

## ***Creating a Culture of Success: by Teaching Better***

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My first teaching methods teacher – Dr. Wycoff – used to say,

Teaching is easy. Just ...

say “yes” whenever you can...

say “no” whenever you have to ...

& never, ever say either out of laziness or fatigue!!!

Great advice – but I’d like to add a few suggestions & details...

### **4 things I really want you to remember when you’re teaching...**

**#1 Impression Management – an unabashed beginning**

**#2 Blooms Affective Domain – the emotional side of  
teaching and learning**

**#3 The importance of expectancies - “meeting  
them through creating them”**

**#4 Blooms Psychomotor Domain – every kind of  
“learning about” has a “learning how to”**

**#1 Impression Management – an unabashed beginning**

**You are who they think you are !!!**

So...

Be good !

& be sure they know you are good !!!

**Early to bed. Early to rise. Work your ass off!!  
And, advertise!!!!!!!**

### **Three Audiences**

1. Students
2. Peers
3. Evaluators

### **Four Aspects**

1. Lectures
2. Assignments
3. Exams
4. Interactions w/ students

## The Teacher You Wanna & Don't Wanna Be Known As: Defining Features of You as a Teacher

As a teacher you have at least three "audiences" who talk about you and your teaching and formally or informally evaluate you. The impressions these folks have will help or hinder your progress toward being a good & successful teacher.

**Early to bed. Early to rise. Work your ass off!! And, advertise!!!!!!!**

**Three things to remember about your students...**

- 1. They are not you!                      2. They don't know what they need to know!                      3. You're sharing them!**

Tell two things that you want each audience to say about your **lectures**...

Students	Other Teachers	Chair/Promotion Committee/Dean
1.	1.	1.
2.	2.	2.

Tell two things that you **don't** want each audience to say about your **lectures**...

Students	Other Teachers	Chair/Promotion Committee/Dean
1.	1.	1.
2.	2.	2.

Tell two things that you want each audience to say about your **assignments**...

Students	Other Teachers	Chair/Promotion Committee/Dean
1.	1.	1.
2.	2.	2.

Tell two things that you **don't** want each audience to say about your **assignments**...

Students	Other Teachers	Chair/Promotion Committee/Dean
1.	1.	1.
2.	2.	2.

Tell two things that you want each audience to say about your **exams**...

Students	Other Teachers	Chair/Promotion Committee/Dean
1.	1.	1.
2.	2.	2.

Tell two things that you **don't** want each audience to say about your **exams**...

Students	Other Teachers	Chair/Promotion Committee/Dean
1.	1.	1.
2.	2.	2.

Tell two things that you want each audience to say about your **interactions with students**...

Students	Other Teachers	Chair/Promotion Committee/Dean
1.	1.	1.
2.	2.	2.

Tell two things that you **don't** want each audience to say about your **interactions with students**...

Students	Other Teachers	Chair/Promotion Committee/Dean
1.	1.	1.
2.	2.	2.

**#2 Blooms Affective Domain – the emotional side of teaching and learning**

I teach mostly “stats” courses. How do I get a bunch of kids to buy into thinking of a “stats course” as a “life changer”????

I talk about the course as “learning the common sense of the discipline” & “everybody who does what they call ‘psychology’ knows this stuff and it is the basis for what they do and how they do it!!”

“Common Sense” has two derivatives...

**#1 – common “sensitivities” – knowledge held in common**

**#2 – common “sensibilities” – values held in common**

Fortunately, we have some tremendous help identifying and organizing the elements of both – **Boom’s Taxonomies** (and all that the original work has inspired)

Most folks have had some introduction to Bloom’s Cognitive Domain...

There are many versions, one of my favorites has the parts...

**Remembering** – recall & retrieval

**Understanding** – comprehension

**Applying** – abstracting & using

**Analyzing** – separating into elements

**Evaluating** – quality judgments

**Creating** – integrating & designing

There is also the Affective Domain !!!

