

Professor Makadok's hook for corporate culture presentation in MBA Class: **Video**

Video of interviews with Xerox research team. Team developed windows, email, etc. in 1970s.

Focusing question: *Why didn't Xerox become a major player in computer hardware and software fields?*

Results: **Students' don't understand deep significance of disparate cultures of Xerox's senior management and research division.**

Demonstrates poor understanding of culture

3

Copyright Harvey J. Brightman

What you need to know about hooks

Major Goal: Show relevance and stimulate interest in subject. Sensors are YB4wat learners.

What: Begin presentation with video, website, commercial, exercise, demonstration, "mini-quiz", or small case. Students actively work through the hook, not merely hear or see it.

4

Copyright Harvey J. Brightman

Your hook should accomplish one of three secondary goals shown below

1 **Already have some subject knowledge**



2 **Poor skills or lack of understanding**



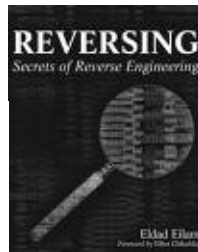
3 **Presentation's power**



Copyright Harvey J. Brightman

Focusing question is critical to success

◆ **Use.**



◆ **Ideal: serve as presentation's central spine.**

6

Copyright Harvey J. Brightman

My hook for root cause analysis presentation in 8150: **Small Case**

Crisis problem:



Focusing Question: You are manager. Ask 12 questions to resolve problem.

Diagnostic Solution

Results: Students' questions (diagnostic vs. solution) not effective. Are truly surprised and ready to learn method.

Demonstrates poor skills

Copyright Harvey J. Brightman

7

Professor Milewicz' hook for lecture in politics of identification course: **Commercial**

Molson Canadian ad



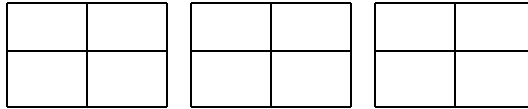
Focusing question: How is Canadian identity defined in this commercial?

Show that students have some subject knowledge

Copyright Harvey J. Brightman

My hook for creativity presentation: **Demo**

"18 sticks" exercise



Letter from EMBA student

Fun + demonstrates power

Copyright Harvey J. Brightman

9

My hook for decision support models presentation: **Demo**

	Need	Hire	Available	Over/Under Staff
Monday	180	30	160	-20
Tuesday	170	30	180	10
Wednesday	150	10	160	10
Thursday	165	30	130	-35
Friday	155	60	160	5
Saturday	125	30	160	35

Focusing question: How should we staff to eliminate over or understaffing for the six days?

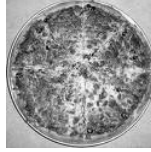
Results: Students' truly excited about Solver's power and want to learn more.

Demonstrates power

Copyright Harvey J. Brightman

10

Professor Water's hook on IT privacy issues or marketing databases: **Website**



<http://www.aclu.org/pizza/index.html?orgid=EA071904&MX=1414&H=1>

Focusing question: Is this technological feasible today or in future? Discuss

Or what can be done to stop this from happening and who should spearhead the effort?

11

Copyright Harvey J. Brightman

Professor Crowther **First-Day** hook for Victorian Literature course: **Quiz**

Provides handout of 10-15 excerpts from poems.

Focusing question: Which are Victorian and why?

Demonstrates some subject knowledge, poor understanding, and WOW

12

Copyright Harvey J. Brightman

My hook for probability: **Exercise**

	Male	Female	Total
Prom	80	40	120
Not Prom	30	50	80
Total	110	90	200

Focusing question: Does promotion appear to be related to gender? Explain.

Results: (1) intuitively compute conditional prob. And Reach conclusion and (2) generate intervening variable

Have some subject knowledge

13

Copyright Harvey J. Brightman

Steps in designing hooks

Take application or problem used during lecture and start with it. Develop focusing question. Reverse engineer question.

If not successful, look for video, article, demonstration, quiz, commercial or website. Develop focusing question.

Use 2-minute paper at lecture's end to evaluate.

1

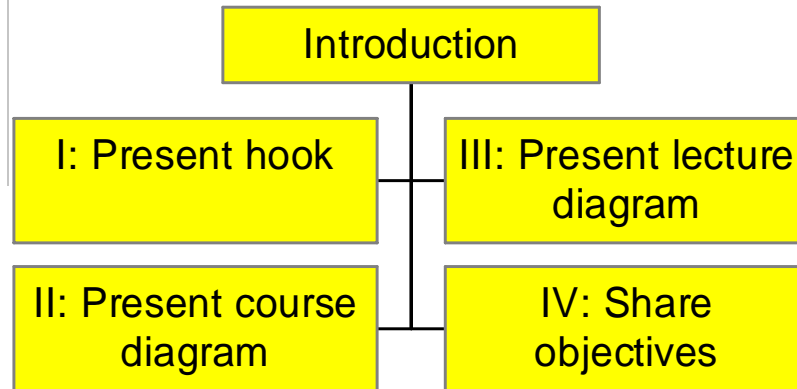
5

If under four, ask student to suggest "fix."

14

Copyright Harvey J. Brightman

How day one modules fit together: an effective introduction for each course "chunk"



Copyright Harvey J. Brightman

15

Great websites for hooks and other teaching aids

- ◆ .
- ◆ <http://honolulu.hawaii.edu/intranet/committees/FacDevCom/guidebk/teachtip/motiv.htm>
- ◆ MERLOT website: www.merlot.org

Copyright Harvey J. Brightman

16