

Philosophy TA Workshop: Leading Effective and Inclusive Tutorials



Melissa Jacquart
PhD Program, Philosophy
& The Rotman Institute of Philosophy
Faculty of Arts and Humanities
Western University

Opener

- Who has ever had a philosophy tutorial or discussion section as an undergrad?
- What makes an effective teacher?

Infinity Bridge, UK.

Image Source: <http://collabcubed.com/2013/03/28/infinity-bridge-stockton-on-tees/>



Agenda

- Lesson Planning
- Learning Styles
- Active Learning

Lesson Planning

Lesson Planning: Basics

There are several “schools of thought” regarding lesson planning.

We’re going to cover one general style

- Set, Body, Close (TATP)
- Or... BOPPPS (ISW)

This isn’t going to be a rule you have to follow, but just a possible approach or guideline.

BOPPPS

Bridge-In

Gets attention, builds motivation, gets at why the lesson is important.

Objective

What will the learner know by the end of the lesson.

Pre-Assessment

Lets you know what the learner already knows about the subject of the lesson.

Participatory Learning

Body of the lesson, learners are involved actively in their learning process.

Post-Assessment

Demonstrates if learner has learned, and linked it to objective.

Summary

Provides opportunity to reflect briefly and integrate what they learned.

Mini-Lesson

Mini-lesson will demonstrate BOPPPS in action.

