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

Choral Response

PROCESS

Ask a question that requires a one-word answer to the class at large; volume of answers will suggest degree of comprehension. Very useful to "drill" new vocabulary words into students.

WHEN MIGHT THIS BE USEFUL?

WHAT TYPES OF LEARNING OUTCOMES DOES THIS RELATE TO?

THE TEACHING IDEA

Instructor Storytelling

PROCESS

Instructor illustrates a concept, idea, or principle with a real-life application, model, or case-study. Alternatively, have a student illustrate the process as you describe the concept.

WHEN MIGHT THIS BE USEFUL?

WHAT TYPES OF LEARNING OUTCOMES DOES THIS RELATE TO?

THE TEACHING IDEA

Pass the Pointer

PROCESS

Place a complex, intricate, or detailed image on the screen and ask for volunteers to temporarily borrow the laser pointer to identify key features or ask questions about items they don't understand.

WHEN MIGHT THIS BE USEFUL?

WHAT TYPES OF LEARNING OUTCOMES DOES THIS RELATE TO?

THE TEACHING IDEA

Empty Outlines

PROCESS

Distribute a partially completed outline of today's class content and ask students to fill it in. This is useful at the start or at the end of a class.

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?

WHAT TYPES OF LEARNING OUTCOMES DOES THIS RELATE TO?

THE TEACHING IDEA

Self-Assessment of Ways of Learning

PROCESS

Prepare a questionnaire for students that probes what their predominant learning style is that they use. Then, take an inventory of the various types of learning experiences you use in your class. Is there a gap in your strategies?

WHEN MIGHT THIS BE USEFUL?

WHAT TYPES OF LEARNING OUTCOMES DOES THIS RELATE TO?

THE TEACHING IDEA

Quote Minus One

PROCESS

Provide a quote relevant to your topic but leave out a crucial word and ask students to guess what it might be: "I cannot forecast to you the action of _____; it is a riddle, wrapped in a mystery, inside an enigma." This engages them quickly in a topic and makes them feel invested in figuring out what is missing.

WHEN MIGHT THIS BE USEFUL?

WHAT TYPES OF LEARNING OUTCOMES DOES THIS RELATE TO?

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

Ask student to perform five step s: listen, stop, reflect, write, give feedback. Students become self-monitoring listeners.

WHEN MIGHT THIS BE USEFUL?

WHAT TYPES OF LEARNING OUTCOMES DOES THIS RELATE TO?

THE TEACHING IDEA

Word of the Day

PROCESS

Select an important term and highlight it throughout the class session, working it into as many concepts as possible. Ask them midway through the class, what the predominant term is. Challenge students to do the same in their interactive activities.

WHEN MIGHT THIS BE USEFUL?

WHAT TYPES OF LEARNING OUTCOMES DOES THIS RELATE TO?

THE TEACHING IDEA

Recall, Summarize, Question, Connect, and Comment

PROCESS

This method of starting each session (or each week) has five steps to reinforce the previous session's material: recall it, summarize it, phrase a remaining question, connect it to the class as a whole, and comment on that class session. Then ask how it relates to the potential content being presented in the current class.

WHEN MIGHT THIS BE USEFUL?

WHAT TYPES OF LEARNING OUTCOMES DOES THIS RELATE TO?

THE TEACHING IDEA

Focused Listing

PROCESS

Have the students list several ideas related to the main focus point. This is particularly useful for starting new topics or during reviews.

WHEN MIGHT THIS BE USEFUL?

WHAT TYPES OF LEARNING OUTCOMES DOES THIS RELATE TO?

THE TEACHING IDEA

Background Knowledge Probe

PROCESS

Use questionnaire (multi-choice or short answer) when introducing a new topic prior to sharing any information on the topic.

WHEN MIGHT THIS BE USEFUL?

WHAT TYPES OF LEARNING OUTCOMES DOES THIS RELATE TO?

