Writing to Think About Teaching

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“Despite a lack of natural ability, I did have the one element necessary to all early creativity: naïveté, that fabulous quality that keeps you from knowing just how unsuited you are for what you are about to do.”
“Part of being incompetent is not understanding just how incompetent you are.”

-Stephen Chew, “Improving Student Performance by Addressing Student and Teacher Misconceptions about Learning,” Belmont University, August 12, 2013
Notes

Leave out unnecessary jokes, change patter for sq. circle, relax, don't shake.

Hindu Rope

Hippity Hops

Routine of 20th century style of kid

Went real good, worked out and put in req. act.

En Rapport

Get a connection with the audience like at work. Length act.

Show went over good in spite of all corrections, charge money.

Good gag.

The show was for Fed-mart, when Bradlow's wand broke, I said, 'Gee, I got it at Cost. M.A. Too!'
“Leave out unnecessary jokes, change patter for sq. circle, relax, don’t shake. . . Routine with 20th century silks with kid. Went real good. Work on and put in reg. act. . . Show went over good in spite of all corrections. Charge money.”

Steve Martin, performing notes, age 15
Information I recorded in my teaching journal

• Student reaction to different pedagogical strategies
• My own reaction to implementing different pedagogical strategies
• Feedback from Teaching Center formative assessment and my responses
• Feedback from informal peer review and my responses
• Strategies I learned from observing other teachers
• Student reactions to substantive content
• Common areas of misunderstanding on final exam and ideas for how to improve content delivery
• My response to feedback from course evaluations
Metacognitive benefit from keeping teaching journal

• Self-assessment after each class oriented me toward deep processing:
  – Response to self-assessment kept me focused on my relationship to students and their learning
  – Knowing that I would be recording my impressions after class made me more aware of my teaching during class
  – Having a written record of my experience of the semester will make it easier to think creatively about how to change the course for the students’ benefit next year
Performative benefit for new teachers
Performative benefit for all teachers?
Suggestions for Improvement

• Develop and respond to a specific set of questions before and after each class
• Add formal study of teaching to journal reflections
• Other suggestions? E-mail me at amanda.garcia@belmont.edu