Some
The ABCs of Teaching

Colleen Lewis
Harvey Mudd College
lewis@cs.hmc.edu
Ability
Ability

• Assume that:
  – All students can succeed
  – Students need to believe they can succeed
  – Learning is hard
  – Learning takes times
  – Forgetting is normal
Body Language
Body Language

• Smile
• Seem interested in being there
• Move around
• Point at things not in directions
  – if they can’t tell what you’re pointing at – don’t point.
Channels
Channels

• Channels of information (text, talk) can interfere
• You can put text-heavy notes in the slides
• Don’t allow laptops/phones unless justified
Assessment
Assessment

• Trying to recall information is one of the best strategies for learning!
• Students overestimate their understanding
• Give students opportunities for “formative” assessment (that they just learn from)
• Ask students if it was clear
Bound
Bound

• Everything can always be better
• Set limits (start the morning before lecture)
• Hold office hours in lab (leave at the end)
Clarity
Clarity

- It is great to be clear
- SUPER important to make your goals explicit
  - What do you want students to learn?
  - What do you want students to know how to do?
  - How should they be studying?
  - Should they be taking notes during lecture?
Active Learning
Active Learning

• The buzz word doesn’t mean much of anything without elaboration
• Don’t just lecture
• Take breaks
• Include group work
Borrow
Borrow

Try to avoid recreating the wheel

• nifty.stanford.edu
• engage-csedu.org
• peerinstruction4cs.org/
• acm.org/education/CS2013-final-report.pdf
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@colleenlewis