# **Invigorate Your Teaching**

Workshop – April 15, 2016

**Steps:**

1. Instant engagement
2. ***Connect***
3. Teach what is MOST important and reinforce it
4. High impact lecture
5. ***Reinforcing activities*** – one minute reviews
6. Interactive lecture strategies
7. Movement
8. Body breaks
9. ***Practice***
10. ***Conclusions***

**The Key Ideas:**

**Connect**

**Learners make connections with what they already know or think they know about the topic, with what they will learn or want to learn, with each other, and with the instructor. Connect students to the content and to each other all while creating a classroom culture of engagement and trust.**

**Reinforce - Teach**

Learners take in new information in multisensory ways:

Hearing, seeing, discussing, writing, reflecting, imagining, participating and teaching to others

While teaching the most important content, ensure learning by infusing multiple techniques to reinforce learning content.

**Practice**

Learners actively practice a skill using the new information, or they participate in an active review of what they have learned. Learners who are able to apply, use and practice the information are more likely to retain the concepts. Processing applied learning is vital to ensuring students understand the ideas appropriately.

**Conclusion**

Learners summarize what they have learned, evaluate it, celebrate it, and create action plans for how they plan to sue it after the class is over. Purposefully use the last few minutes of learning time to “wrap things up” and draw conclusions about what student learned.

|  |  |  |
| --- | --- | --- |
| Key Idea | Activity | Description |
|  |  |  |
| **Connect** | Before class - Tweet message | Tweet message or question – use the 3 before me technique. 3 students needs to answer before the instructor goes out to save them |
| **Connect** | Instant engagement – Red light / Green light | Polling the class - use red/green sticks. The responses can reflect: yes/no; agree/disagree; love it/dislike it. Can engage in discussion. |
| **Connect** | Connectors – Pair Share | Students quickly introduce themselves to the person next to them. State what they already know about the subject and/or what they hope to learn  |
| **Connect** | Connectors – Quick write | On an index card, write down any questions you have regarding the readings or a topic related question |
| **Connect** | Connectors – Bell ringer | Upon entry, individually or in small groups - have students respond in writing to a question posted on the board, a writing prompt or a short quiz. Discuss answers. |
| **Connect** | Incentives | Use small give-a-ways to get the students wanting to engage: candy, stickers, fun post-it notes, sway from department/college |
| **Reinforce - Teach** | Beat the Clock | Student has 60 seconds to quickly write down 10 facts about the topic |
| **Reinforce – Teach** | Think-Pair-Share | After lecturing on a topic, present a prompt such as * Explain the main idea behind \_\_\_\_\_\_\_\_\_\_
* How does what I just talked about (or demonstrated) compare with \_\_\_\_\_\_\_\_\_
* Summarize in your own words \_\_\_\_\_\_\_\_\_
 |
| **Reinforce – Teach** | One Minute Reviews | Student can write these down and share out with the entire class, in small groups or in pairs:* The 1 thing that I learned is \_\_\_\_
* I still have this one question \_\_\_\_
* 3 Things that I did not know before \_\_\_\_
 |
| **Reinforce – Teach** | Three Before Me | When a learner poses a question, rather than answer it, take three answers from the class |
| **Reinforce – Teach** | Snowball fight | On a blank piece of paper each person writes one thing that he/she has learned (reinforce their knowledge). Crumple into a ball and have a snowball fight. Pick up a ball. Student adds one more thing that he/she has learned. Repeat throughout the class. Instructor keeps to review and summarize. Use this information to begin the next class. |
| **Key Idea** | **Activity** | **Description** |
|  |  |  |
| **Reinforce – Teach** | 3-Minute Pause | Stop class, let the students read over their notes* Can use just to allow them to absorb an important concept
* Can blend with another engaging activity
 |
| **Practice** | Peer Editing / Review / Feedback | Students critically review and provide constructive feedback |
| **Practice** | Volleyball Debate | Break class into sections (2 or more)* Have them volley back and forth with responses – great way to review
 |
| **Practice** | Chart It | Use post-it notes to get them up and moving. Have them post their ideas/thoughts to keep them engaged. Can lead to an excellent discussion |
| **Practice** | Pop-up | Have all students stand up. Ask a series of questions. Stand for “yes” and sit for “no”. Total time = 30 – 60 seconds. Note – can also use as an impromptu activity if your students “get sleepy” – ask non-course related questions. |
| **Conclusion** | Snowball Fight | On a blank piece of paper each person writes one thing that he/she has learned (reinforce their knowledge). Crumple into a ball and have a snowball fight. Pick up a ball. Student adds one more thing that he/she has learned. Repeat throughout the class. Have the students take with them for review. |
| **Conclusion** | One Foot Challenge | Have each student think of a question, something that you didn’t know, how they plan to use the information they learned, what they enjoyed. * Everyone stands up, stands on one foot, turns to their neighbor (encourage them to do this with a different person each time)
* Instructor picks random way for which student goes first such as: tallest person, lighter hair
* If time allots and if you wish, can have a couple of teams report out – switch it up each time on who reports out
 |
| **Conclusion** | Ticket Out | End of class activity – can be anonymous* What you pan to do with what you learned
* What you liked best about the presentation
* What you want to learn next
* A suggestion, comment or idea on the topic
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## **Student Engagement in the Classroom (Face-to-Face and Online)**

*Fill in the table below by identifying activities that you can undertake to improve student engagement:*

|  |  |
| --- | --- |
| Goal | Activities |
|  |  |
| Assessing preparation and/or prior knowledge or misconceptions |  |
| Developing mastery through repeated practice |  |
| Focus on student development as critical thinkers |  |
| Creating self-directed / independent learners |  |
| Developing team skills |  |
| Giving directed feedback (identifying difficult topics) |  |
| Assessing what they learned |  |
| Developing skills to teach what they learned |  |

Adopted from Sarah Marshall, PhD, Associate Professor, Central Michigan University

**References:**

Content presented by: Sarah Marshall, PhD, Associate Professor, Central Michigan University at the Teaching Professor Conference, June 2015.