



**CENTER FOR EFFECTIVE
TEACHING & LEARNING**

Teaching experts: It's harder than it looks

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Select the dot that matches your work.

Faculty

Advisors

Counselors

Course Coordinators

Admin/Managers

- White
- Blue
- Red
- Green
- Yellow

1-min reflection

What is an **expert**?

How do experts differ from novices?

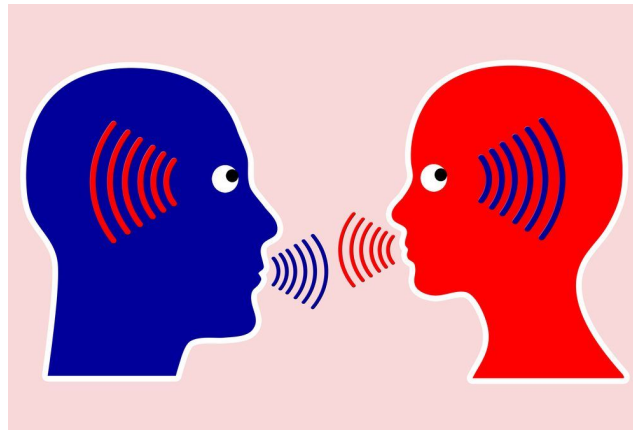
Round table outcomes

- o We will reflect on professional expertise.
- o We will reflect on how we translate what we know as experts, to non-experts (novices).



Be mindful

- o You may know a lot about your area of practice, but chances are that others you have to work with, won't.
- o Let's try describing our work to each other using active listening.



Exercise: Walking in each other's shoes

Pair up with someone with a different color dot.

- Each partner will take 2 minutes and describe their daily work routine
- Your partner will then try to summarize that routine back in one minute
- Make sure you switch and share again
- We will keep time – listen for our transitions



thought question

Did your partner have any expertise that impacts, depends on, or overlaps with your own work?

Debrief

- Thoughts?
- Have you ever had to describe what you do to others?
Ex: an instructional designer to an instructor or
An advisor to a faculty?
- How could you visually organize your work for others?



Ex: Two frameworks

Coordinating People and Time

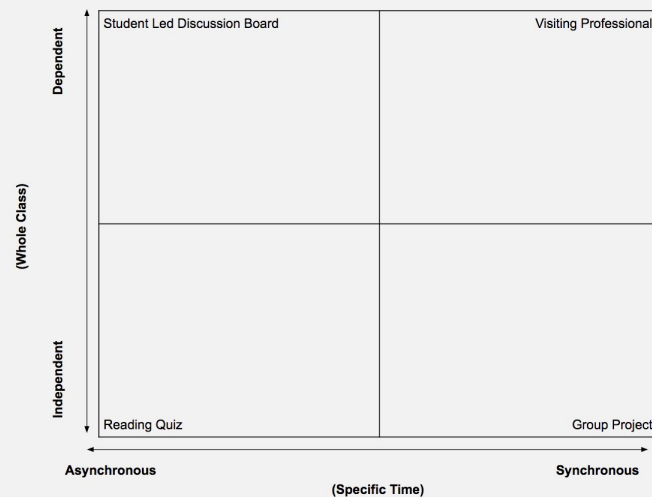
Sequencing Instructional Events



Two frameworks challenge

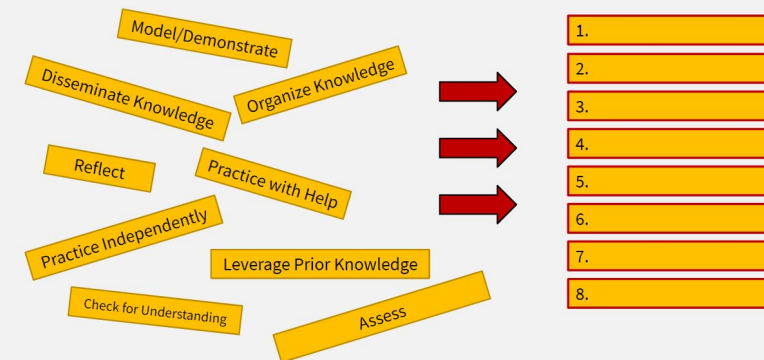
Coordinating people and time

- Use the matrix to map out what kinds of tools, activities, or instruction might happen in a course facilitated in an online environment.



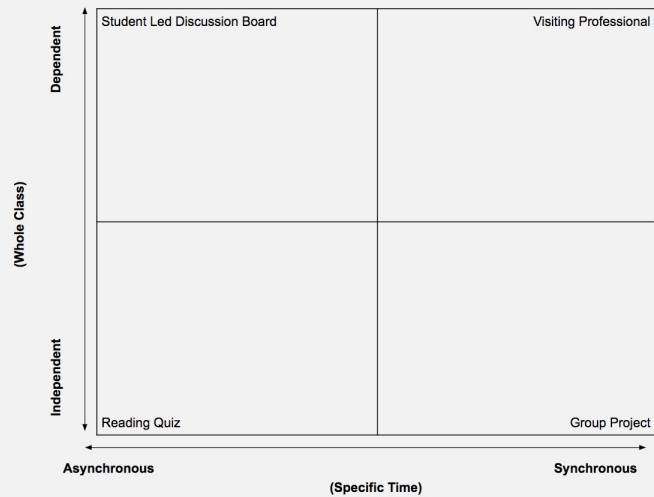
Sequencing instructional events

- Using the following graphic organizer try and order the sequence of instructional events by best practice.

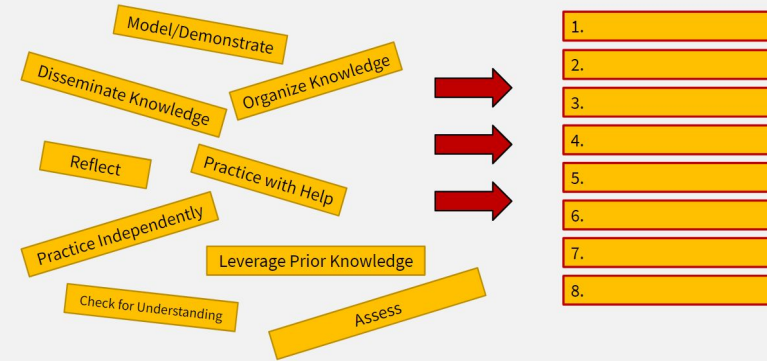


How hard was this? Was one easier?

Coordinating people and time



Sequencing instructional events



Time matters.

Instructional Designers, Administrators, Counselors, and others operate in the whole Academic Year

Instructors operate on the semester



What is expertise?

To develop competency (a novice) must:

- o Possess deep understanding of factual knowledge
- o Understand this knowledge within the context of a conceptual framework--the discipline
- o Organize knowledge in ways that facilitate immediate retrieval and application

Bransford, Cocking & Brown, 1999



Experts

are organized.



Novices

are disorganized.





Kiersten Essenpreis

thought question

Why is it hard to teach experts?

End of session reflection

- How do I translate my work for others to work together?
- Am I patient enough with novices?
- What else could I do to improve my own professional practice?
- What knowledge, skill, or attitude might I want to spend more time developing?

