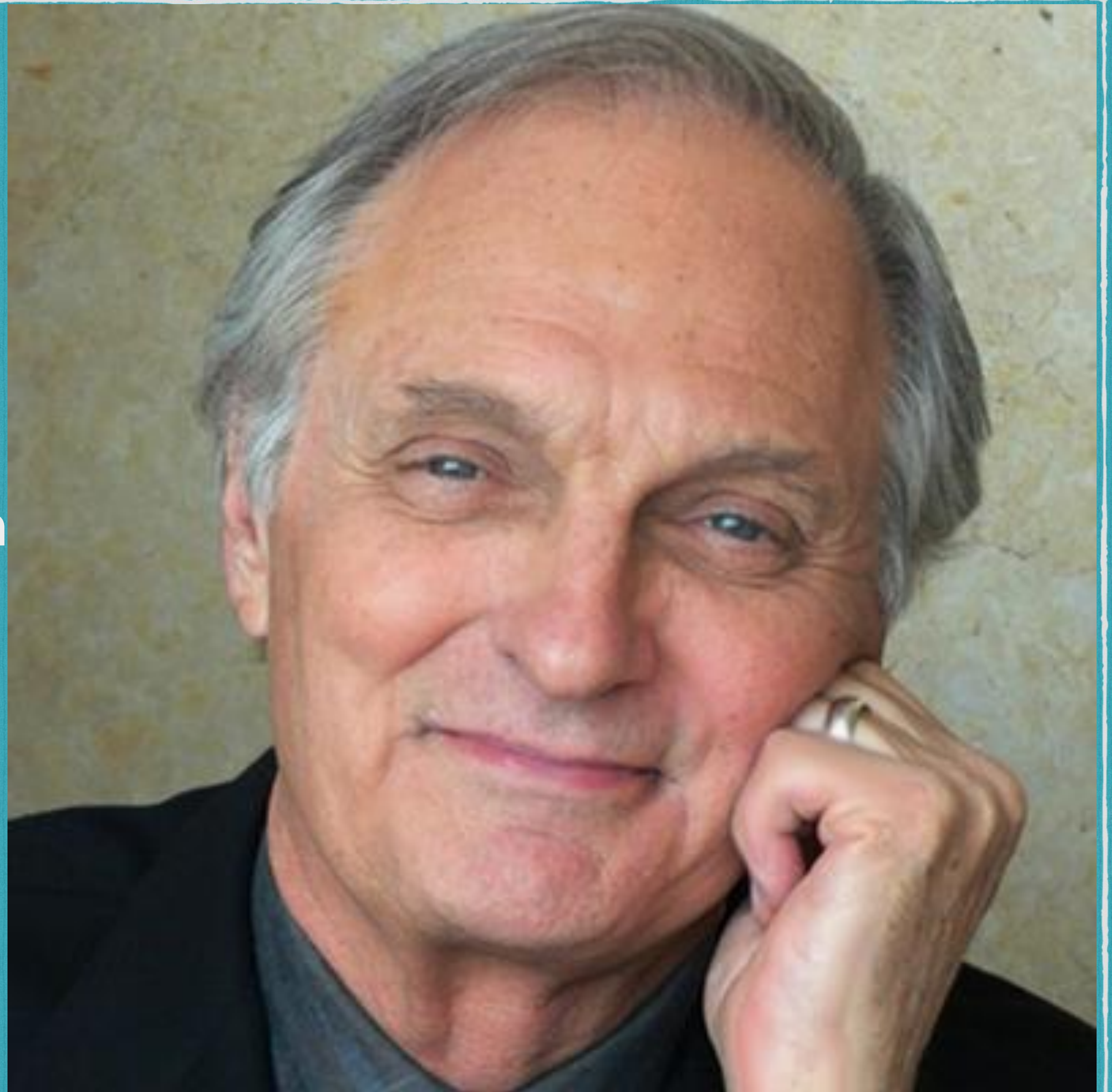


What do you have in common with
TV's Alan Alda?

What SHOULD you have in common
with
TV's Alan Alda?

