

Simple Framework for Effective Teaching

Questions to Ask Yourself in a Teaching Scenario		
	Learning Principle	Teaching Tip
Who are my learners?		
What are their goals and motivations? What are their needs and expectations?	Knowles' andragogy emphasizes that adult learners need to know why something is important before learning; therefore it is important to ascertain goals and motivations for effective teaching.	<ul style="list-style-type: none"> • Ask learners to identify their learning goals. • Obtain information ahead of time from a course director about learning needs.
What are the similarities and differences among my learners? How can this be used to advantage?	All learning paradigms acknowledge that learners vary a great deal in their experiences, perspectives, and preferences. You will want to be prepared to make sure each learner has a meaningful experience.	<ul style="list-style-type: none"> • Encourage peers to share reflections on experience and perspectives with one another. • Encourage the appreciation of differing viewpoints.
What do I want to teach my learners?		
What experiences have learners already had? What change in knowledge, attitudes, or skills will they need?	Focusing on specific, challenging and achievable goals (as recommended by deliberate practice) will maximize learning and growth. Neurosciences and constructivist theories recommend that you activate your learners' prior knowledge first and then build on it.	<ul style="list-style-type: none"> • Review curriculum objectives and previous coursework. • Talk with curriculum directors about learners' strengths and learning needs. • Open your teaching session by talking with your learners to identify what their current attitudes are and where they have gaps in their knowledge and skills.

How will I teach my learners?		
How will I ensure an appropriately supportive and challenging learning environment?	Neurosciences and deliberate practice emphasize that learning is maximized when learners are both challenged and supported.	<ul style="list-style-type: none"> • Check in regularly with learners and create a high feedback experience. • Take an “appreciative stance” meaning that you highlight learners’ strengths and build on those, rather than focusing on areas which need remediation.
How can I foster relationships between learners and myself?	Evidence also shows that positive emotions foster greater learning.	<ul style="list-style-type: none"> • Start with an icebreaker where individuals say something personal about themselves or work together to accomplish a task. • Ask learners about important personal events in their lives which you can accommodate or celebrate. • Allow them to get to know you as a person.
How can learners help direct their own learning?	Andragogy emphasizes that learners prefer to direct their own learning.	<ul style="list-style-type: none"> • Ask learners to volunteer to lead the learning experience.
How will I know what they have learned?		
How can I make their learning visible?	Observation with feedback is a particularly prominent feature of deliberate practice. Questioning and dialogue are age-old methods which foster learning and permit assessment.	<ul style="list-style-type: none"> • Ask questions and encourage learners to ask questions. • Instruct learners to demonstrate a skill, provide feedback, then ask them to perform the skill again. • Ask them to write down one thing they learned, one thing they will do differently, and one question they still have.

<p>How can I help them identify how to take next steps?</p>	<p>Learners ultimately seek to be independent from their teachers. Being effective, self-regulated learners (which entails accurate self-assessment and self-directed learning) is particularly important for professionals and those seeking to be leaders.</p>	<ul style="list-style-type: none">• Before providing feedback, ask learners what they would like to do differently.• Ask learners to create their own action plan for future learning.
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