

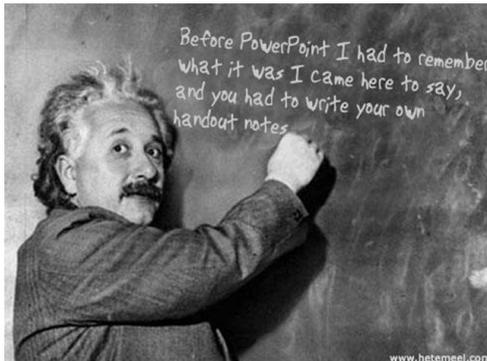


The Culinary Art of Teaching

Why Good Teaching is like Good Cooking

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obtained from

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Outline

- Introduction
- Good cooking
- The 3Ps
- Good Teaching
- Take Aways



Introduction

- Analyze the process of preparing a meal
- Draw comparisons with teaching
- Create an effective teaching plan with microteaching in mind



Activity

- Group Exercise
 - Get into small groups 2-4
 - Imagine you have to cook dinner for 15 people this weekend
 - Discuss and write down the process for preparing dinner
 - 5 minutes



Planning

- Why are you cooking?
- Who are you cooking for?
 - Tailor to different “pallets”
- How does the meal fit in?
 - (within the day/week/month)
- How do individual courses/dishes work together?

Planning

- Ingredients
 - What to buy
 - Where to buy
 - When to buy
- Ingredients work together



Planning

- Time management
 - What to cook when
 - What to add when



Preparation



- Have you ingredients and utensils organized



Preparation

- Pots and pans



- Utensils



Preparation

- Ingredient's



- Utensils



Preparation

- You have to watch/engage with the food
- You have to stir/mix
- Add ingredients
- Change temperature
- Switch methods (oven to fridge)
- Time management
 - Letting things simmer and marinate



Preparation

- Be creative, be bold (but don't burn the food)
- Things can go wrong, be prepared to innovate and change



"Cookery is not chemistry. It is an art. It requires instinct and taste rather than exact measurements."

Marcel Boulestin, chef, food writer (1878-1943)

Preparation

- Taste (test) your food
 - “I am the Chef and I never taste my food”
- Taste you food and add ingredients and modify as necessary.



Presentation

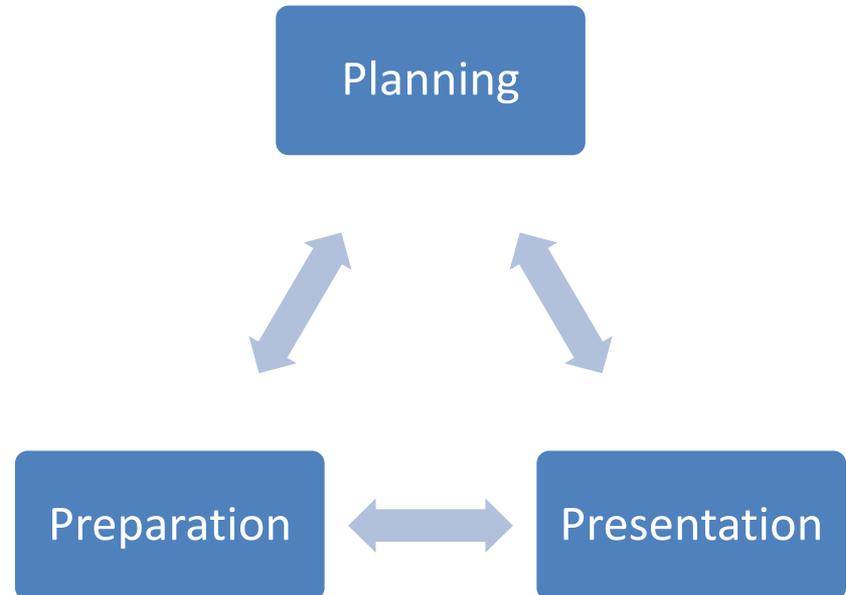
- The visual presentation of your food matters



The 3Ps



- They influence each other



Planning

- Plan your lesson
“If you don’t plan you plan to fail”.
- Refer to “planning a lesson” small group session
- Make sure you have
 - Topic
 - Objective
 - Content Summary
 - An ordered outline of the material preferably with the amount of time
 - A very clear ending, summarize the material

Planning

- Think of the big picture and where your lesson falls in the semester.

Examples?

- If its before an exam then the students expectations are going to be different, don't do lots of new material try to review.
- If it's the end/beginning of a sub section then use some time to summarize the subsection and put it in context.