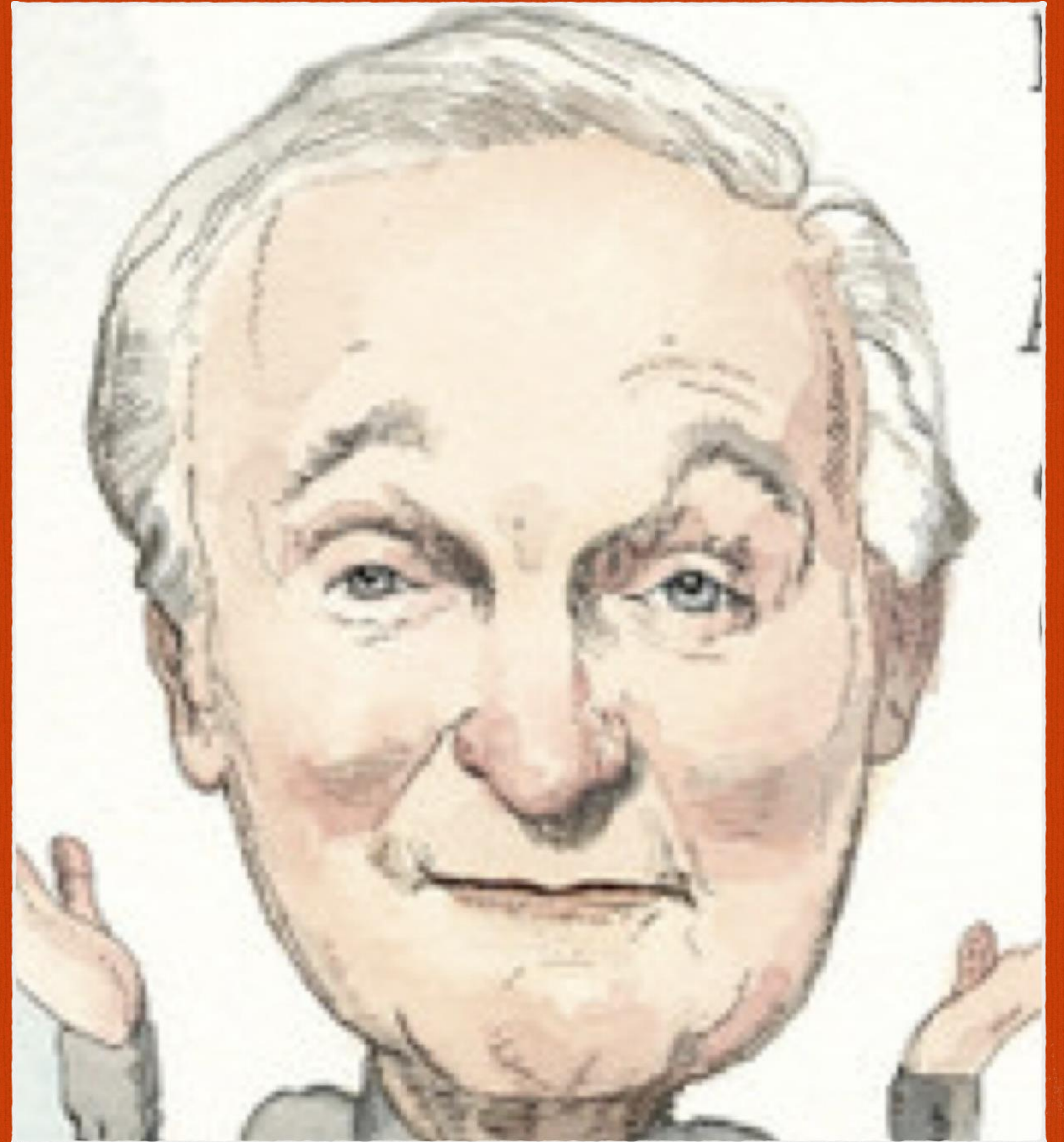


Wait...

Who's
Alan Alda?

