

A photograph of a classroom scene. A male teacher in a light blue button-down shirt and dark tie stands in the center, looking towards the camera. He has his hands in his pockets. In the foreground, three students are seated at their desks, looking up at the teacher. The student on the left is a boy with glasses, wearing a dark sweater over a collared shirt. The student on the right is a girl with blonde hair, also wearing a dark sweater over a collared shirt. The student in the foreground center is a boy with dark hair, wearing a dark sweater, looking down at a book in his hands. The classroom has a whiteboard in the background, an American flag on the wall to the left, and a globe on a stand. The lighting is bright, coming from overhead fluorescent lights.

# O CAPTAIN, MY CAPTAIN:

Value-Added Learning

# O Captain, My Captain: Value-Added Teaching

**Presenters:** Nicole Allen, Diana Vlad, Logan Mullins

## **Reading Assignment:**

- *What the Best College Teachers Do*  
Chapter 6: How do they treat their students?  
Author: Ken Bain
- *Student Engagement Techniques*  
Chapter 8: Tips and Strategies for Promoting Active Learning  
Author: Elizabeth F. Barkley
- *Getting Started with Team-Based Learning*  
Chapter 2: The Key Ideas of Team-Based Learning  
Author: Larry K. Michaelson

## **Supplies and Electronic Resources Needed:**

- PearDeck
- GoogleSlides
- Zoom
- Microphone Access
- Speaker Access
- *Dead Poets Society* [Introducing Mr. Keating] Clip 1
- *Dead Poets Society* [Mr. Keating's Book Activity] Clip 2
- *Dead Poets Society* [O Captain, My Captain] Clip 3

## **Learning Objectives**

**#1** – Demonstrate the basic principles of becoming a valuable teacher in instructional contexts.

**#2** – Evaluate how lived experiences can have an impact on their roles as an instructor.


**#3** – Create student groups/teams based on specific project goals and student characteristics to maximize student success.




# Instructors' Agenda at a Glance

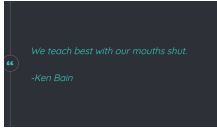
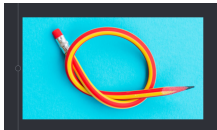

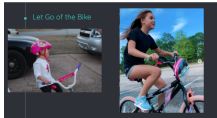
Topic	Segment Time	Elapsed Time	Supplies
<b>Minitest</b>		6:00	
Ask if any questions	5 mins	6:05	
Minitest (Individual)	10 mins	6:15	Minitest:I (CANVAS)
Minitest (Team)	5 mins	6:20	Minitest:T (CANVAS)
Minitest Answer Reveal & Appeal	10 mins	6:30	PD: Presentation of Answers
<b>Introduction</b>			
Attention-getting opening	4 mins	6:34	PD: <i>Dead Poets Society</i> [Introducing Mr. Keating] Clip 1
Video Transition (Nicole)  Individual Introductions, Objectives, and Credibility Statements  Preview (Logan)	3 mins	6:37	PD: Introduction Slide
<b>Teaching Principles</b>			
Segment Introduction	1 min	6:38	PD: Obj. 1 Slide
What does it mean to listen? Bain Quote/Mini Discussion	2 mins	6:40	PD: Ken Bain Quote
Be Flexible: Explanation/Activity Instructions  Be Flexible Group Activity	10 mins	6:50	PD: Be Flexible Image  PD: Group Activity
Let go of the bike! Moore Quote/Inspiration & Transition	2 mins	6:52	PD: Berkley Bike Images
<b>Lived Experiences</b>			
Segment Introduction	1 min	6:53	PD: Obj. 2 Slide

Coaching WTT Sharing of Personal Experiences	3 mins	6:56	PD: Image of Team
Importance of Sharing Lived Experiences	3 mins	6:59	PD: Dr. James Comer Quote/Image
The Power of Relationships in Schools Video	4 mins	7:03	PD: Power of Relationships Clip
Class Discussion: Evaluate if There is an Age Limit	4 min	7:07	
<b>Break</b>	10 mins	7:17	
Transitional Video	4 mins	7:21	PD: <i>Dead Poets Society</i> [Mr. Keating's Book Activity] Clip 2
<b>Team Learning</b>			
Segment Introduction	1 min	7:22	PD: Ob. 3 Slide
The Negative Stigma of Group Work	1 min	7:23	PD: Group Work Meme
How do we create working groups to avoid the stigma? Explanation	3 mins	7:26	
Activity: Creating Student Groups	10 mins	7:36	PD: Student Group Breakdown
<b>Conclusion</b>			
Final Questions	5 mins	7:41	PD: Final Questions
Full-Circle Closing	4 mins	7:45	<i>Dead Poets Society</i> [O Captain, My Captain] Clip 3

