



Figure 1: CLICK HERE TO ENTER STATION

## Recovery Sheet T

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Resources and tools for becoming an excellent teacher. I had to teach online and this environment has unique properties. For example, you cannot see the faces of students and you cannot perceive who is not responding in the way that you can when people are present in a classroom. Most of the concepts discussed here (Speech, The Question etc) apply to teaching generally, but **Display Discipline** uniquely applies to teaching a large group online with a computer.

### 1 Active-Active

1. **Display Discipline.** A person with display discipline is confident and relaxed as they teach online. For they they are in control of the information they reveal.

**For example,** they are not surprised by embarrassing auto-complete search terms; they have a low tendency to reveal their home address; they are unlikely to display the personalised video recommendations of a site such as YouTube. The teacher is an operator in control of their computer, as they move between applications and tabs, and use devices such as mouses and pens. It's not that the technology this teacher uses does

not fail, it is rather that this teacher is unflappable. They're calm when the failures happen and calm enough to fix them or put the "failure" in a healthy perspective.

2. **Listening.** The teacher listens to students and has knowledge about students. They know about ways to tune into students, to learn about what they are struggling with. This way, the teacher can adapt the way they operate.

"Although leaders pay attention to competitors, they obsess over customers" - this is how the first Amazon leadership principle is described. Amazonian's purportedly tune in to customers, listening to what they enjoy and complain about, when it comes to particular products. The first leadership principle is called "Customer Obsession". To be obsessed with a customer you need to listen to the customers, and find ways to let the customer speak. Andy Jassy describes how there was initial reluctance to have customer reviews for books sold on Amazon.com. But without reviews—both positive and negative—there were be no opportunity for customers to guide the products.

Similarly, there is a concept within education called *Assessment for Learning*. "AfL is concerned with maximising the feedback process (teacher to student and student to teacher) to optimise student learning". To be clear, Assessment *for* learning can be distinguished from assessment *of* learning. In the latter, which is perhaps more traditional, an assessment takes place and its primary purpose is to work out how much learning has occurred. But in AfL, the assessment itself is a tool which can enable learning to occur.

3. **Tension** If a lecture is dull and monotonous then it is not pleasurable for students. If the lecture is not pleasurable for students then students won't come back. YOu won't encourage in students a love of learning. By creating a sense of tension at certain points in the lecture, students *feel* something. There are moments of anticipation and moments of relief.

For example, there can be tension before the answer to a question is revealed. It can exist before a solution to a problem is revealed. Without a moment of tension, the answer *means* nothing. It is data not information - information is data that does something to a student (e.g. providing relief or clarity).

Tensin comes from teacher **committment** to a particular **structure** for the lesson. When the teacher has an awareness of the parts of the lecture, they can start referring to the different parts. For example, they can build anticipation about a future part.

4. The **Speech**. Through speech, the teacher can inform students of how

things work. Speech is used to explain and describe the relevant concepts. Speech can also be used to display to students the thought process of the teacher during demonstration and problem solving. This is a helpful **scaffold** for students.

5. **The Question.** You can use questions to persuade. You could persuade somebody that they know nothing, perhaps if you are Socrates. The character *Socrates* in the dialogues written by Plato would often ask others to define very basic things (“What is courage?”). The participant would often find that it was quite hard to answer. You could also persuade somebody that they know rather a lot, perhaps if you are Disraeli. For example, you can charm people by asking a question that reveals your interest in the person (Winston Churchill’s mother, Jennie Jerome, famously wrote that after sitting next to Gladstone ‘I thought he was the cleverest man in England. But when I sat next to Disraeli I thought I was the cleverest woman’.)

In lessons, I like to use questions to learn about students. This is—whatever else—strategically advantageous since you persuade students that you are interested in them. The lesson is supposed to improve their lives somewhere. You can only improve the student’s life if you know what it is like, or what they care about. By asking questions to learn about students, you persuade students that the lesson is capable of changing them. This makes a student more likely to pay attention.

Dylan Williams is thus wrong when he says: “there are two good reasons to ask a question: either to collect evidence that you need to inform your teaching, or to cause students to think. Those are the only two good reasons. There’s one very bad reason, and that is to create student engagement”.

