THE TEACHING IDEA

Picture Prompt

PROCESS

Show students an image with no explanation, and ask them to identify/explain it, and justify their answers. Or ask students to write about it using terms from the lecture presentation, or to name the processes and concepts shown. Also works well as group activity. Do not give the "answer" until they have explored all options first.

WHEN MIGHT THIS BE USEFUL?

WHAT TYPES OF LEARNING OUTCOMES DOES THIS RELATE TO?

THE TEACHING IDEA

Think Break

PROCESS

Ask a rhetorical question, and then allow 20 seconds for students to think about the problem before you go on to explain. This technique encourages students to take part in the problem-solving process even when discussion isn't feasible. Having students write something down (while you write an answer also) helps assure that they will work on the problem.

WHEN MIGHT THIS BE USEFUL?

WHAT TYPES OF LEARNING OUTCOMES DOES THIS RELATE TO?

THE TEACHING IDEA
Classroom Opinion Polls
PROCESS
Informal hand-raising suffices to test the waters before a controversial subject. There are also a number of online tools that may be used to gage perspectives on the subject.
WHEN MIGHT THIS BE USEFUL?
WHAT TYPES OF LEARNING OUTCOMES DOES THIS RELATE TO?

THE TEACHING IDEA
Total Physical Response (TPR)
PROCESS
Students either stand or sit to indicate their binary answers, such as True/False, to the instructor's questions.
WHEN MIGHT THIS BE USEFUL?
WHAT TYPES OF LEARNING OUTCOMES DOES THIS RELATE TO?

THE TEACHING IDEA
Hand Held Response Cards
PROCESS
Distribute (or ask students to create) standardized cards that can be held aloft as visual responses to instructor questions. Example: green card for true, red for false. Or hand-write a giant letter on each card to use in multiple choice questions.
WHEN MIGHT THIS BE USEFUL?
WHAT TYPES OF LEARNING OUTCOMES DOES THIS RELATE TO?

THE TEACHING IDEA
Student Polling
PROCESS
Select some students to travel the room, polling the others on a topic relevant to the course, then report back the results for everyone.
WHEN MIGHT THIS BE USEFUL?

THE TEACHING IDEA

Everyday Ethical Dilemmas

PROCESS

Present an abbreviated case study with an ethical dilemma related to the discipline being studied.

WHEN MIGHT THIS BE USEFUL?

WHAT TYPES OF LEARNING OUTCOMES DOES THIS RELATE TO?

THE TEACHING IDEA

Polar Opposites

PROCESS

Ask the class to examine two written-out versions of a theory (or corollary, law of nature, etc.), where one is incorrect, such as the opposite or a negation of the other. In deciding which is correct, students will have to examine the problem from all angles.

WHEN MIGHT THIS BE USEFUL?

WHAT TYPES OF LEARNING OUTCOMES DOES THIS RELATE TO?

THE TEACHING IDEA

Make Them Guess

PROCESS

Introduce a new subject by asking an intriguing question, something that few will know the answer to (but should interest all of them). Accept blind guessing before sharing the correct answer. This process is used to trigger and build curiosity.

WHEN MIGHT THIS BE USEFUL?

WHAT TYPES OF LEARNING OUTCOMES DOES THIS RELATE TO?

THE TEACHING IDEA

Make It Personal

PROCESS

Design class activities (or even essays) to address the real lives of the individual students. Instead of asking for reflections on Down's Syndrome, ask for personal stories of neurological problems by a family member or anyone they have ever met.

WHEN MIGHT THIS BE USEFUL?

WHAT TYPES OF LEARNING OUTCOMES DOES THIS RELATE TO?

THE TEACHING IDEA
Read Aloud
PROCESS
Choose a small text (500 words or less) to read aloud, and ask students to pay particular attention during this phase of lecture. A small text read orally in a larger lecture can focus attention.
WHEN MIGHT THIS BE USEFUL?
WHAT TYPES OF LEARNING OUTCOMES DOES THIS RELATE TO?

THE TEACHING IDEA
Punctuated Lectures
PROCESS

THE TEACHING IDEA

THE TEACHING IDEA

Focused Listing

THE TEACHING IDEA

Goal Ranking and Matching at the Beginning of a course

PROCESS

Students rank their goals for the class, then instructor combines those with his/her own list.