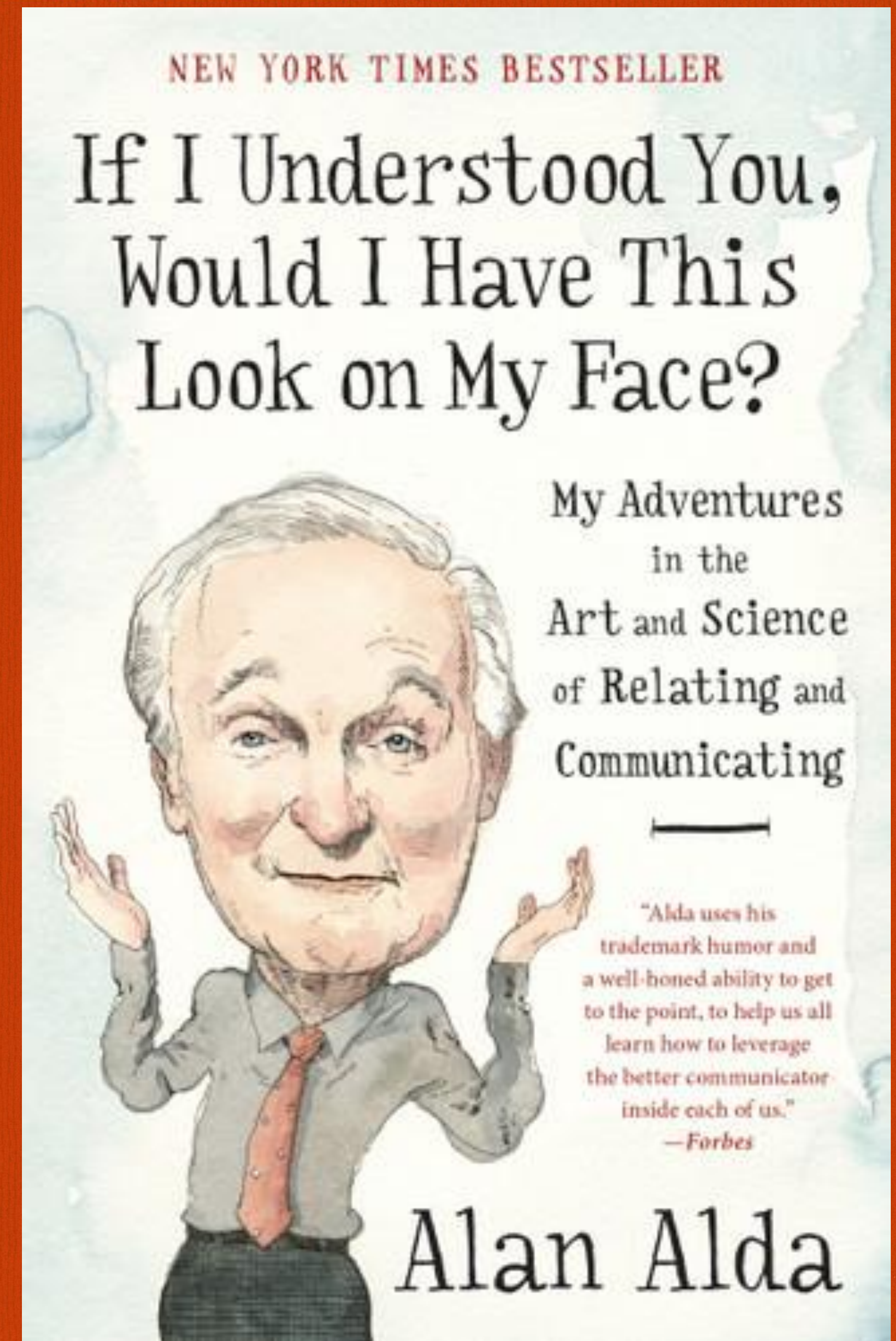


What you might not know..



Alan Alda Center for Communicating Science

at Stony Brook

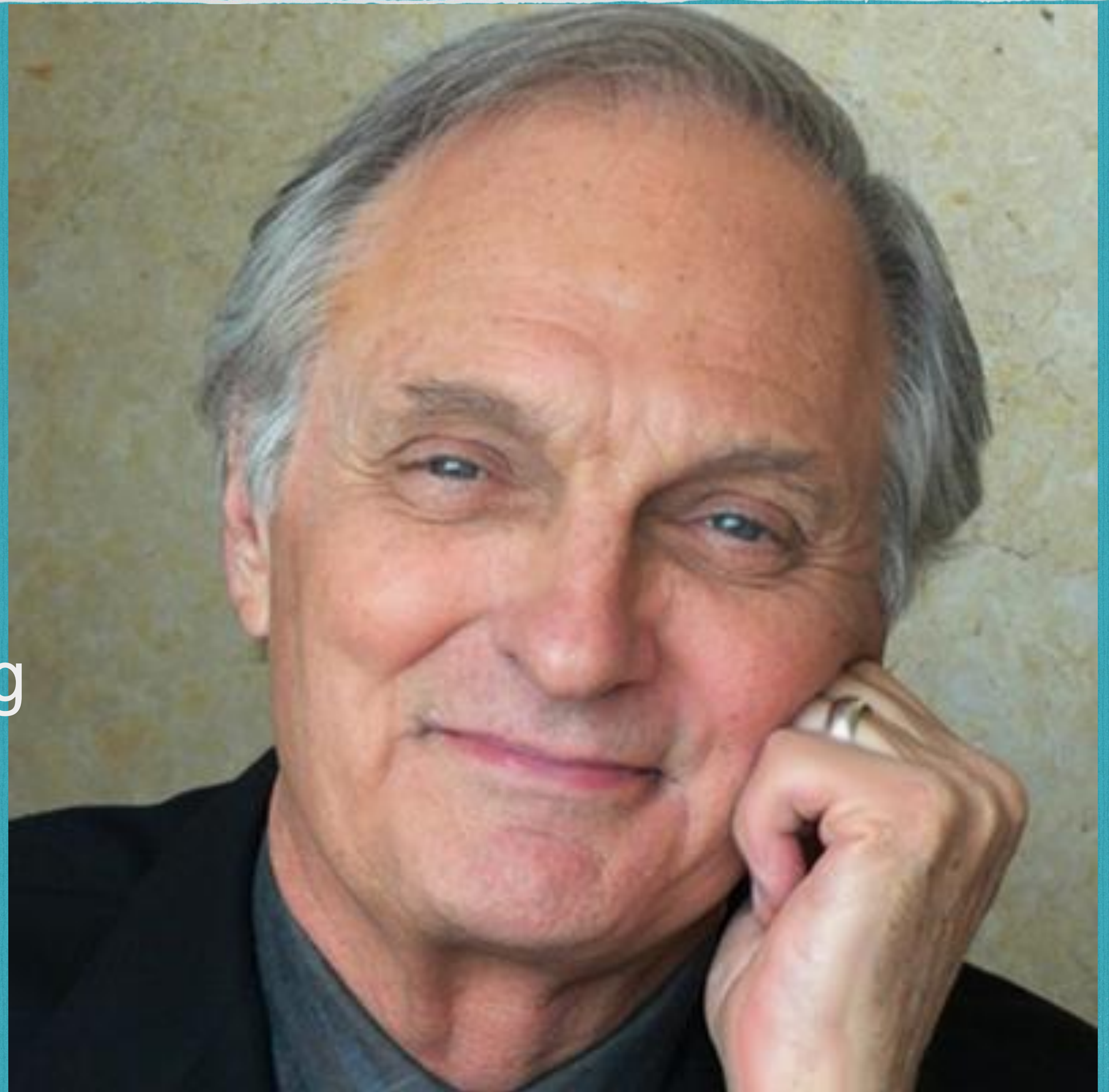


The Key?