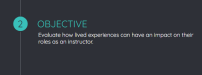

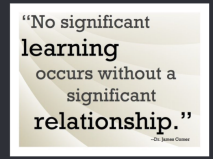
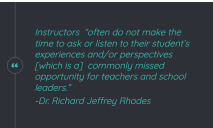

# Instructors' Detailed Agenda

Time and Audiovisuals	Content	Notes
<p>30 mins</p> <p>Elapsed time: 30 mins</p> <p>According to the study conducted by Ken Bain and his colleagues, successful teachers establish trust by doing which of the following with their students?</p> <ul style="list-style-type: none"> <li>• knowledge on the subject area and unlimited feedback.</li> <li>• intimate plug-ins and builds.</li> <li>• stories of their intellectual journey, and secrets about learning.</li> <li>• their learning objectives and grading scale for the course.</li> </ul> <p>As reported by Barkley, professors use different methods to support active learning because:</p> <ul style="list-style-type: none"> <li>• they have similar objectives but they want to experiment with different methods.</li> <li>• it takes too much time to restructure the course and use a different method.</li> <li>• their choices are based on personal experience, objectives and other elements.</li> <li>• they debate with fellow instructors which method would work best for their class.</li> </ul> <p>According to the "Team-Based Learning" article by Michaelsen, which of these is a way for teams to be properly formed and managed by an instructor?</p> <ul style="list-style-type: none"> <li>• The instructor should change the group throughout the semester.</li> <li>• The instructor should minimize barriers for group cohesiveness.</li> <li>• The instructor should make sure the teams are small enough to promote work balance.</li> <li>• The instructor should make sure each team has plenty of snacks.</li> </ul> <p>Appeals?</p>	<p><b>Minitest</b> <i>Administer the minitest to ensure completion of the reading and to assess the comprehension level of the concepts presented.</i></p> <p>Open the Minitest in Canvas. Ensure everyone has access to it and is able to see/open it.</p> <p>Give students time to ask any questions before beginning the test. Some may want to clarify or ask for an additional explanation of a concept or idea.</p> <p>Allow students the necessary time to complete the test. Once everyone is finished, prepare students for the group test. Open test in Canvas and allow teams to work on their questions.</p> <p>After everyone has submitted their Minitests as a team, reveal the answers.</p> <p>Ask the class if anyone would like to contest the question.</p> <p>Allow students to create appeals with their teams if needed.</p>	<p>Ensure that everyone has an electronic device.</p> <p>Make sure no one has any issues finding the quiz on Canvas.</p>
	<b>INTRODUCTION</b>	
<p>4 mins</p> <p>Elapsed time: 34 mins</p> 	<p><b>Attention-Getting Opening</b> <i>Grab the class's attention and get them inspired and ready to learn.</i></p> <p>Advise students that before we get into the lesson, we will be showing them a clip (one some of them may recognize).</p>	<p>Ensure "Dead Poets Society" - Introducing Mr. Keating (Clip 1)" is ready and heard by both in-person and remote students.</p>

