



# Lean Teaching Visual Control

**Lean Teaching is the application of Lean management principles and practices to teaching.**

Lean Management is a non-zero-sum principle-based management system focused on creating value for end-use customers and eliminating waste, unevenness, and unreasonableness using the scientific method.

Continuous Improvement

Respect For People



"Change for the Better"

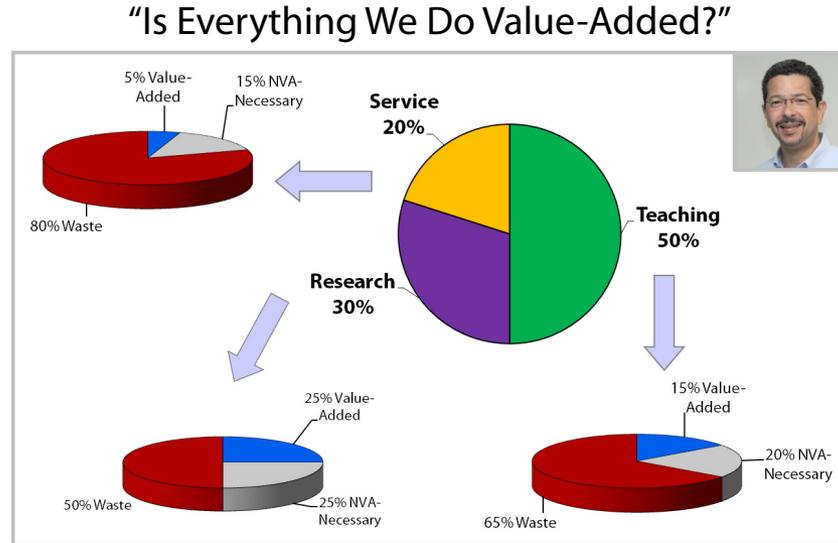
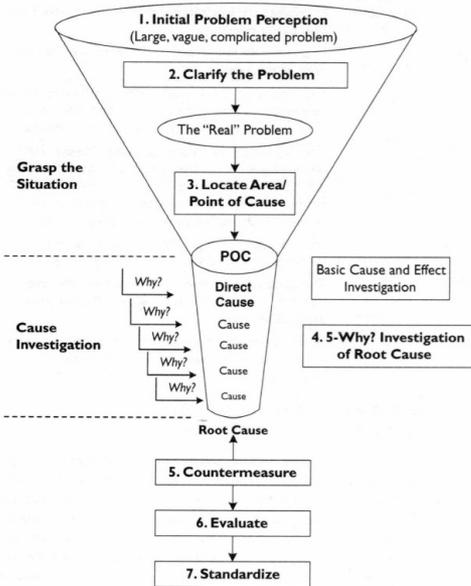
Improvement



Make Lean *Fun*

Normal Brain  
Stagnant

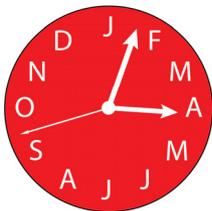
Kaizen Brain  
Learning



Actual Time



University Time



Curiosity Is To Cats

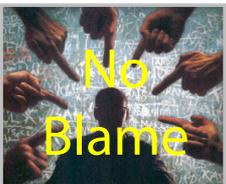


What Certitude Will Be To Educators

# Flow



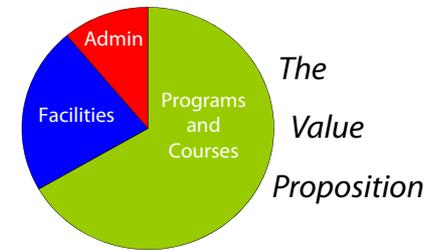
**“Spend Ideas Not Dollars”**





is not

# Lean Teaching Visual Control



## EIGHT WASTES

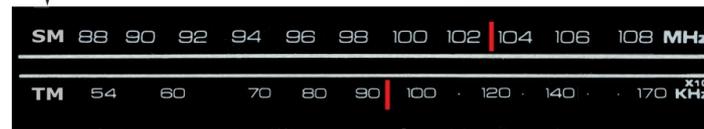
defects transportation  
 overproduction waiting  
 processing movement  
 inventory behaviors

and **UNEVENNESS** and **UNREASONABLENESS**



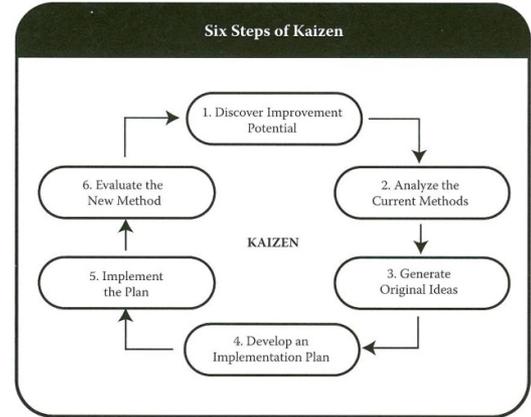
Student Modulation  
High Fidelity: Clear, Responsive

Tuned to Others



Tuned to Self

Teacher Modulation  
Low Fidelity: Static, Fading



Create your own good fortune. And have fun doing it.

## 45 Ways Teachers Annoy Students and Reduce Learning



- Cannot teach.
- Do not know the material.
- Cannot answer questions.
- Get frustrated when students ask questions.
- Cannot explain the material.
- Come to class unprepared.
- Go too fast.
- Read from the book.
- Fail to add teacher's knowledge or perspective to a topic.
- Fail to engage class in the discussion.
- Fail to use teaching technologies.
- Style remains stagnant for 25 years.
- Does not use real-world examples.
- Frequently changes book or edition.
- Requires a big expensive book, then does not use it.
- Habitually late to class.
- Class runs past end time.
- Talk about themselves or tell life stories that are irrelevant.
- Explain topic only one way.
- Tenured teachers who don't care or give up.
- Randomly teaching different topics.
- Not communicating what students are expected to know.
- Required courses that assume extensive background or prior knowledge.
- Base entire grade on 2 or 3 exams.
- Attendance does not count as part of the grade.
- Do little more than show lots of PowerPoint slides.
- Ignore student feedback.
- Acting in vengeful ways.
- Coursework is different than the syllabus.
- Give poor assignment work instructions.
- Ambiguous assignment work instructions.
- Actual grading does not reflect grading on syllabus.
- Poor feedback on projects and presentations.
- Professor acknowledges complexity of a topic or assignment but fails to explain it to students.
- Many cancelled classes (and sometimes not telling students).
- Too much PowerPoint.
- Too many videos.
- Insufficient classroom activities.
- Use of outdated teaching materials.
- Testing that is not responsive to student's individual strengths; e.g. multiple choice vs. essay (essay being the way some students would prefer to answer test questions).
- Standing in queue outside of professor's office to get help.
- Pop quizzes.
- Professors who say: "You should drop the course, but I'll still be teaching it next semester."
- Professors who say: "I'm not here to teach you. That's your job. I'm here to test you."
- Speaking to students in condescending ways.

