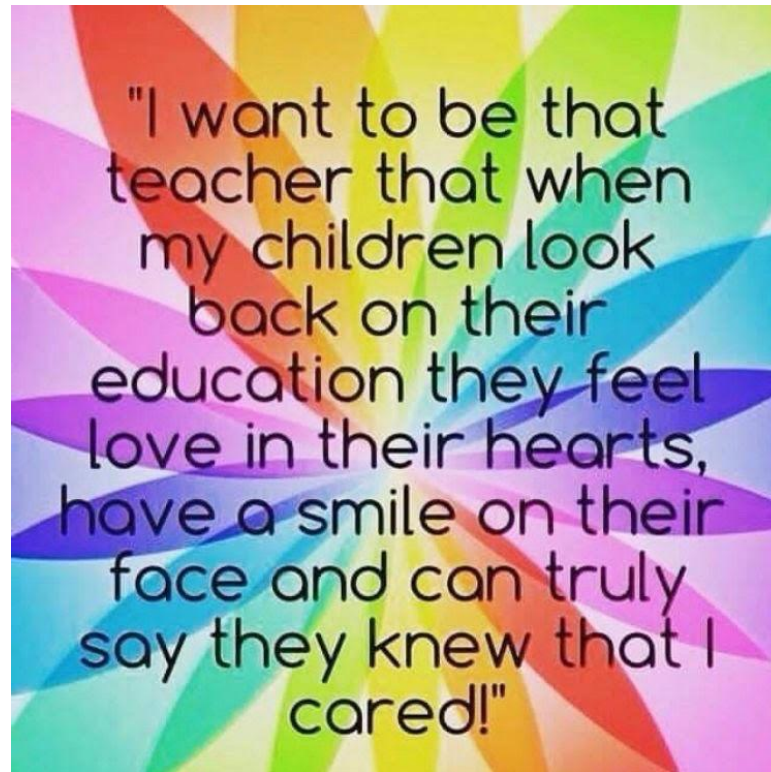
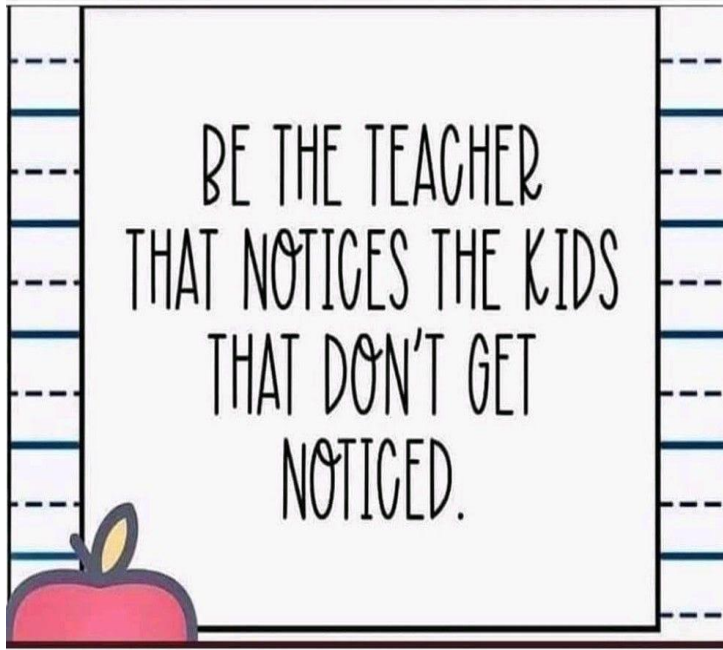


8 Booster Shots for the Pathetic Teacher Syndrome PTS19

Rivka Rosenberg, PhD

March 31st, 2022






Before anything else: **Care!**



1. Avoid Frontal Teaching

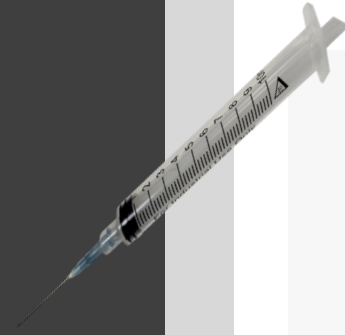


2. Target all types of learners



3. Encourage Creativity and Curiosity

- Take students **outside** into nature
- Take students to museums
- Take students to the library
- Take students on field trips