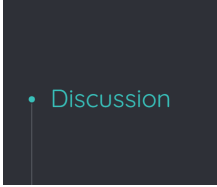

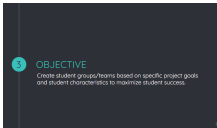
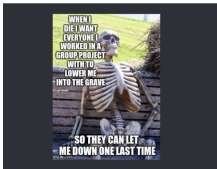
	<p>Play the following video clip on the PD presentation:  <a href="https://www.youtube.com/watch?v=xv9JOVkJR5PQ&amp;feature=emb_err_woyt">https://www.youtube.com/watch?v=xv9JOVkJR5PQ&amp;feature=emb_err_woyt</a></p> <p>Explain how <i>Dead Poets Society</i> was an inspiration for our lesson and, as we move forward with our objectives, they (the class) will see why.</p>	<p>Nicole will make the transition from the attention-getter and into the introduction.</p>
<p>3 mins</p> <p>Elapsed time: 37 mins</p> 	<p><b>Team Introductions &amp; Credibility Statements</b>  <i>Set up the rest of the lesson so students know who will be teaching them and what they should expect to learn.</i></p> <p>Nicole will introduce herself, give her background, and explain what objective she will be covering in today's lesson.</p> <p>Diana will introduce herself, give her background, and explain what objective she will be covering in today's lesson.</p> <p>Logan will introduce herself, give her background, and explain what objective she will be covering in today's lesson.</p>	<p>Logan will transition from her introduction into the start of the lesson.</p>
	<p><b>LEARNING OBJECTIVE #1: Demonstrate the basic principles of becoming a valuable teacher in instructional contexts.</b></p>	
<p>1 mins</p> <p>Elapsed time: 38 mins</p> 	<p><b>Segment Attention-Getter &amp; Overview</b></p> <p>Open the segment by telling the story of Mrs. Griffith when, in passive aggression, she forced Brandt to teach class.</p> <p>Explain how Mrs. Griffith is one of the many teachers who, if she simply had developed a few basic skills, could have turned her negative influence into a valuable one.</p> <p>Set up the points of the segment by explaining how we can break the principles up into 3 basic concepts: listening, being flexible, and letting go of the bike.</p>	<p>Make sure to be animated in this story to provide an entertaining experience.</p>

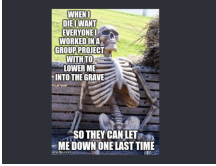
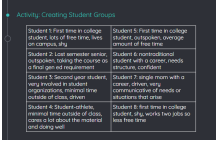
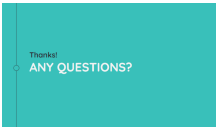
<p>2 mins</p> <p>Elapsed time: 40 mins</p> 	<p><b>Listen</b></p> <p>Bring up the PD slide of Ken Bain’s quote and reference the reading material.</p> <p>Start a mini discussion by asking, “What does it really mean to listen in the classroom?” Tell the story of Mr. Kelly and his breakfast pizzas.</p>	<p>Ken Bain Quote Source</p> <p>Information: <a href="https://www.npr.org/sections/ed/2014/11/08/360426108/five-great-teachers-on-what-makes-a-great-teacher">https://www.npr.org/sections/ed/2014/11/08/360426108/five-great-teachers-on-what-makes-a-great-teacher</a></p>
<p>10 mins</p> <p>Elapsed time: 50 mins</p>  	<p><b>Be Flexible / Learning Activity</b></p> <p>Explain to the class how extenuating circumstances will cause moments where you must be flexible. Compare the story of Mr. Kelly and Mrs. Griffith and their adaptability.</p> <p>Administer the “Demonstrate Your Ability to be Flexible” activity. *</p>	<p>* Reference “Demonstrate Your Ability to be Flexible” activity details on pg. 11-12.</p> <p>Ensure students know one scenario is a corporate setting and the other is a classroom setting.</p>
<p>2 mins</p> <p>Elapsed time: 52 mins</p> 	<p><b>Let Go of The Bike/Closing</b></p> <p>Talk about Renee Moore where she compares great teaching to teaching a child to ride a bike.</p> <p>Reference the photo in the slide, comparing it to the confidence students gain when they are allowed to steer learning in the classroom.</p>	<p>Renee Moore Quote Source</p> <p>Information: <a href="https://www.npr.org/sections/ed/2014/11/08/360426108/five-great-teachers-on-what-makes-a-great-teacher">https://www.npr.org/sections/ed/2014/11/08/360426108/five-great-teachers-on-what-makes-a-great-teacher</a></p> <p>Do not forget to explain Renee Moore’s credibility.</p>
	<p><b>LEARNING OBJECTIVE #2: Evaluate how lived experiences can have an impact on their roles as an instructor.</b></p>	
<p>1 min</p> <p>Elapsed time: 53 mins</p>	<p><b>Segment Attention Getter &amp; Overview</b></p> <p>Discuss how sharing personal experiences can help</p>	




