Agenda

1. Campus basics

2. Before the class: Prepare, prepare, prepare

3. During the class: Manage the room
CAMPUS BASICS
<table>
<thead>
<tr>
<th>What the Timetable Says</th>
<th>Class Start Time</th>
<th>Class End Time</th>
</tr>
</thead>
<tbody>
<tr>
<td>9 – 11 AM</td>
<td><img src="image1.png" alt="Watch" /></td>
<td><img src="image2.png" alt="Watch" /></td>
</tr>
<tr>
<td>4 – 6 PM</td>
<td><img src="image3.png" alt="Watch" /></td>
<td><img src="image4.png" alt="Watch" /></td>
</tr>
<tr>
<td>6 – 9:30 PM</td>
<td><img src="image5.png" alt="Watch" /></td>
<td><img src="image6.png" alt="Watch" /></td>
</tr>
</tbody>
</table>
Words to Know

bCourses

Cheit

Chou

Bud Cheit

Connie and Kevin Chou
Words to Know

GSI

Reader

Red

Study.net
Places to Go: Chou Hall

http://www.haas.berkeley.edu/facilities/campus/Floor_Plans

- Tiered 74 & 76 seat classrooms
- Flexible 48 seat classroom (divisible)
- Small breakout area (no A/V)
- Small group study room
- Medium group study rooms (6 x)
Places to Go: C/F/S buildings
### Places to Go

<table>
<thead>
<tr>
<th>Location</th>
<th>Description</th>
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</thead>
<tbody>
<tr>
<td>Haas Floors</td>
<td>Entering Haas from an outside door can put you on the 1\textsuperscript{st}, 2\textsuperscript{nd}, 3\textsuperscript{rd}, or 4\textsuperscript{th} floor. Honorary PhDs will be granted to anyone able to fully master the building layout.</td>
</tr>
<tr>
<td>Faculty Lounge</td>
<td>Room on the 5\textsuperscript{th} floor of the Faculty Building that has a coffee machine and a variety of newspapers and journals. On very rare occasion you will see a faculty member there.</td>
</tr>
<tr>
<td>Mailboxes</td>
<td>Your snail-mail mailbox is on the 5\textsuperscript{th} floor of the faculty building, next to the faculty lounge.</td>
</tr>
<tr>
<td>Mailroom</td>
<td>A room on 5\textsuperscript{th} floor of Student Services Building where mail is delivered and sorted. Also home of the “Mail Jail”.</td>
</tr>
</tbody>
</table>
Places to Go: Koret (F320)
Places to Go: Computing/Media Center
Places to Go: Hezel and Anderson

Haas School of Business Building Floor Plans
Places to Go: Wells Fargo

Haas School of Business Building Floor Plans

Level 4

Wells Fargo Room

PhD Program

Lester Center for Entrepreneurship and Innovation

Clausen Center for International Business and Policy

Center for Responsible Business

Fisher Center for Strategic Use of Information Technology

Institute for Business Innovation

Executive Learning Classroom

Undergraduate Program

Career Services

MBA Programs
Bank of America Forum
(2\textsuperscript{nd} floor entrance to Faculty Building)
PREPARE, PREPARE, PREPARE
3+ months before class starts

1. Hire GSI (if applicable)
2. Gather syllabi/materials from other lecturers/faculty
3. Sit in on relevant courses
4. Review books/articles that could be included
5. Start creating syllabus + lecture slides
Get to know other faculty + staff!!

Org charts for Haas faculty and staff:
http://www.haas.berkeley.edu/human-resources/toolbox/org-charts.html
GSI Resources

Information on Graduate Student Instructors (GSIs)
Information on GSI contracts:
http://hrweb.berkeley.edu/labor/contracts/BX/current-rates

Resources on how to effectively use a GSI:
http://gsi.berkeley.edu/faculty-departments/teaching-with-gsis
  – Pre-semester course orientation
  – Weekly meetings w/ pedagogical goals
  – Teaching journal
  – Video-recording or peer observation
  – GSI workshops
https://calcentral.berkeley.edu/dashboard

Cal Central Web Site

Setup

Connect to bConnected
Connect CalCentral to your campus bConnected email, calendar and drive account.

Click Connect to go to a Google page, then Accept to complete the setup with CalCentral.

Notifications

You have no notifications at this time.

