BEST PRACTICES IN UNIVERSITY TEACHING
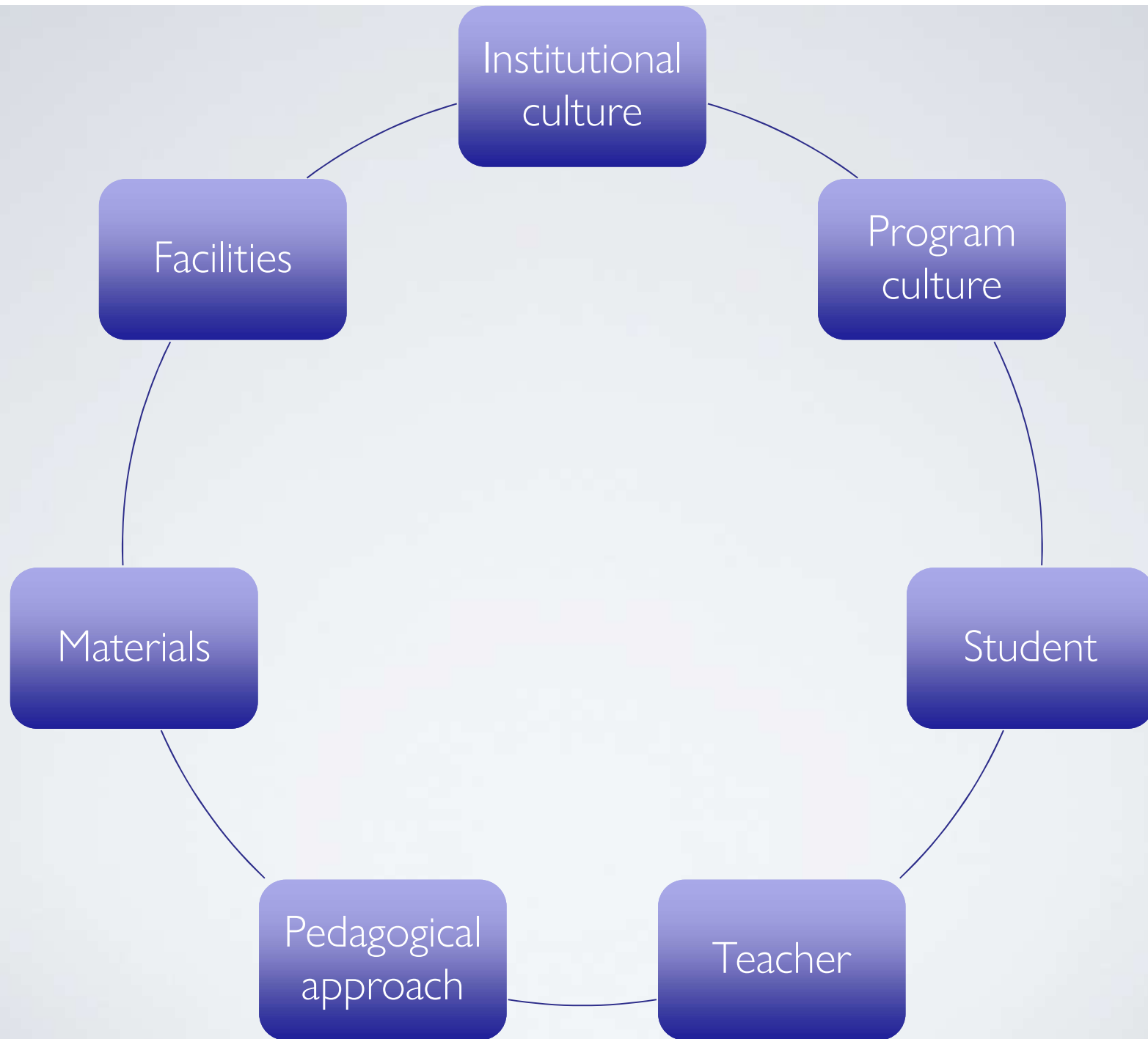
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1. INSTITUTIONAL CULTURE

- Reputation

- Subcultures

- Balance between Teaching and Research

- Balance between Theory and Practice

2. PROGRAM CULTURE

- Different subunits (departments/schools/MBAs)

- Specific criteria excellence

  - What do the unit's instructors value?

  - How does this compare with the values of the larger organization?

  - Are instructors seen as mavericks or part of the organization's mainstream?

  - What is a normal teaching load for an instructor?

  - What are the current and desired relationships between students and instructors?

