

## Instructions for the Teaching Demonstrations:

Background: The remainder of this document outlines the instructions, assignment, grade, and reflections on the teaching demonstration for the semester-long class on teaching in higher education.

1. Ideal length: 15-17 minutes! (a strict cutoff at 18 minutes)
2. Use the McKeachie chapter material as your starting point, but feel free to add in your own material. *Remember, you are presenting aspects of your topic to the rest of the class; you are under no obligation to present everything covered in your assigned chapter. Aim your presentation to your classmates!*
3. Required: Add in a minimum of TWO sources pertaining to your topic (not found in your assigned chapter).
4. Required: Bring in some kind of "active" learning into your 15-17 minutes. This could be as simple as asking questions, but could include some other brief experiential exercise as well.
5. PowerPoint slides are optional, at your discretion.
6. A half-page or full-page handout of your key points is encouraged (to hand out at the end of your presentation). Be ready to share this electronically with the class.
7. Be sure to end your presentation with a restatement of your KEY POINT(S). That is, what do you most want the DBA class to remember from your presentation? This could also appear on your handout.

After receiving class and instructor feedback....

Each student is to complete an individual reflection on their own presentation, and do a write-up that should be submitted in this Canvas assignment folder.

(Minimum) Questions to address:

- What went well?
- Areas for improvement?
- What will you do next to further improve as a presenter (a simple plan for next steps or actions on your part)?

Minimum length: three pages (double-spaced).

Maximum length: five pages.

Include references ONLY if it relates to your plan concerning what you will do next.

Please submit this no later than May 10.

## Rubric for Teaching Demonstrations

Components	3-Sophisticated	2-Competent	1-Not Yet Competent
<i>Organization</i>	Presentation is clear, logical, and organized. Listener can follow line of reasoning.	Generally clear and well organized. Minor points may be confusing.	Organization is haphazard; listener can follow presentation with effort. Arguments are not clear.
<i>Style</i>  <b>-includes active/interaction element</b>	Level is appropriate for the audience. Presentation is a planned conversation, paced for audience understanding; not reading a paper. Speaker is comfortable in front of the group and can be heard by all.	Level is generally appropriate. Pacing is sometimes too fast or too slow. Presenter seems uncomfortable at times, and audience occasionally has trouble hearing him/her.	Aspects of presentation are too elementary or too sophisticated for audience. Presenter seems uncomfortable and can be heard only if listener is very attentive. Much information is read.
<i>Communication Aids</i>	Communication aids enhance presentation. <ul style="list-style-type: none"> <li>• The font on the visuals is readable.</li> <li>• Information is represented and organized to maximize audience comprehension.</li> <li>• Details are minimized so that main points stand out.</li> </ul>	Communication aids contribute to the presentation. <ul style="list-style-type: none"> <li>• Font size is mostly readable.</li> <li>• Appropriate information is included.</li> </ul>	Communication aids are poorly prepared or used inappropriately. <ul style="list-style-type: none"> <li>• Font size is too small.</li> <li>• Too much information is included.</li> <li>• Unimportant information is highlighted, and may confuse the audience.</li> </ul>
<i>Content Depth</i>	Speaker provides accurate and complete explanations of key concepts and theories, drawing on relevant literature. Applications illuminate issues. Listeners gain insights.	For the most part, explanations of concepts and theories are accurate and complete. Some helpful applications are included.	Explanations of concepts and/or theories are inaccurate or incomplete. Little attempt is made to tie theory to practice. Listeners gain little from the presentation.
<b>Accuracy</b>	Information is consistently accurate.	No significant errors are made.	Enough errors made to distract a listener.
<i>Grammar and Word Choice</i>	Sentences are complete and grammatical, flow together easily. Words are well chosen; express the intended meaning precisely.	Sentences are complete and grammatical for the most part. They flow together. With some exceptions, words are well chosen and precise.	Listeners can follow presentation, but they are distracted by some grammatical errors and use of slang. Some sentences are halting, incomplete, or vocabulary is limited or inappropriate.
<i>Responsiveness</i>			
Verbal Interaction	Consistently clarifies, restates, and responds to questions. Summarizes when needed.	Generally responsive to audience.	Responds to questions inadequately.
Body Language	Body language reflects comfort interacting with audience	Body language reflects some discomfort interacting with audience.	Body language reveals a reluctance to interact with audience.