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 five questions for the students to respond to. These can be placed on Moodle and responded to before class.

WHEN MIGHT THIS BE USEFUL?

WHAT TYPES OF LEARNING OUTCOMES DOES THIS RELATE TO?

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?

WHAT TYPES OF LEARNING OUTCOMES DOES THIS RELATE TO?

THE TEACHING IDEA

One-Minute Papers

PROCESS

Students write for one minute on a specific question (which might be generalized to "what was the most important thing you learned today"). The information is collected and then you summarize it and share the results at the beginning of the next class. This is effective to use at the end of the class session.

WHEN MIGHT THIS BE USEFUL?

WHAT TYPES OF LEARNING OUTCOMES DOES THIS RELATE TO?

THE TEACHING IDEA
Muddiest Point
PROCESS
Like the Minute Paper, but asks for the “most confusing” point instead. Best used at the end of the class session.
WHEN MIGHT THIS BE USEFUL?
WHAT TYPES OF LEARNING OUTCOMES DOES THIS RELATE TO?

THE TEACHING IDEA
Misconception Check
PROCESS
Discover class’s preconceptions about a topical issue. Useful strategy for assessing knowledge about a particular subject when starting a new content area.
WHEN MIGHT THIS BE USEFUL?
WHAT TYPES OF LEARNING OUTCOMES DOES THIS RELATE TO?

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

Ask the Winner

PROCESS

Ask students to silently solve a problem. After revealing the answer, instruct those who got it right to raise their hands (and keep them raised); then, have those students meet with the other students to share how to solve the problem.

WHEN MIGHT THIS BE USEFUL?

WHAT TYPES OF LEARNING OUTCOMES DOES THIS RELATE TO?

THE TEACHING IDEA

What's the Principle

PROCESS

After recognizing the problem, students assess what principle to apply in order to solve it. Helps focus on problem TYPES rather than individual specific problems. Principle(s) should be listed out.

WHEN MIGHT THIS BE USEFUL?

WHAT TYPES OF LEARNING OUTCOMES DOES THIS RELATE TO?

THE TEACHING IDEA

Haiku

PROCESS

Students write a haiku (a three-line poem: 5-syllables, then 7, then 5) on a given topic or concept, and then share it with others.

WHEN MIGHT THIS BE USEFUL?

WHAT TYPES OF LEARNING OUTCOMES DOES THIS RELATE TO?

THE TEACHING IDEA

Bookmark Notes

PROCESS

Distribute full-length paper or file on your Moodle site that students may use as a bookmark for the current chapter. On it, record prompts and other "reading questions", and require students to record their notes, observations, and objections while reading onto the bookmarks for collection and discussion in class.

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: designate half the room a space for those who think their statements are true, and the other half for false.

WHEN MIGHT THIS BE USEFUL?

WHAT TYPES OF LEARNING OUTCOMES DOES THIS RELATE TO?

THE TEACHING IDEA

"Real-World"

PROCESS

Have students discuss in class how a topic or concept relates to a real-world application or product. Variation: ask them to record their answer on a Moodle site discussion board.

WHEN MIGHT THIS BE USEFUL?

WHAT TYPES OF LEARNING OUTCOMES DOES THIS RELATE TO?

THE TEACHING IDEA
Concept Mapping
PROCESS
Students write keywords onto sticky notes and then organize them into a flowchart. Alternatively, students draw the connections they make between concepts.
WHEN MIGHT THIS BE USEFUL?
WHAT TYPES OF LEARNING OUTCOMES DOES THIS RELATE TO?

THE TEACHING IDEA
Advice Letter
PROCESS
At the conclusion of the class, students write a letter of advice to future students on how to be successful in that course.
WHEN MIGHT THIS BE USEFUL?
WHAT TYPES OF LEARNING OUTCOMES DOES THIS RELATE TO?