Again, there are many versions, but here is one of my favorites...

**Receiving** – willingness to hear

**Responding** – active participation

**Valuing** – acceptance-to-commitment

**Organization** – comparing & prioritizing

**Internalizing** – part of value system  
controlling behavior

The affective domain is all about the emotional side of what they are learning – feelings, values, appreciation, attitudes, etc.

**This really matters** – It is difficult to work long & hard at something if you’re not sure why you should care about learning that something!!!

**This is at the very heart of engagement!!!**

... and leads (in a few minutes) to the importance of “getting engagement by creating expectancies & values”

# Cognitive Domain

The cognitive domain involves knowledge and the development of intellectual skills. There are six major categories of cognitive an processes, starting from the simplest to the most complex

<p><b>Remembering:</b> Recall or retrieve previous learned information.</p>	<p><b>Examples:</b> Recite a policy. Quote prices from memory to a customer. Recite the safety rules.</p> <p><b>Key Words:</b> defines, describes, identifies, knows, labels, lists, matches, names, outlines, recalls, recognizes, reproduces, selects, states</p>
<p><b>Understanding:</b> Comprehending the meaning, translation, interpolation, and interpretation of instructions and problems. State a problem in one's own words.</p>	<p><b>Examples:</b> Rewrite the principles of test writing. Explain in one's own words the steps for performing a complex task. Translate an equation into a computer spreadsheet.</p> <p><b>Key Words:</b> comprehends, converts, defends, distinguishes, estimates, explains, extends, generalizes, gives an example, infers, interprets, paraphrases, predicts, rewrites, summarizes, translates</p>
<p><b>Applying:</b> Use a concept in a new situation or unprompted use of an abstraction. Applies what was learned in the classroom into novel situations in the work place.</p>	<p><b>Examples:</b> Use a manual to calculate an employee's vacation time. Apply laws of statistics to evaluate the reliability of a written test.</p> <p><b>Key Words:</b> applies, changes, computes, constructs, demonstrates, discovers, manipulates, modifies, operates, predicts, prepares, produces, relates, shows, solves, uses</p>
<p><b>Analyzing:</b> Separates material or concepts into component parts so that its organizational structure may be understood. Distinguishes between facts and inferences.</p>	<p><b>Examples:</b> Troubleshoot a piece of equipment by using logical deduction. Recognize logical fallacies in reasoning. Gathers information from a department and selects the required tasks for training.</p> <p><b>Key Words:</b> analyzes, breaks down, compares, contrasts, diagrams, deconstructs, differentiates, discriminates, distinguishes, identifies, illustrates, infers, outlines, relates, selects, separates</p>
<p><b>Evaluating:</b> Make judgments about the value of ideas or materials.</p>	<p><b>Examples:</b> Select the most effective solution. Hire the most qualified candidate. Explain and justify a new budget.</p> <p><b>Key Words:</b> appraises, compares, concludes, contrasts, criticizes, critiques, defends, describes, discriminates, evaluates, explains, interprets, justifies, relates, summarizes, supports</p>
<p><b>Creating:</b> Builds a structure or pattern from diverse elements. Put parts together to form a whole, with emphasis on creating a new meaning or structure</p>	<p><b>Examples:</b> Write a company operations or process manual. Design a machine to perform a specific task. Integrates training from several sources to solve a problem. Revises &amp; process to improve outcome.</p> <p><b>Key Words:</b> categorizes, combines, compiles, composes, creates, devises, designs, explains, generates, modifies, organizes, plans, rearranges, reconstructs, relates, reorganizes, revises, rewrites, summarizes, tells, writes</p>

These are selected from a very rich discussion of original and successive taxonomies available at <http://www.nwlink.com/~donclark/hrd/bloom.html>

# Affective Domain

This domain includes the manner in which we deal with things emotionally, such as feelings, values, appreciation, enthusiasms, motivations, and attitudes. The five major categories listed the simplest behavior to the most complex:

Category	Example and Key Words
<p><b>Receiving Phenomena:</b> Awareness, willingness to hear, selected attention.</p>	<p><b>Examples:</b> Listen to others with respect. Listen for and remember the name of newly introduced people.</p> <p><b>Key Words:</b> asks, chooses, describes, follows, gives, holds, identifies, locates, names, points to, selects, sits, erects, replies, uses.</p>
<p><b>Responding to Phenomena:</b> Active participation on the part of the learners. Attends and reacts to a particular phenomenon. Learning outcomes may emphasize compliance in responding, willingness to respond, or satisfaction in responding (motivation).</p>	<p><b>Examples:</b> Participates in class discussions. Gives a presentation. Questions new ideals, concepts, models, etc. in order to fully understand them. Know the safety rules and practices them.</p> <p><b>Key Words:</b> answers, assists, aids, complies, conforms, discusses, greets, helps, labels, performs, practices, presents, reads, recites, reports, selects, tells, writes.</p>
<p><b>Valuing:</b> The worth or value a person attaches to a particular object, phenomenon, or behavior. This ranges from simple acceptance to the more complex state of commitment. Valuing is based on the internalization of a set of specified values, while clues to these values are expressed in the learner's overt behavior and are often identifiable.</p>	<p><b>Examples:</b> Demonstrates belief in the democratic process. Is sensitive towards individual and cultural differences (value diversity). Shows the ability to solve problems. Proposes a plan to social improvement and follows through with commitment. Informs management on matters that one feels strongly about.</p> <p><b>Key Words:</b> completes, demonstrates, differentiates, explains, follows, forms, initiates, invites, joins, justifies, proposes, reads, reports, selects, shares, studies, works.</p>
<p><b>Organization:</b> Organizes values into priorities by contrasting different values, resolving conflicts between them, and creating a unique value system. The emphasis is on comparing, relating, and synthesizing values.</p>	<p><b>Examples:</b> Recognizes the need for balance between freedom and responsible behavior. Accepts responsibility for one's behavior. Explains the role of systematic planning in solving problems. Accepts professional ethical standards. Creates a life plan in harmony with abilities, interests, and beliefs. Prioritizes time effectively to meet the needs of the organization, family, and self.</p> <p><b>Key Words:</b> adheres, alters, arranges, combines, compares, completes, defends, explains, formulates, generalizes, identifies, integrates, modifies, orders, organizes, prepares, relates, synthesizes.</p>
<p><b>Internalizing values (characterization):</b> Has a value system that controls their behavior. The behavior is pervasive, consistent, predictable, and most importantly, characteristic of the learner. Instructional objectives are concerned with the student's general patterns of adjustment (personal, social, emotional).</p>	<p><b>Examples:</b> Shows self-reliance when working independently. Cooperates in group activities (displays teamwork). Uses an objective approach in problem solving. Displays a professional commitment to ethical practice on a daily basis. Revises judgments and changes behavior in light of new evidence. Values people for what they are, not how they look.</p> <p><b>Key Words:</b> acts, discriminates, displays, influences, listens, modifies, performs, practices, proposes, qualifies, questions, revises, serves, solves, verifies.</p>

### #3 The importance of expectancies - “meeting them through creating them”

Research into student course & instructor evaluations revealed that one of the best predictors of student evaluations was how well the course and instructor met student’s “expectations” about:

- content of the course
- examination format
- amount of work
- type of homework, assignments & papers
- teacher’s “personality”

Not any huge surprises !!

Almost by mistake a few researchers discovered that one of the best predictors of student performance was how well the course and instructor met student’s “expectations” about:

- content of the course
- examination format
- amount of work
- type of homework, assignments & papers
- teacher’s “personality”

Likely that students work harder when expectations met!

**This is great → the best way to improve performance meshes with the best way to improve course evals !!!!**

What this means is that you should “create” the expectations your students have about the course & the reci/lab !!!