14. Draw smiley faces on closed Elmer's glue bottles so that students know when the cap is twisted completed closed





4. Incorporate Problem Solving

If we want our kids to be
good problem-solvers:

- ★ Don't give them all the answers
- ★ Ask them what they think
- ★ Let them experience natural consequences
- ★ Model problem-solving



5.



Incorporate Mystery

Learning may be the most fun for your students when they don't know what to expect.

Try to incorporate a sense of surprise and mystery into your lessons.



DETECTIVE

Classroom Activity

STUDENTS WILL:

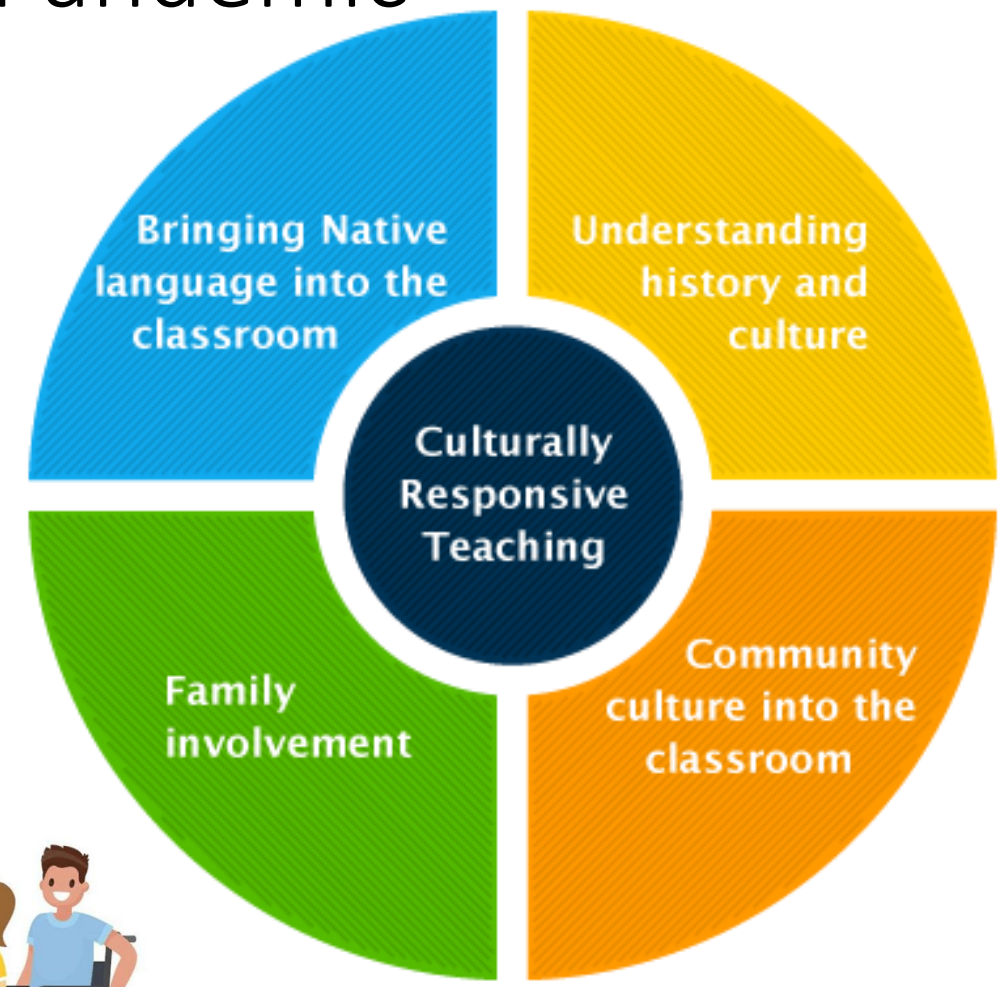
- CREATE THEIR OWN DETECTIVE ID CARD
- IDENTIFY THEIR DETECTIVE SKILLS
- PRESENT THEIR AGENCY NAME & LOGO

