

30 Day Power Teaching Challenge (Pam Slim) – July 2011

July 26, 2011

[Pamela Slim](#)

Hey Power Teachers! I am working on some ideas for tomorrow's class and have 2 group source questions:

- 1) What is a favorite teaching technique you have taught or experienced in a live class, and why do you like it?
- 2) What is a favorite teaching technique you have taught or experienced in a virtual class (teleclass, online membership site class, etc), and why do you like it?

Feel free to answer either question or both.

Thanks Power Teachers!

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Answers as posted on Facebook group:

Cheryl Dolan

1. Live class - I often have the other participants give feedback - positive feedback only. They become exquisite listeners and become very strength-based in their feedback vs corrective or improvement based.

2. Virtual class - I love quick exercises, i.e., say a rapid writing exercise in response to specific questions/prompts, and then popcorn responses from as many participants as possible with direct feedback from the teacher. I loved it because there was no time for left-brained responses and amazing insights occurred.

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Natalie Currie

Q1. The activity is called the "envelope game". It comes from Harold Stolovitch in "Telling Ain't Training." As a facilitator, you create brief scenarios on the outside of envelopes. In round-robin fashion, teams have a set time limit (usually 3-4 minutes to create some excitement), to come up with the best group response to the scenario listed on their envelope. The response is written on an index card and placed in the envelope. At the end of each round (I ring a bell), the envelopes are moved clockwise and the next round begins.

At the end of the exercise, learners realize they are short an index card. In this last round they are asked to read the scenario and review all the cards and declare the best response. As a debrief teams read their scenario, declare which response in the best, and why. This always generates the best discussion. Indeed all the goodies are in the debrief - brilliant every single time.

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Susan M. Kuhn

I like small groups that then integrate into the larger group. In a teleclass, I liked doing a writing exercise alone (it was about identifying your "orphaned talents" and then a second round on your "superpowers"). We discussed each in groups of four on the phone, and then in the group as a whole. Very rich learning with these three viewpoints layered sequentially.

Live training -- I like one on one where someone else pulls out of you what you didn't know you knew....when this happens to everyone, you gotta believe its true!

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Susan M. Kuhn

To build on Cheryl's comment...I've enjoyed starting off with everyone taking a hot-seat turn in which the others say what strengths they noticed. It sets a tone, as Cheryl indicates, that is abundant and motivating for the rest of the class.

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Sandy Morris

Q1. In a live class teaching life skills, my favorite method is role training. With a group I do this by taking participants through a process that will start developing the skill. Next I guide them to re-enter a pre-selected and relevant moment of their choice, all the time building on their experience of the skill as fully as possible. Each participant works with a buddy who witnesses and coaches. Sharing is a key part of the process. The facilitator / participant ratio is such that the level of work required can be well encouraged and contained.

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Laura Lee Bloor

As I've mentioned, I don't have any previous teaching experience, but the thing I find that makes or breaks a teacher is: GENUINE enthusiasm. People can tell if you're faking. If you really love and enjoy what you're talking about, you'll make the class feel just as energized about it. If you could care less about what you're talking about, your class picks up and mirrors that vibe, too. If I'm taking a class, I came to learn and walk away excited about my new knowledge.

For teleclasses, I really like in-class exercises. They help me assimilate what I'm learning and keep me engaged.

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Jennifer Waak

I like anything that is experiential, and when I walk out the door I know how to apply it to me (or my clients).

So, in live classes, I like being paired up with someone and we help each other work through whatever we are there for. Then as a coach I get to learn about being both the coach and the client.

In online courses, my answer is basically the same. Lay out a framework for me and then let me apply it to my own situation (thinking "Teaching Sells"). Your course is the same.

Hypothetical scenarios are the fastest way to get me to turn off. So, yeah, that whole "make it relevant to me" thing is super-important.

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Max Daniels

For me, stories. Always! Seth is right.

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Wendy Beall

Online: I like assignments with templates or questions to respond to that help me get over the potential paralysis

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that can come from facing a blank screen. I've found it helpful to interact with others online through the blog and FB for this class.

In live venues, I like exercises that require interaction with others to solve problems or get feedback or ideas. Once again, I prefer to be given questions to respond to or some kind of format to get things moving, since I tend to over-think things and get bogged down with when I'm free to come up my own endless ideas.

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Nikole Gipps

I like when the class leader comes back to engage the discussion group on a regular basis (like you are doing), rather than leaving the group to fend for themselves (as I have had happen in another online course).

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Khia Thomas

For question one: skits or role play! It really helps students connect the dots on concepts apply to real life in a way they can "see."

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Danielle Miller

I'll answer Q2...I have found that I really enjoy the webinar format. It combines a multi-sensory approach in an easy and flexible way. I've always found that creating a place where questions and collaboration can be facilitated (a group like this for example) is key to a successful class :)

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Kelly Pratt

for both questions: Experiential -- actually doing what is being taught..I once did an exercise in a writing teleclass that I've incorporated into some of my creativity workshops = it was called the LIZZIE WANN exercise... Jill Bodansky (leader) first read a poem by Lizzie Wann called DECLARATION" - We were then given a few minutes to write a similar piece.. It was a great way to "feel like a writer" and a fun/creative way to think about your day. <http://www.oocities.org/lwann/declaration.html>

Again - for either format - I like to connect with smaller groups and have the ability to pop in and out of the groups... (i.e. Maestro Conference) then come back to the larger group to share our experiences/insights. A caveat - when it's a teleclass, as much direction from the leader as possible because it's a little weird "sitting" in a quiet room not knowing how to or who should start the conversation!

and I always give guidelines about feedback... only positive. Never any criticism - even "constructive" - from other members in the class/workshop: we all do plenty of that ourselves! :-)

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Pace Smith

1. In our Usual Error workshops, we would pass out handouts containing a short poem, and then we'd read the poem aloud. We'd give participants a short time to write down their interpretation of the poem, or what it meant to them. Just a couple of sentences. Then we'd go around the circle and ask everyone to read what they wrote. Everyone was ASTONISHED at how different their interpretations were. This gives people a visceral experience

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of the usual error in action. I just realized that we could totally do that exercise online, too! Wow!

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Antonina Geer

Interactive simulations

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Michele Fugiel Gartner

I'm a big fan of storytelling. Provide a framework and then share why that framework works through examples - even allowing students to contribute their experiences. I'm also really love good facilitation - particularly in virtual spaces. I usually multitask on webinars if they are done poorly...but if they are well facilitated, I give my whole attention.

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Julica Hermann

I like weaving what I want to teach into participants' comments. So say I'm teaching how to make pancakes. Instead of teaching the recipe, I ask participants a provocative question about making pancakes and see where the conversation goes.

Usually, the participants give me the recipe and twenty other things I would never have come up with on my own. Sometimes I need to weave in one or two points that people missed. Participants are much more engaged than when I am in lecture mode and they are passive recipients of "the truth." It keeps us in an equal we're-all-learning-together kind of space. And, I learn a lot while I'm teaching!