

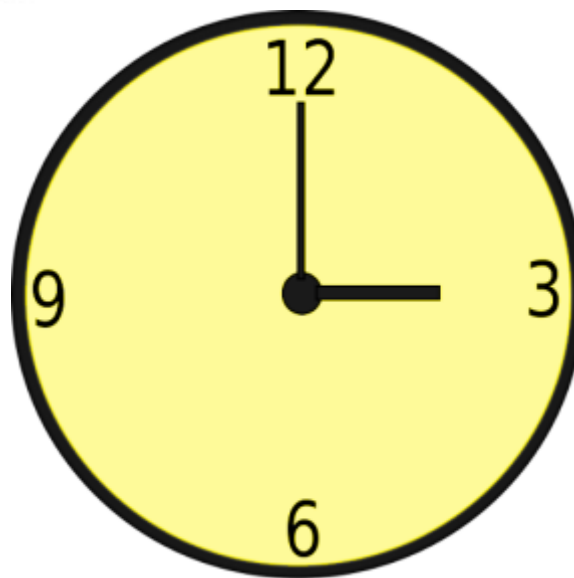
Awake, Accountable and Engaged

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Who's Here?

Clock Partners



Assets and Liabilities of the Lecture Clock Partner : 12:00

Assets

Liabilities

Increasing Active Learning in Lecture Classes

Lecture course place students in a passive role

Students have an average attention span of 10-20 minutes

Instructors perceive lectures as discussions...



BEFORE THE LECTURE

- ◆ Does the instructor know or care about me?
- ◆ What am I learning?
- ◆ Why is it important to learn this?
- ◆ Why would I be interested in learning this?

Brain Based Strategies



Is this who we want to be?



We Learn

10% of what we read

20% of what we hear

30% of what we see

50% of what we see and hear

70% of what we discuss

80% of what we experience

95% of what we teach

What to do?

Change pace

Increase Wait Time

Authentic formative assessment

Student centered activities

Allow cooperating learning groups to help students absorb content

Primacy-Recency

We remember best what comes first and last.

Productive to divide class time into short segments.

Carefully plan entrance and exit strategies.

Clock partner-

- ◆ **Clock Partner- 3:00**

- ◆ I want my students to _____.

- ◆ Don't use the word engagement.

Strategies

Round the Clock Partners

Numbered Heads

Concentric Circles

Additional Strategies

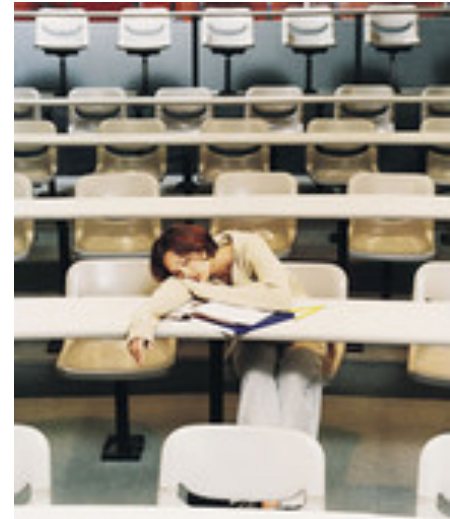
Require Lecture Summaries

Mid-point feedback

Classroom Debates

Cold Call

Discussion about Discussions



More strategies...

Create a Sense of Community

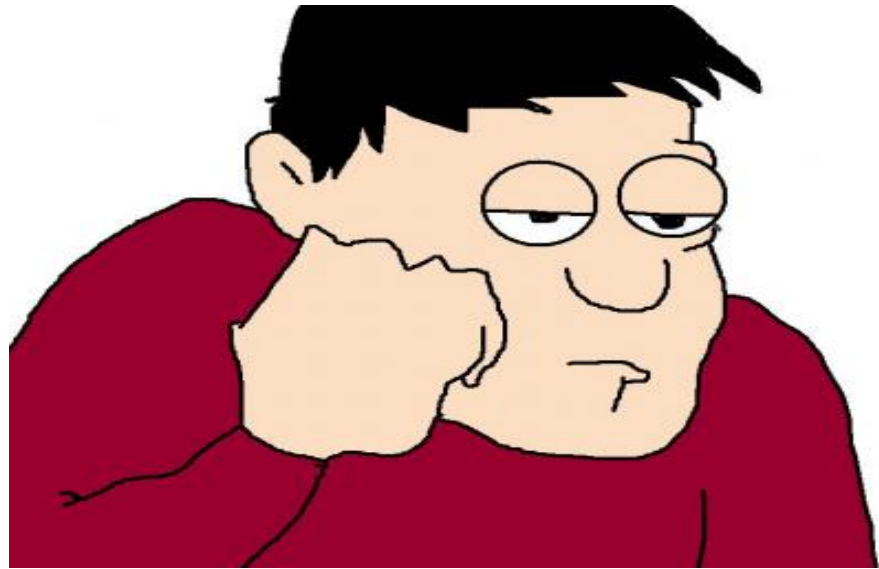
Incorporate competition appropriately

Syllabus Review

Make the lecture memorable

Attention

- ◆ How do I feel?
- ◆ Am I interested?



Pacing-Working Memory and Attention

- ◆ Using effective pacing
- ◆ Incorporating physical movement
- ◆ Demonstrating intensity and enthusiasm
- ◆ Using humor
- ◆ Building positive teacher- student and peer relationships

Engagement

- ◆ Is this important?
- ◆ Can I do this?