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 paraphrase part of a lesson for a specific audience (and a specific purpose). This may be done in pairs or triads.
WHEN MIGHT THIS BE USEFUL?
WHAT TYPES OF LEARNING OUTCOMES DOES THIS RELATE 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?

WHAT TYPES OF LEARNING OUTCOMES DOES THIS RELATE TO?

THE TEACHING IDEA

Objective Check

PROCESS

Students write a brief essay in which they evaluate to what extent their work fulfills an assignment's objectives.

WHEN MIGHT THIS BE USEFUL?

WHAT TYPES OF LEARNING OUTCOMES DOES THIS RELATE TO?

THE TEACHING IDEA

Opposites

PROCESS

Instructor lists out one or more concepts, for which students must come up with opposite perspectives and then defend their choice.

WHEN MIGHT THIS BE USEFUL?

WHAT TYPES OF LEARNING OUTCOMES DOES THIS RELATE TO?

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 to them and their perspectives, such as what car loans cost them or why climate change is such a broad topic.

WHEN MIGHT THIS BE USEFUL?

WHAT TYPES OF LEARNING OUTCOMES DOES THIS RELATE TO?

THE TEACHING IDEA

Application to area of study

PROCESS

During last 15 minutes of class, ask students to write a short article about how the point applies to the subject matter.

WHEN MIGHT THIS BE USEFUL?

WHAT TYPES OF LEARNING OUTCOMES DOES THIS RELATE TO?

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

Course-Related Self-Confidence Surveys

PROCESS

Create simple questions that will measure how self-confident students are when it comes to a specific skill. Once they become aware they can do it, they focus on it more.

WHEN MIGHT THIS BE USEFUL?

WHAT TYPES OF LEARNING OUTCOMES DOES THIS RELATE TO?

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

PROCESS

Identify a key taxonomy and then design a grid that represents those interrelationships. Keep it simple at first. Avoid trivial or ambiguous relationships, which tend to backfire by focusing students on superficial kinds of learning. Although probably most useful in introductory courses, this technique can also be used to help develop basic study skills for students who plan to continue in the field.

WHEN MIGHT THIS BE USEFUL?

WHAT TYPES OF LEARNING OUTCOMES DOES THIS RELATE TO?

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?

WHAT TYPES OF LEARNING OUTCOMES DOES THIS RELATE TO?

THE TEACHING IDEA

Defining Features Matrix

PROCESS

Hand out a simple table where students decide if a defining feature is PRESENT or ABSENT. For instance, they might have to read through several descriptions of theories and decide if each refers to behaviorist or constructivist models of learning.

WHEN MIGHT THIS BE USEFUL?

WHAT TYPES OF LEARNING OUTCOMES DOES THIS RELATE TO?

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

Students provide the second half of an analogy (A is to B as X is to Y).

WHEN MIGHT THIS BE USEFUL?

WHAT TYPES OF LEARNING OUTCOMES DOES THIS RELATE TO?

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 directly related to each other.

WHEN MIGHT THIS BE USEFUL?

WHAT TYPES OF LEARNING OUTCOMES DOES THIS RELATE TO?

THE TEACHING IDEA

Reading Rating Sheets

PROCESS

Students fill out a ratings sheet on each course readings, on how clear, useful, and interesting it was in relation to the subject matter.

WHEN MIGHT THIS BE USEFUL?

WHAT TYPES OF LEARNING OUTCOMES DOES THIS RELATE TO?

THE TEACHING IDEA

Assignment Assessments

PROCESS

Students give feedback on their homework assignments and evaluate them as learning tools.

WHEN MIGHT THIS BE USEFUL?

WHAT TYPES OF LEARNING OUTCOMES DOES THIS RELATE TO?

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.

WHEN MIGHT THIS BE USEFUL?

WHAT TYPES OF LEARNING OUTCOMES DOES THIS RELATE TO?

THE TEACHING IDEA

Group-Work Evaluations

PROCESS

Questionnaires are circulated to seek information on how effective group work has been in the class.

