Invigorate Your Teaching - Online

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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 use it after the class is over. Purposefully use the last few minutes of learning time to "wrap things up" and draw conclusions about what the students learned.

Connect

- Before weekly module - tweet message, announcement
- Instant engagement - ticket in
- Pair-share
- Current event activity
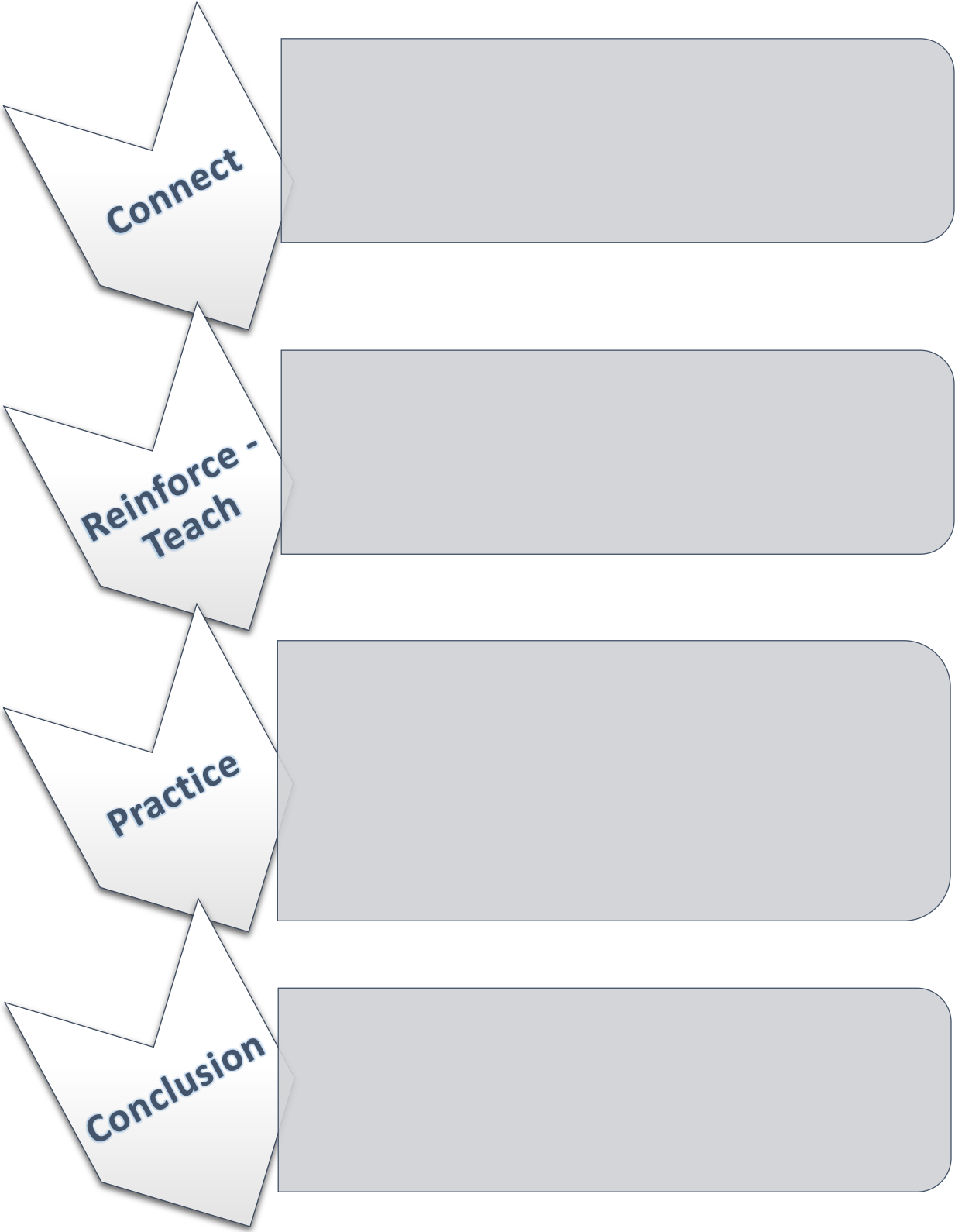- Brainstorming

Reinforce - Teach

- Pair-share
- Three before me
- Waterfall
- Polling/surveys

Practice

- Volleyball debate
- Chart it
- 4 Corners
- Critical Insights
- Virtual Field Trips
- Role-playing
- Student Presentations
- Peer editing / review / feedback

