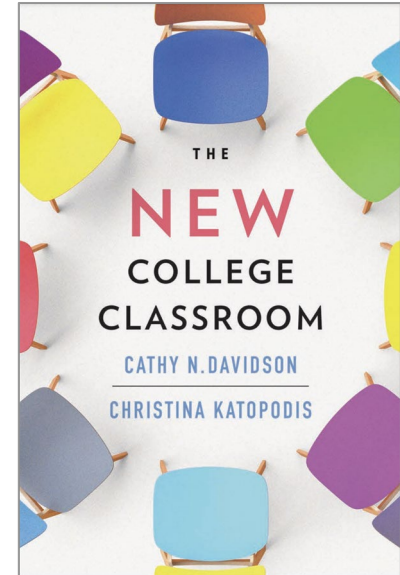


Transformative Ways to Engage Students with Active Learning Methods

March 13, 2025

Christina Katopodis

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Inventory

Raise your hand if you've ever had a nightmare about school.



EDU 361 TEACHING METHODS

Jennifer Gonzalez, M.A., MEd
jgonz@gened.edu
Call (860) 510-0889
Office Hours: by appointment

Aug 2024
Tuesday & Thursday
12:00 – 2:00pm
3 credits

COURSE DESCRIPTION: This course emphasizes the demonstration of generic teaching strategies and communication skills and the integration of content methodologies, including classroom management practices, through interdisciplinary/cooperative planning. Field experiences in public schools are required. Students are responsible for arranging their own transportation to designated or assigned sites.

PREREQUISITES: EDU 101, EDU 201

OBJECTIVES: As a result of this course, you will be able to:

- Identify, locate, and navigate through the required standards for your content area(s).
- Explain the theory of **backward design** and use it when planning instruction.
- Collaborate effectively with your colleagues to create a standards-based, **interdisciplinary unit** for middle-grade students using a conceptual framework.
- Plan authentic **lessons** addressing the unique characteristics and needs of adolescent learners.
- Describe at least 10 **interdisciplinary strategies** for use in the middle-grade classroom. Be able to match them to appropriate learning scenarios, and explain the research that supports the effectiveness of each one.
- Describe at least 5 strategies for **differentiating instruction** to meet students' individual needs.
- Describe several effective tools for **diagnostic, formative, and summative assessment** in your content area(s).
- Create an effective rubric for evaluating student work.
- Describe at least 10 fundamental principles of effective classroom management.
- Analyze the instruction and classroom management of professionals in the field.

REQUIRED TEXTS:

- Wagner, G., and McTighe, J., *Understanding by Design*, Expanded 2nd ed. (2005)
- Tomlinson, C., *How to Differentiate Instruction in Mixed Ability Classrooms*, 2nd ed. (2004)
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Meeting Agenda

Date: 1-Feb-22, 2024 Time: 9:00 am Location: Room 42

Topic 1: Title of First Topic

- Discussion point for with leaders
- Second talking point
- Third talking point

Topic 2: Title of Second Topic

- Discussion point for with numbers
- Second talking point
- Third talking point

Topic 3: Title of Third Topic

- Discussion point for with letters
- Second talking point
- Third talking point

Topic 4: Title of Fourth Topic

- Discussion point with various materials
- Second talking point
- Third talking point

Notes and Action Items

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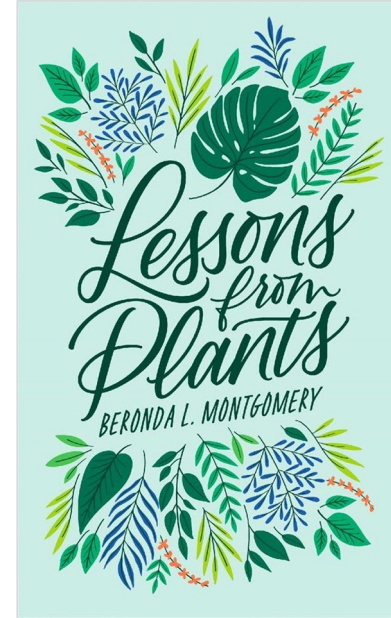
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Beronda L. Montgomery



Beronda L. Montgomery
Grinnell College, Professor of
Biology and Vice President for
Academic Affairs and Dean of
the College



Inventory: Entry Ticket

What makes you feel like you're included, that you belong (at an event, in a place or a digital community)?

How inventory methods work

- Ask a question that everyone can respond to, reflect on
- Students type their answers (100% participation)
 - Use: Google Form, Slides; Padlet; Mentimeter; Qualtrics
- Transform it into class-wide reflections
 - Reflect on different approaches and problem-solving strategies (students see there's more than one way)
- Incorporate student input into future modules

BEING
INVITED



BEING
SEEN

Why inventory methods work

- Most students graduate from college only having spoken in class when forced to (called on)
- Most profs talk 89% of the time (even in discussion-based classes)
- Talk time / engagement is directly correlated with student success
- They reinforce that every student's contribution matters, is valued
- Students practice self-advocacy skills
- Outlier ideas are included, avoiding groupthink

Think Pair Share

What do you want students to remember from your course in 20 years?

James M. Lang, “What Will Students Remember From Your Class in 20 Years?” *The Chronicle of Higher Ed*, September 30, 2018

1st Learning Goals

2nd Assessment

3rd Content



How to *Make it Stick*

- Repeated Recall (spaced out retrieval)
- Metacognition (reflect on one's thinking)
- Effortful, active application in context (e.g., produce something yourself)
- Make connections to what you know

Peter C. Brown, Henry L. Roediger III, Mark A. McDaniel, *Make It Stick: The Science of Successful Learning* (Harvard UP, 2014).

How to Maintain Connection through Challenges

- **Humanize Learning Goals**
- **Identify Internal Motivators**
- **Growth Mindset**

Why target internal motivators?

We've been schooled to believe students require **external motivators** — rewards like good grades, consequences like academic probation—to incentivize them to be “good” students who study hard, and discourage “bad” behaviors such as cheating. However, research in economics and psychology has shown that extrinsic motives can undermine students' intrinsic ones. **Internal motivators** that drive students to do their best, such as joy, curiosity, and emotional connection, can *weaken* in the presence of external ones.

Humanize Learning Goals: Build a Connection in the First Weeks of Class

- **Ask students** to write an educational narrative
 - “[How Did You Get Here?](#)” (*IHE*) by Matt Brim and Jessica Murray
- **Ask students** to share three personal learning goals
 - Write a “[Letter of Commitment to Yourself](#)”
- **Ask them**, “How could this course change your life?”

Build on that sharing to create an inviting learning community

Sharing Online:

- **Ask students** to share in a Class Yearbook (create a Google Slide deck, everyone shares a photo and a bit about themselves)
- **Ask them** to share a short video introducing themselves (<30 sec)
- **Require them** to do a virtual Gallery Walk and leave comments on 3-4 of their peers' posts
- **Create a channel** for peer - to - peer communication

Jonathan Sterne, McGill University



Exit Ticket (60 sec. or less):

- 1-200 students: What burning question do you still have? What did you learn that will keep you up at night? If you can't think of anything, then what *should* we learn about?
- 200+ students: “Is it muddy or is it clear?” or “What did you learn?”

Exit Ticket

What's one thing that you're still thinking about? And/or something you might implement or test out?



Q&A

Christina Katopodis

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