WHEN MIGHT THIS BE USEFUL?

WHAT TYPES OF LEARNING OUTCOMES DOES THIS RELATE TO?

THE TEACHING IDEA

Teacher-Designed Feedback Forms

PROCESS

Rather than use standardized evaluation forms, teachers create ones tailored for their needs and their classes. Especially useful midway through the term.

WHEN MIGHT THIS BE USEFUL?

WHAT TYPES OF LEARNING OUTCOMES DOES THIS RELATE TO?

THE TEACHING IDEA

Writing Fables

PROCESS

Students write an animal fable (or at least sketch its outline) that will lead to a one-sentence moral matching the current concept discussed in class. May be done verbally instead. Student Action: Pairs

WHEN MIGHT THIS BE USEFUL?

WHAT TYPES OF LEARNING OUTCOMES DOES THIS RELATE TO?

THE TEACHING IDEA

Think-Pair-Share

PROCESS

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

WHEN MIGHT THIS BE USEFUL?

WHAT TYPES OF LEARNING OUTCOMES DOES THIS RELATE TO?

THE TEACHING IDEA

Pair-Share-Repeat

PROCESS

After a pair-share experience, ask students to find a new partner and debrief the wisdom of the old partnership to this new partner.

WHEN MIGHT THIS BE USEFUL?

WHAT TYPES OF LEARNING OUTCOMES DOES THIS RELATE TO?

THE TEACHING IDEA

Teacher and Student

PROCESS

Individually brainstorm the main points of the last homework, then assign students to take on the roles of teacher and student to pairs. The teacher's job is to sketch the main points, while the student's job is to cross off points on the list created to determine if each point has been identified.

WHEN MIGHT THIS BE USEFUL?

WHAT TYPES OF LEARNING OUTCOMES DOES THIS RELATE TO?

THE TEACHING IDEA

Wisdom of Another

PROCESS

After any individual brainstorm or creative activity, partner students up to share their results. Then, call for volunteers of students who found their partner's work to be interesting or exemplary. Students are sometimes more willing to share in plenary the work of fellow students than their own work.

WHEN MIGHT THIS BE USEFUL?

WHAT TYPES OF LEARNING OUTCOMES DOES THIS RELATE TO?

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 position, half the other. They line up and face each other. Each student may only speak once, so that all students on both sides can engage the issue.

WHEN MIGHT THIS BE USEFUL?

WHAT TYPES OF LEARNING OUTCOMES DOES THIS RELATE TO?

THE TEACHING IDEA

Optimist/Pessimist

PROCESS

In pairs, students take opposite emotional sides of a conversation. This technique can be applied to case studies and problem solving as well.

WHEN MIGHT THIS BE USEFUL?

WHAT TYPES OF LEARNING OUTCOMES DOES THIS RELATE TO?

THE TEACHING IDEA

Peer Review Writing Task

PROCESS

To assist students with a writing assignment, encourage them to exchange drafts with a partner. The partner reads the essay and writes a three-paragraph response: the first paragraph outlines the strengths of the essay, the second paragraph discusses the essay's problems, and the third paragraph is a description of what the partner would focus on in revision, if it were her essay.

WHEN MIGHT THIS BE USEFUL?

WHAT TYPES OF LEARNING OUTCOMES DOES THIS RELATE TO?

THE TEACHING IDEA

Invented Dialogues

PROCESS

Students weave together real quotes from primary sources, or invent ones to fit the speaker and context.

WHEN MIGHT THIS BE USEFUL?

WHAT TYPES OF LEARNING OUTCOMES DOES THIS RELATE TO?

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.

WHEN MIGHT THIS BE USEFUL?

WHAT TYPES OF LEARNING OUTCOMES DOES THIS RELATE TO?

