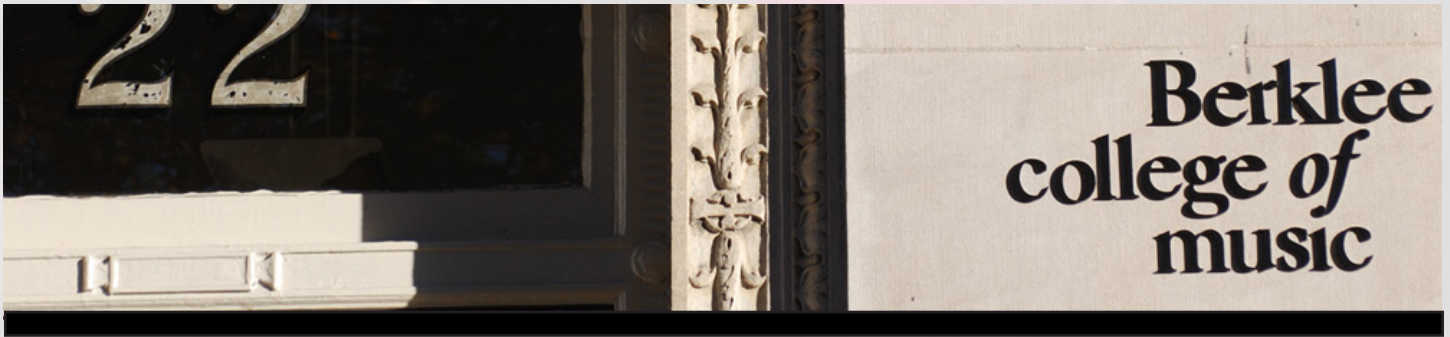


WHAT MAKES A SUCCESSFUL BERKLEE TEACHER



Introduction

Welcome to Berklee! As faculty we've assembled helpful information to share with you about teaching at Berklee that we wished we had known when we arrived. Please join in and continue the conversation on our website where we choose a monthly topic to discuss relating to teaching at Berklee.

What Makes a Successful Berklee Teacher

Every year, students nominate faculty for Berklee's Distinguished Teaching Award. One faculty member in each division is granted recognition for exceptional teaching. According to student feedback, the qualities they most often cite are passion, energy, mentorship and dedication. Berklee students expect and appreciate strong role models who will help them apply the lessons of the classroom to the challenges of professional and personal life, and look to faculty members for advice and encouragement.

Students value clarity, compassion and a sense of humor just as much as they appreciate the extensive knowledge and career achievements of their professors. In addition to refining their craft as musicians, students want the Berklee experience to include "meaningful conversations with faculty about what it means to be an artist," and they are inspired by faculty who enthusiastically demonstrate their love of teaching through sincere and positive interactions with students.

Students appreciate when teachers set high standards, and place a high value on classroom lessons which are structured and organized and include time for review and interactive discussion. When describing the ideal teacher, students often pair the word "professional" with the word "fun," and praise teachers who are not only "fair" and "rigorous" but "engaging" and full of the enjoyment of being in the classroom. In interviews with students, the most successful and influential faculty were characterized as taking a holistic interest in students - not only their training and careers but their individuality and humanity.

Things to Know about Your Students

Most students that we are teaching are part of the 'The Millennial Generation' and share certain characteristics that are important to consider.

1. Students of this generation have much closer and more dependent relationships with parents and faculty than past generations (Gen Xers and Baby Boomers).
2. They may expect to have more informal conversations with authority including sharing information that for earlier generations would have been considered private.
3. Because students tend to perceive themselves as having peer relationships, students might be less respectful when interacting with adults and authority figures.
4. Students are naturally inclined to use technology at all times, including during classroom lectures and discussions, so it's important to be clear about whether or not students are allowed to use laptops and smartphones.
5. Students who grew up in these years may have more trouble with time management because of the "immediacy" of information-gathering and document production afforded by technology.
6. Millennials have had a lot more experience working in groups and collaborating on team projects and less experience working completely independently and competitively.
7. Not surprisingly, this focus on collaboration has made it harder for them to fully understand what does and does not constitute plagiarism.

Helpful Tips on Connecting with your Students

We function in a society where relationships are vital to success. That concept is not lost when it comes to teaching here at Berklee. Many students come to class on the first day with a great deal of respect and admiration for their professors. Along with wanting to learn the material and get a good grade for the class, there is very often a strong desire to have a connection with their professor.

