What kinds of activities and strategies do the teachers use to encourage students to learn “actively”?

- Group discussion
- Ask questions
- Combine introvert and extrovert preferences
- Clicker questions – anonymous submit
- Encourage discussion
- Group activities
- Acknowledging that student learn differently
- Asking questions

Is creating a sense of classroom community important to the teachers, and if so, how do they achieve it?

- Some of them think it is important - Pairing with someone that you don’t know for discussions.
- Of course it is!! – They achieve it by making themselves available out of class, responding to emails readily and encouraging an environment of mutual respect in the classroom.
- Yes. – classroom discussion, showing compassion, and caring about each individual’s grade.
How do the teachers ensure students are challenged appropriately – that the work is neither too hard nor too easy?

- Finding out at the beginning what students’ strengths and weaknesses are.
- Maybe a “what do you know about this subject” first class.
- Finding ways that each student learns best.
- Quiz?
- Grade students based on individual ability.
- Mostly I see “sink or swim” at Elon. It’s always too challenging, so you can surpass your limits and swim or you can sink.

In what ways do they promote holistic learning – helping students move beyond the cognitive realm to include affective or psychomotor elements?

- Lab! Applies theoretical knowledge.
- In our department, we don’t really talk about feelings.
- Sometimes teachers ask students to speak from personal experience to engage the classroom.
- Teachers promote holistic learning by initiating a challenging course and providing the intellectual and spiritual support to help us meet the challenge. With the consideration of individual strengths and weaknesses, they help us reach our full potential.
- Showing compassion and motivating the students to learn.
What do the teachers do to help students see the value in what they are learning?

- Examples
- Enthusiasm
- Getting students out there (like ed majors in schools and business majors in internships)
- Passion and enthusiasm about what they are teaching is essential. It often inspires similar passion and value for learning in their students.
- Real-life examples.
- How will they benefit from the info they are learning?

How do the teachers set up classroom conditions that help students expect that, with reasonable effort, they will succeed?

- A visually exciting room with course-appropriate visuals, music, and talk. An overall relaxed environment that invites the student to think without the pressure of being graded.
- Syllabi providing guidelines and goals for what you need to do to succeed.
- Quick feedback on where we are in the “learning curve” so we know what to work on for success.
- Encouraging quotes/posters around the room.
- Being available and having good communication skills.
- Giving room for failure. The ability to revise and rework ideas that were not viable or not fruitful the first time.
"Motivation and active learning are twin helices that work together synergistically. Teachers are more likely to promote student engagement when they implement strategies that increase this synergy. Helping students feel as though they are part of a learning community, ensuring as much as possible that students are appropriately challenged, and establishing classroom conditions where students can learn holistically create synergy because they integrate elements of both motivation and active learning." - p. 38

**Questions** to consider:

- What kinds of activities and strategies do the teachers use to encourage students to learn “actively”?
- Is creating a sense of classroom **community** important to the teachers, and if so, how do they achieve it?
- How do the teachers ensure students are **challenged** appropriately – that the work is neither too hard nor too easy?
- In what ways do they promote **holistic** learning – helping students move beyond the cognitive realm to include affective or psychomotor elements?
- What do the teachers do to help students see the value in what they are learning? (**motivation**)
- How do the teachers set up classroom conditions that help students expect that, with reasonable effort, they will succeed? (**motivation**)

**Homework:**

- Choose 1 of the 50 tips from Part Two: Tips and Strategies and be prepared to share.
- Choose 1 of the 50 Student Engagement Techniques (SETs) from Part Three and be prepared to share.
- Think specifically of how this might play out in your course/discipline.
Tips and Strategies for:

**Fostering Motivation** (p. 81 – p. 93)
T/S 1. Expect engagement.
T/S 2. Develop and display the qualities of engaging teachers.
T/S 3. Use behaviorist-based strategies to reward learning rather than behavior.
T/S 4. Use praise and criticism effectively.
T/S 5. Attend to students’ basic needs so that they can focus on the higher-level needs required for learning.
T/S 6. Promote student autonomy.
T/S 7. Teach things worth learning.
T/S 8. Integrate goals, activities, and assessment.
T/S 10. Incorporate competition appropriately.
T/S 11. Expect students to succeed.
T/S 12. Help students expect to succeed.
T/S 13. Try to rebuild the confidence of discouraged and disengaged students.