THIS RESOURCE INCLUDES:

- DETECTIVE ID TEMPLATES
- PERSONALITY TEST ANSWER SHEETS
- POWERPOINT PRESENTATION
- COMPLETE AUDIO OF A MYSTERIOUS VOICE OVER

English Teaching
101

6. Find Ways to Make Things Relevant for example: The Pandemic



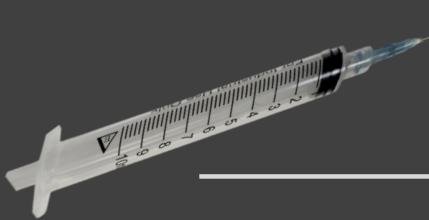
Virbela- VR

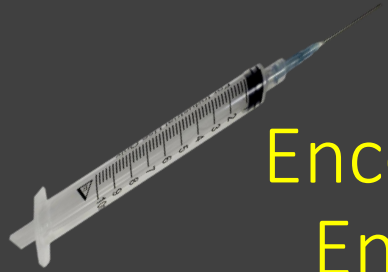


Mobile Learning



7. Incorporate ICT





8. Don't forget the Socratic Method

Encourage critical thinking and logic rather than rote learning.

Encourage learning through dialogue between student and teacher



“Tell me and I forget. Teach me and I remember.



Involve me and I learn.”



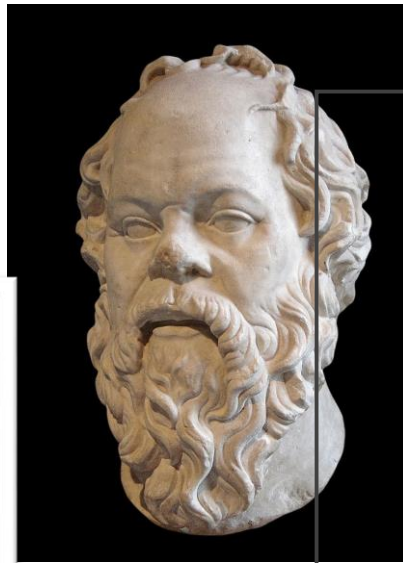
- Benjamin Franklin



“What would you say if you were me to answer that question?”

Make yourself redundant!

A good teacher is **not** noticed!

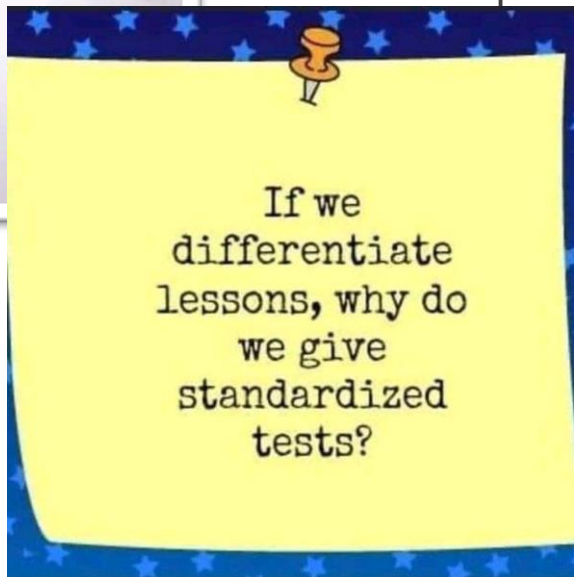


The Socratic Method involves a shared dialogue between teacher and students. The teacher leads by posing thought-provoking questions. Students actively engage by asking questions of their own. The discussion goes back and forth.