WHEN MIGHT THIS BE USEFUL?

WHAT TYPES OF LEARNING OUTCOMES DOES THIS RELATE TO?

THE TEACHING IDEA

Interest/Knowledge/Skills Checklist

PROCESS

Assess student interest and preparation for the class to determine if the teaching agenda requires adjustment. Devise

THE TEACHING IDEA

Documented Problem Solutions

PROCESS

Keep track of the steps needed to solve specific types of problems. Model a list for students first and then ask them to perform similar steps.

WHEN MIGHT THIS BE USEFUL?

WHAT TYPES OF LEARNING OUTCOMES DOES THIS RELATE TO?

THE TEACHING IDEA

Pass the Chalk

PROCESS

Provide chalk to half of the groups in your class. Those groups begin to answer questions and then they pass the chalk onto the next group that they would like to respond to questions.

WHEN MIGHT THIS BE USEFUL?

WHAT TYPES OF LEARNING OUTCOMES DOES THIS RELATE TO?

THE TEACHING IDEA

Reflective thinking

PROCESS

Students highlight key passages of the reading, and there is silence (like a reflective moment) until someone wants to read his/her out, and others follow. End with brief writing about what they learned from the sentences.

WHEN MIGHT THIS BE USEFUL?

WHAT TYPES OF LEARNING OUTCOMES DOES THIS RELATE TO?

THE TEACHING IDEA

Town Hall Meeting

PROCESS

Abdicate the front of the room for a student willing to speak out on a controversial subject, and when that student is finished, he/she selects the next student speaker from the hands raised.

WHEN MIGHT THIS BE USEFUL?

WHAT TYPES OF LEARNING OUTCOMES DOES THIS RELATE TO?

THE TEACHING IDEA
The Half Class Lecture
PROCESS
Divide the class in half and provide reading material to one half. That group is responsible for reading the material and highlighting the core concepts. The remaining group receives the theory from you. Then, switch the groups and repeat, ending with a recap by pairing up members of opposite groups.
WHEN MIGHT THIS BE USEFUL?

THE TEACHING IDEA

Drawing for Understanding

PROCESS

Students illustrate an abstract concept or idea. Comparing drawings around adds to the learning and may help clear up misconceptions.

WHEN MIGHT THIS BE USEFUL?

WHAT TYPES OF LEARNING OUTCOMES DOES THIS RELATE TO?

THE TEACHING IDEA

Circle the Questions

PROCESS

Create a handout that has a few student type questions (make them specific) on your topic for that day and ask students to circle the ones they don't know the answers to. Then have students turn in the paper for you to use to introduce the content for the day. Alternatively, you may suggest students work in pairs to determine answers.

WHEN MIGHT THIS BE USEFUL?

WHAT TYPES OF LEARNING OUTCOMES DOES THIS RELATE TO?

THE TEACHING IDEA
True or False?

PROCESS

Distribute index cards (one to each student) on which is written a statement. Half of the cards will contain statements that are true, half false. Students are required to determine if their statement is true or false. They must be able to provide rationale for their perspective. Variation?-3 (m)4 t169.62.6 (n)2.3 (at)-3 (e)-3 (h)2.2 (alf t)-2.9(h)2.2 (e)7.9(ro)-3 (o)-2 (m

THE TEACHING IDEA

Concept Mapping

THE TEACHING IDEA

Tabloid Titles

PROCESS

Ask students to write a tabloid-style headline that would illustrate the concept currently being discussed. Have students share their concept and relate it back to the theory presented.

WHEN MIGHT THIS BE USEFUL?

WHAT TYPES OF LEARNING OUTCOMES DOES THIS RELATE TO?

THE TEACHING IDEA

Bumper Stickers

PROCESS

Ask students to write a slogan-like bumper sticker to illustrate a particular concept from a lecture. Variation: can be used to ask them to sum up the entire course in one sentence.

WHEN MIGHT THIS BE USEFUL?

WHAT TYPES OF LEARNING OUTCOMES DOES THIS RELATE TO?