Closed questions are questions which invite only two answers: “yes” or “no”. They have their purpose. Closed questions might be used to persuade somebody that they know very little about a topic. Why might it be strategically useful to persuade somebody that they know very little about a topic? Well, in order to motivate them to learn more. People are more likely to pay attention to a lecture if you can publicly demonstrate that they know little. Closed questions are one way to achieve this. Dylan Williams has said, similarly: “if you know what you’re looking for, closed questions can be really good”. He gives the example of asking a student a question in physics, about whether photons go from the object to the eye or from the eye to the object (in cases when humans see something).

Williams advises that you wait a long time when you ask a question. If questions are really to cause thinking, you need to allow a time to sit in the silence. I want to add that questions can be clustered in an intelligent

way. For instance, suppose you vow to ask three questions in a lesson. The first two might be incredibly easy to answer. They're really just tools to train people to answer. It should feel good to answer these questions. The purpose of these questions is just to make the third questions land, and make everybody feel entitled to seriously try with that third questions. Think about how you *cluster* your questions.

6. **The Script** the lecture will go much better is the teacher has attempted to learn a script. The teacher has thought about what they want to say, and become much more familiar with the subject matter in the process.
7. **The environment.** The Teaching Standards, for teachers in the United Kingdom, states: “establish a safe and stimulating environment for pupils, rooted in mutual respect”.

The teacher needs to protect students from physical dangers, and from other students who are disrupting. Students need to be continually persuaded of their ability to ask questions if they do not understand. The teacher needs to protect a space of orderly interaction. This is a broad category that includes behaviour management, motivation, and culture.

Is there a culture of reward for hard work? Is there a culture of taking risks and experimenting, if the domain is one of skill acquisition? Is the culture toxic, and one in which students are relentlessly compared against one another? Is the culture one which encourages assigning blame to an individual after something goes wrong? (In *The DevOps Handbook* the authors talk about creating a blame-free culture in IT based organisation hoping to adopt DevOps. DevOps is a way of working which involves close collaboration between the development team and operations team and efficient rolling out of products.)

8. **The voice.** By warming up your voice, you can make what you say more meaningful. At its most basic, a teacher will sometimes need to project their voice so that they are heard by forty people in a loud room. Speaking more quietly can invite people to pay more attention.
9. **Humour.** In a document such as the Teaching Standard's, a document for teachers in the UK, the word “humour” will never be used. This is because some teacher's have no sense of humour, and it would be wrong to consider them to be bad teachers because of this. The suggestion that humour be used might also be too easily conflated, in reader's minds, with the thought that teaching itself lacks seriousness.

But most people know better. Humour can increase the chances that the teacher promotes a love of learning (something which the document

specifies). Teachers are also expected to “contribute to the design and provision of an engaging curriculum”. Humour can make content more engaging.

10. **Motivation** The teacher may need to motivate a set of students who are about to prepare for an examination for a week, during the school holidays. A teacher may need to motivate a set of students, so that they see a reason to pay attention for the next hour. A teacher may need to motivate a set of students, so that they try their best during an examination.
11. **Persuasion** Description goes here.

## 2 Warm Standby

1. Display Discipline

Be able to use Zoom well. Know the buttons. Be able to use your browser well and be in total control, in regard to auto-complete suggestions coming up and displaying other sensitive information.

Begin the session by using Notepad, which you can use for any “House-keeping” notes. E.g. where students can find the notes; whether three volunteers can be chosen for a feedback form; that the AWS Summit is coming up. Read my document (the link is below, in the Backup section of this sheet) which details how to use a browser carefully and properly when presenting to others.

One session I said “Can I have some volunteers for the feedback form?” and I had somebody say yes. Then, I just moved on, eager to move through all the items on my housekeeping list. Then, only one person filled in a Feedback Form. So, this was a failure to “dot the i”—to finish the thought. In other words, I should have got the names of three people, who have committed to filling out the feedback form. Instead, I just sort of half-heartedly went “Can someone be my designated feedback providers?”. The question is how I improve this. What I did was change the Housekeeping sheet I display. Now it says “Three feedback providers: ”. Then I fill in the three names on the sheet. This way, I am prompted to get the public agreement of three people, to provide feedback.

You want to make sure you are comfortable with using the pen if you use a pen to present. It can be difficult to write with if you are not used to it, so you should practice. What if you are using two screens and the pen only writes on one screen? Would you know how to troubleshoot this? What if you are sharing the wrong screen, using the video sharing software? Do you know how to troubleshoot this? Get in the habit of verifying that you are sharing the correct screen and that you can be heard.