Faculty Resources

Action Center
- eForms Action Center

Classes and Schedule
- Schedule of Classes
- Course Catalog: Berkeley Academic Guide

Other
- Assistive Technology: ADA Support
- bCourses: Getting started and resources
- Clickers
- Course Capture
- Course Evaluations
- DIY Media: Flip your classroom
- Academic Innovation Studio
- Center for Teaching & Learning
Faculty are encouraged to use one of six Haas templates.

https://drive.google.com/folderview?id=0B-DTL3mJoprucFV4b2I1TXdxbkk&usp=sharing
# A Tool for Course Design

<table>
<thead>
<tr>
<th>Class No.</th>
<th>Goal</th>
<th>Advanced Prep by Students</th>
<th>In-Class Plan</th>
<th>Assignments</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Topic</td>
<td>Learning Objective</td>
<td>Case(s)</td>
<td>Required Articles</td>
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</table>
Course Design

• Have a limited number of teaching points in the course: decide what not to teach.

• Watch videos from top-rated professors (http://haas.berkeley.edu/CTE/video/cle-July16.html). A few good ones:
  – Workshop with Teck Ho: 9 Practices that Seem to Work (2013)
  – Workshop with Terry Taylor: Course Design and Delivery (2013)
  – Workshop with Sameer Srivastava: Case Method Teaching (2016)
1+ month before class starts

1. Finalize syllabus
2. Build out the class on Bcourses
3. Order readings for Study.net + text-books
4. Book break-out rooms and purchase supplies
5. Meet with GSI to review responsibilities
What to Include in the Course Syllabus

• Course description
• Course learning objectives
• Instructor background
• Target audience and clarification on who should not enroll (if an elective)
• Instructor methods and required preparation (be clear on expectations)
• Information about grading, including how participation is graded and how missed classes are handled

• Brief outline of each class session:
  – Learning objective for the class (optional)
  – Case(s) to be discussed
  – Preparation questions you expect students to come to class ready to answer
  – Assignments

• Laptop / tablet / phone / watch policy

Source for Syllabi: http://haas.berkeley.edu/CTE/teaching/cases-syllabi-July16.html
Incorporate Haas Defining Principles

• Question the status quo

• Confidence without attitude

• Students always

• Beyond yourself
Create all file folders before the course begins, and add additional content along the way.
Sample bCourses Home Page

EW MBA 296.1 - LEC 001
Spring 2015

Home

Announcements
Assignments
Discussions
Grades
People
Files
Syllabus
Modules
Study.Net Course
Materials
Roster Photos
Attendance
Media Library
Quizzes
Conferences
Collaborations
Outcomes
Pages
Official Sections
Settings

- Class #1 Intro and Apple (Jan 22, 2015)
  - EW MBA 296.1 Class 1 Slides - Course Des...
  - EW MBA 296.1 Class 1 Slides - Intro to Cor...

- Class #2 Google vs Apple (Jan 29, 2015)
  - EW MBA 296.1 Class 2 Slides - Apple and ...

- Class #3 Cargill (Feb 5, 2015)
  - EW MBA 296.1 Class 3 Slides - Cargill (Cor...

- Class #4 Danaher (Feb 12, 2015)
  - Class 4 Case Question (Danaher)
  - EW MBA 296.1 Class 4 Slides - Danaher (C...
Setting up BCourses

- Use the Files section to upload all content, into folders organized by class session.
- Change the default Home Page to the Modules page (one Module per class session) and link all files and assignments to a Module.
- Set up the course by putting the modules in chronological order.
- Do not publish modules (making them visible to students) until 1-3 weeks before the class.
- As the semester progresses, drag the next class (or two) to the top, so upcoming classes are the first things that students see when logging in.
- Post class slides as pdf’s, not as raw PowerPoint files. Some professors post slides before the class; most post them after the class.
- Don’t feel obligated to post every slide you use in class in the distributed pdf.
- The Announcements option in bCourses is easy to use but don’t rely on it for important communication.
- Create a separate email group list for important announcements, especially in the first three weeks of class (the refresh cycle within bCourses is not very fast and you will miss students who are adding or dropping).
1+ week before class starts

- Make Bcourses live
- Facepages + seating chart
- Welcome email to students
Give pre-lecture lectures

• Find your classroom
• Give your lecture to an empty audience
• Practice timing, body language, eye contact
IT in the classroom

• “Bat Phone” to media services in each classroom, or call 510-643-0431.