THE TEACHING IDEA
One-Sentence Summary
PROCESS
Summarize the topic into one sentence that incorporates all of who/what/when/where/why/how abut the subject.
WHEN MIGHT THIS BE USEFUL?
WHAT TYPES OF LEARNING OUTCOMES DOES THIS RELATE TO?

THE TEACHING IDEA
Directed Paraphrasing
PROCESS
Students are required to

THE TEACHING IDEA

Word Journal

PROCESS

First, summarize the entire topic on paper with a single word. Then have the students create a paragraph to explain your word choice.

WHEN MIGHT THIS BE USEFUL?

WHAT TYPES OF LEARNING OUTCOMES DOES THIS RELATE TO?

THE TEACHING IDEA

Truth Statements

PROCESS

Use this technique either to introduce a topic or check comprehension. Ask individuals to list out "It is true that..." statements on the topic being discussed. The discussion might illustrate how ambiguous knowledge is sometimes.

WHEN MIGHT THIS BE USEFUL?

THE TEACHING IDEA
Objective Check

PROCESS

THE TEACHING IDEA
Student Storytelling

PROCESS

Students are given assignments that make use of a given concept in relation to something that seems personally relevant

THE TEACHING IDEA

Pro and Con Grid

PROCESS

Students list out the pros and cons for a given subject.

WHEN MIGHT THIS BE USEFUL?

WHAT TYPES OF LEARNING OUTCOMES DOES THIS RELATE TO?

THE TEACHING IDEA

Harvesting

PROCESS

After an experience/activity in class, ask students to reflect on "what" they learned, "so what" (why is it important and what are the implications), and "now what" (how to apply it or do things differently).

WHEN MIGHT THIS BE USEFUL?

WHAT TYPES OF LEARNING OUTCOMES DOES THIS RELATE TO?

THE TEACHING IDEA

Chain Notes

PROCESS

Instructor pre-distributes index cards and passes around an envelope, on which is written a question relating to the subject. Students write a very brief answer, place their completed card in the envelope, and then pass the envelope to the next student.

WHEN MIGHT THIS BE USEFUL?

WHAT TYPES OF LEARNING OUTCOMES DOES THIS RELATE TO?

THE TEACHING IDEA

THE TEACHING IDEA

Profiles of Admirable Individuals

PROCESS

Students write a brief profile of an individual in a field related to the course that they admire. Students assess their own values and learn which best practices from the field is relevant to the theory presented.

WHEN MIGHT THIS BE USEFUL?

WHAT TYPES OF LEARNING OUTCOMES DOES THIS RELATE TO?

THE TEACHING IDEA

Memory Matrix

THE TEACHING IDEA
Categorizing Grid
PROCESS
Hand out rectangles divided into cells and a jumbled listing of terms that need to be categorized by row and column.
WHEN MIGHT THIS BE USEFUL?

THE TEACHING IDEA
What/How/Why Outlines
PROCESS
Write brief notes answering the what/how/why questions when analyzing a message or text.
WHEN MIGHT THIS BE USEFUL?
WHAT TYPES OF LEARNING OUTCOMES DOES THIS RELATE TO?

THE TEACHING IDEA
Approximate Analogies
PROCESS

THE TEACHING IDEA

Problem Recognition Tasks

PROCESS

Offer case studies with different types of problems and ask students to identify the TYPE of problem (which is different from solving it).

WHEN MIGHT THIS BE USEFUL?

WHAT TYPES OF LEARNING OUTCOMES DOES THIS RELATE TO?

THE TEACHING IDEA

Switch it up!

PROCESS

Ask students to work on one problem for a few minutes and intentionally move to a second problem without debriefing the first one, then solve the second one and only then return to the first one for more work. A carefully chosen second problem can shed light on the first problem, but this also works well if the problems are not d3.3 (i)ced lon thsle

THE TEACHING IDEA
Exam Evaluations
PROCESS
Students explain what they are learning from exams, and evaluate the types of questions asked in relation to the course learning outcomes, content presented in class and previous assignments.

THE TEACHING IDEA
Think-Pair-Share

PROCESS

Students share and compare possible answers to a question with a partner before addressing the larger class.