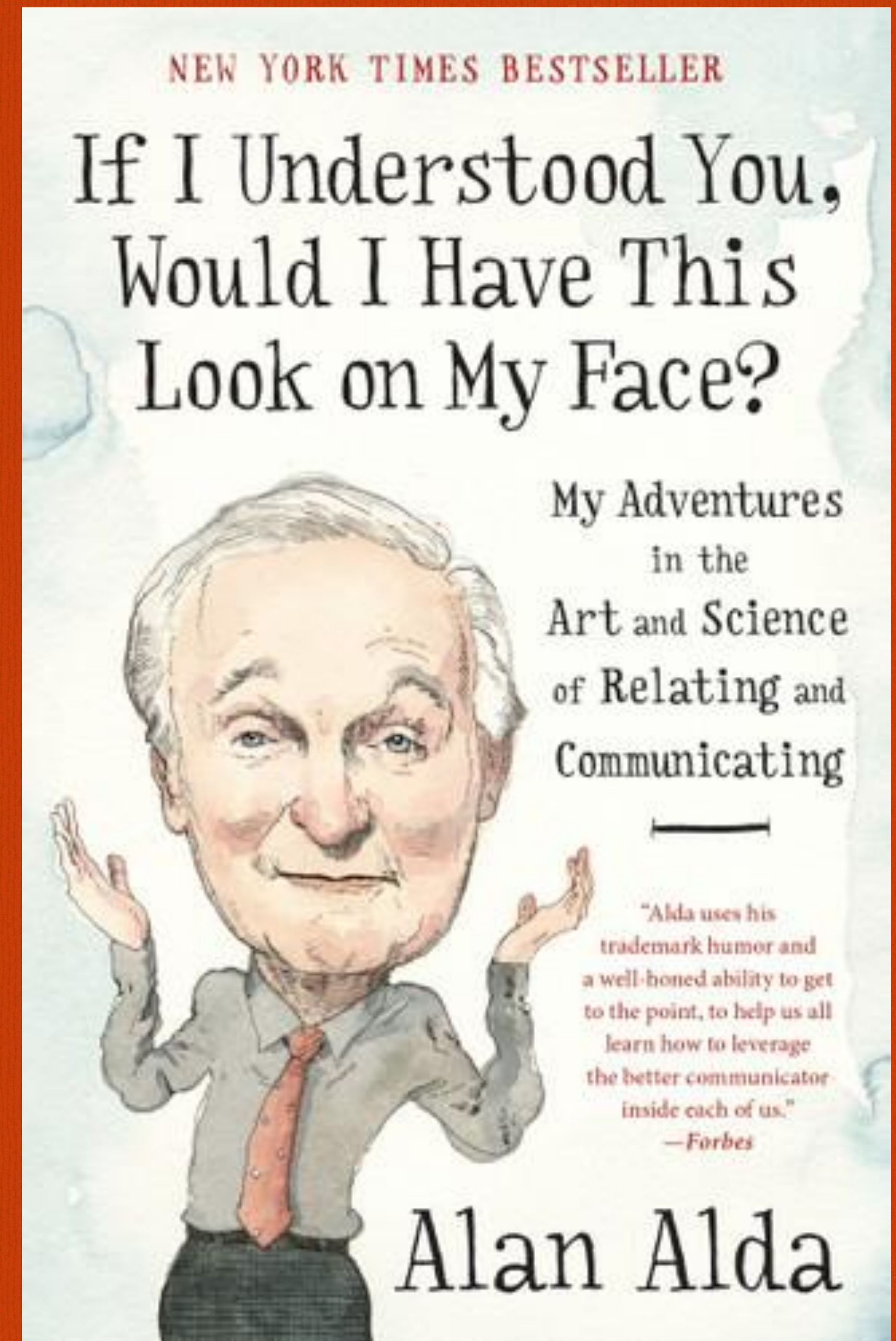
Empathy

In our case: meeting the
students
where they are (and knowing
where they are)

enduring question: how
do we find this out?