UNIVERSITY OF WISCONSIN  
**WHITEWATER**



# DBA-800 TEACHING DEMONSTRATION

Facilitating Discussion

Presenter – Steve Schilhabel

# Introduction

## Key Points

1. Practice makes perfect
2. Having to explain your thinking is very effective in clarifying it and helping you learn from it
3. Critical to Active Learning

- Facilitating Discussion
- Hunger Games
- Why is it Important



# What is Facilitating Discussion

## Key Points

Creating an environment where students can

- Exchange ideas,
- Ask questions and
- Build on each other's thoughts

The facilitator

- Guides the conversation,
- Asks open-ended questions and
- Encourages participation from all students

- What type of environment are you trying to create?
- What is the role of the facilitator?



# Why is Facilitating Discussion Important

## Key Points

It is an effective way to

1. Promote active learning,
2. Encourage collaboration,
3. Develop communication skills,
4. Increase engagement and
5. Enhance critical thinking skills

- “Leading a productive discussion, one that engages students and enhances their understanding, may be the most complex and challenging task in teaching.”  
(Henning, 2005, p, 90)
- So why not just lecture?



# How to Facilitating Discussion Effectively

## Five key tasks

1. Helping students prepare for the discussion
2. Getting and maintaining participation in the discussion
3. Facilitating the discussion in a way that progress is made
4. Helping students learn and practice the process of civil discourse
5. Listening to the students supportively to make the class a safe place to express ideas





# Exercise

## Key Points

Common problems with discussion:

1. Student's reluctance to participate
2. Involving nonparticipants
3. Students who monopolize time
4. What if students haven't read the material

- Break into four groups of two
- Each group will discuss one common problem with a discussion
- You have three minutes to discuss
- Time permitting, we will share your reflections



# Conclusion

## Key Point

You have succeeded when you can listen for several minutes without having to intervene

- Discussion differs from lecturing
- You never know what is going to happen
- It does not take less time to prepare for than lecture



<b>Steve S.</b>	Rater1	R2	R3	R4	R5	R6	R7	R8	Average
Organization	3.0	3.0	2.8	3.0	2.5	2.8	2.9	2.0	2.75 Organization
Style	3.0	3.0	2.9	2.9	3.0	2.9	2.7	3.0	2.93 Style
Communication Aids	3.0	2.5	2.7	2.8	2.5	2.2	2.7	2.0	2.55 Communication Aids
Content	3.0	3.0	2.5	2.9	3.0	2.4	2.7	3.0	2.81 Content
Grammar/Word Choice	3.0	3.0	3.0	3.0	3.0	2.7	2.8	3.0	2.94 Grammar and Word Choice
Responsiveness	3.0	3.0	3.0	3.0	2.5	2.6	2.9	3.0	2.88 Responsiveness
<b>Sum (out of 18)=</b>	<b>18.0</b>	<b>17.5</b>	<b>16.9</b>	<b>17.6</b>	<b>16.5</b>	<b>15.6</b>	<b>16.7</b>	<b>16.0</b>	<b>2.81</b> <b>Average (by dimension)</b> <b>16.85</b> <b>Total (out of 18)</b>

0.936 Percent (out of 18)

Teaching Demonstration: Steve Schulhabel

Components	Rating (3, 2, 1)
Organization	3
Style <b>-includes active/interaction element</b>	3
Communication Aids	3
Content <b>Depth</b>  <b>Accuracy</b>	3
Grammar and Word Choice	3
Responsiveness  Verbal Interaction  Body Language	3

Point total: 18 / 18

Overall Comments and Feedback: *Excellent energy, engaging  
right on time.  
Loved the topic of discussion and  
how you had us talking the  
whole time. Very good job.*

Teaching Demonstration: Steve Schilhabel

Components	Rating (3, 2, 1)
Organization	3
Style <b>-includes active/interaction element</b>	3
Communication Aids	2.5
Content <b>Depth</b>  <b>Accuracy</b>	3
Grammar and Word Choice	3
Responsiveness  Verbal Interaction  Body Language	<del>3</del> 3

Point total: <sup>17.5</sup> ~~17.5~~ 18\_\_

Overall Comments and Feedback:

- + Great job! Very engaging, relevant, and rich in content. Not only was Steve able to engage us and make it fun, but he also brought rich content that relates to the subject.
- I think more visuals would have been helpful.

