



# Finding a Way to Joy in Teaching

Presented by Patty H. Phelps, Ed.D.

University of Central Arkansas

*pattyp@uca.edu*

## Reflective Responses:

1. I teach **because**...
2. In my role as teacher, I **have** to...
3. In my role as teacher, I **get** to...

*Pietas:*

◇ Things That Take Away Joy:

- Ways I Might Gain a New Perspective:

5/22/10

*Teaching Professor Conference*

## Something to remember:

"...teaching is a daily exercise in vulnerability."

(Parker Palmer, 1998, p. 17)

## Sources of Joy in Teaching:

- Seeing students develop over time
- Helping students fulfill their goals
- Creating a new way to teach something
- Shining the spotlight on students
- Making learning the focus of our teaching
- Sharing our scholarly passions
- Maintaining a service orientation

## The J.O.Y. of Teaching

- J
- O
- Y \*

\* Your time, your expertise, your energy, your service, and your care & concern

## The A's of Finding Joy

(Rubin, 2009)

- A
- A
- A

## Ways to Seize the Joy:

- Remember \_\_\_\_\_ you teach.
- Articulate your \_\_\_\_\_.
- Learn to \_\_\_\_\_  
What unexpected treasure will come from teaching today?
- Recognize joy \_\_\_\_\_.
- Engage in \_\_\_\_\_ activities.
- Balance duty with \_\_\_\_\_.
- View teaching as \_\_\_\_\_ building.



## References & Resources

- Baraz, J. & Alexander, S. (2010). *Awakening joy*. New York: Bantam.
- Neumann, A. (2009). Protecting the passion of scholars in times of change. *Change*, 41(2), 10-15.
- Palmer, P. (1998). *The courage to teach*. San Francisco: Jossey-Bass.
- Phelps, P. (2009). The pietas of teaching. *Faculty Focus*, <http://www.facultyfocus.com/?p=7275>
- Rubin, G. (2009). *The happiness project*. New York: Harper Collins.
- Ryan, R., Bernstein, J., & Brown, K. (2010). Weekends, work, and well-being. *Journal of Social and Clinical Psychology*, 29(1), 95-122.
- Simpson, E. (1990). *Faculty renewal in higher education*. Malabar, FL: Robert Krieger Publishing.
- Wilson, J. (2008). Instructor attitudes toward students. *College Teaching*, 56(4), 225-229.
- <http://www.vark-learn.com/> (Learning Styles)
- <http://cenleach.uiowa.edu/tools.shtml> (Teaching Goals Inventory)

## MINI-CASES for Joy Assessment & Recommendations

### Carrie James

It's 9 a.m. on a Wednesday morning in mid-March. Carrie James grabs her textbook and class roster and heads upstairs to her first class of the day. She makes a pit stop before arriving at the classroom. When Carrie enters the room, most students immediately stop talking. She quickly calls roll and says, "Let's get started. We have a lot to cover today." Carrie begins the lecture by displaying a list of key terms on the document camera. She lectures for most of the period and then announces a test to the moans and groans of students. As soon as class ends, Carrie returns to her office, shuts the door, and turns her attention to the manuscript that she was editing for publication. She has an hour before her next class.

Carrie's Joy Score: \_\_\_\_

Advice for Carrie:

### Ron Miller

It's 10 a.m. on a Monday morning in early February. Ron Miller has walked over to the Student Center for a cup of coffee. He sees David, another faculty member who serves on a committee with Ron. They find a table together.

"How's it going, Ron?" asks David.

"Okay. These students I have this semester certainly are a challenge?"

"In what way?" inquires David.

"Oh, they're passive, whiny, lazy, unmotivated—you name it—not very easy to teach. They're definitely not the kind of students I used to have."

"Tell me something you like about them."

"Like? Why should I like them? David, I'm paid to teach them—not get cozy. You mean you actually like your students? You and I must not have any of the same ones. They're inconsiderate, totally plugged into technology, poor writers, non-readers, and most don't even belong in college!"