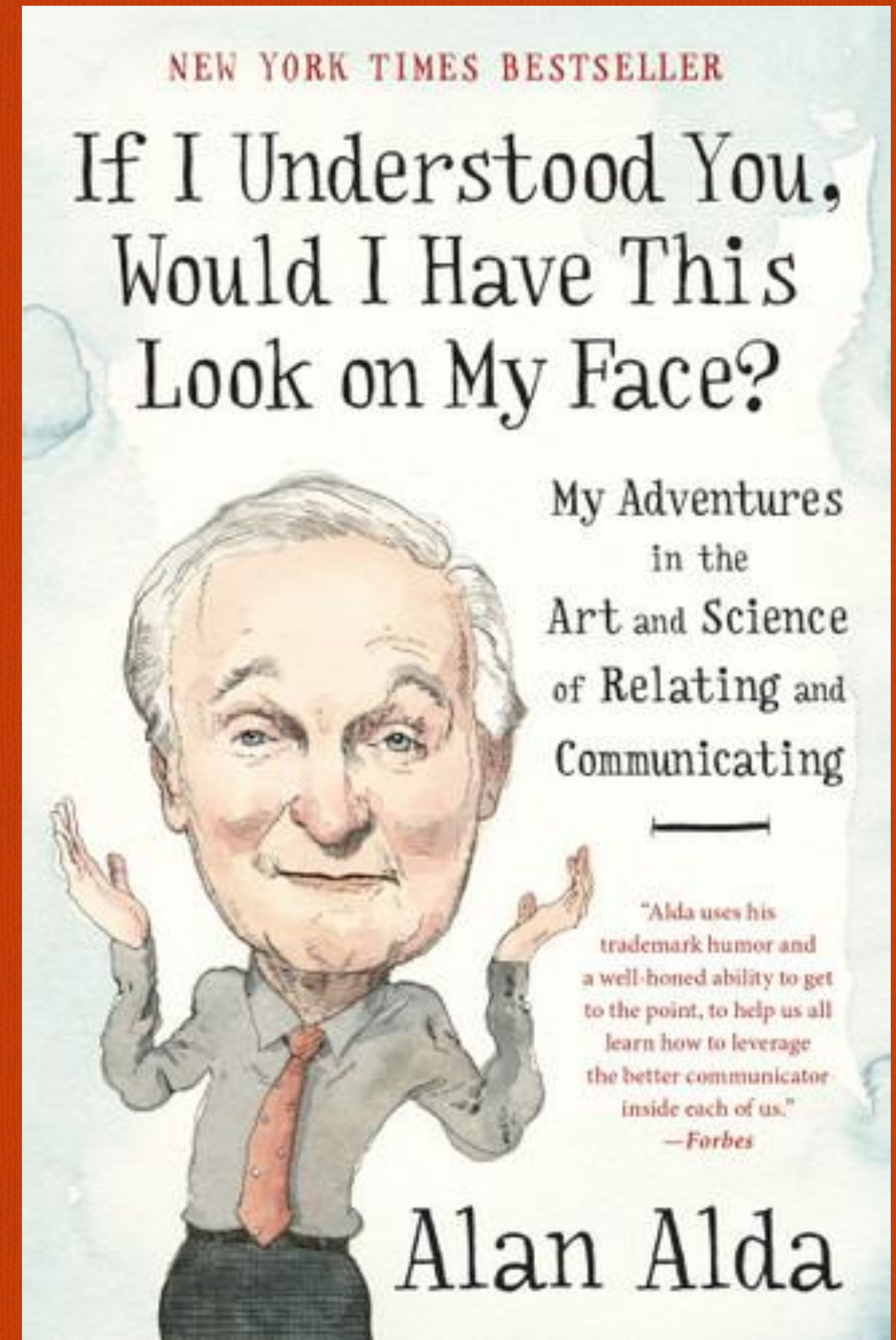


“The other person, the person you’re trying to communicate with, is the one you have to focus on” [...] Not what you want to say — what you want them to know. You’ve got to know..

