

## What else does it take? -- The reflective excellent teacher

Models of effective teaching tend to focus on what the teacher *is* (patient, enthusiastic) and *does* (prepares, simplifies, assesses). This interactive session adds some of what do we need to *know about our students and ourselves*.

### Self-discovery and reflection

- ◆ How teaching affects your identity
- ◆ Awareness of values, biases, or hidden agenda
- ◆ Levels of confidence, imagination, and creativity
- ◆ Default position for difficult situations
- ◆ Faithfulness to the implicit contract with students
- ◆ Degree of approachability, formality, and boundaries
- ◆ Inclination and ability for self-assessment
- ◆ Comfort with distinct teaching modes
- ◆ Tendency toward holistic or serialistic teaching styles
- ◆ Degree of flexibility with course content and structure
- ◆ Why be an excellent teacher?

## Student discovery

- ◆ **General background**, academic preparedness
- ◆ **Prior knowledge**, exposure to subject and methods
- ◆ Level of **introspection and maturity**
- ◆ **Metacognitive skills and resource management**
- ◆ **Motivation**, reason for enrolling, expectations, worries
- ◆ Perceived **relevance** of course material to personal goals
- ◆ **Special circumstances** that may inhibit learning
- ◆ Reasons for **poor performance** on specific tasks
- ◆ **Cognitive aspects** of acquisition, retention, and retrieval
- ◆ Relevant **naïve theories and misconceptions**
- ◆ Possible sources of **belief perseverance**