Dr. Robert Frank  
“Teaching for Thinking”  
Team teaching (We are all the team)

This is a relatively new approach to teaching in which the students are as involved as the professor in the teaching and learning process. This is a very different format from your other classes, most of which utilize the lecture format in which the student is a passive learner. Research indicates that the lecture format is not always the best method for teaching. The cognitive information processing theory emphasizes the learner as an active participant rather than passive learner.

The following information and the way this class is organized is guided by the information processing theory along with Sternberg's theory of Teaching for Thinking. My goal is that you will remember the information you learn in this class for a longer period of time and will be able to use the information you learn on an every day basis. I hope you will find this class stimulating and the learning process active.

EXPECTATIONS OF YOU AS A PRESENTER

Planning your presentation:

You will be expected to lead the class discussion on the topic scheduled for that day. You should plan your presentation and activities such that they will stimulate conversation and interest in the topic. You may use overheads, movies, pictures, games, activities, guest speakers, etc. You are responsible to make arrangements for any guest speakers, audio/visual equipment, and any other things you need for your presentation. The object of your presentation is to help the class, through active learning, to learn the topic of the day.

Week before your presentation:

Inform the class of any readings or other information (beyond the chapters assigned for that week) that you want them to familiarize themselves with prior to your presentation.

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During the presentation:

1) Provide an outline of the chapter for each student including all the important points of the chapter.

2) Make sure to cover all the important information from the chapter(s) for that week. Feel free to emphasize one or more particular subject(s) in the chapter that may be relevant to our class or recent information being discussed in academia.

3) Present to the class your information in an understandable, non-boring manner.

4) Answer questions about the topic. Ask the class questions about the topic.

EXPECTATIONS WHEN YOU ARE NOT A PRESENTER

You will be expected to have read the material for the day and prepared at least three questions about the topic. You will be expected to communicate to the class some information about the topic of the week and participate in the discussion. We will all be involved as active participants.

You will be totally prepared to assist the student who is presenting each week by reading the chapters for the week and also by providing additional outside information. You might find a time where you will take over the class discussion, taking the lead role in support of the person who is presenting that week.

Summary of student preparation for classes when not responsible for presenting:

- Read the chapter(s) before class and any additional reading assigned by the presenter.
- Outline the important points in the chapter.
- Bring a list of questions to ask in class to stimulate discussion.
- Bring in other information relating to the chapter and discussion for that day.

ROLE OF THE PROFESSOR

1) Serve as a resource and provide guidance to the student presenter.

2) Provide assistance in facilitating the presentation.

3) Contribute to the presentation (i.e. provide clarification and insights, answer questions beyond the scope of the presentation).