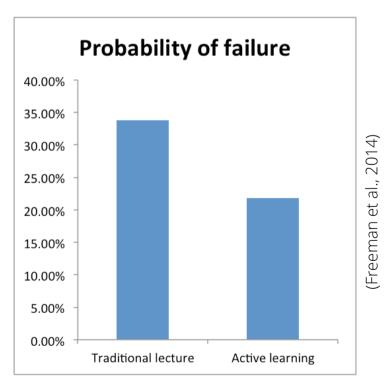


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# **#STUDENTLEARNINGMATTERS**

**Enhancing Content Delivery to Increase Learning and Retention** 





If you are looking for ways to increase engagement and retention in your courses, consider trying one of the examples below.

### ASK YOURSELF...

# ARE THERE WAYS I COULD ENHANCE MY CLASS TO ALLOW MY STUDENTS TO BE CO-CONSTRUCTORS OF KNOWLEDGE TO INCREASE THEIR ENGAGEMENT AND UNDERSTANDING?

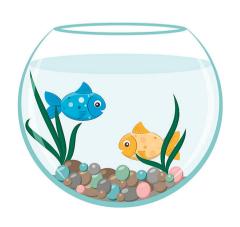
# WHAT'S WRONG WITH THIS EXAMPLE?



PROVIDE STUDENTS WITH AN EXAMPLE AND HAVE THEM WORK TO DETERMINE WHAT IS INCORRECT. STUDENTS ARE MUCH HARSHER CRITIQUES OF OTHERS' WORK THAN THEY ARE OF THEIR OWN. ONCE THE MISTAKES HAVE BEEN UNCOVERED, EXPLAIN TO THE STUDENTS WHY EACH COMPONENT IS INCORRECT.

THIS ACTIVITY CAN BE DONE IN GROUPS OR INDIVIDUALLY.

# FISH BOWL



STUDENTS ARE GIVEN INDEX CARDS AND ASKED TO WRITE DOWN ONE QUESTION CONCERNING THE COURSE MATERIAL.

AT THE END OF THE CLASS PERIOD, STUDENTS DEPOSIT THEIR QUESTIONS IN A FISH BOWL.

THE INSTRUCTOR THEN DRAWS SEVERAL QUESTIONS OUT OF THE BOWL (EITHER THEN OR AT THE BEGINNING OF THE NEXT CLASS PERIOD) AND ANSWERS THEM FOR THE CLASS OR ASKS THE CLASS TO ANSWER THEM.

## CAROUSEL BACKGROUND KNOWLEDGE PROBE

BEFORE INTRODUCING AN IMPORTANT NEW CONCEPT, SUBJECT, OR TOPIC, ALLOW STUDENTS TO RESPOND TO QUESTIONS THAT WILL PROBE THEIR EXISTING KNOWLEDGE OF THAT CONCEPT, SUBJECT OR TOPIC. TO DO THIS, POST THOSE QUESTIONS AROUND THE ROOM AND HAVE STUDENTS WRITE THEIR RESPONSES AS THEY CIRCULATE THROUGH THE QUESTIONS.

THIS ACTIVITY CAN ALSO BE USED AS A FORMATIVE ASSESSMENT METHOD.

### **APPLICATION CARDS**

AFTER TEACHING ABOUT AN IMPORTANT THEORY, PRINCIPLE, OR PROCEDURE, ASK STUDENTS TO WRITE DOWN AT LEAST ONE CONTEXT-SPECIFIED APPLICATION FOR WHAT THEY LEARNED.



# **EDUCATION IN ACTION**

CLICK THE PICTURE TO THE LEFT TO SEE ACTIVE LEARNING IN ACTION

Remember communication is important. Communicate to your students the purpose of these active learning activities and help them understand their value for learning and retention.