2. **Listening.**

3. **Tension.** I have found it helpful to find ways to raise the stakes at the beginning of the lecture. Try to invoke people personally. For example, at the beginning of the lecture, select some students to fill in the feedback form. These students are now interested in the content. They have to fill in the form, after all! Tell them you expect them to watch and listen carefully. If you get to the end of the lecture and then ask some students to fill in a feedback form, all the effect is lost. Tell somebody that you're going to state a falsehood in the lecture, and you bet they'll be able to call out when it occurs. This students now wants to be engaged. Or, consider "John, you're going to like tonight, because there's a product you will like". We need to develop more techniques here, but you get the idea.
4. **The Speech** Description goes here.
5. **The Question.** Description goes here.
6. **The Script** Description goes here.
7. **The Environment.** Description goes here.
8. **The Voice.** Description goes here.
9. **Humour.** Description goes here.
10. **Motivation** Description goes here.

### 3 Pilot Light

The pilot comes aboard ships in unfamiliar waters to sort out trouble.

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## 4 Backup

### 1. Display Discipline

Green, Sam (2025). Using Zoom Properly and Display Discipline. Available at: [https://aws-tube.s3.eu-west-2.amazonaws.com/using\\_zoom\\_properly.pdf](https://aws-tube.s3.eu-west-2.amazonaws.com/using_zoom_properly.pdf)

Smith, Andrew (2015). How PowerPoint is killing critical thought. *The Guardian*. Wednesday 23rd September 2015. Available at: <https://www.theguardian.com/commentisfree/2015/sep/23/powerpoint-thought-students-bullet-points-in>

Green, Sam (2024). PowerPoint and Human Powers.

### 2. **Listening.** The Best Acting Lesson in the World. Available at: <https://www.youtube.com/watch?v=KLN6rgFxWzw>

Duhigg, Charles (2024). Supercommunicators.

Assessment for Learning. *Cambridge Assessment..* Available at: <https://www.cambridgeinternational.org/assessment-for-learning.pdf>

Black, P and Wiliam, D. (1998). Inside the Black Box: Raising Standards Through Classroom Assessment. London: School of Education, King's College.

Jassy, Andy (2024). "Customer Obsession" Leadership Principle Explained. Available at: <https://www.youtube.com/watch?v=ADUfddD6Ivs&t=144s>

### 3. **Tension.** Mahajan, Snajoy (2010). Teaching College-level Science and Engineering. Available at: <https://www.youtube.com/watch?v=wy-LqFDwMuM>

Mahajan, Sanjoy (2010). Available at: <https://www.youtube.com/watch?v=gyboshu425k&t=3498s>

"There's a contradiction. A contradiction creates some kind of tension. That tension creates interest. Every good story needs some kind of tension." (Sanjoy Mahajan (2010)).

Fandor (2018). How Tarantino Builds Tension. Available at: <https://www.youtube.com/watch?v=eLIYGTbDx00>

The craft of writing effectively. Available at: <https://www.youtube.com/watch?v=vtIzMaLkCaM&list=PLCKV4buxo1WEhwPDH656e5lyxXG9mvqS3>

“What do all these words have in common? They create **tension**. It’s a good word for it, tension.” (Larry McEnerney (2014)

Nelms, Henning (1969). *Magic and Showmanship*. Minneapolis: Dover Publications.

Moreman, Tim (2010). Bernard Montgomery. Oxford: Osprey Publishing Limited. Available at: <https://ciia-historia-militar.iniseg.es/administracion/public/uploads/adjuntos/bernard-montgomery.pdf>

4. **The Speech** Description goes here.

Rosenshine, Barak (2012). Principles of Instruction. *American Educator*. Available at: <https://files.eric.ed.gov/fulltext/EJ971753.pdf>

Rosenshine, Barak (2012). Principles of Instruction [Audio]. Available at: <https://youtu.be/mgw1hQ1MAdU>

Churchill - Walking with Destiny. Available at: <https://www.youtube.com/watch?v=qDhhwD0pKlQ>

“That noble thing, the English sentence.

The importance he put in clarity: short words, short sentences, Anglo-Saxon words that could be understood going back a thousand years.