@PeacefulMindPeacefulLife

Sometimes the most brilliant and intelligent students do not shine on standardized tests because they do not have standardized minds.

—DIANE RAVITCH



“What would you say if you were me? What would you include in the exam if you were me?”

What we learn with
pleasure
we never forget.

- ALFRED MERCIER

Keep Well

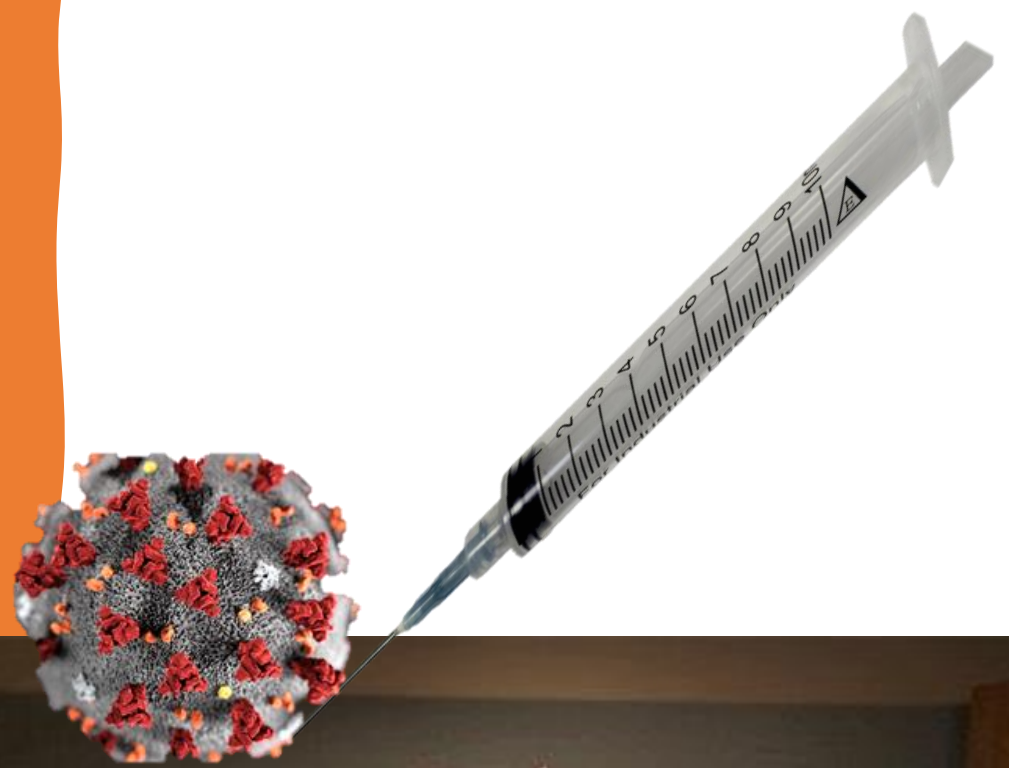
and avoid the
Pathetic Teacher Syndrome-

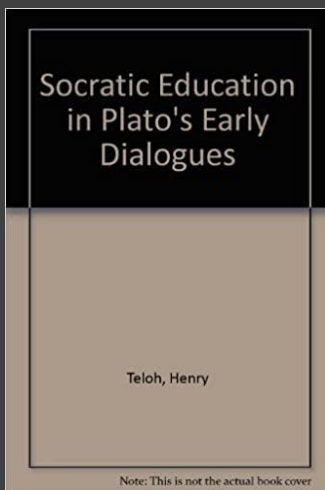
PTS19

by taking these
8 booster shots!