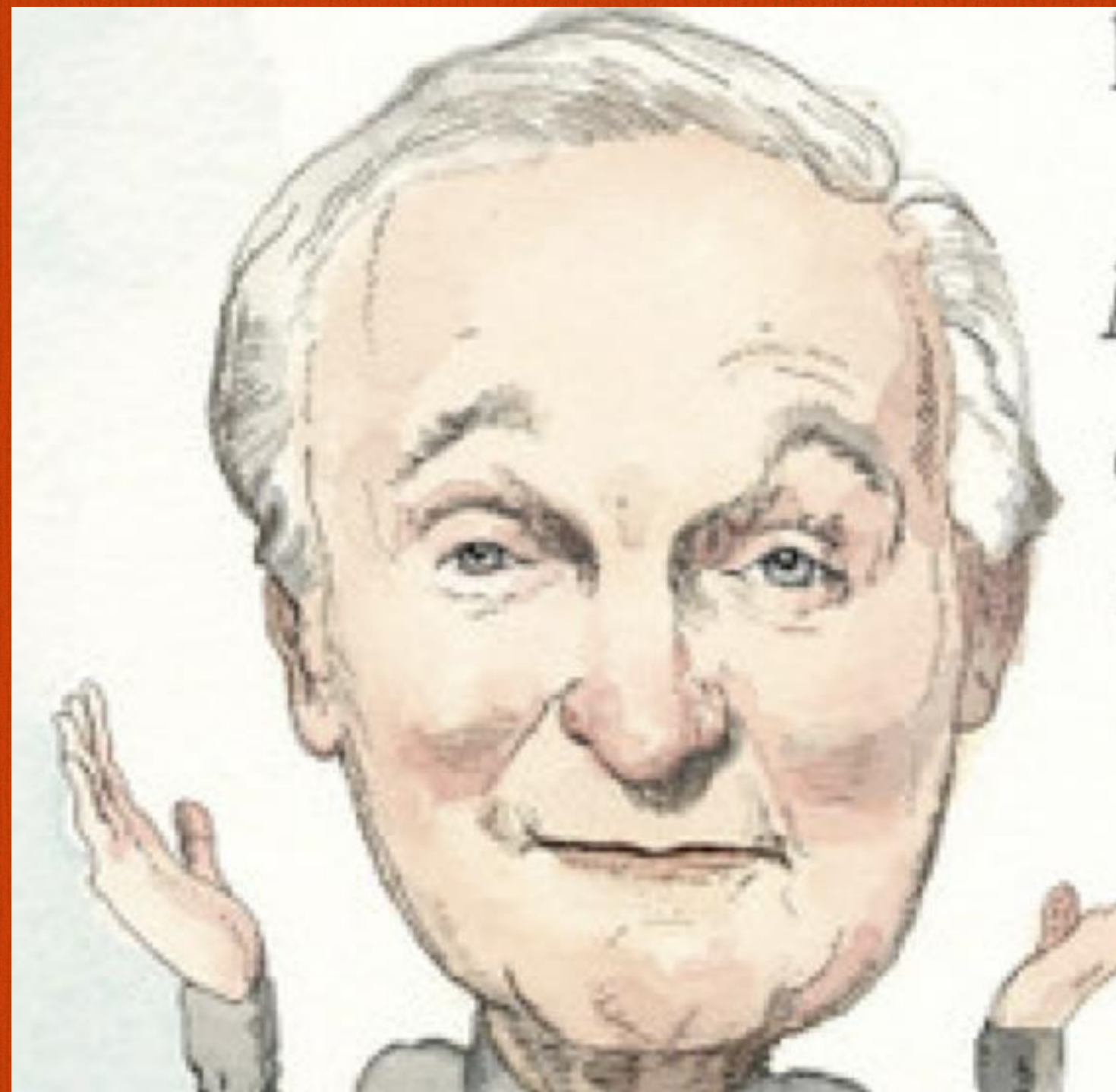


...who they are, where they are in their head while you're communicating with them."

What does this mean for us?