These were things that he used in his morale-boosting speeches. Fascinatingly, they all go back to an article he wrote back in 1897 when he was a twenty-three year old soldier and had never given a speech in his life. He wrote out the five things you need to do to win over audiences.

And then he followed them. His actual collection of speeches is over 8,000 pages long.

So he had given *so* many—hundreds and hundreds of speeches—before the Second World War broke out.

Therefore it really was a preparation for his hour and his triumph” Andrew Roberts

Lecturing Effectively. The University of Waterloo. Available at: <https://uwaterloo.ca/centre-for-teaching-excellence/catalogs/tip-sheets/lecturing-effectively>

I like this: “Include delivery reminders in your notes. Include cues to remind yourself to smile, look at the whole class, pause after posing a question, etc.” Other cues include ‘*speak slowly* or *raise your chin* slightly, so that you can be heard as you speak.



5. **The Question.** Description goes here.

Questioning by Dylan William. Available at: <https://www.youtube.com/watch?v=n0YoIh5gZyo>

<https://changingminds.org/techniques/questioning/questioning.htm>

Taxonomy of Educational Objectives: The Classification of Educational Goals

6. **The Script** Description goes here.

Windsor-Cunningham, John (2012). Available at: <https://www.youtube.com/watch?v=FzLcYhZQbfU>

The beginner's guide to the closing speech. Available at: <https://barristerblogger.com/advocacy-tips/the-beginners-guide-to-the-closing-speech/>

7. **The Environment.** Description goes here.

Dunbar, Adrian. How much of myself is part of this character? Available at: <https://www.youtube.com/watch?v=8Igj1Mfp8rE>

Commons Speaker Bernard Weatherill's Farewell Message. Available at: [https://www.youtube.com/watch?v=tqtJpFBJ\\_-I](https://www.youtube.com/watch?v=tqtJpFBJ_-I)

Norman Schwarzkopf Rule 13. Available at: <https://www.youtube.com/watch?v=rVxNLsGD6R4>

The Essence of Leadership. Available at: <https://www.youtube.com/watch?v=ocSw1m3OUBI>

Evidence-based Classroom Behaviour Management Strategies. Available at: <https://files.eric.ed.gov/fulltext/EJ976654.pdf>

8. **A The Voice**

Treasure, Julian (2014). How to Speak so That People Want to Listen. Available at: <https://www.youtube.com/watch?v=eIho2S0ZahI&t=61s>

Maurice Mearleau-Ponty. *In Our Time*. Available at: <https://www.bbc.co.uk/sounds/play/m002974s>

“We have thoughts and we are self-conscious when we have these thoughts about ourselves. So, this capacity for rationality (which is built into this capacity for having thoughts) is itself dependent on the bodily skill that we have, of **speaking**. Now, when he comes in this late work, the *Visible and the Invisible*, to talk about the reversibility, as he says, of the sense

and the sensible, he applies that also to language. So, he wants to say that there is a kind of sensible speaking—in which we are heard—and then there’s a way in which what is said—the *sounds* that we make— can be conceived as flesh themselves.” Professor Baldwin on Mearleau-Ponty’s insight.

“A teacher must set high expectations which inspire, **motivate** and challenge pupils”.

Larry McEnerney analyses the Gettysburg Address. Available at: <https://www.youtube.com/watch?v=F0M6eIfgUK4&t=1192s>

“The function of the speech is to cope with a very sceptical Northern population which was just sick of what was happening. They were tired of it. They wanted the war to be over. Lincoln was insistent that the war was not going to end, he was not going to compromise, he was not going to give in, and he needed them to keep being willing to go themselves - to send their children, to send their husbands, to send their fathers, to die in the war.” McEnerney.

9. **Humour**. Monty Python. <https://www.youtube.com/watch?v=r0bSWkQA7og>

The Secret Formula. Available at: <https://www.youtube.com/watch?v=iUB-sCiZIUw>

10. **Motivation** Description goes here.

The Great Speeches: Words that Shaped the World. Edward Humphreys (Ed.). Arcturus Holdings Limited.

The Teacher’s Standards (UK). *The Department for Education*. Available at: [https://assets.publishing.service.gov.uk/media/5a750668ed915d3c7d529cad/Teachers\\_standard\\_information.pdf](https://assets.publishing.service.gov.uk/media/5a750668ed915d3c7d529cad/Teachers_standard_information.pdf)