Creating an appropriate connection/relationship with your students ultimately increases their chances of being successful in your class. Below are a few tips to help you create this connection:

1. Send an email welcoming students to your class.
2. Learn the names of your students. If you have difficulty learning names, consider having the students create a video introduction of themselves as an assignment, that you can review before class.
3. Learn some fun facts about your students (i.e., hometown or country, hobby, favorite food, favorite movie, favorite sports team, etc.).
4. Never be too proud to say "I don't know the answer to that. I will research it and get back to you."
5. Never underestimate what a smile and a warm hello (both in class and outside of class) can do for your students.
6. Find ways to make your students feel valued and considered.

Packaging a Lesson

In our faculty learning communities here at Berklee, it has been suggested by people that study the process of learning, that students retain much less material than we are teaching. In turn students learn in different ways, whether it's audible, reading, visual connections, kinesthetic, or by putting an idea into practice. We suggest that you offer up as many learning opportunities to be as inclusive to as many students as possible.

When developing a lesson plan, we found that packaging a lesson into components can help structure the learning, and focus the class in case you get off track.

1. Review the previous assignments and concepts.
2. Introduce the new concepts that students will be learning that week. Pose the question 'What are we going to learn today?'
3. Give a detailed explanation of these new concepts.
4. Present examples and applications of the topic.
5. Take a break and stretch.
6. Have students apply those concepts in an in-class exercise.
7. Review.
8. Assignment and reinforcement.
9. Conclusion - 'What did we learn today?'

Adding To Your Student's Workload

Berklee students can take many classes per semester, up to as many as 11. In addition they may have gigs, jobs, and internships. Also, Berklee may put other responsibilities on the students including traveling for the college. Some Berklee students have late night recording sessions, as the Berklee recording studios record through the night until 6am. Be aware of student obligations when considering assignments and workloads for a class.

How to Deal with Student Technology in the Classroom

As technology plays an increasing role in our students lives, we see their use of these devices appearing more and more in our classrooms. Faculty have developed many different policies regarding the use of these devices during class time. We suggest that you define a policy at the beginning of the semester and stick to it. Here are some things that have worked for faculty in the past.

1. Turn off devices when students enter the room. No devices allowed, period.
2. If students are allowed to use laptops for notes, have them participate in the day's topic by requiring that they post relevant links to a class discussion board like Moodle or alternatively www.todaysmeet.com. You can reflect this in a participation grade.
3. When a cell phone goes off during class time, consider making the student transcribe the melody for the class.
4. Many students are addicted to their mobile devices, and just having them means they'll be texting during class. You can have a drop off box where they can deposit their phones until the end of class.
5. If students are waiting for an emergency call, suggest that when the call comes in they take the conversation out into the hall.
6. Explain professional behavior to the students. If the students want to be treated like professionals, then mobile devices should be turned off at the start of a meeting.

What do all those Berklee acronyms stand for?

ALC - Academic Leadership Council
BENS - Berklee Emergency Notification System
BIRN - Berklee Internet Radio Network
BPC - Berklee Performance Center
BTOT - Berklee Teachers On Teaching
AA - Academic Affairs
CAC - Counseling and Advising Center
CRI - Curriculum Review Initiative
CTMI - Center for Technology in Music Instruction
ESL - English as a Second Language
EPD - Electronic Production and Design
FS - Film Scoring
LHUM-100 or ACI for "Artistry, Creativity, Inquiry"
MAT for Music Application and Theory
MTEC - Music Technology Division
MPE - Music Production and Engineering
PWC - Professional Writing Center
PWMTD - Professional Writing and Music Technology Division
SAC - Student Activities Center
Uchida for 939 Boylston
18 is St. Cecilia Church on Belvedere (enter via the side entrance)
100 is 100 Mass. Ave on the Corner of Newbury
186 is 186 Mass. Ave.
1140 is 1140 Mass. Ave (Berklee's Original Location)
22 for 22 the Fenway
7 is 7 Haviland

Take Advantage of What Berklee Has to Offer

Berklee is dedicated to the professional development of its faculty, and offers many opportunities for faculty to learn together, collaborate and pursue projects that contribute to individual professional growth. To take advantage of these opportunities visit the Berklee Faculty Development Website where you can learn about Faculty Learning Communities, travel and research grants, you can read more about what it's like to teach at Berklee and what opportunities the college offers you outside the classroom.

<http://www.berkleefacultydevelopment.com>

Each January, faculty and staff work together to organize a two-day teaching conference called Berklee Teachers on Teaching (BTOT), in which members of every department come together to share ideas, present their research, play music together and explore new teaching practices. This cross-college event is one of the best ways to get to know what your colleagues in other departments can teach you, and we urge you to attend, participate and get to know faculty across the college.

This project was brought to you by the X-Factor Faculty Learning Community.

CONCLUSION

We're happy to welcome you to Berklee and know you will enjoy your students and our community. This is a dynamic and inspiring place to teach, and we look forward to having you as a colleague.

Berklee
college of
music