Teaching Demonstration: Steve

Components	Rating (3, 2, 1)
Organization	2.8
Style <b>-includes active/interaction element</b>	2.9
Communication Aids	2.7
Content Depth  Accuracy	2.5
Grammar and Word Choice	3
Responsiveness  Verbal Interaction  Body Language	3

Point total: 16.9/18

Overall Comments and Feedback:

Great job in connecting practical memory  
highlighting facilitating conversation.  
Clear, insightful presentation.

I would use bigger font + photos or images  
to break up and add visual.

Overall fantastic job.

Teaching Demonstration: Steve

Components	Rating (3, 2, 1)
Organization	3
Style <b>-includes active/interaction element</b>	→ Discussion questions were good 2.9
Communication Aids	2.8
Content <b>Depth</b>  <b>Accuracy</b>	2.9
Grammar and Word Choice	3
Responsiveness  Verbal Interaction  Body Language	3

Point total: 17.6 / 18

Overall Comments and Feedback:

Good presentation, Steve. Great engagement.

Teaching Demonstration: Steve

Components	Rating (3, 2, 1)
Organization	2.5
Style <b>-includes active/interaction element</b>	3
Communication Aids	2.5
Content Depth <b>Accuracy</b>	3
Grammar and Word Choice	3
Responsiveness Verbal Interaction Body Language	2.5

-Layout of slides were a little ~~bit~~ distracting with the different sizes and transitions but very simplified and loved the "key points"

Talked very fast but had the class interact well

Point total: 16.5 / 18

Overall Comments and Feedback:



Teaching Demonstration: Steve Schilhabel

Components	Rating (3, 2, 1)
Organization	2.8
Style  -includes active/interaction element	2.9
Communication Aids	2.2
Content Depth  Accuracy	2.4
Grammar and Word Choice	2.7
Responsiveness  Verbal Interaction  Body Language	2.6

Point total: 15.6/18

## Overall Comments and Feedback:

Steve demonstrating critical teaching skills, by demonstrating key understanding on his assigned task. He was very engaging and allows the participants to share their thoughts on the topic discussed.

Teaching Demonstration: Steve

Components	Rating (3, 2, 1)
Organization	2.9
Style <b>-includes active/interaction element</b>	2.7
Communication Aids	2.7
Content <b>Depth</b>	2.7
<b>Accuracy</b>	2.7
Grammar and Word Choice	2.8
Responsiveness  Verbal Interaction  Body Language	2.9

Point total: 16.4/18

(16.7)

Overall Comments and Feedback:

- presentation well designed and put together
- High energy
- Sincere
- The activity did not seem to have a purpose.

Teaching Demonstration: Steve Schilabel

Components	Rating (3, 2, 1)
<i>Organization</i>	2
<i>Style</i> <b>-includes active/interaction element</b>	3
<i>Communication Aids</i>	2
<i>Content</i> <b>Depth</b>  <b>Accuracy</b>	3
<i>Grammar and Word Choice</i>	3
<i>Responsiveness</i>  Verbal Interaction  Body Language	3

Point total:   16   / 18

Overall Comments and Feedback:

Easy, conversational style. Great interaction with audience, and terrific questions.  
Great time management, Steve!

Steve, I loved the way you engaged us in this topic. Lots of original thought and content added here. Your exercise was great! Attached please find the summary of the student ratings and comments for your teaching demonstration. The first page is the summary of the ratings, and other pages show the individual scoring sheets. I have not yet completed my grading of the presentations, so you will need to wait for that to complete your reflection.

[Schilhabel teaching ratings.4.28.pdf](#)

Jon Werner , Apr 29 at 10:14am

Grade: 94 /100 (A) Point total (Werner): 16.9 / 18 (93.9%) Average Points (class): 16.85 / 18 (93.6%) Overall Comments and Feedback: I loved your approach to this topic. Your opening link to the Hunger Games and your first class together as a cohort was brilliant. You did a great job in engaging us in your presentation. I loved your exercise (groups of two). Overall, this was a valuable presentation. Two minor details to work on for the future: \* some of the font you used was quite small. That is an easy fix. \* try not to turn your back on your audience to read your slides. Either have a copy in your hands, or in the room we have used, you can likely read it from the monitor in back. You can now do a self-reflection on your presentation. Use the materials provided here to complete your reflection on your teaching demonstration. See the instructions for that reflection in the Canvas assignment. Werner ratings: Organization 2.8 Style 2.9 - includes active/interaction element Communication Aids 2.6 Content 2.8 • Depth • Accuracy Grammar & Word Choice 2.9 Responsiveness 2.9 • Verbal Interaction • Body Language Point total: 16.9 / 18

Jon Werner , May 1 at 10:05am

## 1) Executive Summary

Most of the DBA program has been spent teaching us how to conduct research. This class complimented that with preparations for teaching, and we found it very enjoyable. In addition, we were given a professor who has consistently scored high on teaching as a role model, so we had both the learning materials and the examples in practice.