Ron's Joy Score: \_\_\_\_

Advice for Ron:

### Harvey Brown

Harvey Brown cannot wait to get to class. He arrives ten minutes early to prepare for a role playing activity and a short video clip he has planned. Since returning from a recent conference, Harvey has been energized and excited to implement some new ideas to engage his students. He has started to interact more with them and feels a closer connection. Harvey no longer feels so isolated now that he has joined a book discussion group. He has learned that other faculty face challenges similar to those that he faces. No one teaches the same subject that he does, but Harvey has found ways to adapt their ideas to his own classes. Harvey frequently asks himself how to improve his practice; he feels much more responsible for student learning than in the past.

Harvey's Joy Score: \_\_\_\_\_

Advice for Harvey:

## **Ann Layton**

It's late in the afternoon of mid-October as Ann dials Carol's number. Carol retired a few years ago, but Ann calls her regularly. After catching up on family news, the two former colleagues talk a bit about teaching.

"Tell me, Ann, what you've done recently in what used to be our favorite class to teach."

"I'm trying some ways to address these auditory and kinesthetic learners' needs. We did an issues debate and they really got into it. Next I've planned a talk show with the students playing as guests the famous contributors we study. I've also located some video clips to show. You know my technology skills are somewhat lacking, but I'm learning to ask the students for help. They're more than willing to assist."

"That all sounds great! Are you still doing the team projects?"

"Yes, I can sense their resistance but the collaborative project is worth their complaining. You and I both know that their future jobs will require a great deal of working together."

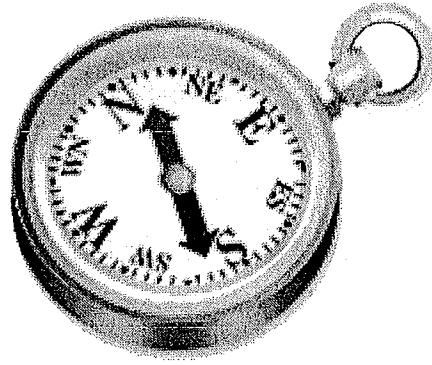
"You've got that right! What else is new?"

"Oh...I'm helping a new faculty member adjust to college teaching. The chair asked me to guide her and I'm finding it a challenge."

"You'll be a great mentor, Ann! I have to go pick up my grandson at soccer. Bye!"

Ann's Joy Score: \_\_\_\_\_

Advice for Ann:



## Vision Creation

Use these incomplete stems as starting points to construct your vision statement. After you have reflected upon these aspects of your teaching, write a paragraph to capture your thoughts.

1. As a teacher I would describe myself as . . .
2. What I most have to offer students is . . .
3. The type of learning climate that I want to create is . . .
4. Teaching is like . . .
5. About teaching I most enjoy . . .
6. I view my students as . . .
7. I feel most successful as a teacher when . . .



## Phelps' Favorite Books on Teaching

- Bain, K. (2004). *What the best college teachers do*. Cambridge, MA: Harvard University Press.
- Barkley, E. (2009). *Student engagement techniques: A handbook for college faculty*. San Francisco: Jossey-Bass.
- Bonwell, C. & Eison, J. (1991). *Active learning: Creating excitement in the classroom*. Washington, D.C.: ERIC Clearinghouse on Higher Education.
- Brookfield, S. (2006). *The skillful teacher: On technique, trust, and responsiveness in the classroom*. San Francisco: Jossey-Bass.
- Davis, B. (1993). *Tools for teaching*. San Francisco: Jossey-Bass.
- Filene, P. (2005). *The joy of teaching: A practical guide for new college instructors*. Chapel Hill: The University of North Carolina Press.
- Fried, R. (1995). *The passionate teacher: A practical guide*. Boston: Beacon Press.
- Lang, J. (2008). *On course: A week-by-week guide to your first semester of college teaching*. Cambridge, MA: Harvard University Press.
- McKeachie, W. et al. (1994). *Teaching tips: Strategies, research, and theory for college and university teachers*. Lexington, MA: D.C. Heath.
- Meyers, C. & Jones, T. (1993). *Promoting active learning: Strategies for the college classroom*. San Francisco: Jossey-Bass.
- Palmer, P. (1998). *The courage to teach: Exploring the inner landscape of a teacher's life*. San Francisco: Jossey-Bass.
- Silberman, M. (2006). *Teaching actively: Eight steps and 32 strategies to spark learning in any classroom*. Boston: Pearson Education.
- Weimer, M. (2002). *Learner-centered teaching: Five key changes to practice*. San Francisco: Jossey-Bass.

(Suggested by Patty Phelps, April 2010)