This book, adapted from an original text written by...
GOOD LUCK AND ENJOY YOUR TEACHING!

The fourth edition of this book is packed with new and updated content. It is designed to support educators teaching the subject of research and teaching, providing practical guidance and strategies to improve teaching practices and student learning.

Acknowledgments

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Professor Alana Kelly
Professor Robert O'Sullivan

In the Deep End

FORWARD

CAROL BARTHELMES

University of Waikato

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-ing at the end
GETTING YOUR ACT TOGETHER

Learning outcomes

1. You should be able to do after studying this book: (It's)

(a) What you should be able to do after studying this book.

(b) Professors, and learning assistants, work to the
given work of students who want to be
learning. Professors, working together, to the
university, and learning assistants work to the
a

(c) What you should be able to do after studying this book:

(d) Professors, and learning assistants, work to the
given work of students who want to be
learning. Professors, working together, to the
university, and learning assistants work to the
a

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Getting Your Act Together
funging on is a great way to consolidate and explain to the students what is going on. My way of understanding...”

"Teaching mathematical concepts requires a great deal of thought and planning. It is important to create a learning environment that encourages active participation and engagement. One way to achieve this is by using real-life examples and analogies that relate to the students' experiences. It is also important to provide opportunities for students to practice and apply the concepts they have learned. This can be done through problem-solving activities, group discussions, and collaborative learning.

Teaching sessions should be organized in a way that allows for flexibility and adaptability to the students' needs. It is important to create a supportive and inclusive classroom environment where students feel comfortable asking questions and expressing their ideas. Providing feedback and encouragement is crucial to help students develop their confidence and competence in mathematics.

In summary, teaching mathematics requires a lot of preparation and creativity. It is important to focus on engaging students and creating a positive learning atmosphere. By using a variety of teaching strategies and techniques, teachers can help students develop a strong foundation in mathematics and prepare them for future academic and professional success."
It is very likely that at least some of the problems you are facing are due to the fact that you are not using your time effectively. This is a common problem in many cases, and it can be solved by adopting some strategies to improve your time management skills.

### Challenge

The challenge is to develop a strategy to help you manage your time more effectively. This involves identifying the tasks that are most important and organizing them in a way that allows you to make the most of your time.

### What would you have done?

To accommodate the different learning styles of students and provide a more engaging and effective learning experience, teachers can use a variety of methods, such as interactive lectures, group discussions, and hands-on activities. These methods can help students to learn more effectively and retain information for longer periods of time.

### Who can help me?

If you have been having trouble managing your time, it may be helpful to consider seeking advice from a tutor or a mentor who can provide you with guidance and support. Additionally, you may want to explore online resources and tools that can help you to better organize your time and make the most of your studying and learning opportunities.
### Small Group Teaching

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<th>Not Know</th>
<th>Don’t Apply</th>
<th>Doesnt</th>
<th>Date Needed</th>
<th>Planned Action</th>
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**Development of Individual Students:**

Many skills are not discrete parts of a discipline. Rather they are integrated into the curriculum and run in parallel to and as a result of the formal curriculum. Nevertheless, these skills are important and have to be learned in order to succeed in a discipline. In addition, these skills are important to the development of the whole student. Therefore, they need to be taught systematically and carefully. Students should be given opportunities to practice these skills in a variety of contexts. This includes small group work, where students can work together to develop these skills. Students should be encouraged to consider how they might use these skills in different areas of their lives, and to reflect on how they can develop their skills further. Students should be given opportunities to develop their skills in a variety of contexts, such as in small group work, where they can learn from each other and from the experiences of others.
Seminar & Workshops

In the deep end

Small group teaching objectives include:

- Laboratory/Field demonstrations
- Small group teaching objectives include:
- Seminar with a specified topic
- Workshops

- Developing learning goals and objectives
- Aligning instructional strategies with learning objectives
- Conducting group discussions

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- Workshops

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students with the problems have turned into assessment failures.

- Increased risk of students making inaccurate or significant problems by assessment.

- Inaccurate through projection

- Not getting the majority of the subject matter that comes from assessment and

- Not getting the majority of the subject matter that comes from assessment and

- Increased risk of students making inaccurate or significant problems by assessment.

- Question to discuss in depth in your notes:

- How would you respond to a question like this? Is it just right now or

- There would be more attention to the flow of large group teaching, as it would no

- Many times over

- Help with particular problems, with different students presenting the same problem

- More time would be spent helping students who make accommodations for one-to-one

- Great deal of feedback from each other

- Students would be less aware of how well (or badly) their learning was

- Increased drop-off and failure statistics, because students would lack opportunities to

- What might go wrong if there was no small group teaching?

A few words about diversity in small groups:

Education

There is no such thing as an average.
In the deep end

**What Would You Do Next?**

account of the theories being discussed.

b) group discussion about the topic of the day. This is an opportunity for students to discuss their ideas and ask questions. It can be done in pairs, small groups, or as a whole class.

in the context of the overall lesson.

**Group Small Group Sessions**

- **Structured**
  - Students are given specific tasks to complete.
  - Teachers monitor the progress of the groups.
- **Unstructured**
  - Students are allowed to choose their own activities.
  - Teachers facilitate discussions.

**Tips on Planning Small Group Sessions**

1. **Focus on Learning Outcomes**
   - Make sure each group session is aligned with the learning outcomes of the lesson.
   - Use a variety of activities to cater to different learning styles.
2. **Ensure Group Dynamics**
   - Mix students of different abilities and backgrounds.
   - Encourage peer teaching and support.
3. **Monitor Progress**
   - Regularly check in with groups to assess their progress.
   - Provide feedback and guidance as needed.
4. **Adjust as Needed**
   - Be flexible and ready to adapt to the needs of the students.
   - Adjust the difficulty of tasks based on the group's performance.

**Small Group Teaching**

- **Introduction**
  - Explain the purpose of the small group session.
  - Review the objectives.
- **Activity**
  - Engage students in active learning activities.
  - Monitor and facilitate the groups.
- **Conclusion**
  - Summarize the key points.
  - Assess the outcomes.

**Sample Questions**

- How do you engage students in small group sessions?
- What strategies do you use to ensure that all students are participating?
- How do you address the needs of students who struggle with group work?