Sharing of Teaching Experience

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Teaching is easy!

That's what I thought

1) Read some books
   2 weeks before class

2) Summarize everything
   Prepare the handouts

3. Talk
   Students: sit down & listen.
Teaching is **NOT** easy!

That's what I believe

Less confident you have…….,

……more difficult for you to teach!

**“How to teach effectively?”**

Do the students really know/digest what you have taught?
Teaching is **NOT** easy!

- It is not a spoon-fed process;
- 2-way communication between what you teach and what students expect.

Classroom learning atmosphere

- large class sizes;
- students from a diverse academic backgrounds;
- have different levels of learning skills.
Low curiosity and learning interest

“Why do I need to learn this?”

Positive Learning attitude

fostering a positive attitude

Learning Interest → Motivation → Curiosity → Creativity
Learning curiosity and interest motivate your study

- influenced by many different components, like age, learning environment, peer/parent influences etc.

Strong curiosity and learning interest

- Learning is inborn and is stimulated by whatever they see, hear and touch with high freedom of choice;

Moderate curiosity and learning interest

- Learning is stimulated by one's own interest and peer influences, but is limited and premeditated by parents/schools;

Low curiosity and learning interest

- Learning is sustained by interest and peers, but is discouraged by knowledge complexity, distracted by increasing social activities and is limited by what they have been offered in colleges.
To develop the teaching materials as if there is a story to tell.

This approach strengthens teacher-student interaction & facilitates discussion.
Story-Based Teaching:
An ancient method of teaching and learning

- A way of sharing and interpreting experiences
- How knowledge is to be applied
- Open discussion

Audiences and students enjoy listening with great interest.

Clear Storyline to stimulate your curiosity
Classical Way of Teaching

- A way of knowledge transfer
- Exam-oriented in pre-defined topics

Further discussion only if time allows

Students with diverse backgrounds and interests may find meaningless and discouraging.

Students would be easily distracted in the lecture.

Low curiosity & learning interest
Why do I need to learn this?

What will they/make them learn?

Curiosity and interest stimulates your learning motivation

Interactive, daily-life related, story-oriented element

eye-catching, interactive with foreseeable outcomes

Monotone, one-way and complicated

Interactive, eye-catching, interactive with foreseeable outcomes

Facebook

Curiosity and interest stimulates your learning motivation
(1) How to stimulate their **curiosity & interest**...

Interactive activities

Laboratory studies

Is it fun? is it useful?

In the learning process.....
How about courses with low/no “hands-on activities”?

Biochemistry
An Essential Guide for the Health Sciences

“Probabley NOT!”

“I expect you all to be independent, innovative, critical thinkers who will do exactly as I say!”

Is it fun?
Probably NOT!

Is it useful?
Maybe….but it is difficult to visualize and imagine!
Sugar breakdown helps to generate energy to heat up your body and support muscle contraction, like running.

Information integration and analysis - thinking

Daily life examples

How to stimulate their curiosity & learning interest?
Fat and thin

Diabetes, fatty livers and liver cancers

Stimulate their curiosity & interest to study
Yes, it is useful,
But.....how to sustain my **motivation**?

Wow! That was a great lecture!!

I m so confused.

What is the problem?

........I am confused about the subject.
Preparation of teaching materials

PPT & handouts for students

Knowledge digested & modified

Added

Removed

The provided information may not be complete

Discourage their learning motivation!!
(2) how to sustain their learning motivation?

Think like you are a teacher to teach and a student to learn.

- Do they follow what you are teaching?
- What is student’s expectation?
- Motivation to explore more
Story-Based Teaching

Hey folks, are you still awake!

In the preparation of student’s handout,
-try to link up individual piece of information together, and putting them as a story.

Prepare the handout’s in a story-line format, every slide is linked in an idea.
Different pollutant emission sources
A variety of wildlife victims
1) Air Pollution:-

- Increases the risks of cataract, asthma, allergies/anaphylaxis and cardiopulmonary diseases

2) Water Pollution:-

- Hypoxic coastal dead zone, a nasty mix of sewage, untreated agricultural waste, industrial wastes (heavy metals, arsenic), chemicals, oil spills, pathogens.
Story-Based Teaching

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Public Health Risks
Japan earthquake and nuclear crisis

Do You Want to Go?

The Risk of Travel to Japan?

Pollution can take many forms.
The air we breathe, the water we drink, the land where we grow our food, synthetic chemicals in daily necessities we need and even the increasing noise we hear every day—all contribute to health problems and a lower quality of life.

1) Air Pollution:
- Increase the risk of cataract, asthma, allergies, anaphylaxis and respiratory diseases

2) Water Pollution:
- Hypoxia (oxygen-deficient) coastal zones; a nasty mix of sewage, untreated agricultural waste, industrial waste, heavy metals, arsenic, chemicals, oil spills, pathogens.
Public Health Risks

Japan earthquake and nuclear crisis

- Fukushima disaster

Do you still want to go to Japan?
The Risk of Travel to Japan?

Fukushima maps identify radiation hot spots

14 Nov 2011

Japan-wide maps of soil concentrations of the radionuclide caesium-137 can help the government to work out which areas are likely to be safe for farming.
The Contents in your presentation......
from basic knowledge to application

Simple animation
Cartoons......

Are you ok?

......

MR. FISH
Enhance student’s learning outcomes
(i) The storyline.

(ii) Different fonts and different colors.

(iii) Decorated with eye-catching pictures;

(iv) Define focus....
Students are typically with diverse academic background and at different levels of learning skills.

1) To reduce in-class distraction,

2) To encourage questions and classroom discussion, to see if they can follow or come up with new idea.

3) To feel what they felt, to modify teaching pace, topics, materials accordingly.
The most important thing is...

may not be useful to every one....

The most important thing is....
Whatever you do, work with it with all your heart - PASSION

A happy and an interactive learning environment