Planning

- Don't include too much material
 - too many faculty and TA's try to cram as much information as possible into the lesson
- Divide the material both in terms of time and content
 - We like small chunks of information
 - Give time for the information to simmer and marinate
- Microteaching Lesson Plans
 - You only have 8 minutes

Planning

- Microteaching Lesson Plan
 - Topic
 - Not too general or too specific
 - Objective
 - Something achievable in 8 minutes
 - Content Summary
 - The main points you want to get across
- Share a few of your Microteaching topics, objectives and key points.

Preparation/Presentation

- Go to class a little early and talk informally with students
 - A little bit of small talk helps build a good rapport with the students and encourages them to ask questions
- Put your lesson plan on the board or have it on the power point
 - easy to do and gives the students an idea about what is coming up and how things are organized
 - Helpful when students are preparing for the exams
 - Helps you keep track and on time
- Spend a minute to put the class in context with the course and relate it to the previous class

Preparation/Presentation

- Don't lecture continuously for the whole time; engage your students.
 - Use examples
 - Get the students to solve a problem
 - Ask the students to come up with a scenario or give examples
- Watch your students and make eye contact.
 - You can react and respond to the student
 - Students are more likely to answer questions
 - Students are more alert

Preparation/Presentation

- Vary the pace at which you speak.
- Vary your voice.
 - No one likes to listen to a monotonic drone.
- Walk around the lecture room.
 - You are able to get more attention this way.
- Use pauses.
 - Pauses are a very effective speaking tool that is under utilized.
- Be conversational.
 - Use simple colorful language, student respond better to conversational inflection and tone and pitch variations.

Preparation/Presentation

- Lecture from notes or an outline, instead of using complete text.
 - Caveat, for the first few lessons, if you are nervous then write everything out, learn it before the lecture and practice the delivery instead of worrying about the material
- Don't turn your back to the board for too long.
- Don't talk while writing on the board
- Make sure you solve your examples/problems before coming to class

Active Learning



- I hear....I forget.
 - I see.....I remember
 - **I do....I understand**
- Confucius

Active Learning

We retain,

- 10% of what we READ
- 20% of what we HEAR
- 30% of what we SEE
- 50% of what we SEE and HEAR
- 70% of what is DISCUSSED with OTHERS
- 80% of what is EXPERIENCED PERSONALLY
- 95% of what we TEACH TO SOMEONE ELSE

- William Glasser

Active Learning

- Active learning is the process whereby the students learn by engaging the material using higher order cognitive tasks.
 - As opposed to learning by passively listening to lectures or memorizing information from textbooks.
- We retain information when we use it, and instead of merely lecturing if we get the students to use the material in class there is a higher likely hood of them retaining it.
 - In my classes we do 15-20 minutes of practice questions during every discussion
 - The students work in small groups and talk to each other and I walk amongst them answering questions

Active Learning

- Examples and questions can be used as an effective tools of Active Learning.
- Use examples that require the students to process and apply the material.
- Spend time to create questions that require the students to process and apply the material.
 - This gives them an opportunity to clarify doubts while in class
- Come up with an example to use in your microteaching.

Questioning Techniques

- Questioning done properly can add greatly to the learning process
 - Blooms taxonomy of questioning and knowledge types
- Ask a few easy (not dumb) questions at the beginning of the lesson
 - It makes the students comfortable with answering the harder ones later on.

ACTIVITY

- Make a three bad questions and three good questions for your microteaching (5 minutes)

Questioning Techniques

- If no one answers your questions.
 - Don't point at a student and ask them to answer
 - Change the wording and ask the question again
 - Try to use silence effectively
 - Ask questions from the front back left right or this row next row
- One or a few students will always answer
 - Tell them one student can only answer once
 - Ask questions from the front back left right or this column next row etc

Take Aways

- Planning and presentation are as vital as preparation
- “Great cooks still investigate the latest recipes but they use them as inspiration and not as exact algorithms.”
- Handout of 15 Tips

THANK YOU FOR LISTENING!!

If you have suggestions about this presentation
or questions please e-mail me
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Active Learning

- Active learning is the process whereby the students learn by engaging the material using higher order cognitive tasks.
 - As opposed to learning by passively listening to lectures or memorizing information from textbooks.
 - Bonwell and Eison state that active learning strategies are comparable to lectures for achieving content mastery, but superior to lectures for developing thinking and writing skills.

(Active Learning: Creating Excitement in the Classroom. ERIC Digest, Bonwell & Eison, 1991.)

Active Learning

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