THE TEACHING IDEA

Psychoanalysis

PROCESS

Students get into pairs and interview one another about a recent learning unit. The focus, however, is upon analysis of the material rather than rote memorization. Sample Interview Questions: Describe to me the topic that you would like to analyze today? What were your attitudes/beliefs before this topic? How did your attitudes/beliefs change after learning about this topic? How will/have your actions/decisions altered based on your learning of this topic? How have your perceptions of others/events changed? Student Action: Groups

WHEN MIGHT THIS BE USEFUL?

WHAT TYPES OF LEARNING OUTCOMES DOES THIS RELATE TO?

THE TEACHING IDEA
Jigsaw (Group Experts)
PROCESS
Give each group a different topic. Re-mix groups with one “expert” on each topic placed in groups, who now has to teach the new group about their topical information..
WHEN MIGHT THIS BE USEFUL?
WHAT TYPES OF LEARNING OUTCOMES DOES THIS RELATE TO?

THE TEACHING IDEA
Board Rotation
PROCESS
Assign groups of students to each of the boards you have set up in the room (four or more works best), and assign one topic/question per board. After each group writes an answer, they rotate to the next board and write their answer below the first, and so on around the room.
WHEN MIGHT THIS BE USEFUL?
WHAT TYPES OF LEARNING OUTCOMES DOES THIS RELATE TO?

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 whole class, and finally repeat with a new topic to be discussed in the groups.

WHEN MIGHT THIS BE USEFUL?

WHAT TYPES OF LEARNING OUTCOMES DOES THIS RELATE TO?

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?

WHAT TYPES OF LEARNING OUTCOMES DOES THIS RELATE TO?

THE TEACHING IDEA

Movie Application

PROCESS

In groups, students discuss examples of movies that made use of a concept or event discussed in class, trying to identify at least one way the movie-makers got it right, and one way they got it wrong.

WHEN MIGHT THIS BE USEFUL?

WHAT TYPES OF LEARNING OUTCOMES DOES THIS RELATE TO?

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 BE USEFUL?

WHAT TYPES OF LEARNING OUTCOMES DOES THIS RELATE TO?

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 occurs with the previous two, until finally everyone in the group has been integrated (or has attempted integration).

WHEN MIGHT THIS BE USEFUL?

WHAT TYPES OF LEARNING OUTCOMES DOES THIS RELATE TO?

THE TEACHING IDEA

Human Tableau or Class Modeling

PROCESS

Groups create living scenes (also of inanimate objects) which relate to the classroom concepts or discussions.

WHEN MIGHT THIS BE USEFUL?

WHAT TYPES OF LEARNING OUTCOMES DOES THIS RELATE TO?

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

Have students engage in a problem solving experience. Have one member of the group record the process and then play it back to the group. Have students examine their thinking/solving problem processes.

WHEN MIGHT THIS BE USEFUL?

WHAT TYPES OF LEARNING OUTCOMES DOES THIS RELATE TO?

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.

WHEN MIGHT THIS BE USEFUL?

WHAT TYPES OF LEARNING OUTCOMES DOES THIS RELATE TO?

THE TEACHING IDEA

Six Degrees of "RNA Transcription Errors"

PROCESS

Like the parlor game "Six Degrees of Kevin Bacon" (in which actors are linked by joint projects), you provide groups with a conceptual start point and challenge them to leap to a given concept in six moves or fewer. One student judge in each group determines if each leap is fair and records the nature of the leaps for reporting back to the class.

WHEN MIGHT THIS BE USEFUL?

WHAT TYPES OF LEARNING OUTCOMES DOES THIS RELATE TO?

THE TEACHING IDEA

Notify Students Quickly

PROCESS

Post important issues/questions to Moodle either on a discussion board or as an announcement.

WHEN MIGHT THIS BE USEFUL?

WHAT TYPES OF LEARNING OUTCOMES DOES THIS RELATE TO?

THE TEACHING IDEA

Report from the Field

PROCESS

Students use smart phones to record their observations while witnessing an event/location related to the course of study, capturing more honest and spontaneous reactions.

