

POWER TEACHING

In which you discover and renew your joy for teaching

CLASS THREE: POWER TOOLS



"The teacher who is indeed wise does not bid you to enter the house of wisdom but rather leads you to the threshold of your mind."

-- *Kahlil Gibran*



CLASS THREE: POWER TOOLS TO AMP UP INSTRUCTION

POWER TOOLS

Live and virtual classes are very different creatures.

You can read so many things about your students when they are right in front of you.

And you can reach so many people who you would never be able to reach using virtual means.

In this class, we will review some key things to keep in mind when teaching both live and virtual classes in order to make them the most effective and engaging for your students.

MY INTENTIONS FOR TODAY'S COURSE ARE TO:

- Introduce the foundations of powerful teaching, online and off
- Introduce you to some basic but exceptionally powerful ways to plan and prepare for live classes
- Introduce power tips and tricks for online classes

POWER TEACHING FOUNDATIONS:

1. Prepare your mind and prepare your energy to teach.
 - Favorite power song
 - Favorite power activity
 - Favorite grounding activity
2. Less is more.
 - Why do you feel compelled to jam tons of information in your class?
3. Find your root of passion and your WHY.
 - Say this to yourself before you teach. "I am going to teach this third Power Teaching class because I want my students to feel grounded, powerful and prepared for anything when they teach their classes."

LEARNING STYLES

The VAK learning style uses the three main sensory receivers: Visual, Auditory, and Kinesthetic (movement) to determine the dominant learning style.

HINTS FOR RECOGNIZING AND IMPLEMENTING THE THREE VAK STYLES

Auditory learners often talk to themselves. They also may move their lips and read out loud. They may have difficulty with reading and writing tasks. They often do better talking to a colleague or a tape recorder and hearing what was said. To integrate this style into the learning environment:

- Begin new material with a brief explanation of what is coming. Conclude with a summary of what has been covered. This is the old adage of “tell them what they are going to learn, teach them, and tell them what they have learned.”
- Use the Socratic method of lecturing by questioning learners to draw as much information from them as possible and then fill in the gaps with your own expertise.
- Include auditory activities, such as brainstorming, buzz groups, or Jeopardy. Leave plenty of time to debrief activities. This allows them to make connections of what they learned and how it applies to their situation.
- Have the learners verbalize the questions.
- Develop an internal dialogue between yourself and the learners.

Visual learners have two sub-channels—*linguistic* and *spatial*. Learners who are *visual-linguistic* like to learn through written language, such as reading and writing tasks. They remember what has been written down, even if they do not read it more than once. They like to write down directions and pay better attention to lectures if they watch them. Learners who are *visual-spatial* usually have difficulty with the written language and do better with charts, demonstrations, videos, and other visual materials. They easily visualize faces and places by using their imagination and seldom get lost in new surroundings. To integrate this style into the learning environment:

- Use graphs, charts, illustrations, or other visual aids.
- Include outlines, concept maps, agendas, handouts, etc. for reading and taking notes.
- Include plenty of content in handouts to reread after the learning session.
- Leave white space in handouts for note-taking.
- Invite questions to help them stay alert in auditory environments.
- Post flip charts to show what will come and what has been presented.
- Emphasize key points to cue when to take notes.
- Eliminate potential distractions.
- Supplement textual information with illustrations whenever possible.
- Have them draw pictures in the margins.
- Have the learners envision the topic or have them act out the subject matter.

Kinesthetic learners do best while touching and moving. It also has two sub-channels: kinesthetic (movement) and tactile (touch). They tend to lose concentration if there is little or no external stimulation or movement. When listening to lectures they may want to take notes for the sake of moving their hands. When reading, they like to scan the material first, and then focus in on the details (get the big picture

