Lang's Small Teaching Strategies

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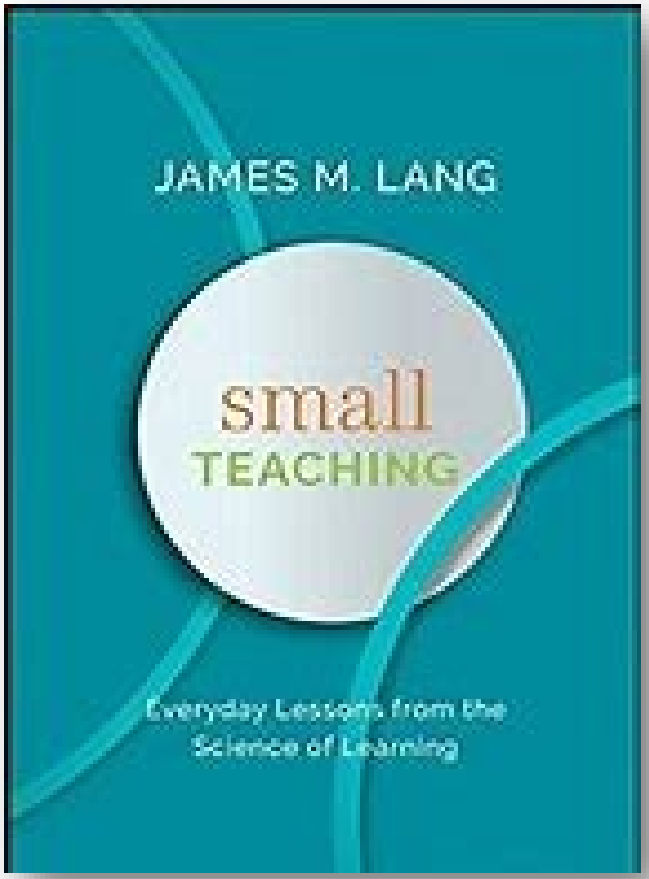
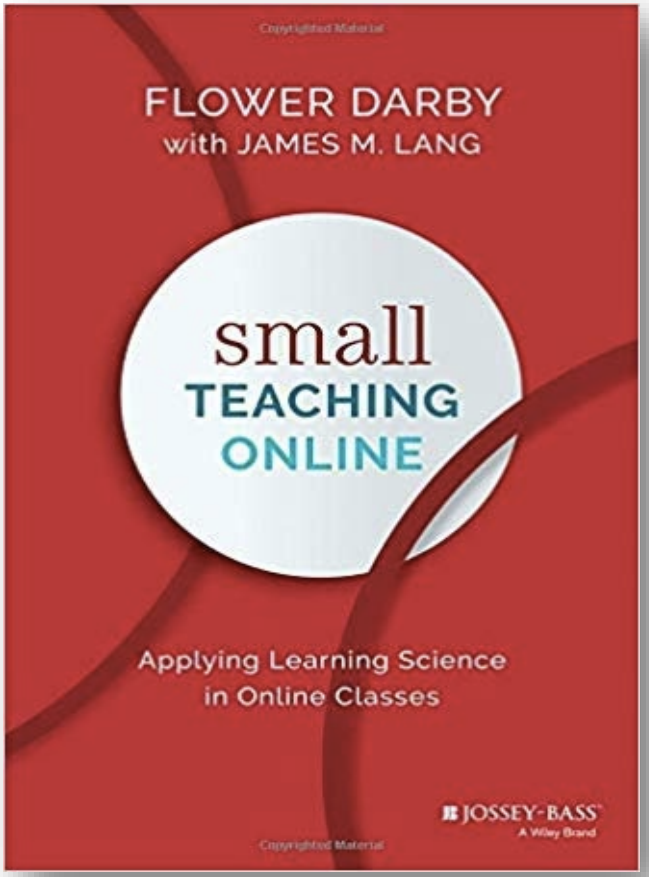
Highline College
Opening Week 2019

What was a favorite childhood Saturday morning cartoon?

