

STRATEGIES FOR LARGE CLASSROOM ENGAGEMENT

QUESTIONS/DISCUSSION

Open Ended Questions: The instructor, at periodic times during the class, asks students to respond to a question that requires the student to give a fuller, more meaningful answer based on their knowledge and/or feelings. They are likely to begin or include words like “Who”, “What”, “Why”, “How”, and “Where” or phrases like “Tell me”, “Say more, or “To what extent”. Examples are:

“To what extent do open ended questions create more discussion in a classroom?”

“How might you describe the outcome of a change in population on demand of a good?”

“What are the stages of the process of photosynthesis?”

Think-Pair-Share

Initially students consider a problem or question on their own, but later join a partner for discussion. Ultimately, the pair reaches a joint conclusion.

Team-Pair-Solo

Students begin working on a task or problem in a small group. The group then splits into pairs, and eventually the students work individually.

Discussion Boards

Set up an online “bulletin board” or similar mechanism for students to respond to a given prompt. The most active discussion boards are those in which students respond to the prompt and with comments, thoughts, information, and/or additional questions.

Jigsaw or Expert Groups

Each student is assigned to an original group and an expert group. The expert groups meet first and discuss a specific and unique topic. Then, students return to their original groups to share their expertise.

<http://edtech2.boisestate.edu/cannerj/573/jigsaw.html>

World Café

Students form small groups, each discussing a unique problem/question/idea. After a designated period of time, all but one of the students moves to another group. The student staying behind becomes the “host” and begins a discussion with the new group on the previous topic.

Fishbowl

A group of students form a circle in the middle of the room and discuss a topic. The remaining students listen and observe the dialogue.

<http://www.youtube.com/watch?v=54iEZnh82g0>

POLLING QUIZZES/SURVEY SOFTWARE

Students can use clicker devices or wireless applications, like Socrative, real-time polling.

- <https://oit.utk.edu/instructional/tools/clickers/Pages/default.aspx>
- <http://www.polleverywhere.com/>
- <http://www.socrative.com/>
- www.mentimeter.com
- www.kahoot.com
- www.linoit.com
- www.padlet.com

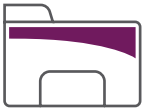
INTERACTION/ENGAGEMENT



Skeleton Notes: Are a handout of a partial selection of the notes or PowerPoint slides that students can fill out more thoroughly throughout the lecture. The tool is designed to help students stay more intellectually focused during the class.



Presentation/Demonstrations to Respond to Problem or Question: Students may be asked to work in groups to develop a solution to a problem or question. The instructor then randomly calls as many groups to present their solution as desired. Other students not called on are required to either “help” the group or groups at the board or come up to the board themselves when they disagree with a solution and correct the mistake.



Case Studies: The instructor provides students with a rich narrative in which they as individuals or in groups must propose a decision or solution to the problem. Teaching cases provide information, but neither analysis nor conclusions. The analytical work of explaining the relationships among events in the case, identifying options, evaluating choices and predicting the effects of actions is the work done by students during the classroom discussion.



Roleplaying: The instructor asks student to “act out” relevant scenarios in order to gain cognitive, affective, and/or behavioral understanding.



Concept Map: A diagram illustrating how concepts relate to one another. Sequence Reconstruction. http://edutechwiki.unige.ch/en/Concept_map



Brainstorming: The instructor poses a question, problem or topic to think about. Students offer their potential answers, ideas, and relevant information in a non-judgment environment. Each contribution is summarized and recorded in order to be reported on later.



Sequence Reconstruction: Instructor gives students jumbled steps in a process, and asks them to work together to reconstruct the proper sequence.



Error Identification: Instructor provides statements, readings, proofs, or other material that contains errors. Students must find and correct the errors

INFORMAL FORMATIVE ASSESSMENTS

One Sentence Summary: Students are asked to summarize the most important takeaways for the class (or the class up to that point) in one sentence. This process forces students to think critically about the most important information that they should know from the class. To help students develop their critical thinking skills and ability to discern the vital information. You may at the beginning of the next class share the kinds of sentences you think are most useful for students to have written. This could come from the students themselves or what you would write if asked.

One Minute Paper: Students are presented with an open-ended question and given one minute to answer on a sheet of paper, index card, or other information sharing tool.

Gallery Walk: Instructors post a question on several posters around the room and invites students walk around and write their ideas on the posters

Clearest/Muddiest Point: Students write down the “muddiest” and the clearest point of a lecture or a presentation.

3-2-1: Students, guided by the below three prompts, consider a given topic covered recently in the course:

- 3 Things You Found Out
- 2 Interesting Things
- 1 Question You Still Have

Self/Peer Assessment: Students, individually or within a peer group assess identified area of performance, understanding, and/or knowledge. Examples of each type are below.

SELF-ASSESSMENT STRATEGIES

- **Wrappers:** A wrapper is a short form that students complete along with an assignment or exam that focuses on the learning process rather than on the content itself.
- **Self-Grading:** Students are given guidelines to grade their own assignments. They may also be asked to identify consistent strengths or weaknesses.
- **Self-Assessment Prompts:** Students are given a series of questions to guide their understanding.

EXAMPLE PROMPTS

- What do I now understand about the subject?
- What are my strongest and weakest points as a student? What did I do to improve the weak points? What will I do next?
- What was most satisfying about this class? Most frustrating? How did I deal with these issues?
- How have you changed as a result of this course?
- What did you expect to learn? What did you actually learn?

Peer-Grading Rubric: Instructor provides an individual a rubric that articulates the expectations for an assignment by listing criteria, and for each criteria, describing levels of quality. They use this to assess another student’s or set of students’ work.

REFERENCES

Face-to Face: Large Class. University of Central Florida Faculty Center for Teaching and Learning. Retrieved from <http://www.fctl.ucf.edu/TeachingAndLearningResources/LearningEnvironments/largeclass.php>

Interactive Techniques. University of Central Florida Faculty Center for Teaching and Learning. Retrieved from http://www.fctl.ucf.edu/TeachingAndLearningResources/CourseDesignAssessment/content/101_Tips.pdf

Silberman, M. (1996). *Active Learning: 101 Strategies to Teach Any Subject*. Boston, MA: Allyn and Bacon.