<http://www.youtube.com/watch?v=4H7QMy54Keg>

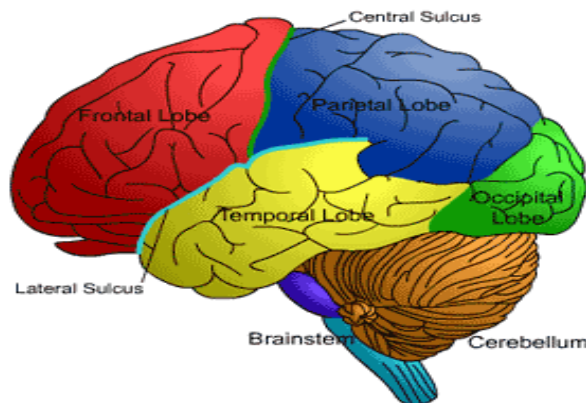


MOVIECLIPS.COM

Entity vs. Incremental Theory

Similar to the Mindset Research

- Entity Theory: Intelligence is a fixed attribute and they only have a certain amount
- Incremental Theory: Intelligence can expand at any time because neurons and dendrites form new neural connection



Rapport

- ◆ We know our content, do we know our students?
- ◆ How do you establish rapport?
- ◆ *Remembering Names*
- ◆ *Numbered Heads for Response: Count off so that each group member is assigned a number*

Do they come prepared?

- 🟡 *Thumbs up –down- or sideways*
- 🟡 *Response Cards: Yes/No/ Sometimes*
- 🟡 *Fishbowls*



Coming prepared

- ◆ **Background Knowledge Probe-** Independent- then small group- below the line writing
- ◆ **Focused Reading Notes-** Identify 2-4 themes or concepts. Students create column headings and take notes
- ◆ **Believing and Doubting-** list reasons and arguments that support the authors' viewpoint, and list objections of the authors viewpoint

Graphic organizers

NOTES	Sum it Up

Debriefing after reading

- ◆ Proponent: List the points you agreed with and state why
- ◆ Critic: List the points you disagreed with or found unhelpful and state why
- ◆ Example-Giver: Give examples of key concepts presented
- ◆ Summarizer: Prepare a summary of the most important points
- ◆ Questioner: Prepare a list of substantive questions about the material

DURING THE LECTURE

- 💧 **CLOCK PARTNER 6:00**

- 💧 Instead of journal response, blog response



Teacher- student and peer relationships

- ◆ Debate Model Perspective Analysis
 - ◆ Identify your opinion on a controversial topic
 - ◆ Determine the reasoning behind your position
 - ◆ Identify an opposing position
 - ◆ Describe the reasoning behind the opposing position
 - ◆ Summarize what you have learned

Total Participation

- ◆ Participation Points: Develop rubric- post and distribute!
- ◆ Whiteboards
- ◆ Multiple Choice
- ◆ True/Not True Cards
 - ◆ True w/Modifications
 - ◆ Unable to determine based on the information learned

Post-test Analysis

- ◆ Predict Score
- ◆ List study strategy: memorized definitions, reviewed lecture notes, created outlines, re-read text etc..
- ◆ Rate their effort in studying for the exam on a scale of 1-10
- ◆ Identify what was easiest and most difficult about the exam and why

Quality of work

◆ Student-Generated Rubrics

- ◆ Provide 3 exemplary models done by prior students- duplicate for small groups
- ◆ Have them analyze the works to identify the specific characteristics that make the examples exemplary
- ◆ Each group provides a simple grading rubric
- ◆ *Variation: Instead of 3 examples, give students a range excellent, average, poor and have them identify how the examples differ

Reflection

CLOSING THE COURSE:

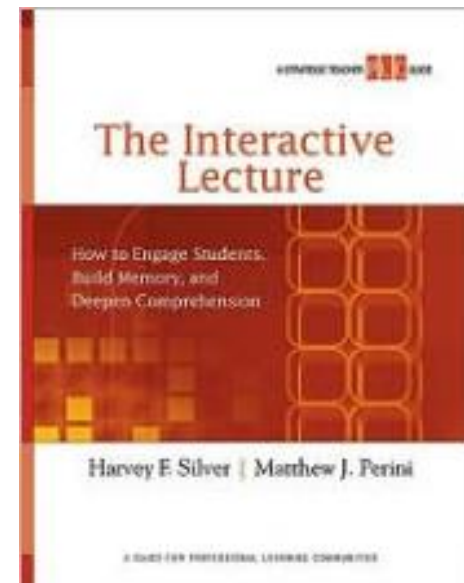
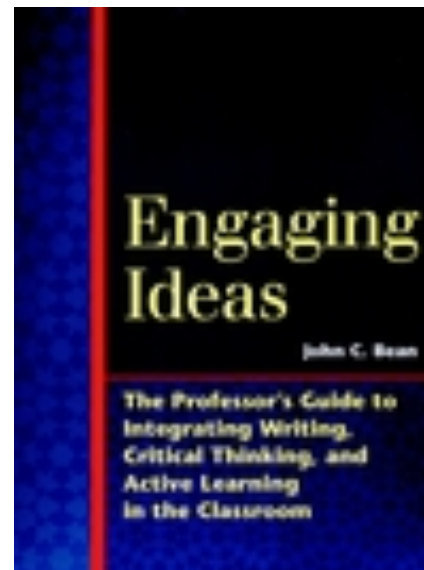
- ◆ Letter to a future student
- ◆ Letter to instructor

Engagement incident report

9:00 Partner

- ◆ At what moment during this lecture were you most engaged?
- ◆ At what moment during this lecture were you the least engaged?
- ◆ What did you do to re-engage?

Resources



References

