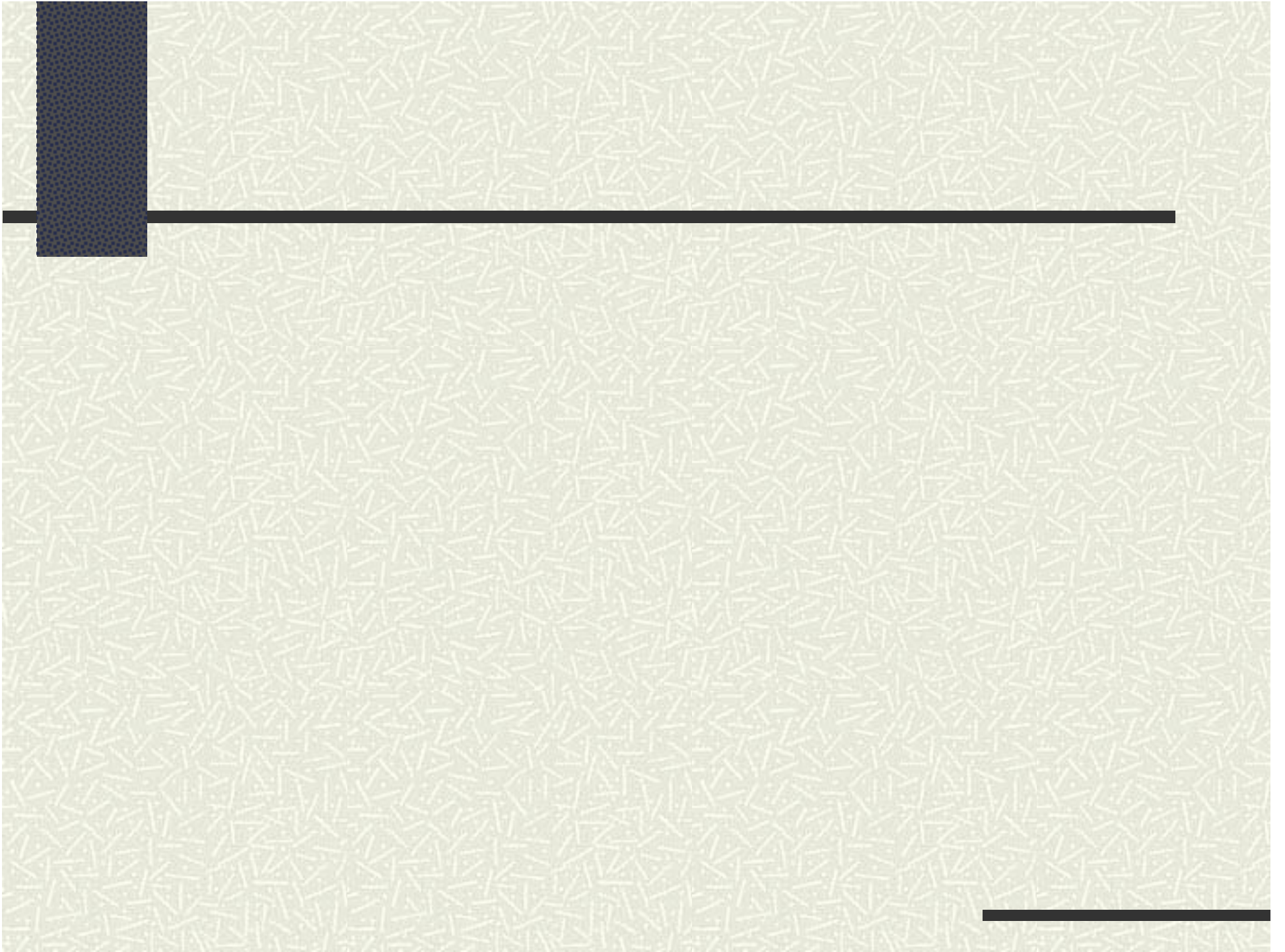
Second Week

Format and Structure



Objectives

- # To make your topic interesting.
 - # To have a clear introduction.
 - # How to use examples and anecdotes.
 - # Find your resources.
 - # Organize your lesson.
 - # Know your topic or your presenters.
 - # Have fun.
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Principles of Adult Learners

Treat Learners like Adults.

- # Adults are people with years of experience and a wealth of information.
 - # Adults have established beliefs and opinions.
 - # Adults are people whose style of learning has changed.
 - # Adults relate new knowledge and information to be previously learned information.
 - # Adults are people with bodies influenced by gravity!
 - # Adults have pride.
 - # Adults have a need to be self-directing.
 - # Individual differences among people increase with age.
 - # Adults are practical.
 - # Adults are goal oriented.
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Motivating the Adult Learner

- # Social Relationships
 - # External Expectations
 - # Social Welfare
 - # Personal Advancement
 - # Escape/Stimulation
 - # Cognitive Interest
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Format and Structure

Lecture

An exposition of a subject delivered before an audience or class for the purpose of instruction.

An example: Park Ranger classes

Seminar

- # Advanced students engaged in original research or intensive study under the guidance of a professor who meets regularly with them to discuss their findings.
 - # An example: The Investment Forum
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Study Group

- # A pursuit of knowledge by observation/research.
 - # Attentive scrutiny by all class members.
 - # Discussion by all.
 - # Research and ideas brought to the table by all members of the class.
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Hands-on

- # Active participation; applied as opposed to theoretical.
 - # An example: Art classes, Readers' Theatre
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Bloom's Taxonomy

NEW Version

- # In 1956, Benjamin Bloom headed a group of educational psychologists who developed a classification of levels of intellectual behavior important in learning. During the 1990's a new group of cognitive psychologist, lead by Lorin Anderson (a former student of Bloom's), updated the taxonomy reflecting relevance to 21st century work. The graphic is a representation of the NEW verbage associated with the long familiar Bloom's Taxonomy. Note the change from Nouns to Verbs to describe the different levels of the taxonomy.
 - # *Note that the top two levels are essentially exchanged from the Old to the New version.*
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Bloom's Taxonomy

Old Version

- # **Remembering:** can the student recall or remember the information?
define, duplicate, list, memorize, recall, repeat, reproduce state
- # **Understanding:** can the student explain ideas or concepts?
classify, describe, discuss, explain, identify, locate, recognize, report, select, translate, paraphrase
- # **Applying:** can the student use the information in a new way?
choose, demonstrate, dramatize, employ, illustrate, interpret, operate, schedule, sketch, solve, use, write.
- # **Analysing:** can the student distinguish between the different parts?
appraise, compare, contrast, criticize, differentiate, discriminate, distinguish, examine, experiment, question, test.
- # **Evaluating:** can the student justify a stand or decision?
appraise, argue, defend, judge, select, support, value, evaluate
- # **Creating:** can the student create new product or point of view?
assemble, construct, create, design, develop, formulate, write.

[Michael Pohl's Website about Bloom's Taxonomy](#)

[Example of Questions](#) at different levels (done using OLD taxonomy)

