

Invigorate Your Teaching – Kick-Start Your Semester

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The Key Ideas (CRPC):

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 students learned.

Content Delivery Tips:

Connect – Reinforce – Practice – Conclusion (CPRC)

Through the power of stories, being approachable and learning from a failed experience = you, as an instructor, can:

- Activate prior knowledge
- Bring in your professional experience
- Share “what you have seen”
- Share real-world management

- Do you have any ideas to add?

Reflective | Evaluative Practice

Each semester reflect on your teaching methods and classroom techniques that include the CPRC concepts. Do this reflection in a formative manner.

Keep a journal as you move through this upcoming semester. For each class, write down:

- What went well
- What did not go so well
- Tough concepts or items that your learners struggled with
 - o Ideas of what could be updated to make it easier the next semester
- Any areas or topics that you had sleepers and/or lost attention of your learners
- Ideas that can make this class better
- What CRPC activities can you add to engage the learners

Connect

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

Reinforce - Teach

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

Practice

- Peer editing / review / feedback
- Volleyball debate
- Chart it
- Pop-up
- Fish bowl
- 4 Corners
- Talking chips

Conclusion

- Note taking pairs
- Snowball fight
- One foot challenge
- Hot potato
- Index it
- 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	Instant engagement – 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	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 index card, write down any questions you have regarding the readings or a topic related question
Connect	Connectors – Table Talk	In small groups discuss what you want to take away from the learning experience. Share out!
Connect	Connectors – Introduce	Stand and find someone in the room whom you do not know. Introduce3 yourself and discuss what you want to do with the information you will learn in class.
Connect	Connectors – Shout Out	Pose a question/statement on topic – call “Shout Out”. Have the students “shout out” responses. Great energy booster!
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	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

Key Idea	Activity	Description
<i>Reinforce – Teach</i>	Three Before Me	When a learner poses a question, rather than answer it, take three answers from the class
<i>Reinforce – Teach</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. Instructor keeps to review and summarize. Use this information to begin the next class.
<i>Practice</i>	Peer Editing / Review / Feedback	Students critically review and provide constructive feedback. Feedback can be verbal, written, or using a rubric.
<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 write down what they learned so far and/or their ideas/thoughts. Stick it to whiteboard or wall 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>Practice</i>	Fish Bowl	Put students into two circles (an inner and outer circle). Present the inner circle with a problem. Have the outer circle observe as the inner circle attempts to solve the problem. After some time switch circles and debate the same or another problem. Process with entire class.
<i>Practice</i>	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 corner and defend their position.
<i>Practice</i>	Talking Chips	Each student gets 5 chips or 5 small pieces of candy. In small groups, they discuss a particular topic. Each time a student speaks, that person can eat a chip/candy or put in pile. That way all members of the group have to participate and no one dominates.

Key Idea	Activity	Description
<i>Conclusion</i>	Note Taking Pairs	Pair up for the last 5-10 minutes of class. Share and compare class notes. Discuss the key points to ensure clear understanding.
<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 allows and if you wish, can have a couple of teams report out – switch it up each time on who reports out
<i>Conclusion</i>	Hot potato	Have group stand in circle and pass a “hot potato”. When the object is tossed to the student, he or she must share what was learned, appreciated about the learning experience, what they plan to do with the information or something that they did not know.
<i>Conclusion</i>	Index It	On an index card write down any remaining questions or write down the most important thing you learned. 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
<i>Conclusion</i>	Ticket Out	As students leave, have them share the main idea of the class on a post-it note. <ul style="list-style-type: none"> • Stick it to the door on the way out • Stick it in the notebook for review

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

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>	

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