Conclusion

- Note Taking Pairs
- Reflection Time
- Ticket out
- Bumper Sticker

Connect

Reinforce - Teach

Practice

Conclusion

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Key Idea	Activity	Description
Connect	Before Weekly Module - 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 – Ticket In	Upon entry of the weekly module – use a blog, individually or in small groups - have students respond in writing to a question posted on the blog, a writing prompt or a short quiz. Discuss answers.
Connect	Pair Share	Upon entry of the weekly module - Students quickly introduce themselves to another person on a blog or a shared journal. State what they already know about the subject and/or what they hope to learn
Connect	Current Event Activity	Upon entry of the weekly module – have an individual or small group be responsible for finding a current event. Post the current event on a blog or discussion forum – have this individual or small group lead the discussion for a day or two. Have someone new each week until the entire class has lead a discussion.
Connect	Brainstorming	Brainstorming can be used to promote creative thinking via free association of ideas at the beginning of specific lessons. This can be done in the discussion board. It will work best in the chatroom, but because the class is asynchronous, students will better appreciate it being done in the discussion board.
Reinforce – Teach	Pair-Share	Mid-week - present a prompt in the discussion forum 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	Three Before Me	When a learner poses a question in the in the discussion forum- rather than you answer it, take three answers from the class.
Reinforce – Teach	Waterfall	On a wiki – as a whole class or in small groups - each student writes one thing that he/she has learned (reinforce their knowledge). Next student adds one more thing that he/she has learned. Repeat throughout the class or group. Instructor keeps to review and summarize. Use this information to begin the next topic.

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Key Idea	Activity	Description
Reinforce - Teach	Polling/surveys	In order to begin a discussion on a controversial issue, students can be polled to determine their stances. This can be done in the form of a survey. Results can be shared with students in an announcement or in the discussion board prior to the discussion.
Practice	Volleyball Debate	Debates can be used to expand upon both sides of an argument. Assigned students present their arguments, and fellow students respond to them and to each other. Each reply can acknowledge a point made by a student and will respectfully refute it, citing factual sources. Volleyball debates can take place in the discussion board.
Practice	Chart It	Use tool called Padlet to get them engaged with each other. Have them write down what they learned so far and/or their ideas/thoughts. Stick it to whiteboard in Padlet. Can lead to an excellent discussion on the discussion forum.
Practice	4 Corners	Designate a type of characteristic or specific interest. Could be 4 answers to a multiple choice question or a broader, opinion based question. Students choose a virtual corner and defend their position. This can be done in a discussion forum, blog, Google
Practice	Critical Insights	Objective: To get students to read activity in the text(s) and provide an opportunity for them to explore an area of interest in more depth. Instructions: Have students complete the following steps: • Choose one chapter of the text of interest • Choose one article from a newspaper, journal, or other periodical that represents the concepts of the chapter that you chose in step one. • Choose three web sites (list the URLs) that provide useful information about the concepts of the chapter that you chose in step one. • Write three to five paragraphs to describe why you chose the chapter, and why you chose the article and web sites to represent that chapter. • Write one question that came to your mind as you were completing this assignment.

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Key Idea	Activity	Description
Practice	Virtual Field Trips	Students can "attend" virtual field trips to places on web sites that are either too far away or too costly to visit in person. These field trips can be followed by activities, such as discussions.
Practice	Role-playing	Students can be divided into groups and assigned roles to "play" in a real-world situation. Each group can have its own discussion board, and students can "speak" by typing on behalf of their assigned role. This type of role-playing, obviously, can be discussion-based.
Practice	Student Presentations	Students can prepare, and present, a mini-lecture on a topic being studied. These presentations can be in the form of PowerPoint presentations or web sites and can be posted in the discussion board for other students to view, question, and discuss.
Practice	Peer Editing / Review / Feedback	Students critically review and provide constructive feedback. Feedback can be written or use a rubric.
Conclusion	Note Taking Pairs	Pair up or in small groups - for the last 1-2 days of the weekly module. Share and compare class notes. Discuss the key points to ensure clear understanding.
Conclusion	Reflection Time	Reflection time: Post a new journal link each week. Have each student complete a reflection. This is private to you and the student. Here are some suggested items you can have the students reflect. Keep same each week or modify: • The 1 thing that I learned is _____ • I still have this one question _____ • 3 Things that I did not know before _____
Conclusion	Ticket Out	As students end the week, have them share the main idea of the class on a blog or wiki • Also encourage them to download after all students have posted for review
Conclusion	Bumper Sticker	Ask your students to reflect on their experience as members of the class. If they had to sum up their thoughts on the experience and knowledge they have gained, how would it be stated on a bumper sticker? This can be done at the end of a unit or end of class.

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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	

References:
1. *Sarah Marshall, PhD, Associate Professor, Central Michigan University, presented at the Teaching Professor Conference, June 2015*
2. Online Course Development Program. Las Positas College. http://lpc1.clpccd.cc.ca.us/lpc/blackboard/best_practices/

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