Process of Learning Model – Strategies

**Flipped Classroom**

- **Pre-class video series** – The videos help the students understand the basic concepts, the challenging calculator calculations and enrich the classroom experience.

- **Theory video series** – The videos help the students understand the theoretical concepts.

- **Post-class video series** – The videos help the students with the most difficult and challenging topics. Students are provided with a challenging question and solution. In these videos, I solve the most challenging parts of the question and explain the theory that supports the solution.

These video series, at times, utilize Lightboard technology. Lightboard allows me to face the audience and create a more personable interaction with the user.

Overall, on my student evaluations, students write how much they love my video series more than any other teaching process. To see my videos, go to YouTube, search Steve Janz – that’s me. The pre-class videos start with PC.

Please note: I am willing to share these videos, my questions and solutions with instructors.

**Peer Instruction**

- **Method #1** – Students solve problems (with their peers) at the white boards.

- **Method #2** - Students create an exam style problem, solution and exchange their work with another group during class. They solve each other’s problem and discuss any discrepancies.

- **Method #3** – Students create an exam style problem, solution and solve their problem at the white board, explaining the logic behind their solution to their peers.

**Collaborative Learning**

- Team quiz. Students work together in pairs for their first quiz. For the team quiz, I have a team (completed first) and an individual portion.

- Team assignment. Working with the start of a story (created by the instructor), students work together in pairs to create the main body and conclusion of the story incorporating course material throughout.

**Flipped Assessment**

- Students, working with their peers, mark their photocopied quiz answers. When the students have completed marking their quizzes (solutions are provided to the students 2/3 of the way through the process), the students diarize/reflect all they have learned regarding the modules topics (correct and incorrect). After this is complete, I audit their marking efforts.

**Experiential Learning**

- **Method #1** – working report – Students, using the theoretical concepts introduced in class (balanced scorecard for example); interview a business owner, research ideas and prepare a report the company can implement into their strategic operations.

- **Method #2** – emerging issues – Students present on an emerging business issue (sustainability for example) applicable to a specific company. Presentation requirements include company interview (video captured), industry and emerging issue research, identification of problem and development of solutions.

- **Method #3** – simulations - Students simulate a board discussion (through role-playing) and voting process, develop a new product idea and pitch this idea through a Dragon’s Den style presentation, debate strategy scenarios and create a detailed workforce activity-based management storyboard for a company.
Worksheet, evolution of classroom participation marks, traditional classroom & where to start?

Your students have an ability to handle the toughest material on tests. How do you accomplish that?

My favorite strategy is the worksheet strategy on a challenging topic. Instead of working on that specific area 1x or 2x, I actually create a worksheet where we will work on the specific and very challenging area 5x. For many challenging topics – results have gone from 25% to 75% correct.

You mentioned you have few attendance issues, student’s come to class prepared and participate in class. How do you do that?

If you examine my Process of Learning Model, what is written many times? The answer - (for marks).

Make it worth marks. Include these marks (obtained or missed) on a student’s next quiz. A student not handing in their pre-class work or missing the reflection (flipped assessment) – 0 marks. Behaviors change with this timely feedback.

Do you ever have a “traditional” classroom environment?

Yes. For every new module, I go through PowerPoint slides (4-8 slides) or lesson notes, share personal stories, show a relevant YouTube video (usually newscasts work best) that help students understand the importance of this topic in business, and work through several problems at the white board carefully explaining how I solve each number and the theory and rationale behind the solution process.

You have provided me with many ideas and a lot of information in your Process of Learning Model. Where should I start?

I recommend starting with Peer Instruction Method #1 – students teaching each other at the white boards. As students work at the white board, you will see where they are succeeding, struggling and where the entire class misunderstands a concept. At times you will be the:

- Facilitator – ask the struggling group pointed questions, provide a few clues and let them figure it out as a team.

Or you will have a

- Teaching moment - ask for everyone’s attention and explain the challenging concept to everyone (my “teaching moment”).

Never lose your enthusiasm! Enjoy the journey.