3. STUDENTS

- Learning begins and ends with the students

- People (students) have:

  - Different learning stlyes

  - Different educational and professional backgrounds

  - Different interests

- Students create a "student culture"

4. TEACHERS

- Beyond teaching style:

  - Mannerisms

  - Personality

  - Values

  - Techniques of punishment and praise

  - Ability to explain or to take questions

  - Experience

5. MATERIALS

- The "art" of teaching is also related to the selection of materials

    - Lecture notes

    - Chapters

    - Cases (case studies)

    - Exercises

- The selection of the theories is fundamental

6. PEDAGOGICAL APPROACH

- Instructors choose the method by which they teach

  - Lecturing

  - Discussion

  - Case method

  - Role playing

  - Action learning (project/problem-based learning)

  - Experiential exercises

7. SETTING / FACILITIES

- Classroom

  - Size, shape, color, accommodations

  - The ideal learning setting is transparent

- Equipments

LEARNING & TEACHING

HUMAN LEARNING

Human learning occurs on at least three levels

- <u>Level 1: Visible Behavior</u>
  the things that people say and do that can be captured

- <u>Level 2: Conscious Thought</u>
  the things that people are aware they're thinking but that they do not choose to reveal at Level 1

- <u>Level 3: Values, Assumptions, Beliefs, and Expectations</u>
  VABEs are often "preconscious" or "semiconscious," they often reveal themselves at L1

Our instructional intent is headed to L1, L2, or L3?

KOLB'S LEARNING CYCLE

- Kolb (1984): every human being goes through a learning cycle many times a day

- That cycle is: Concrete Experience, Reflective Observation, Abstract Conceptualization, and Active Experimentation

- People have experiences (L1), reflect on those experiences to varying degrees (L2), they may or may not incorporate their reflective conclusions ("What happened there?") into their world view (Abstract Conceptualization or L3) and then actively use the newly formed "principle" in the future
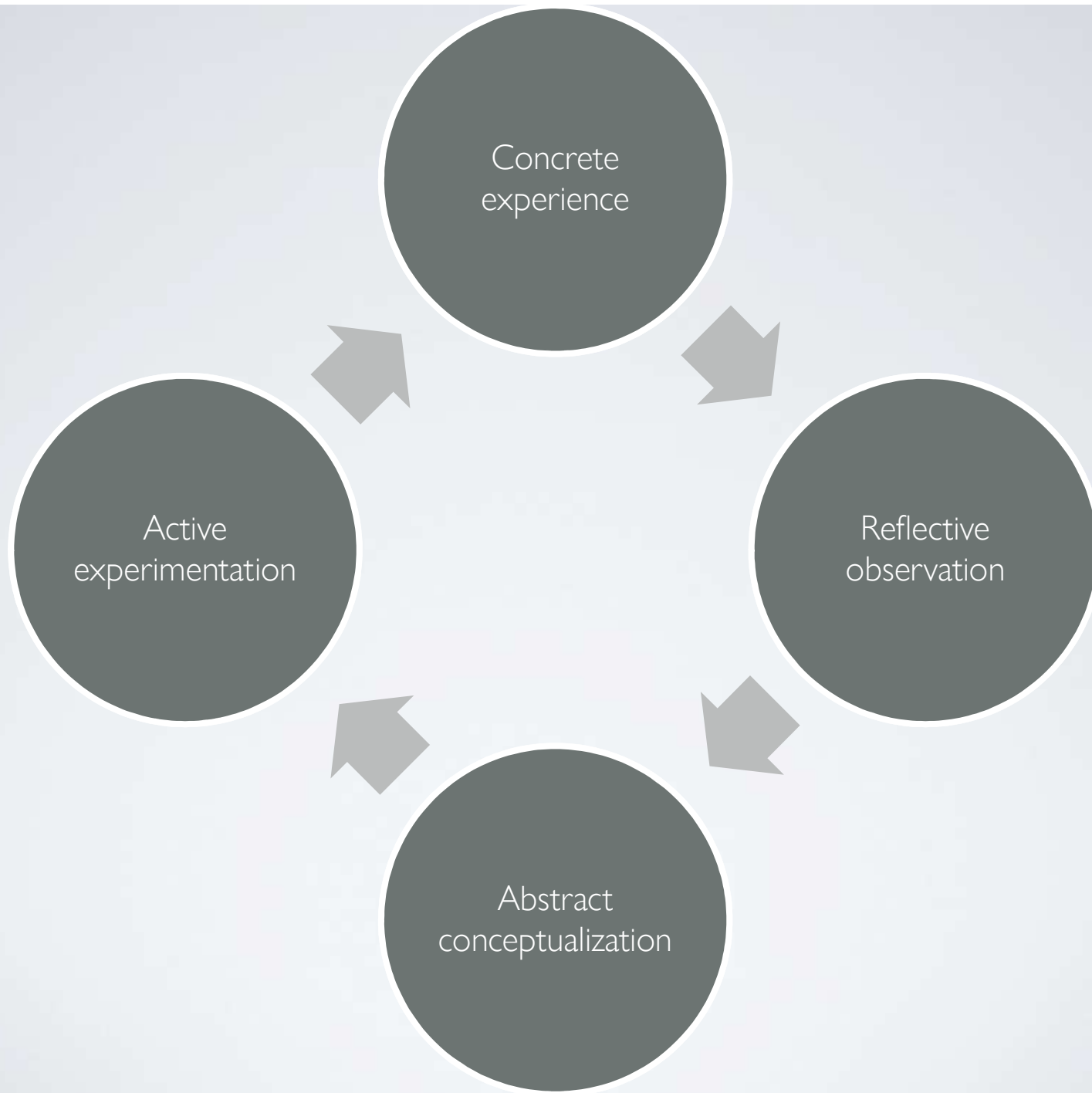
TEACHING AND LEVELS

