

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 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 student learned.

Connect

- Before class - tweet message
- Instant engagement - red light / green light
- Connectors- pair share, quick write, bell ringer
- Incentives

Reinforce - Teach

- Beat the clock
- Think-pair-share
- One minute reviews
- Three before me
- Snowball fight
- 3-minute pause

Practice

- Peer editing / review / feedback
- Volleyball debate
- Chart it
- Pop-up

Conclusion

- Snowball fight
- One foot challenge
- Ticket out

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 <ul style="list-style-type: none"> • 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: <ul style="list-style-type: none"> • 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
<i>Reinforce – Teach</i>	3-Minute Pause	Stop class, let the students read over their notes <ul style="list-style-type: none"> • Can use just to allow them to absorb an important concept • Can blend with another engaging activity
<i>Practice</i>	Peer Editing / Review / Feedback	Students critically review and provide constructive feedback
<i>Practice</i>	Volleyball Debate	Break class into sections (2 or more) <ul style="list-style-type: none"> • Have them volley back and forth with responses – great way to review
<i>Practice</i>	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
<i>Practice</i>	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.
<i>Conclusion</i>	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.
<i>Conclusion</i>	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. <ul style="list-style-type: none"> • 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
<i>Conclusion</i>	Ticket Out	End of class activity – can be anonymous <ul style="list-style-type: none"> ○ What you plan 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

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

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.