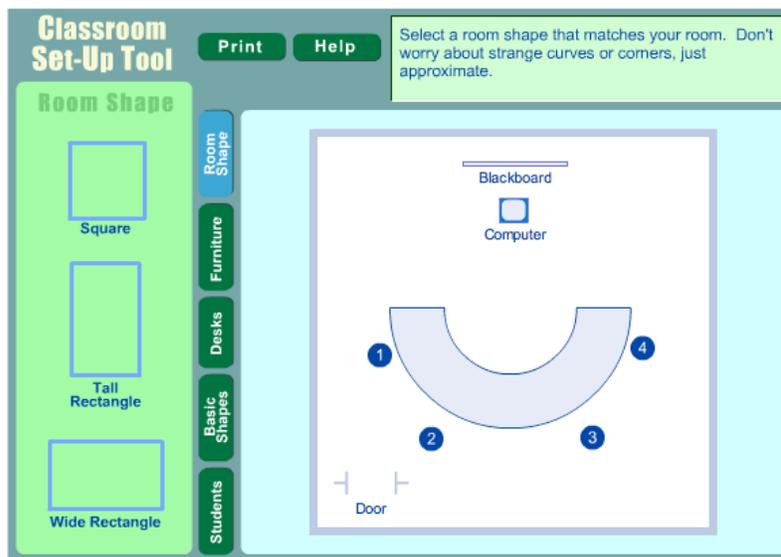
first). They typically use color high lighters and take notes by drawing pictures, diagrams, or doodling. To integrate this style into the learning environment:

- Use activities that get the learners up and moving.
- Play music, when appropriate, during activities.
- Use colored markers to emphasize key points on flip charts or white boards.
- Give frequent stretch breaks (brain breaks).
- Provide toys such as Koosh balls and Play-Dough to give them something to do with their hands
- To highlight a point, provide gum, candy, scents, etc. which provides a cross link of scent (aroma) to the topic at hand (scent can be a powerful cue).
- Provide high lighters, colored pens and/or pencils.
- Guide learners through a visualization of complex tasks.
- Have them transfer information from the text to another medium such as a keyboard or a tablet.

Clark, D. R. (2011), Hints for Recognizing and Implementing the Three VAK Styles. Retrieved July 26, 2011 from <http://www.nwlink.com/~donclark/hrd/styles/vakt.html>

POWER TOOLS FOR LIVE CLASSES

- Remember that class starts as soon as the first person in class sees you. That can be in the parking lot, in the Starbucks down the street from the location, or in the lobby. So start to teach your class as soon as you leave your house. Or better yet, as soon as you wake up!
- Room layout plays a HUGE role in the type of learning that occurs.
 - Circle promotes equality, sharing, equal dialogue
 - Classroom promotes expert/student
 - Groups at tables promotes collaboration and dialogue
- Very cool resource for playing around with classroom design:
http://teacher.scholastic.com/tools/class_setup/



- Remember the 1/3 to 2/3 mix:
 - You as the instructor should take up 1/3 of air time. The rest of the time should be participant interaction, exercises, questions and feedback

ONLINE LEARNING

We will cover some very specific techniques for online engagement and retention as a supplementary recording for this class. Rather than get lost in details, here are some key things to remember when teaching online:

- **Minimize distractions.**

Am I the only one who cringes when I hear tons of background noise or banter in a live or recording training program? While it can be fun for the participants to connect, it is very distracting on a busy call. When the class is convening, chit chat is awesome and warms people up. When class officially starts, mute everyone and announce the topic and structure of the call.

- **Introduce concepts, ground learning intentions and objectives all through course.**

If people are not following along with your in-person teaching, they can get lost easily. Provide lots of entry points during the virtual class to ground them in the topic. Remember that when you are teaching on the phone, half of the participants are listening while reading email and tweeting, and the other half are listening while watching to see who will win American Idol (not YOU ALL of course, but everyone else).

- **Provide written background to make it easier for participants to follow the course.**

There are benefits of giving the written material AFTER the class so they really tune in and listen and don't read ahead or get distracted.

- **Keep the technology the the lowest common denominator.**

While a multi-media webinar with video and chat may be extremely exciting to think about, remember that participants don't all have whiz-bang technology and will get extremely frustrated if they can't access the technology. The trade-off is half the class with a killer learning experience because they can access the technology and the other half of the class pissed off because they couldn't follow along.

HOMEWORK FOR CLASS THREE

1. Continue to cut, mold and shape your class outlines. Remember: **Less is more!**
2. Review Power Teaching Principles and decide which you want to emphasize in your course
3. Cut down your class content, and amp up the interactive exercises.

QUESTIONS

Questions about the course? Send them to support@pamslim.zendesk.com.