Apply this next example to a classroom experience and choose yes or no

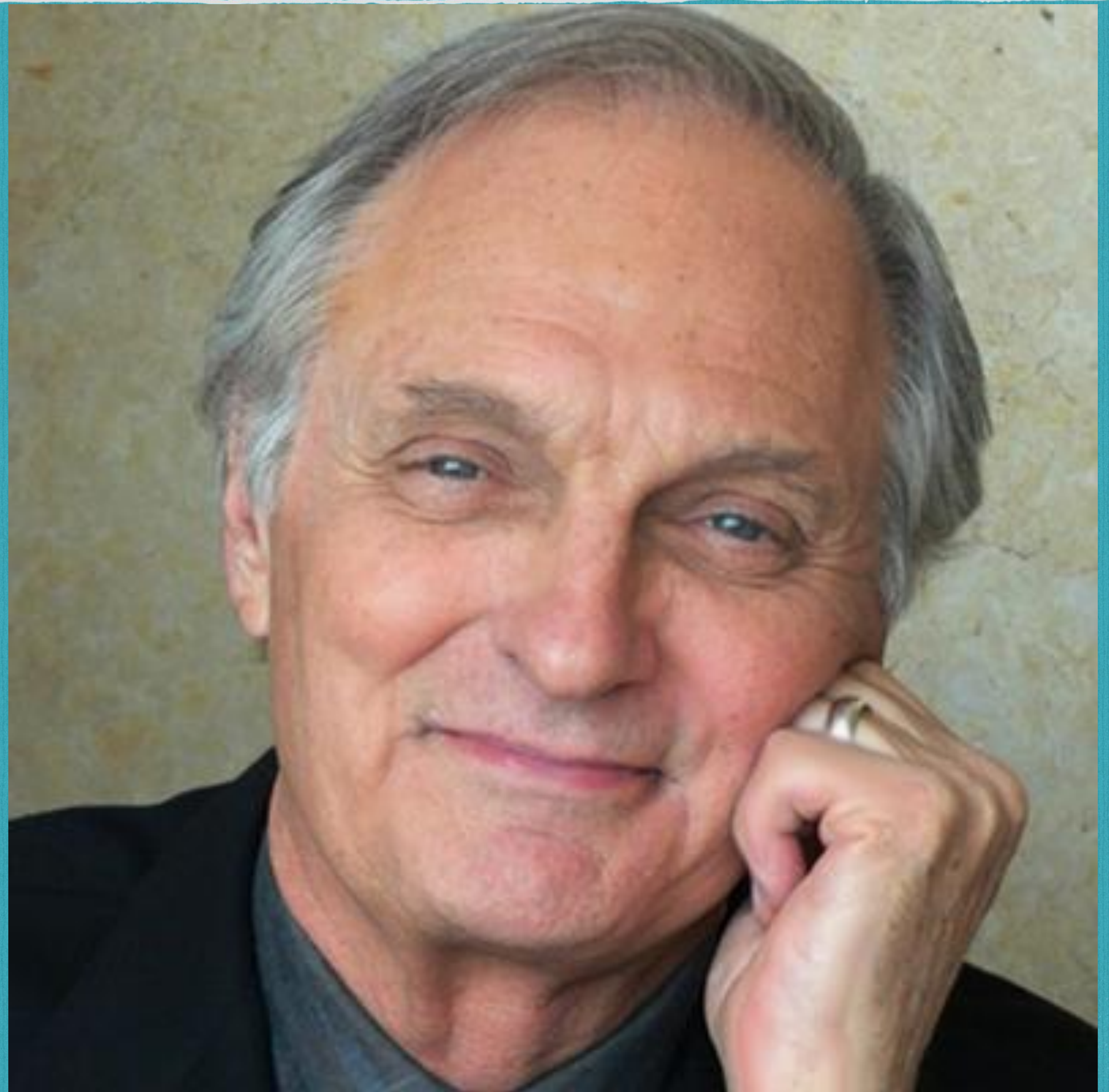


Yes, I've been guilty of this

No, I've been able to avoid this

“I was back having dinner with a friend, and at the dinner table she said, ‘Tell us all about the Higgs boson. What is that?’” he explains. “So I said, ‘Well, it’s a particle that makes up the Higgs field, and it has...’”

“She said, ‘Wait a minute. What’s a particle?’”





about me



- ❑ Started at KU in 2007
- ❑ Member of the Modern Language Studies Faculty (German)
- ❑ instructor for German courses and sections of FYS and CMP
- ❑ Coordinator of Undergraduate Research and Creativity

**essential questions for seasoned and new
faculty**

How do we reach today's
students?



How do we assess today's
students?



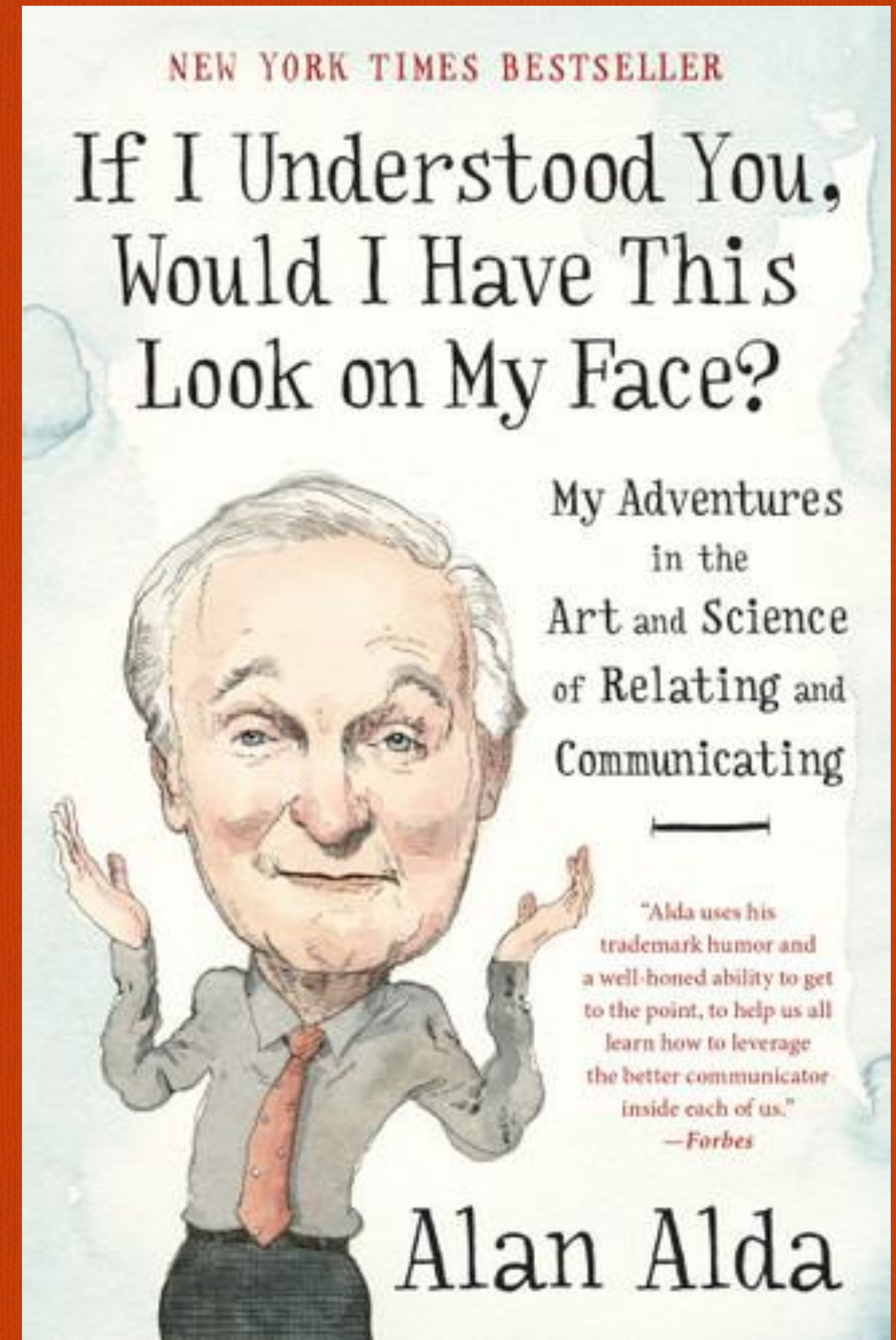
**How can my evolution in
teaching from 2007-2022 help
answer these questions?**

How do we reach today's students?
How do we assess today's students?