Don’t expect your students to “get it” → instead “give it to them”!

Tell them, probably several times, the:

- content of the course
  - & why that content is important to their major and future
- examination format
  - & why that format will allow them to learn the info better
- amount and type of work
  - & defend each bit of it – telling them why they need to know it (probably so they can learn cooler stuff later)

**The better they understand the “whats” and “whys” of the course and the reci/lab, the harder they are likely to work, and the better things will go for them and for you !!!**

Blending Our Hopes & Dreams with Theirs  
(or Bending their Hopes & Dreams to Ours)

Pick one course you teach to answer the following. The course? \_\_\_\_\_

1. What are 3 things do you want them to value about the content of your course?
  
2. What community are your students joining by taking this course? What do they need to know to join successfully?
  
3. Cognitive Domain: What do they ... (give one good example of each)
  - Know they need to know ?
  
  - Need to know more about what they know they need to know ?
  
  - Not know they need to know ?
  
4. Affective Domain: What do they.... (give one good example of each)
  - Already value about the content of the course?
  
  - Need to value more or differently than they already do?
  
  - Not know they need to value?
  
5. Also...
  - What's special about the curricular role of your course ? How will they benefit in later courses by learning and doing well in this course. How will they benefit from what they learn to value in this course?
  
  - What is something (part of a test, an assignment, etc.) that they are going to like? Something they will like & value without any help from you?
  
  - What is something (part of a test, an assignment, etc.) that they are going to hate, but you really need to talk them in to valuing and engaging?

**#4 Blooms Psychomotor Domain – every kind of “learning about” has a “learning how to”**

Any course with a “lab” is intentionally transitioning students from “knowing about” to “knowing how to”...

But – I’ll make the bold statement here – everything we teach “about” has a “how to” & most often that is what we really want the little darling to learn (and value).

We know that “stacks of facts” isn’t the goal of our courses or their learning, but we struggle to drag them from “about” to “how to”....

Fortunately, again we have some tremendous help identifying and organizing the elements of this transition from “about” to “how to” from Blooms Psychomotor Domain ...

**Perception** – detects “cues to action”

**Set** – readiness to act

**Guided Response** – imitation & train-and-error

**Basic Proficiency** – some confidence & proficiency

**Expert Proficiency** – automated & accurate

**Adaptation** – modify to fit specific requirements

**Origination** – performing new solutions

A caution about teaching & testing at “higher levels” of cognitive & psychomotor domains...

Teaching...

Be sure you are “supporting” learning and performance of “higher levels” by adequately teaching the lower levels “adequately” first !!

Also, remember these are referred to as “taxonomies” not “hierarchies” – more complete learning occurs from moving students “back & forth” among the categories!!

Another caution about teaching & testing at “higher levels” of cognitive & psychomotor domains...

Testing...

If you only test at the highest levels, you can be pretty sure that “success” means they have acquired that level and those “below” it...

But, if they fail at a higher level, you don’t know whether or not they have learned the levels “below” it...

Two solutions...

- Assessing performance at multiple levels
- Assuring performance at lower levels so that can emphasize higher levels on tests/assignments



# Psychomotor Domain

The psychomotor domain includes physical movement, coordination, and use of the motor-skill areas. The seven major categories are listed from the simplest behavior to the most complex:

<p><b>Perception (awareness):</b> The ability to use sensory cues to guide motor activity. This ranges from sensory stimulation, through cue selection, to translation.</p>	<p><b>Examples:</b> Detects non-verbal communication cues. Estimate where a ball will land after it is thrown and then moving to the correct location to catch the ball. Adjusts heat of stove to correct temperature by smell and taste of food. Adjusts the height of the forks on a forklift by comparing where the forks are in relation to the pallet.</p> <p><b>Key Words:</b> chooses, describes, detects, differentiates, distinguishes, identifies, isolates, relates, selects.</p>
<p><b>Set:</b> Readiness to act. It includes mental, physical, and emotional sets. These three sets are dispositions that predetermine a person's response to different situations (sometimes called mindsets).</p>	<p><b>Examples:</b> Knows and acts upon a sequence of steps in a manufacturing process. Recognize one's abilities &amp; limitations. Shows desire to learn a new process (motivation). NOTE: This subdivision of Psychomotor is closely related to the "Responding to phenomena" subdivision of the Affective domain.</p> <p><b>Key Words:</b> begins, displays, explains, moves, proceeds, reacts, shows, states, volunteers.</p>
<p><b>Guided Response:</b> The early stages in learning a complex skill that includes imitation and trial and error. Adequacy of performance is achieved by practicing.</p>	<p><b>Examples:</b> Performs a mathematical equation as demonstrated. Follows instructions to build a model. Responds hand-signals of instructor while learning to operate a forklift.</p> <p><b>Key Words:</b> copies, traces, follows, react, reproduce, responds</p>
<p><b>Mechanism (basic proficiency):</b> This is the intermediate stage in learning a complex skill. Learned responses have become habitual and the movements can be performed with some confidence and proficiency.</p>	<p><b>Examples:</b> Use a personal computer. Repair a leaking faucet. Drive a car.</p> <p><b>Key Words:</b> assembles, calibrates, constructs, dismantles, displays, fastens, fixes, grinds, heats, manipulates, measures, mends, mixes, organizes, sketches.</p>
<p><b>Complex Overt Response (Expert):</b> The skillful performance of motor acts that involve complex movement patterns. Proficiency is indicated by a quick, accurate, and highly coordinated performance, requiring a minimum of energy. This category includes performing without hesitation, and automatic performance.</p>	<p><b>Examples:</b> Maneuvers a car into a tight parallel parking spot. Operates a computer quickly and accurately. Displays competence while playing the piano.</p> <p><b>Key Words:</b> assembles, builds, calibrates, constructs, dismantles, displays, fastens, fixes, grinds, heats, manipulates, measures, mends, mixes, organizes, sketches.</p> <p>NOTE: The Key Words are the same as Mechanism, but will have adverbs or adjectives that indicate that the performance is quicker, better, more accurate, etc.</p>
<p><b>Adaptation:</b> Skills are well developed and the individual can modify movement patterns to fit special requirements.</p>	<p><b>Examples:</b> Responds effectively to unexpected experiences. Modifies instruction to meet the needs of the learners. Perform a task with a machine that it was not originally intended to do (machine is not damaged and there is no danger in performing the new task).</p> <p><b>Key Words:</b> adapts, alters, changes, rearranges, reorganizes, revises, varies.</p>
<p><b>Origination:</b> Creating new movement patterns to fit a particular situation or specific problem. Learning outcomes emphasize creativity based upon highly developed skills.</p>	<p><b>Examples:</b> Constructs a new theory. Develops a new and comprehensive training programming. Creates a new gymnastic routine.</p> <p><b>Key Words:</b> arranges, builds, combines, composes, constructs, creates, designs, initiate, makes, originates.</p>

## From “About” to “How To”

Pick one course you teach to answer the following. The course? \_\_\_\_\_

1. Tell 2 things you want them to “be able to do” after taking your course – try to pick out things that have a different “about → how-to path” (I suggest checking out the next couple of questions before choosing...)

Thing #1 you want them to know “how to” do \_\_\_\_\_

- a. What do they need to “know about” to perform this “how to”
- b. What is the “easiest version” of this “how to”
- c. What is a “harder version” of this “how to”?
- d. What can you do to help them transition from the easiest to the harder versions?

Thing #2 you want them to know “how to” do \_\_\_\_\_

- a. What do they need to “know about” to perform this “how to”
- b. What is the “easiest version” of this “how to”
- c. What is a “harder version” of this “how to”?
- d. What can you do to help them transition from the easiest to the harder versions?