	better performances in various settings, outside of classroom.	
<p>3 mins</p> <p>Elapsed time: 56 mins</p> 	<p><b>Coaching WTT Sharing of Personal Experiences</b></p> <p>Explain how trustworthy relations can help on the tennis court. Building a deeper bond with the players will help improve communication skills. Talk about the communication struggles with international students.</p>	<p>It is a unique experience to work with international tennis players. They all have different views, and their various backgrounds bring something new to the table.</p>
<p>3 mins</p> <p>Elapsed time: 59 mins</p> 	<p><b>Importance of Sharing Lived Experiences</b></p> <p>Evaluate the importance of sharing personal experiences.</p> <p>Discuss methods used to create important relationships and create a deeper learning experience.</p>	
<p>4 mins</p> <p>Elapsed time: 63 mins</p>  	<p><b>The Power of Relationships in Schools</b></p> <p>Present quote by Dr. Richard J Rhodes, and identify why lack of communication is a missed chance to develop a stronger connection with students.</p> <p>Play the following video clip on the PD presentation: <a href="https://www.youtube.com/watch?v=kzvm1m8zq5g">https://www.youtube.com/watch?v=kzvm1m8zq5g</a></p> <p>The following video will be shown for students to see how much value is placed on having a solid student-teacher relationship.</p> <p>Explain how we have the ability to see how students feel about having a better connection with their instructor.</p>	<p>Ensure "Power of Relationships" clip is ready and heard by both in-person and remote students.</p>



4 mins Elapsed time: 67 mins 	<b>Class Discussion Learning Activity</b> Administer the “Develop your view on this concept. Is age limited or not?” activity. *  Class Discussion will be established to determine whether the concept is age limited.  Students will have time to reflect on their own on some thoughts, and afterwards a discussion will take place.	* Reference “Develop your view on this concept. Is age limited or not?” activity details on pg. 12.
10 mins Elapsed time: 77 mins	<b>BREAK</b>	During the break, make sure the transition clip is ready to be played.
4 mins Elapsed time: 81 mins 	<b>Transition into Second Half of Class</b> <i>Get the class excited about the next half of class, continuing to show the parallels between Mr. Keating and our lesson.</i>  Play the following video clip on the PD presentation: <a href="https://www.youtube.com/watch?v=LjHORRHXtyI&amp;feature=emb_logo">https://www.youtube.com/watch?v=LjHORRHXtyI&amp;feature=emb_logo</a>  Logan will transition into her segment.	Ensure “ <i>Dead Poets Society</i> [Mr. Keating’s Book Activity] Clip 2” is ready and heard by both in-person and remote students.
	<b>LEARNING OBJECTIVE #3: Create student groups/teams based on specific project goals and student characteristics to maximize student success.</b>	
1 min Elapsed time: 82 mins 	<b>Purpose and Learning Objective Introduction</b>  The importance of group work experience and how forming groups matters in the grand scheme of instruction.	
1 min Elapsed time: 83 mins 	<b>Segment Attention Getter</b>  Explain how the meme represents a general way of thinking when working in a group, and how it can be a disappointing experience.	

<p>3 mins</p> <p>Elapsed time: 86 mins</p> 	<p><b>How do we create working groups?</b></p> <p>Work on establishing the right parameters when creating groups to ensure the groups are consistent.</p> <p>Explain how we can enable learners to have better group experiences.</p>	
<p>10 mins</p> <p>Elapsed time: 96 mins</p> 	<p><b>Learning Activity</b></p> <p>Administer the “Create Meaningful Student Groups” activity. *</p> <p>Students Groups will be created by following a certain pattern of splitting the class into groups.</p> <p>Students should reflect on why those groups would work well together and what other attributes they look for in group members.</p>	<p>* Reference “Create Meaningful Student Groups” activity details on pg. 13-14.</p>
<b>OVERALL CONCLUSION</b>		
<p>5 mins</p> <p>Elapsed time: 101 mins</p> 	<p><b>Recap, Reflections, &amp; Questions</b></p> <p>Reflect on the lessons learned.</p> <p>Allow class to ask any remaining questions and allow time for them to make any final notes.</p> <p>Set up the final clip. Compare how the end speaks volumes about how much change and growth a remarkable instructor can offer.</p>	<p>Logan will brake light out of her presentation and into the recap.</p> <p>Diana will ask the class if they have any questions or comments about the lesson.</p> <p>Nicole will provide a smooth transition and set up the final clip.</p>
<p>4 mins</p> <p>Elapsed time: 105 mins</p>	<p><b>Memorable Ending</b></p> <p>By playing the final clip, allow students to reflect how Mr. Keating’s teaching embodies the lessons taught, and how a valuable teacher can leave a permanent mark.</p>	<p>Ensure “<i>Dead Poets Society</i> [O Captain, My Captain] Clip 3” is ready and heard by both in-person</p>

	<p>Play the following video clip on the PD presentation:</p> <p><a href="https://www.youtube.com/watch?v=j64SctPKmqk&amp;feature=emb_err_woyt">https://www.youtube.com/watch?v=j64SctPKmqk&amp;feature=emb_err_woyt</a></p>	<p>and remote students.</p>
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# Activity Details

## **Demonstrate Your Ability to be Flexible**

### **Learning Objective:**

- Demonstrate the basic principles of becoming a valuable teacher in instructional contexts.