THE TEACHING IDEA
Teacher and Student
PROCESS

Individually brainstorm the main points of the last homework, then assign students to take on the

THE TEACHING IDEA
Forced Debate

PROCESS

Students debate in pairs, but must defend the opposite side of their personal opinion. Variation: half the class take one

THE TEACHING IDEA
Peer Review Writing Task
PROCESS

THE TEACHING IDEA
My Gift Connection

PROCESS

Students mentally select one of their recent gifts as related to a concept given in class, and must tell their partners how this gift relates to the concept.

THE TEACHING IDEA
Jigsaw (Group Experts)

PROCESS

THE TEACHING IDEA

Pick the Winner

PROCESS

Divide the class into groups and have all groups work on the same problem and record an answer/strategy on paper. Then, ask groups to switch with a nearby group, and evaluate their answer. After a few minutes, allow each set of groups to merge and ask them to select the better answer from the two choices, which will be presented to the class as a whole.

WHEN MIGHT THIS BE USEFUL?

WHAT TYPES OF LEARNING OUTCOMES DOES THIS RELATE TO?

THE TEACHING IDEA

Layered Cake Discussion

PROCESS

Every table/group works on the same task for a few minutes, then there's a plenary debrief for the

THE TEACHING IDEA
Lecture Reaction
PROCESS
Divide the class into four groups after a lecture: questioners (must ask two questions related to the material), example givers (provide applications), divergent thinkers (must disagree with some points of the lecture), and those who agree (explain which points they agreed with or found helpful). After discussion, brief the whole class.
WHEN MIGHT THIS BE USEFUL?

THE TEACHING IDEA

Definitions and Applications

PROCESS

In groups, students provide definitions, associations, and applications of concepts discussed in lecture.

WHEN MIGHT THIS BE USEFUL?

WHAT TYPES OF LEARNING OUTCOMES DOES THIS RELATE TO?

THE TEACHING IDEA

TV Commercial

PROCESS

In groups, students create a 30-second TV commercial for the subject currently being discussed in class. Variation: ask them to act out their commercials.

WHEN MIGHT THIS P[redacted]

THE TEACHING IDEA
Blender

PROCESS

Students silently write a definition or brainstorm an idea for several minutes on paper. Then they form into groups, and two of them read their ideas and integrate elements from each. A third student reads his, and again integration

THE TEACHING IDEA

Build From Restricted Components

PROCESS

Provide limited resources (or a discrete list of ideas that must be used) and either literally or figuratively on the table, asking students in groups to construct a solution using only these things (note: may be familiar from the Apollo 13 movie). If possible, provide red herrings, and ask students to construct a solution using the minimum amount of items possible.

WHEN MIGHT THIS BE USEFUL?

WHAT TYPES OF LEARNING OUTCOMES DOES THIS RELATE TO?

THE TEACHING IDEA

Ranking Alternatives

PROCESS

Present a situation,. Then have students think about as many alternative courses of action (or explanations of the situation) as possible. Compile list. In groups, now rank them by preference.

WHEN MIGHT THIS BE USEFUL?

WHAT TYPES OF LEARNING OUTCOMES DOES THIS RELATE TO?

THE TEACHING IDEA
Simulation
PROCESS
Place the class into a long-term simulation (like as a business) to enable Problem-Based Learning (PBL).
WHEN MIGHT THIS BE USEFUL?
WHAT TYPES OF LEARNING OUTCOMES DOES THIS RELATE TO?

THE TEACHING IDEA
Group Instructional Feedback Technique
PROCESS
Someone other than the teacher polls groups on what works, what doesn't, and how to fix it, then reports the findigs to the entire group.
WHEN MIGHT THIS BE USEFUL?
WHAT TYPES OF LEARNING OUTCOMES DOES THIS RELATE TO?

THE TEACHING IDEA
Classroom Assessment Quality Circles
PROCESS
A small group of students forms a “committee” on the quality of teaching and learning, which meets regularly and includes the instructor.
WHEN MIGHT THIS BE USEFUL?
WHAT TYPES OF LEARNING OUTCOMES DOES THIS RELATE TO?

THE TEACHING IDEA
Audio and Videotaped Protocols
PROCESS

Hav.76 t :64efEMC /P /MCID 4 BDC q36. refref570T5.2 (n)-0.8 (d)-036. rn2 (n)-0570T5s 53 4 (o)-96 36. rn2 (n)-0gMCID 4

THE TEACHING IDEA
Imaginary Show and Tell
PROCESS
Students pretend they have brought an object relevant to current discussion, and "display" it to the class while talking about its properties.

