Awake, Accountable and Engaged

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Who’s Here?

Clock Partners
# Assets and Liabilities of the Lecture

**Clock Partner:** 12:00

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Increasing Active Learning in Lecture Classes

Lecture courses 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

This is gotta be a dream!
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

William Glasser: Control Theory in the Classroom
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- 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
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 connections.
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

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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
After the lecture
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

- Teach Like a Champion
- Engaging Ideas
- The Interactive Lecture

Books focused on teaching strategies, integrating writing, and active learning in the classroom.
References

Student Engagement Techniques
A Handbook for College Faculty
Elizabeth F. Barkley

NEVER WORK HARDER THAN YOUR STUDENTS
& OTHER PRINCIPLES OF GREAT TEACHING
Robyn R. Jackson