*“The other person, the person you’re trying to communicate with **[OUR STUDENTS]**, is the one you have to focus on [...] Not what you want to say — what you want them to know. **[COURSE CONTENT]** You’ve got to know who they are, where they are in their head while you’re communicating with them.” **[EMPATHY]***

ASSESS FOR YOURSELF:
have you allowed time in your delivery of course content to find out who and where your students are?



How do we reach today's students?

- They need to hear things MANY times and in MANY different ways
- They have a lot going on outside of school
 - They have different priorities
 - They are reluctant to ask for help
 - They often don't know what to ask



How do we assess today's students?

- Student agency in assessments
 - Creative intelligence
 - Instructor flexibility



How do we assess today's students?

- Student agency in assessments

- Creative intelligence
- Instructor flexibility

Develop a sense of individual student strengths and assess each student for who they are; within a context of what they can produce and what original perspectives they can bring

Agency: Asking students for input/
offering choices of assignments

Creative Intelligence:

Recognizing not all performance is measurable in the traditional sense
(Ex: final projects where they choose topics and type of media)

Instructor flexibility:

Be ready to:

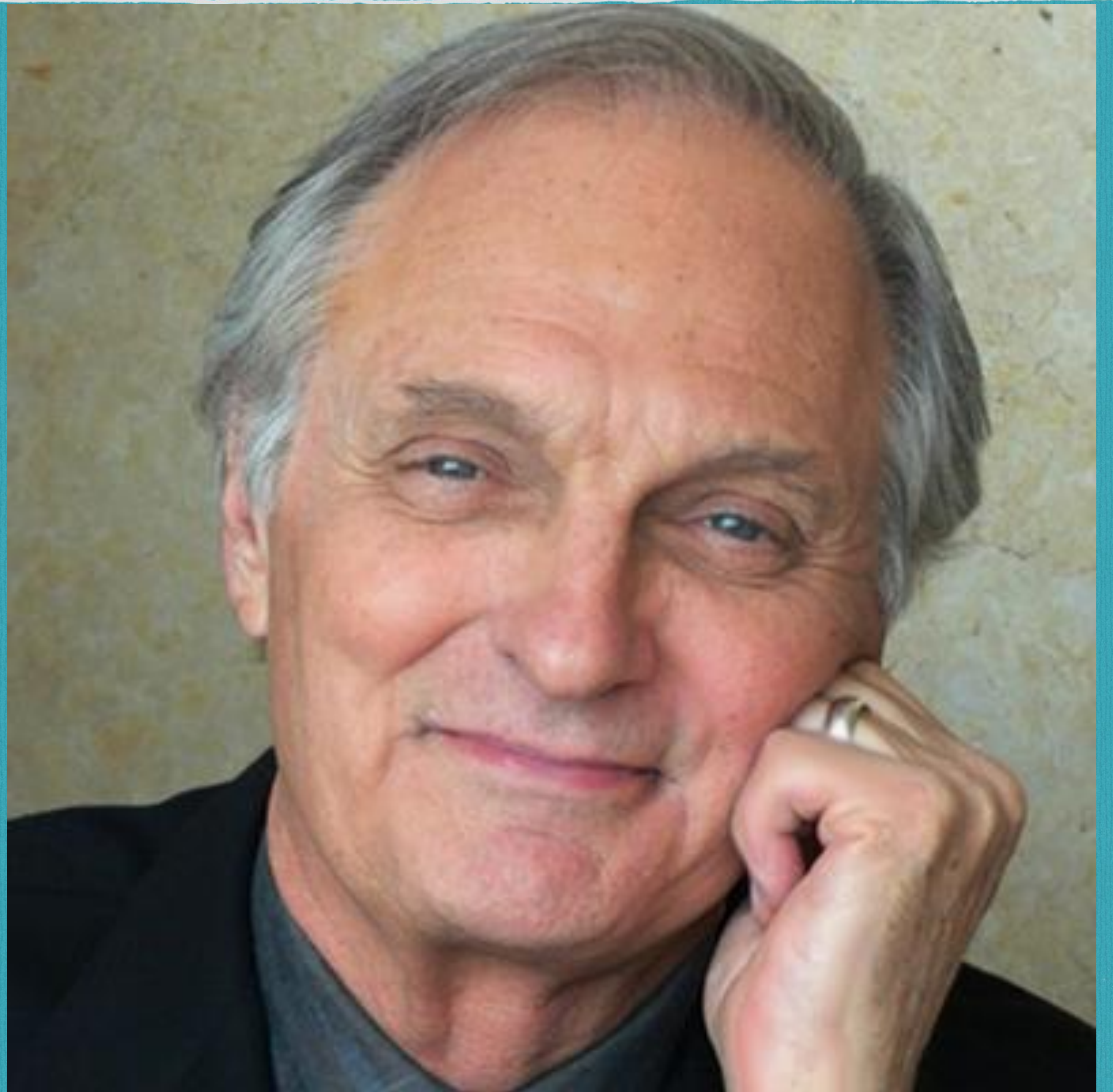
r

change

evolve

pivot

learn from
your
students





Keep in touch
kutch@kutztown.edu