• Camtasia is a fairly simple third party software program to create and edit video clips.  https://www.techsmith.com/video-editor.html

• Come to class with your own dry erase markers (bullet point recommended) and slide clicker (Logitech works well).
MANAGING THE CLASSROOM
Learning from your mistakes

• Videotape yourself

• Ask your GSI for feedback

• Check in with students via email or in-person to follow-up about things that happened in class

• Send Announcements immediately after class
Role Play

What do you do when…

• Someone makes an inappropriate comment?
• Someone challenges you?
• Someone won’t stop debating with you?
• Someone wants to share a long personal experience?
• Someone never talks?
<table>
<thead>
<tr>
<th>Students Who Consistently Add Value to the Dialog</th>
<th>Students Who Don’t Add Much Value to the Dialog</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Continue to engage them, but actively look for opportunities to engage others.</td>
<td>• Give them candid feedback in private communication, reminding them not to confuse quantity with quality.</td>
</tr>
<tr>
<td>• Encourage them in private conversations (email or in person).</td>
<td>• Encourage them when they make high quality but succinct contributions.</td>
</tr>
<tr>
<td>• Consider “warm calls” to help them shine.</td>
<td>• Give them candid feedback that they are underperforming.</td>
</tr>
<tr>
<td></td>
<td>• Consider “warm calls” to help them shine.</td>
</tr>
<tr>
<td></td>
<td>• If they remain in this box, invest class time in other students.</td>
</tr>
</tbody>
</table>
The First Class

- Open by immediately diving into the case or the assigned topic
- Close by clarifying learning objectives and setting expectations for rest of course.

Maintaining Interest

- Energy is contagious.
- Walk all areas of the room, including the top row.
- “Who has a different view?” is a great question to keep the flow going.
- If possible, show videos of people in the case (video calls work if you know them).
- Humor is great, but be careful when targeting students.

Slides and Handouts

- Decide if you want to pass out hard copies of slides at the beginning of class.
- Hold back slides from the hard copy when you want to generate content in class.
Closing

- Summarize the key points yourself in the first few classes, and then ask students to summarize in subsequent classes.
- Be very concrete on the expectations for the next class, including case questions that will be cold-called.

Things to Avoid

- Regurgitating case facts. Instead, dive into core issues, asking what students would do, and why.
- Expecting a specific answer to a general question or the specific answer that’s on your next slide (guess what the professor is thinking?).

Other Items

- If possible, hang in the hall before and after class to chat informally with students.
Don’t Lecture All of the Time

1) “Turn to your neighbor and spend the next 3 minutes discussing your solution.”

2) 1 – 2/3 – All

3) Get students to answer other student’s questions.

4) Very short (1-3 sentence) assignments submitted on bCourses 2-3 days in advance of the class.

5) Role plays.

6) Outside speakers.

7) In-class technology – video clips, instant surveys done using smartphones.

8) Scatter stories into class sessions (Made to Stick book is a good resource).

9) Take advantage of international diversity (“Are there cultural differences in some parts of the world that would make these practices less effective?”).

10) Take advantage of work experience (“Who has any experience in this industry?” or “Does anyone have any personal experience with this kind of a situation?”).
Grading Tips

• For courses where grading is more subjective, consider a 5 point scale versus a 100 point scale.

• Set a policy on late assignments and stick to it.

• Be a tougher grader at the beginning of a course, especially in elective courses.
• Always indicate the range of grades on any assignment so students understand where they stand relative to the rest of the class.

• Grade class participation at the end of every class session, even if you do not share scores for each individual class with students (a very small number of professors do, most don’t).

  Points

  2  You advanced the discussion in a material way
  5  Unique insight

• Give students some feedback on their class participation roughly halfway through the course.

• Students have the right to challenge their final grade. The appeals process is documented at: http://www.haas.berkeley.edu/MBA/academics/grade-appeals.html
Student Evaluation of You

- Students evaluate you twice: at the halfway point and at the formal evaluation at the end of the course.

- Your class rep will run the process to gather feedback at the halfway point, and report results.

- If you choose to get additional feedback, anonymous-submission Google Forms work well. You can use a simple Start-Stop-Continue; More-Of, Less-Of; or design your own questions.

- Make changes in response to good suggestions.

- If you disagree with a recommendation to change something, consider being candid and explaining why.

- Adjust the syllabus as appropriate, but be sure changes are consistent with the “contract”.

THANK YOU

Questions?
jschroeder@haas.Berkeley.edu