THE TEACHING IDEA
Notify Students Quickly
PROCESS
Post

THE TEACHING IDEA
Twitter Clicker Alternative
PROCESS
In large classes, a hashtag can amalgamate all posts by your students in one place, giving them a free-response place to provide feedback or guess at a right answer. Also useful for brainstorming.
WHEN MIGHT THIS BE USEFUL?
WHAT TYPES OF LEARNING OUTCOMES DOES THIS RELATE TO?

THE TEACHING IDEA
Backchannel Conversations in Large Classes
PROCESS
Unlike a whispered conversation, a Twitter conversation (searchable by agreed -upon hashtag) becomes a group discussion. Students may also help out other students who missed a brief detail during the lecture.
WHEN MIGHT THIS BE USEFUL?
WHAT TYPES OF LEARNING OUTCOMES DOES THIS RELATE TO?

THE TEACHING IDEA

Follow an Expert

PROCESS

THE TEACHING IDEA
Twitter Pictures and URLs
PROCESS

THE TEACHING IDEA
Community-Building

THE TEACHING IDEA

THE TEACHING IDEA

THE TEACHING IDEA
Student Videos
PROCESS
Student projects, presentations, or speeches can take the form of video instead of PowerPoint, and uploaded for the class to see.
WHEN MIGHT THIS BE USEFUL?
WHAT TYPES OF LEARNING OUTCOMES DOES THIS RELATE TO?

THE TEACHING IDEA
Shared Account
PROCESS
Instructor creates a generic YouTube username/account and gives the password to everyone in the class, so student uploads all go to the same place and remain private for the class use.
WHEN MIGHT THIS BE USEFUL?
WHAT TYPES OF LEARNING OUTCOMES DOES THIS RELATE TO?

THE TEACHING IDEA
Group Wiki Purse

THE TEACHING IDEA
Wiki or OneNote Class Notes
PROCESS

THE TEACHING IDEA
Provide Links
PROCESS
The native HTML nature of the blog makes it easy to give links to news stories and relevant websites.
WHEN MIGHT THIS BE USEFUL?
WHAT TYPES OF LEARNING OUTCOMES DOES THIS RELATE TO?

THE TEACHING IDEA
Electronic Role Play
PROCESS
Students create their own blogs, and write diary-type entries while role-playing as someone central to your content.
WHEN MIGHT THIS BE USEFUL?

THE TEACHING IDEA

Quick Division

PROCESS

Divide your class into two roughly equal segments for simultaneous, parallel tasks by invoking their date of birth: "if your birthday falls on an odd-numbered day, do task X...if your birthday is even, do task Y." Other variations include males and females, months of birth, odd or even inches in their height (5'10" vs 5'11").

WHEN MIGHT THIS BE USEFUL?

WHAT TYPES OF LEARNING OUTCOMES DOES THIS RELATE TO?

THE TEACHING IDEA

Question and Answer Cards

PROCESS

Make index cards for every student in the class; half with questions about class content and the other half with the right answers. Shuffle the cards and have students find their appropriate partner by comparing questions and answers on their own cards

WHEN MIGHT THIS BE USEFUL?

WHAT TYPES OF LEARNING OUTCOMES DOES THIS RELATE TO?

THE TEACHING IDEA

Trio Rotation

PROCESS

Group students into threes, and arrange the groups into a large circle. Each team of three works on a problem. Then, each team assigns a 1, 2, and 3 number to each person. The 1's stay put, but the 2's rotate clockwise and the 3's rotate counter clockwise. Newly formed team s then work on a new problem.

WHEN MIGHT THIS BE USEFUL?

WHAT TYPES OF LEARNING OUTCOMES DOES THIS RELATE TO?

THE TEACHING IDEA

Go to Your Post

PROCESS

Tape a sign onto opposite sides of the walls with different preferences (different authors, skills, a specific kind of problem to solve, different values) and let students self-select their working group.

WHEN MIGHT THIS BE USEFUL?