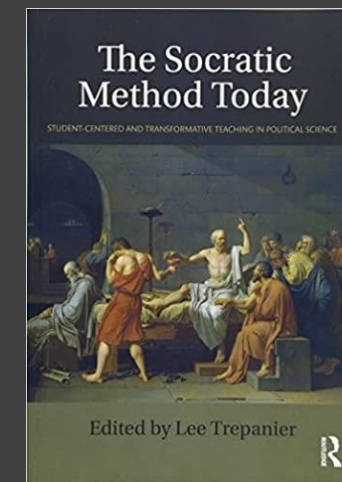
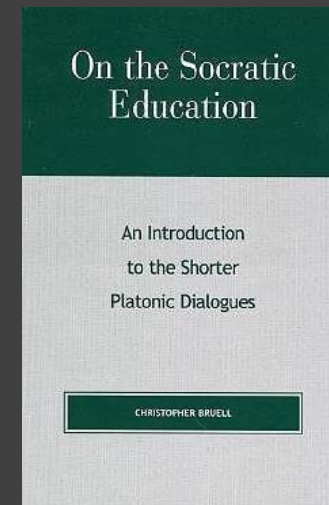
Rivka Rosenberg, PhD

March 31st, 2022





References



1. Barrows HS. Problem-based learning in medicine and beyond. A brief overview. In: Wilkerson L, Gijsselaers WH, eds. *Bringing Problem-based Learning to Higher Education: Theory and Practice*, Number 68. San Francisco: Jossey-Bass, 1996
2. Norman GR, Schmidt HG. The psychological basis of problem-based learning: a review of the evidence. *Acad Med* 1992;67: 557-65 [[PubMed](#)] [[Google Scholar](#)]
3. Wilkerson L. Tutors and small groups in problem-based learning: lessons from the curricula. *Ann Intern Med* 1998;129: 734-97 [[Google Scholar](#)]
4. Paice E, Heard S, Moss F. How important are role models in making good doctors? *BMJ* 2002;325: 707-10 [[PMC free article](#)] [[PubMed](#)] [[Google Scholar](#)]
5. Wright SM, Kern DE, Kolodner K, Howard DM, Brancati FL. Attributes of excellent attending-physician role models. *N Engl J Med* 1998;339: 1986-93 [[PubMed](#)] [[Google Scholar](#)]
6. Wright SM, Carrese JA. Excellence in role modeling: insight and perspectives from the pros. *Can Med Assoc J* 2002;167: 638-43 [[PMC free article](#)] [[PubMed](#)] [[Google Scholar](#)]
7. McLean M. Is culture important in the choice of role models? Experience from a culturally diverse medical school. *Med Teacher* 2004;26: 142-9 [[PubMed](#)] [[Google Scholar](#)]
8. Prideaux D. Is valuing ethnic diversity enough? Should we expect ethnically and culturally safe practice? *Med Teacher* 1999;33: 555-6 [[PubMed](#)] [[Google Scholar](#)]
9. Das Carlo M, Swadi H, Mpofu D. Medical student perceptions of factors affecting productivity of problem-based learning tutorial groups: does culture influence the outcomes? *Teach Learn Med* 2003;15: 59-64 [[PubMed](#)] [[Google Scholar](#)]

Beijaard, D., Korthagen, F. & Verloop, N. (2007) Understanding how Teachers Learn as a Prerequisite for Promoting Teacher Learning. *Teacher and Teaching*, 13(2), 105-108. <http://dx.doi.org/10.1080/13540600601152296>
[Google Scholar](#) | [Crossref](#)

Biesta, G. (2012) The Future of Teacher Education: Evidence, competence or wisdom?. *Research on Steiner Education*, 3(1), 8-21.
[Google Scholar](#)

Boden, M. (2004) *The Creative Mind: Myths and mechanisms*, 2nd edn. London: Routledge.
[Google Scholar](#) | [Crossref](#)

Boden, M. (2007) Creativity in a Nutshell. *Think*, 5(15), 83-96. <http://dx.doi.org/10.1017/S14771756000230X>
[Google Scholar](#) | [Crossref](#)

BBC News Europe (2013) 'Standing Man' Inspires Turkish Protesters in Istanbul. www.bbc.co.uk/news/world-europe-22949632 (accessed 18 November 2013).
[Google Scholar](#)