Bridge-In

Objective

Pre-Assessment

Participatory Learning

Post-Assessment

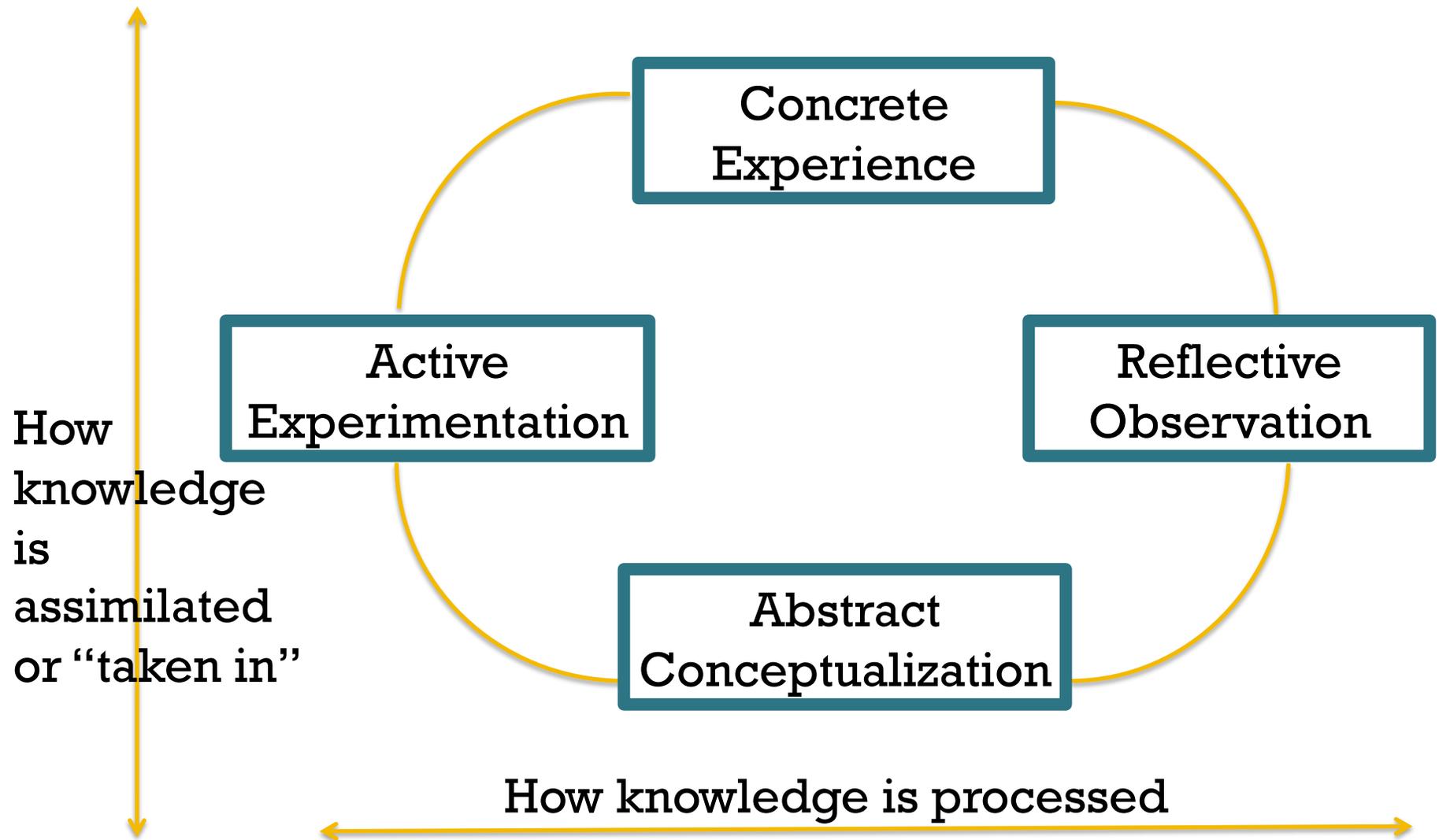
Summary

Kolb Learning Styles

Learning Style Assessment

- We should want to understand the different learning styles in order to reach all of our students
- People often tend to teach in a style that closely aligns with their own learning preferences
 - Awareness will help you develop your teaching skills
 - And design lessons to fully engage all students, all of the different learning styles

Kolb Specific Ways of Learning



Kolb, D. (1985). *Learning Style Inventory: Self Scoring Inventory and Interpretation Booklet*. Boston, MA: McBer & Company.
Kolb, David (1984). *Experiential learning: Experience as the source of learning and development*. Englewood Cliffs, NJ: Prentice-Hall

Activity: Kolb Learning Styles

Each table has one of the four learning style quadrants...

- Tell us about the learner your table was given.
- What type of teaching or activities work well for you, and what is more challenging?
 - What about philosophy? What will you like, and not like in your philosophy classes?

Kolb Learning Styles

- **Concrete Experience**
Prefer peer-based work, applied knowledge, experiential learning
- **Abstract Conceptualization**
Prefer theory, analysis, conceptualization, rational evaluation
- **Active Experimentation**
Prefer projects, small groups, open-ended discussions
- **Reflective Observation**
Prefer lectures, impartial thinking, taking their time to formulate ideas

Active Learning

Active Learning:

Why does it matter? Why should I try it?

- Remember better, deeper learning
- Get to know each other, be friendly
- Refocuses the lesson, breaks up monotony
- Gets students to test out ideas in a safe way
- Forced expression, learning by talking about ideas
- Works on communication and collaboration skills
 - A transferable skills of what you need to do in the rest of the world!
- Shifts responsibility to students for content (or at least shares)
- GOOD active learning is fun and you get a deeper understanding

- For the Grumps?
<http://www4.ncsu.edu/unity/lockers/users/f/felder/public/Columns/Sermons.pdf>

Active Learning Activities

Activity!

I'll handout active learning activities, and we'll try to think about how they would work in a philosophy tutorial section.

- Tell us about your activities.
- Which of the Kolb styles does the activity works well for, and which it does not?
- How could you incorporate your active learning activity into a philosophy tutorial?

Active Learning Activities

Activities come from:

http://www.uwo.ca/tsc/resources/resources_graduate_students/ta_handbook/leading_discussions/discussion_models.html

<https://uwaterloo.ca/centre-for-teaching-excellence/teaching-resources/teaching-tips/developing-assignments/assignment-design/active-learning-activities>

<https://uwaterloo.ca/centre-for-teaching-excellence/teaching-resources/teaching-tips/alternatives-lecturing/active-learning/varying-your-teaching-activities>

Feedback Survey!

Questions?

Contact: mjacquar@uwo.ca

Thanks!