WHAT TYPES OF LEARNING OUTCOMES DOES THIS RELATE TO?

THE TEACHING IDEA

Four Corners

PROCESS

Put up a different topic in each corner of the room and ask students to pick one, write their ideas about it, then head

THE TEACHING IDEA
Human Bingo
PROCESS

THE TEACHING IDEA

Crossword Puzzle

PROCESS

Create a crossword puzzle as a handout for students to review terms, definitions, or concepts before a test. Some online websites will automate the puzzle creation.

WHEN MIGHT THIS BE USEFUL?

WHAT TYPES OF LEARNING OUTCOMES DOES THIS RELATE TO?

THE TEACHING IDEA

Jeopardy

PROCESS

Play jeopardy like the TV show with your students. Requires a fair amount of preparation.

WHEN MIGHT THIS BE USEFUL?

WHAT TYPES OF LEARNING OUTCOMES DOES THIS RELATE TO?

THE TEACHING IDEA

Pictionary

PROCESS

For important concepts and especially terms, have students play Pictionary: one draws images only, the rest must guess the term or concept being presented.

WHEN MIGHT THIS BE USEFUL?

WHAT TYPES OF LEARNING OUTCOMES DOES THIS RELATE TO?

THE TEACHING IDEA

Guess the Password

PROCESS

The instructor reveals a list of words (esp. nouns) one at a time and at each point, asks students to guess what key term they are related to. The hints become increasingly specific to make the answer more clear.

WHEN MIGHT THIS BE USEFUL?

WHAT TYPES OF LEARNING OUTCOMES DOES THIS RELATE TO?

THE TEACHING IDEA

Twenty Questions

PROCESS

Assign a person, theory, concept, event, etc. to individual students and have the partner ask yes/no questions to guess what the concept is. Also works on a plenary level, with one student fielding the questions from the whole class.

WHEN MIGHT THIS BE USEFUL?

WHAT TYPES OF LEARNING OUTCOMES DOES THIS RELATE TO?

THE TEACHING IDEA

Who am I?

PROCESS

Tape a term or name on the back of each student, out of view. Each student then wanders about the room, posing

THE TEACHING IDEA
Find the Company
PROCESS
Students search the Internet for a corporation that makes use of concepts/ideas from class, and must defend their choice in the next class session.
WHEN MIGHT THIS BE USEFUL?
WHAT TYPES OF LEARNING OUTCOMES DOES THIS RELATE TO?

THE TEACHING IDEA
Diagnostic Learning Logs
PROCESS
Students track main points in lecture and a second list of unclear points. They then reflect on and analyze the information and diagnose their weaknesses.

WHEN

THE TEACHING IDEA
Process Analysis
PROCESS
Students track the steps they take to finish an assignment and comment on their approaches to it.
WHEN MIGHT THIS BE USEFUL?

WHAT TYPES OF LEARNING OUTCOMES DOES THIS RELATE TO?

THE TEACHING IDEA

Paper or Project Prospectus

PROCESS

Write a structured plan for a term paper or large project.

WHEN MIGHT THIS BE USEFUL?

WHAT TYPES OF LEARNING OUTCOMES DOES THIS RELATE TO?

THE TEACHING IDEA

Annotated Portfolios

PROCESS

Student turns in creative work, with student's explanation of the work in relation to the course content and goals.

WHEN MIGHT THIS BE USEFUL?

WHAT TYPES OF LEARNING OUTCOMES DOES THIS RELATE TO?

THE TEACHING IDEA

Student Questions (Index Cards)

PROCESS

At the start of the semester, pass out index cards and ask each student to write a question about the class and your expectations. The cards rotate through the room, with each student adding a check-mark if they agree this question is important for them. The teacher learns what the class is most anxious about.

WHEN MIGHT THIS BE USEFUL?

WHAT TYPES OF LEARNING OUTCOMES DOES THIS RELATE TO?

THE TEACHING IDEA

Student Questions (Group-Decided)

THE TEACHING IDEA

Questions as Homework

PROCESS

Students write questions before class on 3x5 cards or on the Moodle site: "What I really wanted to know about mitochondrial DNA but was afraid to ask..."

WHEN MIGHT THIS BE USEFUL?

WHAT TYPES OF LEARNING OUTCOMES DOES THIS RELATE TO?