**Building Community** (p. 110 – p. 126)
T/S 26. Move away from an authoritarian role.
T/S 27. Promote class civility.
T/S 28. Create a physical or online course environment that supports community.
T/S 29. Reduce anonymity: Learn students’ names and help students learn each other’s names.
T/S 30. Use icebreakers to warm up the class.
T/S 31. Use technology to extend or reinforce community.
T/S 32. Be consciously inclusive.
T/S 33. Subdivide large classes into smaller groupings.
T/S 34. Involve all students in discussion.
T/S 35. Use group work effectively.
T/S 36. Revisit icebreaker kinds of activities later in the term.
T/S 37. Celebrate community.

**Promoting Active Learning** (p. 94 – p. 109)
T/S 14. Be clear on your learning goals.
T/S 15. Clarify your role.
T/S 16. Orient students to their new roles.
T/S 17. Help students develop learning strategies.
T/S 18. Activate prior learning.
T/S 19. Teach in ways that promote effective transfer.
T/S 20. Teach for retention.
T/S 22. Provide opportunities for guided practice and rehearsal.
T/S 23. Organize lectures in ways that promote active learning.
T/S 24. Use reverse or inverted classroom organization.
T/S 25. Use rubrics to give learners frequent and useful feedback.

**Ensuring Students are Appropriately Challenged** (p. 127 – p. 134)
T/S 38. Assess students’ starting points.
T/S 40. Help students learn to self-assess.
T/S 41. Differentiate course elements to meet individual student needs.
T/S 42. Use scaffolding to provide assistance for complex learning.

**Promoting Holistic Learning** (p. 135 – p. 148)
T/S 43. Pick up the pace to hold attention.
T/S 44. Offer options for nonlinear learning.
T/S 45. Use principles of universal design.
T/S 46. Incorporate games.
T/S 47. Teach so that students use multiple processing modes.
T/S 48. Incorporate multiple domains when identifying learning goals.
T/S 49. Include learning activities that involve physical movement.
T/S 50. Consider creating a graphic syllabus.
Student Engagement Techniques (SETs)

Category I – Course-Related Techniques

Knowledge, Skills, Recall, and Understanding (p. 155 – 185)
SET 1. Background Knowledge Probe
SET 2. Artifacts
SET 3. Focused Reading Notes
SET 4. Quotes
SET 5. Stations
SET 6. Team Jeopardy
SET 7. Seminar

Analysis and Critical Thinking (p. 186 – p. 217)
SET 8. Classify
SET 9. Frames
SET 10. Believing and Doubting
SET 11. Academic Controversy
SET 12. Split-Room Debate
SET 13. Analytic Teams
SET 14. Book Club
SET 15. Small Group Tutorials

Synthesis and Creative Thinking (p. 218 – p. 250)
SET 16. Team Concept Maps
SET 17. Variations
SET 18. Letters
SET 19. Role Play
SET 20. Poster Sessions
SET 21. Class Book
SET 22. Web Quests

Problem Solving (p. 251 – p. 274)
SET 23. What’s the Problem?
SET 24. Think Again!
SET 25. Think-Aloud-Pair-Problem Solving (TAPPS)
SET 26. Proclamations
SET 27. Send-a-Problem
SET 28. Case Studies

Application and Performance (p. 275 – p. 299)
SET 29. Contemporary Issues Journal
SET 30. Hearing the Subject
SET 31. Directed Paraphrase
SET 32. Insights-Resources-Application (IRAs)
SET 33. Jigsaw
SET 34. Field Trips

Category II – Learner-Focused Techniques

Attitudes and Values (p. 300 – p. 322)
SET 35. Autobiographical Reflections
SET 36. Dyadic Interviews
SET 37. Circular Response
SET 38. Ethical Dilemmas
SET 39. Connected Communities
SET 40. Stand Where You Stand

Self-Awareness as Learners (p. 323 – p. 339)
SET 41. Learning Logs
SET 42. Critical Incident Questionnaire (CIQ)
SET 43. Go for the Goal
SET 44. Post-test Analysis

Learning and Study Skills (p. 340 – p. 361)
SET 45. In-class Portfolio
SET 46. Resource Scavenger Hunt
SET 47. Formative Quiz
SET 48. Crib Cards
SET 49. Student-Generated Rubrics
SET 50. Triad Listening