WHEN MIGHT THIS BE USEFUL?

WHAT TYPES OF LEARNING OUTCOMES DOES THIS RELATE TO?

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

Luminaries in many disciplines, as well as companies and governmental agencies, often publish a Twitter feed. Reading such updates provides a way to stay current.

WHEN MIGHT THIS BE USEFUL?

WHAT TYPES OF LEARNING OUTCOMES DOES THIS RELATE TO?

THE TEACHING IDEA

Tweeted Announcements

PROCESS

As well as Moodle, use Twitter to send out announcements like cancelled classes.

WHEN MIGHT THIS BE USEFUL?

WHAT TYPES OF LEARNING OUTCOMES DOES THIS RELATE TO?

THE TEACHING IDEA

Twitter Pictures and URLs

PROCESS

Twitpic and other services allows for photo upload to twitter; bit.ly and other "link shorteners" allow for pasting long URLs as short ones.

WHEN MIGHT THIS BE USEFUL?

WHAT TYPES OF LEARNING OUTCOMES DOES THIS RELATE TO?

THE TEACHING IDEA

Student Summaries

PROCESS

Have students rotate on being the "leader" for tweets. The leader posts the top five important concepts from each session to twitter (one at a time); other students follow the feed and RT for discussion/disagreements.

WHEN MIGHT THIS BE USEFUL?

WHAT TYPES OF LEARNING OUTCOMES DOES THIS RELATE TO?

THE TEACHING IDEA
Community-Building
PROCESS
A Twitter group for your specific class creates inclusiveness and belonging.
WHEN MIGHT THIS BE USEFUL?
WHAT TYPES OF LEARNING OUTCOMES DOES THIS RELATE TO?

THE TEACHING IDEA
Twitter Projects
PROCESS
Tweetworks and other apps can enable student groups to communicate with each other.
WHEN MIGHT THIS BE USEFUL?
WHAT TYPES OF LEARNING OUTCOMES DOES THIS RELATE TO?

THE TEACHING IDEA
Brainstorm
PROCESS
Small Twitter assignments can yield unexpected brainstorming by students, since it's happening "away" from the LMS.
WHEN MIGHT THIS BE USEFUL?
WHAT TYPES OF LEARNING OUTCOMES DOES THIS RELATE TO?

THE TEACHING IDEA
Twitter Poll
PROCESS
PollDaddy and other apps enable Twitter to gather interest, information, attitudes, and guesses.
WHEN MIGHT THIS BE USEFUL?
WHAT TYPES OF LEARNING OUTCOMES DOES THIS RELATE TO?

THE TEACHING IDEA
Post Links
PROCESS
News stories and other websites can be linked via Twitter (services such as bit.ly will shorten URLs) and the Moodle site.
WHEN MIGHT THIS BE USEFUL?
WHAT TYPES OF LEARNING OUTCOMES DOES THIS RELATE TO?

THE TEACHING IDEA
Video Demonstrations
PROCESS
Using a webcam, have students record a demonstration relevant to your topic and post it to YouTube.
WHEN MIGHT THIS BE USEFUL?
WHAT TYPES OF LEARNING OUTCOMES DOES THIS RELATE TO?

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

Interactive Video Quizzes

PROCESS

Using annotations (text boxes) and making them hyperlinks to other uploaded videos, instructors can construct an on-screen “multiple choice” test leading to differentiated video reactions, depending on how the student answers. Requires filming multiple videos and some editing work.

WHEN MIGHT THIS BE USEFUL?

WHAT TYPES OF LEARNING OUTCOMES DOES THIS RELATE TO?

THE TEACHING IDEA

Movie Clips

PROCESS

Show brief segments of popular movies to illustrate a point, start a conversation, or have students examine what the movie gets wrong, etc.

WHEN MIGHT THIS BE USEFUL?

WHAT TYPES OF LEARNING OUTCOMES DOES THIS RELATE TO?