THE TEACHING IDEA

Student-Generated Test Questions

PROCESS

Students create likely exam questions and model the answers. Variation: same activity, but with students in teams, taking each other's quizzes.

WHEN MIGHT THIS BE USEFUL?

THE TEACHING IDEA

THE TEACHING IDEA

Analytic Memo

PROCESS

Write a one-page analysis of an issue, roleplaying as an employer or client.

WHEN MIGHT THIS BE USEFUL?

WHAT TYPES OF LEARNING OUTCOMES DOES THIS RELATE TO?

THE TEACHING IDEA

Fishbowl

PROCESS

A student unpacks a set of ideas and thoughts on a topic in front of others, who take notes and then they write a response.

WHEN MIGHT THIS BE USEFUL?

WHAT TYPES OF LEARNING OUTCOMES DOES THIS RELATE TO?

THE TEACHING IDEA
Impromptu Speeches
PROCESS

THE TEACHING IDEA
PowerPoint Presentations
PROCESS
For those teaching in computer-mediated environments, put students into groups of three or four students. Students focus their attention on a chapter or article and present this material to the class using PowerPoint. Have each group conference with you prior to their presentation to discuss strategy and ensure coverage of the material.
WHEN MIGHT THIS BE USEFUL?

THE TEACHING IDEA

Brainstorming Tree

PROCESS

While brainstorming on the board, circle the major concepts and perform sub-brainstorms on those specific words; the result will look like a tree blooming outward.

WHEN MIGHT THIS BE USEFUL?

WHAT TYPES OF LEARNING OUTCOMES DOES THIS RELATE TO?

THE TEACHING IDEA

Brainstorming in a Circle

PROCESS

Group students to discuss an issue together, and then spend a few minutes jotting down individual notes. One person starts a brainstorming list and passes it to the student to the right, who then adds to the list and passes it along again.

WHEN MIGHT THIS BE USEFUL?

WHAT TYPES OF LEARNING OUTCOMES DOES THIS RELATE TO?

THE TEACHING IDEA

Chalk Talk

PROCESS

Ask students to go to multiple boards around the room to brainstorm answers to a prompt/assignment, but disallow all talking. Can also be done in groups.

WHEN MIGHT THIS BE USEFUL?

WHAT TYPES OF LEARNING OUTCOMES DOES THIS RELATE TO?

THE TEACHING IDEA

Online Chat (All-Day)

PROCESS

For classes meeting at least partially in an online environment, instructors can simulate the benefits gained by a chat-room discussion without requiring everyone to meet in a chat room for a specific length of time. The day begins with a post from the instructor in a discussion board forum. Students respond to the prompt, and continue to check back all day, reading their peers' posts and responding multiple times throughout the day to extend discussion.

WHEN MIGHT THIS BE USEFUL?

THE TEACHING IDEA

Online Chat (Quick)

PROCESS

To gauge a quick response to a topic or reading assignment, post a question, and then allow students to chat in a synchronous environment for the next 10 minutes on the topic. A quick examination of the chat transcript will reveal a multitude of opinions and directions for further discussion. In online environments, many students can "talk" at once, with less chaotic and more productive results than in a face-to-face environment.

WHEN MIGHT THIS BE USEFUL?

WHAT TYPES OF LEARNING OUTCOMES DOES THIS RELATE TO?

THE TEACHING IDEA

Online Evaluation

PROCESS

For those teaching in online environments, schedule a time which students can log on anonymously and provide feedback about the course and your teaching. Understand, however, that anonymity online sometimes breeds a more aggressive response than anonymity in print.

WHEN MIGHT THIS BE USEFUL?

WHAT TYPES OF LEARNING OUTCOMES DOES THIS RELATE TO?

THE TEACHING IDEA
Pre-Class Writing
PROCESS
A few days before your computer-mediated class begins, have students respond in an asynchronous environment to a prompt about this week's topic. Each student should post their response and at least one question for further discussion. During the face-to-face meeting, the instructor can address some of these questions or areas not addressed in the asynchronous forum.
WHEN MIGHT THIS BE USEFUL?
WHAT TYPES OF LEARNING OUTCOMES DOES THIS RELATE TO?