### **Estimated Time Required:**

- 10 Min

### **Facilitator Instructions:**

- After discussing flexibility, explain to students that they will be demonstrating their flexibility as a teacher in the next activity, and they will be working in their previously assigned groups.
- Pull up the Pear Deck slide with the “be flexible” scenarios.
- Explain that each team will be concentrating on one pre-assigned scenario each, further instructing an approximate 3-minute time window. Explain that they will need to use creative thinking, presenting a flexible solution per team to be presented at the end of the 3 minutes.
- Read off the scenarios and the team assigned to each. Make it clear that one scenario is based on corporate training while the other is based on classroom teaching.
- Start the timer for the students to begin discussion amongst their groups.
- After the time limit has expired, ask one student from each team to explain their solution, then encourage all to participate in discussion of thought processes and how they felt about the scenarios they were given.

### **Participant Instructions:**

- Get with your previously assigned group and gather in a position for optimal discussion.
- Find flexible teaching solutions to the assigned scenarios. (3 min).
  - Together, review the scenario.
  - As a group, discuss flexible teaching solutions.
  - Finally, decide on a final solution to present as a group.

### **Post-Activity Discussion Questions:**

- What flexible teaching solution did your team come up with for the assigned scenario?
- Explain; what made your group come to this conclusion?
- What is the benefit of being flexible in these situations?

- As a teacher, how do you think you could prepare for situations such as these that arise without warning?
- Do you think your scenario was difficult or easy to resolve? Do you believe these are situations which could really take place?

**Develop your view on this concept. Is age limited or not?**

**Learning Objective:**

- Evaluate how lived experiences can have an impact on their roles as an instructor.

**Estimated Time Required:**

- 4 Min

**Facilitator Instructions:**

- Allow students a few minutes to reflect on the question.
- During this they can take notes while preparing ideas.
- Once the time is up, students will discuss their ideas as a class.
- The discussion will allow students to better retain the information, furthermore it will allow them to find examples or past experiences that they found themselves in, and that will allow them to bind the memory to something remarkable.
- Thus, the majority of the students will have found a way to store the information in the long-term memory.

**Participant Instructions:**

- Take a few moments and write down notes or try to think of various scenarios.
- Determine whether such a bond would become insignificant at a certain point and space in time.
- Present your thoughts and perhaps examples to the class.

**Post-Activity Discussion Questions:**

- What are your findings?
- If you would put yourself in that situation how would you feel? How would you rather have that person of authority handled the situation?
- Have you ever had such an experience with a professor sharing an experience, which influenced you in a positive way?

### **Create Meaningful Student Groups**

**Learning Objective:**

- Create student groups/teams based on specific project goals and student characteristics to maximize student success.

**Estimated Time Required:**

- 10 Min

**Facilitator Instructions:**

- After talking about the ways to create good groups and potential characteristics that can be used to group students, open this slide.
- Explain to the students that they will be creating two groups of four in their teams based off of a semester project.
- Answer any questions that may come up before and during the activity.
- After the activity, facilitate discussion based on discussion questions.

**Participant Instructions:**

- Use the following eight student descriptions to create two groups of four for a semester-long project.
- The project is a collaborative research paper and presentation with the paper due at midterms and the presentation at finals.
- Consider why certain students may work well together.

Student 1: First time in college student, lots of free time, lives on campus, shy	Student 5: First time in college student, outspoken, average amount of free time
Student 2: Last semester senior, outspoken, taking the course as a final gen ed requirement	Student 6: nontraditional student with a career, needs structure, confident
Student 3: Second year student, very involved in student organizations, minimal time outside of class, driven	Student 7: single mom with a career, driven, very communicative of needs or situations that arise
Student 4: Student-athlete, minimal time outside of class, cares a lot about the material and doing well	Student 8: first time in college student, shy, works two jobs so less free time

**Post-Activity Discussion Questions:**

- How did you find that process?
- What characteristics would have made it easier for you to group the students?
- Why do you think it's important or not to go further than randomly assigning groups?
- How might this work in a nonacademic setting?