THE TEACHING IDEA

Embed Into PowerPoint

PROCESS

YouTube videos can be embedded into PPT as long as there is an active Internet connection; create a Shockwave Flash object in the Developer tab, and add the URL for “Movie” in the properties (the URL will need to replace “watch?=v/”with just “/v/”). Alternative: use one-button plugin from iSpring Free.

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 Projects
PROCESS
Instead of emailing a document (or PPT) back and forth, student groups can collaborate in real time with a free wiki such as wikispaces.com 128.
WHEN MIGHT THIS BE USEFUL?
WHAT TYPES OF LEARNING OUTCOMES DOES THIS RELATE TO?

THE TEACHING IDEA

Wiki or OneNote Class Notes

PROCESS

Offering a class wiki for the optional sharing of lecture notes aids students who miss class, provides a tool for studying, and helps students see the material from more than one perspective.

WHEN MIGHT THIS BE USEFUL?

WHAT TYPES OF LEARNING OUTCOMES DOES THIS RELATE TO?

THE TEACHING IDEA

Questions to Students

PROCESS

Use the blog to “push” questions and discussion prompts to students like you would email, but in a different forum.

WHEN MIGHT THIS BE USEFUL?

WHAT TYPES OF LEARNING OUTCOMES DOES THIS RELATE TO?

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?
WHAT TYPES OF LEARNING OUTCOMES DOES THIS RELATE TO?

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

Telescoping Images

PROCESS

When you need the class to form new groups, create index cards that will be grouped together by theme, and randomly pass them out for students to seek the other members of their new groups. Example: one set of four index cards has pictures of Europe on a map, then France, then the Eiffel Tower, then a person wearing a beret (thematically, the images "telescope" from far away to close up, and the students must find others in their particular set of telescoping images).

WHEN MIGHT THIS BE USEFUL?

WHAT TYPES OF LEARNING OUTCOMES DOES THIS RELATE TO?

THE TEACHING IDEA

Speed Sharing

PROCESS

Students write definitions, concepts, quiz questions, etc. on index cards and form two concentric circles, facing each other. For thirty seconds (or 60), they share their knowledge with the person opposite them. Then, the outer circle "rotates" so that everyone has a new partner, and the sharing is repeated. This can be done until each student has completed the circuit.

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 to "their" corner and discuss opinions with others who also chose this topic.

WHEN MIGHT THIS BE USEFUL?

WHAT TYPES OF LEARNING OUTCOMES DOES THIS RELATE TO?

THE TEACHING IDEA

Scrapbook Selection

PROCESS

Put students in groups and give each group a big pile of printed photos or a file with photos in it. Ask them to choose one as a group that epitomizes their reaction/definition of the topic being discussed, and explain why.

WHEN MIGHT THIS BE USEFUL?

WHAT TYPES OF LEARNING OUTCOMES DOES THIS RELATE TO?

THE TEACHING IDEA
Human Bingo
PROCESS
Students become acquainted at the start of a semester by performing a scavenger hunt you design as a handout: "find someone who dislikes carrots, someone who owns a German car, someone who has read a book about submarines, etc."
WHEN MIGHT THIS BE USEFUL?
WHAT TYPES OF LEARNING OUTCOMES DOES THIS RELATE TO?

THE TEACHING IDEA
Line Dance
PROCESS
Students line up according to their level of agreement on a controversial subject: strong agreement on one side, strong disagreement on the other.
WHEN MIGHT THIS BE USEFUL?
WHAT TYPES OF LEARNING OUTCOMES DOES THIS RELATE TO?

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 yes/no questions to the other students in an effort to guess the term on his own back.

WHEN MIGHT THIS BE USEFUL?

WHAT TYPES OF LEARNING OUTCOMES DOES THIS RELATE TO?

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 MIGHT THIS BE USEFUL?

WHAT TYPES OF LEARNING OUTCOMES DOES THIS RELATE TO?

