

Teaching Methods Assignment and Discussion on “The Elements of Teaching”

In developing and refining your own personal teaching style it is important to consider the elements of both learning and teaching.

1. LEARNING: Content or “how to”

How did the teacher present the content of the class? Did s/he instruct students in how to perform the poses? Was her presentation appropriate?

2. AUTHORITY: based in character, conduct, and knowledge of subject

How did the teacher exhibit his/her authority? If you had to come up with a caricature of this teacher’s authority figure, what would it be? (Ex. a drill sergeant)

3. ETHICS: sense of student’s welfare, trusteeship

Did you experience a sense of ‘trusteeship’ from this teacher? How was this or wasn’t this expressed?

4. ORDER: goals, objectives, clarity of progression, appropriate, justifiable Comment on your impression of the sense of order and appropriateness of the content.

5. IMAGINATION: ways to make content meaningful, relevance, creating a state of interest

Did you notice any overt or covert communication of the content being relevant, or the teacher creating a ‘state of interest’?

6. COMPASSION: from the Latin “sharing with” the students, their concerns & challenges

7. PATIENCE: an active virtue, suspension of disappointment, foundation of trust

8. PLEASURE: satisfaction of student’s achievements, pleasure of sharing subject matter

9. CHARACTER: bringing who you are to your teaching, authenticity

Comment on the teacher’s sense of authenticity, and balance of discipline and enticement.

These elements may take place prior to or after class or in conversations with students outside of class and over time. Look for them in side remarks, comments to individuals, or through humor. Did you notice the teacher showing sensitivity to her/his student’s challenges, their set-backs, their accomplishments? If so how?

This is based on an education course previously taught at Princeton University. Here is the text.

The Elements of Teaching, James M. Banner Jr., and Harold C. Cannon, Yale University Press, 1977.