- Teaching that targets L1 is targeting specific behaviors
  → <u>cognitive skills</u> (technical or hard skills; quantitative intelligence)

- Teaching that targets L2 is attempting to change the way people think
  → <u>critical thinking skills</u> (conceptual and analytical thinking)

- L3 impact is deeper (it attemps to change a person's basic values, assumptions, beliefs and expectations)
  → <u>soft skills</u> (personal and social skills; social intelligence)

SOFT SKILLS

Definition

- Job-related skills that involve little or no interaction with machines and whose application on the job is quite generalized

- Cluster of productive personality traits that characterize one's relationships in a milieu

- Combination of people skills, social skills, communication skills, character traits, attitudes, social intelligence and emotional intelligence quotients that enable people to navigate their environment, work well with others, perform well, and achieve their goals with complementing hard skills

- Desirable qualities for certain forms of employment that do not depend on acquired knowledge: common sense, ability to deal with people, and positive flexible attitude

SOFT SKILLS

Importance

- Hard skills were the only skills necessary for career employment and were generally quantifiable and measurable from educational background, work experience or through interview

- In the 21st century soft skills are a major differentiator, a sine qua non for employability and success in life → according to Harvard University, 80% of achievements in career are determined by soft skills and only 20% by hard skills

- Soft skills training should begin for a person when they are students, to perform efficiently in their academic environment as well as in their future workplace

- A public interest study conducted by McDonald's in UK predicted over half a million people will be held back from job sectors by 2020 due to lack of soft skills

SOFT SKILLS

Enumeration (1)

1. <u>Communication</u> – oral speaking capability, written, presenting, listening
2. <u>Teamwork</u> – cooperative, gets along with others, agreeable, supportive, helpful, collaborative
3. <u>Creativity</u> – inventiveness, imagination, curiosity, innovation, innovativeness, originality, artistry
4. <u>Flexibility</u> – adaptability, willing to change, lifelong learner, accepts new things, adjusts, teachable
5. <u>Courtesy</u> – manners, etiquette, business etiquette, gracious, says please and thank you, respectful
6. <u>Interpersonal skills</u> – nice, personable, sense of humor, friendly, nurturing, empathetic, has self-control, patient, sociability, warmth, social skills
7. <u>Positive attitude</u> – optimistic, enthusiastic, encouraging, happy, confident

SOFT SKILLS

Enumeration (2)

8.   <u>Professionalism</u> – businesslike, well-dressed, appearance, poised

9.   <u>Responsibility</u> – accountable, reliable, gets the job done, resourceful, self-disciplined, wants to do well, conscientious, common sense

10. <u>Integrity</u> – honest, ethical, high morals, has personal values, does what's right

11. <u>Work ethic</u> – hard working, willing to work, loyal, initiative, self-motivated, on time, good attendance

12. <u>Work passion</u> – enthusiasm, eagerness, energy, warmth

13. <u>Resilience</u> – capacity to recover quickly from difficulties; toughness; determination, persistence

14. <u>Courage</u> – fearlessness of making mistakes, bravery, intrepidity, daring, audacity

SOFT SKILLS

How to teach them

- <u>Self-awareness</u> – being aware of your weaknesses, inner awareness, humility, willing to improve
- <u>Generosity and reciprocity</u> – opening to the other people, volunteering activity, doing things "for free", giving your spare time to those in need
- <u>Witnesses</u> – meeting, working and living with people having plenty of soft skills
- <u>Performing and visual arts</u> – theatre, music, dance, painting, sports