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

Double-Entry Journals

PROCESS

Students note first the important ideas from reading, and then respond personally.

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)

PROCESS

Stop class, group students into fours, ask them to take five minutes to decide on the one question they think is crucial for you to answer right now.

WHEN MIGHT THIS BE USEFUL?

WHAT TYPES OF LEARNING OUTCOMES DOES THIS RELATE TO?

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?

WHAT TYPES OF LEARNING OUTCOMES DOES THIS RELATE TO?

THE TEACHING IDEA

Minute Paper Shuffle

PROCESS

Ask students to write a relevant question about the material, using no more than a minute, and collect them all. Shuffle and re-distribute, asking each student to answer his new question. Can be continued a second or third round with the same questions.

WHEN MIGHT THIS BE USEFUL?

WHAT TYPES OF LEARNING OUTCOMES DOES THIS RELATE TO?

THE TEACHING IDEA

Role-Playing

PROCESS

Assign roles for a concept, students research their parts and then share their perspectives with the class. Observers critique and ask questions.

WHEN MIGHT THIS BE USEFUL?

WHAT TYPES OF LEARNING OUTCOMES DOES THIS RELATE TO?

THE TEACHING IDEA
Role Reversal
PROCESS
Teacher role-plays as the students, asking questions about the content.
WHEN MIGHT THIS BE USEFUL?
WHAT TYPES OF LEARNING OUTCOMES DOES THIS RELATE TO?

THE TEACHING IDEA
Jury Trial
PROCESS
Divide the class into various roles (including witnesses, jury, judge, lawyers, defendant, prosecution, audience) to deliberate on a controversial subject.
WHEN MIGHT THIS BE USEFUL?
WHAT TYPES OF LEARNING OUTCOMES DOES THIS RELATE TO?

THE TEACHING IDEA

Press Conference

PROCESS

Ask students to role-play as investigative reporters asking questions of you, the expert on the topic. They should seek a point of contradiction or inadequate evidence, hounding you in the process with follow-up questions to all your replies.

WHEN MIGHT THIS BE USEFUL?

WHAT TYPES OF LEARNING OUTCOMES DOES THIS RELATE TO?

THE TEACHING IDEA

Press Conference (Guest Speaker)

PROCESS

Invite a guest speaker and run the class like a press conference, with a few prepared remarks and then fielding questions from the audience.

WHEN MIGHT THIS BE USEFUL?

WHAT TYPES OF LEARNING OUTCOMES DOES THIS RELATE TO?

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

Students generate keywords, drop them into a hat, and self-choose presenters to speak for 30 seconds on each topic.

WHEN MIGHT THIS BE USEFUL?

WHAT TYPES OF LEARNING OUTCOMES DOES THIS RELATE TO?

THE TEACHING IDEA

Anonymous Peer Feedback

PROCESS

For student presentations or group projects, encourage frank feedback from the observing students by asking them to rip up a page into quarters and dedicating comments to each presenter. Multiple variations are possible in "forcing" particular types of comments (i.e., require two compliments and two instances of constructive feedback). Then, ask students to create a pile of comments for Student X, another pile for Student Y, and so on.

WHEN MIGHT THIS BE USEFUL?

WHAT TYPES OF LEARNING OUTCOMES DOES THIS RELATE TO?

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?

WHAT TYPES OF LEARNING OUTCOMES DOES THIS RELATE TO?

THE TEACHING IDEA

Brainstorming on the Board

PROCESS

Students call out concepts and terms related to a topic about to be introduced; the instructor writes them on the board or in the electronic presentation. If possible, group them into categories as you record the responses.
Works to gauge pre-existing knowledge and focus attention on the subject.

WHEN MIGHT THIS BE USEFUL?

WHAT TYPES OF LEARNING OUTCOMES DOES THIS RELATE TO?

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?

WHAT TYPES OF LEARNING OUTCOMES DOES THIS RELATE TO?

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?