I was generally pleased with my overall results: a 94% grade and consistent feedback about being engaging and bringing energy. Having been a practitioner that needed to facilitate meetings as a Project Manager, I felt very comfortable in this situation, and the feedback reflected that.

As constructive feedback, I need to focus more on creating the slides in the future. Additionally, I will likely always have to focus on the pace at which I speak as it tends to be a little fast.

## 2) Feedback from the Professor

Based on experience, the professor's feedback is the most significant from my viewpoint. The assignment was graded as 94% or an A. On a positive note, the opening comments about the Hunger Games resonated with the class and got the Ted Talk off to a good start. Like many students in the class, the professor noted that it was engaging.

Like the rest of the class, he noted the font on the slides was too small. Additionally, he picked up on a moment when I turned my back to read the quote on

the slide. While I didn't read from the slides, since this was a quote, I wanted to state it correctly. Related to the small font size, I couldn't see it on the confidence monitor. Both these points of constructive feedback are valid, related, and easily correctable.

### 3) What went well?

From an empirical standpoint, my two highest scores were grammar / word choice (2.94) and style (2.93). Unfortunately, the feedback forms were organized with general comments at the bottom, so matching the comments to specific categories was difficult. Qualitatively, the most common positive feedback focused on energy and engagement.

"Excellent Energy," "Great job, very engaging," "Great engagement," "High energy," and "He was very engaging and allowed his participants to share thoughts on the topic discussed."

The comments on being engaging were very lovely to hear. Since the topic was facilitating discussion, this was purposeful on my part, and I am glad that it and the energy came through.

### 4) Areas for improvement?

From an empirical standpoint, my two lowest scores were communication aids (2.55) and organization. Unfortunately, the feedback forms were organized

## Teaching Reflection – Schilhabel

with general comments at the bottom, so matching the comments to specific categories was difficult. Constructive feedback that formed a pattern included:

"I think visual aids would have been helpful," "I would use bigger font and photos or images," and "Layout of slides was a little distracting with different font sizes."

The students and the professor noted that the font was too small and changed from slide to slide. Some students found it distracting. Consistency with the font will be a point of emphasis as I create slides in the future.

### 5) What will you do next to further improve as a presenter?

For the next class that I teach, I plan to focus on four things:

1. Slide Development – Ensuring the font is large enough and consistent within and across slides
2. Body Language – Specifically not turning my back to the audience
3. Visual Aids – Bring something other than the slides as a visual aid
4. Positives – Continue to use facilitation rather than lecture, bring energy to the class, and engage with the students

## 6) Miscellaneous comments and thoughts?

A few comments from the feedback were not part of a pattern. I don't know how much emphasis I should place on them as they were one-off comments, but I wanted to reflect on them. They included:

"Talked very fast but had the class interact well" and "The activity did not seem to have a purpose."

I focused on the pace of talking, which has been a problem in the past. I do feel it improved and was acceptable. However, it will always be something I need to be aware of. Relative to the comment on the activity, it was directly related to the topic. Having the students discuss options to handle common problems associated with facilitating discussion. However, given the comment, I may need to spend more time in the future explaining not just what the exercises are but how they relate to the content or topic.

## 7) Conclusion

I was pleased with a 94% on this assignment. I felt comfortable, energetic, and engaged the classroom. Afterward, one of the students pulled me aside and indicated they felt I did the best job of all the presenters and that they gave me an 18 out of 18 on the feedback. It was excellent positive enforcement. Even with this, I gained valuable, constructive feedback to improve going forward.



Feedback on Professor Jon Werner on the Teaching Reflections (25/25).

Most of my constructive feedback was pretty straight forward, as such I didn't go into any research on the action plan. Rather I just noted what I need to focus on going forward.

Steve Schilhabel , May 1 at 4:08pm

This is a strong reflection and response to this assignment. **Well done!**

Jon Werner , May 2 at 12:53pm