

Education Seminar # 5: Art and Science of Teaching

Speakers: Dr. Glenn Markle and Dr. Jon Breiner from College of Education, Criminal Justice, and Human Services (CECH), University of Cincinnati

Date: July 6, 2009

Time: 1:00 to 3:30 p.m. (2.5 hours)

Prepared by:

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This seminar was jointly coordinated by Drs. Glenn Markle and Jon Breiner on July 6, 2009 in 641 Baldwin Hall from 1:00 to 3:30 p.m.

Dr. Markle began with stating that some people have the “Art” of teaching. If someone doesn’t have it, it is hard to develop, but it can be learned. He then emphasized that everyone could learn the science of teaching. Next, he had each teacher/pre-service teacher draw a picture of what an “ideal” lesson would look like. After a few minutes the in-service teachers and pre-service teachers got into groups of three and discussed their views. They then went around the room and shared their ideas. Most teachers informed that they had limited technology available in their classroom which is fully utilized and students generally work in groups of 3-4 students as an ideal lesson format. All teachers also agreed that they walk around the room, asking questions and making sure students were fully engaged.

Dr. Markle went over various models for learning. The “Cognitive Model for Learning” was discussed in detail. Most students don’t learn the material just by watching the teacher write it on the board and then talking about it. The majority of students need to be actively involved in the learning process and the more of the five senses that can be involved, the better. Studies show that 7 plus or minus 2 bits of information can be held in the short-term memory at a time. If a student is to put the information into their long-term memory then connections must be made in their schema. A good teacher helps them to build the connections and also tries to make sure that incorrect connections (misinformation) is not being formed. One of the obstacles to learning is distractions. These can be either external or internal. Questions, properly formed can help the teacher to determine whether proper connections are being formed and also offer an opportunity to help students build the material into what they already know. Several suggestions for creating a more effective lesson plan were given, which included:

- Set goals and work backwards, keeping the end in mind.
- Come up with activities, this helps students build the connections and use more of their senses
- List possible outcomes the students may come up with--create potential questions to help determine their connections.

Photographs taken during the seminar are presented below.



Glen Markle Conducting the Art and Science of Teaching Seminar