BBC News London (2013) Greenpeace Protesters Reach Summit of The Shard in London. www.bbc.co.uk/news/uk-england-london-23266281 (accessed 18 November 2013).
[Google Scholar](#)

Calderhead, J. (1981) A Psychological Approach to Research on Teachers' Classroom Decision Making. *British Educational Research Journal*, 7(1), 51-57. <http://dx.doi.org/10.1080/0141192810070105>
[Google Scholar](#) | [Crossref](#)

Carter, K., Cushing, K., Sabers, D., Stein, P. & Berliner, D. (1988) Expert-Novice Differences in Perceiving and Processing Visual Classroom Information. *Journal of Teacher Education*, 39, 25-31. <http://dx.doi.org/10.1177/002248718803900306>
[Google Scholar](#) | [SAGE Journals](#) | [ISI](#)

Chung, J., Alkin, C. & Moore, J. (2012) The Rise and Fall of the MTL: An example of European policy borrowing. *European Journal of Teacher Education*, 35(3), 259-274. <http://dx.doi.org/10.1080/02619768.2011.633996>
[Google Scholar](#) | [Crossref](#) | [ISI](#)

Clarke, M., Killeavy, M. & Moloney, A. (2013) The Genesis of Mentors' Professional and Personal Knowledge about Teaching: Perspectives from the Republic of Ireland. *European Journal of Teacher Education*, 36(3), 364-375. <http://dx.doi.org/10.1080/02619768.2012.755513>
[Google Scholar](#) | [Crossref](#) | [ISI](#)

Coate, K. & Boulos, A. (2012) Creativity in Education: Challenging the assumptions. *London Review of Education*, 10(2), 129-132. <http://dx.doi.org/10.1080/14745460.2012.691278>
[Google Scholar](#) | [Crossref](#)

Abbott, J. A. and Faris, S. E., 2000. Integrating technology into preservice literacy instruction: A survey of elementary education students' attitudes toward computers, *Journal of Research on Computing in Education*, vol. 33, pp.149-161.

Al-bataineh, A., Anderson, S., Toledo, C. and Wellinski, S., 2008. A study of technology integration in the classroom. *Int'l Journal of Instructional Media*, vol. 35, pp.381-387.

Al-ruz, J. A. and Khasawneh, S., 2011. Jordanian preservice teachers' and technology integration: A human resource development approach, *Educational Technology and Society*, vol. 14, pp.77-87.

Almekhlafi, A. G. and Almeqdadi, F. A., 2010. Teachers' perceptions of technology integration in the United Arab Emirates school classrooms. *Educational Technology and Society*, vol. 12, pp.165-175.

Birch, A. and Irvine, V., 2009. Preservice teachers' acceptance of ICT integration in the classroom: Applying the UTAUT model, *Educational Media International*, vol. 46, pp.295-315.

Brush, T., Glazewski, K. D. and Hew, K. F., 2008. Development of an instrument to measure preservice teachers' technology skills, technology beliefs, and technology barriers. *Computers in the Schools*, vol. 25, pp.112-125.

Castro Sánchez, J. J. and Alemán, E. C., 2011. Teachers' opinion survey on the use of ICT tools to support attendance-based teaching. *Journal Computers and Education*, vol. 56, pp.911-915.

Chai, C. S., Hong, H. Y. and Teo, T., 2009. Singaporean and Taiwanese pre-service teachers' beliefs and their attitude towards ICT : A Comparative Study, *The Asia-Pacific Education Researcher*, vol. 18, pp.117-128.

Chai, C. S., Koh, J. H. L. and Tsai, C.-C., 2010. Facilitating preservice teachers' development of technological, pedagogical, and content knowledge (TPACK). *Educational Technology and Society*, vol. 13, pp.63-73.

Chen, C. H., 2008. Why do teachers not practice what they believe regarding technology integration? *Journal of Educational Research*, vol. 102, pp.65-75.