Name: _____   Date: _____

Connecting with Your Students: Meet Them Where They Are
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Jump right in: on different scales, from micro to macro. Do logistics outside of class time.

Goals of this presentation:
1. articulate one clear goal for a topic you will teach
2. list and rate X different strategies for eliciting student answers and ideas during class time
3. generate one idea for establishing relevance of a topic to your audience
4. list and rate X different strategies for reducing digital distraction

Goals: on different scales, from macro to micro. Tell your students! "Study guide".

Different types of goals

	some illustrative examples	your priority(ies)?
content		
skills		
attitudinal		

Backwards design: begin with the end in mind.

- **Start with your *goals***. Where do you want students to end up? In other words, what do you want them to be able to do and take away at the end?
- **Then plan what *they* will do**. What activities and experiences will help your students get there? Assignments, activities, projects, etc.
- **Last, plan what *you* will do**. What info do you need to provide to give them the necessary background? Lectures, images, readings, videos, etc.

It is time-consuming, requiring up-front effort to plan. But worth it. Do the best you can. Iterate if needed. Try to avoid the tyranny of coverage.

Active Learning Strategies sampler

	examples	notes/details	your rating (1-5)
minute papers	E.g.: muddiest point OR main points from class, what do you hope to learn, explain in your own words, give an example, etc.	Benefits:	
brain-storming	solo or groups, write or aloud	asking them to write ideas first gives time for slower processors to think	
drawing names	draw randomly from hat, cold-calling	students could opt in/out; can give participation credit or not; try getting multiple responses	
voting	cards, clickers, hands, arms, online polling	can give credit or not	

Reducing anxiety for shy or introverted students:
- talk with partner before answering
- group answer
- opt in/out
- talk with me privately
- email selected students ahead of time
- submit written answer on paper
- non-speaking role

Nuances of implementation matter. Practice helps. Get feedback from students, colleagues.

Students work at different rates. Optimize productivity with "the good of the many" approach. Timing tips for voting Qs: you read the question *silently* too, "does anyone need more time?", "10 more seconds", circulate the room, eavesdrop, overall noise level, use an accomplice embed (colleague, TA, LA). For worksheets: circulate room, look at their work, "raise your hand if you're on the last page", aim for 50% of class completed, & tell them so. Students come to us with a wide range or preparation and confidence.

How do you know their preparation level? Survey them, share aggregate results, create opportunities to let them talk, really listen, personal connection, be approachable

Offer more support: Design question order to build in complexity / difficulty within each assignment, make extra practice Qs available, "HW party", think-pair-share, office hours

Offer more challenge: depth spikes, challenge questions, think-pair-share, office hours
Reference for "depth spikes" and identifying audience needs:
Marketing for Scientists, Kuchner, 2011.

Students come to us with varying interest & motivation. Tips for augmenting motivation:

- Establish relevance: everyday life, important to society, authentic questions/tasks

- Appropriate level of challenge: rewarding yet achievable. Offer support: frequent practice & feedback, chance to "fail" safely, help students monitor their own learning (metacognition)

- Help students take more ownership of learning. References for metacognition and motivation:
  Teach Students How To Learn, McGuire, 2015.
  Mindset, Dweck, 2007.
  150 Ways to increase intrinsic motivation in the classroom, Raffini, 1996.

How can YOU establish relevance to your audience of a topic you will teach or present on?

Jot ideas here:

Mitigating Digital Distraction

	description	limitations; other notes/details	your rating (1-5)
turn in phones	leave phones at front of room before class; pick them up after	unwieldy in large class	
phones face down	phones out on tables face down and visible during class	requires large desks or tables	
swap phones	swap phones with a neighbor during class; optional: neighbor can affirm swap with signature		
smoking section	divide room in half side-to-side: "screens" side and "no screens"		
tech break	short break midway through class		
preach about multitasking	educate students about dangers of multitasking (in lecture, reading, video, etc.)		
app, e.g. "Flipd"	offer extra credit for students to voluntarily not use phones during class time	app costs $	

Web references:
"Flipd": https://www.flipdapp.co/
Writeup about Julia's electronics use policy:
http://teachbetter.co/blog/2015/06/09/making-choices-and-explaining-them/

Remember: Jump right in! If you don't make changes now, you're probably not going to.