(or other tv show you remember liking back in the day…)

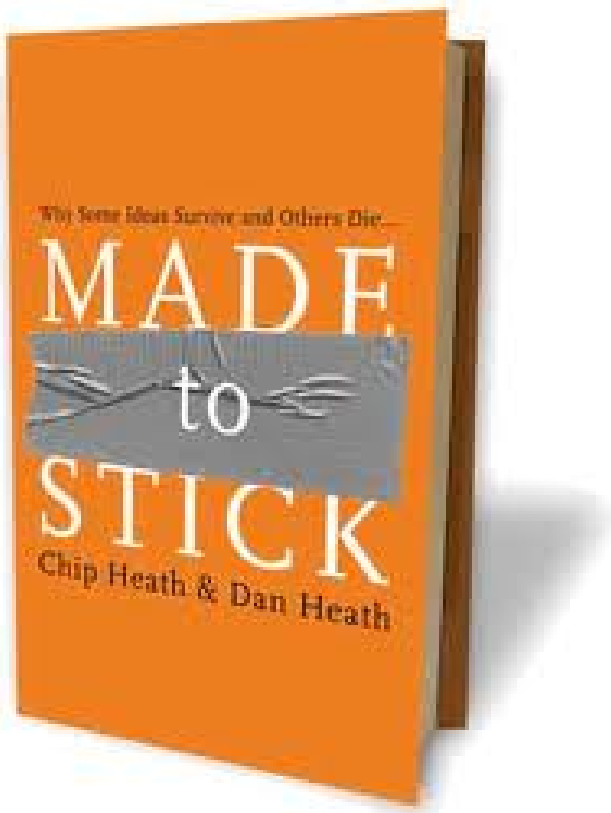

JAMES M. LANG
small
TEACHING
Everyday Lessons from the
Science of Learning


FLOWER DARBY
with JAMES M. LANG
small
TEACHING
ONLINE
Applying Learning Science
in Online Classes
JOSSEY-BASS
A Wiley Brand

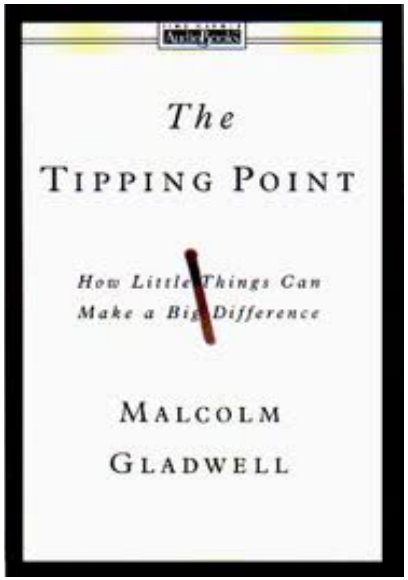
KNOWLEDGE	**PREDICT**
	RETRIEVE
	INTERLEAVE
UNDERSTANDING	**CONNECT**
	PRACTICE
	SELF-EXPLAIN
INSPIRATION	**MOTIVATING**
	GROWING
	EXPANDING

MADE TO STICK:
Why Some Ideas Survive and Others Die

by Chip Heath and Dan Heath



What Sticks?


The
TIPPING POINT
How Little Things Can
Make a Big Difference
MALCOLM
GLADWELL

Sticky

- **understandable**
- **memorable**
- **effective** in changing thought or behavior

The Curse of Knowledge:

Once we know something, it's hard to imagine what it was like not knowing it.

Why might the Curse of Knowledge be **deadly** when you mean to speak to inform (or to teach)?

If I divide the SPI by the CPI and add the ETC, this project is in good shape!

I have a PhD in astrophysics and I have no idea what she's talking about

What strategies could help you **fight** the deadly impact of the Curse of Knowledge in your teaching - and **why** would they work?

What are some ways you could integrate these **Small Teaching strategies** into your teaching?

Any desire to create a **Faculty Learning Community** to explore these strategies in more depth? ☺