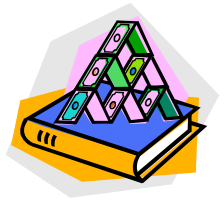
Games

Overview: Games are an engaging way to introduce or review content. Common game formats include: Jeopardy, Who Wants to Be a Millionaire? and Family Feud.

Step 1: Familiarize yourself with the game format you are going to use – rules, process, question format, etc.
Step 2: Write meaningful learning questions for the game.
Step 3: Determine the rules and logistics. Write them down and run them by a few people to sort out all the potential issues.
Step 4: Organize the class – groups, roles, scorekeeper, timer
Step 5: Explain the rules, processes, and consequences clearly. Address all logistical questions before starting. Appoint yourself as the one who has the "final word" on any question.

For a number of PowerPoint game templates, visit the CTL website
http://staff.georgianc.on.ca/ctl/edtech/office_advpp.htm

Application Cards



Overview: Identifying applications for course concepts helps learners integrate course content, making it more meaningful.

Step 1: Identify an important aspect of course content (i.e. principle, theory, concept, procedure, etc.).
Step 2: Develop application questions to help students generate examples of the content in everyday life.
Step 3: Determine logistics (i.e. how many applications students will generate; will they work individually, in pairs, or in groups)
Step 4: Have students write their examples/applications on index cards (or post-it notes, or piece of paper)
Step 5: Determine how to synthesize information on cards (i.e. collect them, display them, share without repeating)
From: Angelo, T.A., & Cross, K.P. (1993). Classroom Assessment Techniques. San Francisco: Jossey-Bass.

Graphs and Charts

Overview: Graphs and charts present information concisely and visually. Extracting information from graphs and charts involves students actively and improves visual literacy.

Step 1: Find meaningful charts or graphs to work with.
Step 2: Develop questions and/or problems that get students examining the information at three levels – observation, knowledge, and interpretation. These can include things such as:
- (i) describing the patterns and information shown in the graph
- (ii) creating a "story" that follows the pictorial representation in the graph
- (iii) developing a hypothesis based on the information
- (iv) generating True/False questions related to the information
- (v) making predictions based on extrapolations of data

Step 3: Determine a way to have students report results that is concise and efficient.

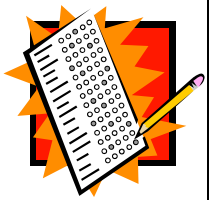
Critiques

Overview: Having students critique a product similar to one they will produce involves them in using and thinking about the assessment criteria for such a product.

Step 1: Find examples of the product students will critique –poor, mediocre, and excellent samples generate good comparisons.
Step 2: Prepare clear and descriptive criteria for students to use when critiquing the products. These criteria should be the same ones that you will use for assessment.
Step 3: Have students (in pairs) evaluate samples using the criteria.
Step 4: Prepare a chart on the board or on an overhead to collect quantitative and qualitative results.
Step 5: Discuss the results with the students.

From: Angelo, T.A., & Cross, K.P. (1993). Classroom Assessment Techniques. San Francisco: Jossey-Bass.

Collaborative Quiz Questions



Overview: This strategy encourages students to think about assessment related to their learning.

Step 1: Prepare a scaffolding resource that outlines for students the criteria for good test questions.
Step 2: Have students work in pairs or threes to generate possible test questions related to the course content.
Step 3: At this point, there are several options:

a) Collect students' questions and identify effective ones for possible future use on tests.
b) Have groups evaluate each other's questions.
c) Circulate questions and have students answer each other's questions within a time limit.
d) Compile the effective questions into a "collaborative quiz" that students work at in a subsequent class.

Annotating Text

Overview: Getting students to "interact" with text material helps them process information

Step 1: Select an appropriate piece of text – consider length, complexity, content.
Step 2: Teach students how to "interact" with text – highlight key ideas, pose questions in the margin, use symbols for agreement or disagreement, etc. For a more complete scaffold on annotating text, visit the link below:
http://staff.georgianc.on.ca/ctl/docs/Critical_Scaffold6_Annotating_Text.doc
Step 3: Give students a time frame and specific instructions related to the quantity and quality of annotating you expect.
Step 4: Have students share their annotations with each other or submit them for review.

Stations

Overview: For this strategy, students move around the room completing a variety of tasks related to a topic. Tasks should facilitate learning at several levels of Bloom's taxonomy and for a variety of learning styles.

Step 1: Develop a number of tasks for the topic of study that can be completed in a relatively short amount of time. Tasks might involve things such as sorting, categorizing, brainstorming, problem-solving, drawing, decision-making, etc.
Step 2: Consider the logistics of group-size, space, time, etc and structure the stations accordingly.
Step 3: Organize students into groups and set a time frame for each task. Signal when students should move from one station to the next.
Step 4: Determine the most effective and efficient way to synthesize learning – highlights, post on Blackboard, short report, etc.

Structured Problem Solving

Overview: This strategy has students using a structured process for solving a complex, content-based problem.

Step 1: Create a problem that is complex enough to require students to use sophisticated problem-solving skills.
Step 2: Solve the problem yourself and outline the procedure that you used for students. Prepare a scaffolding resource that outlines the problem-solving process. (For an example, visit the link below:
http://staff.georgianc.on.ca/ctl/docs/Critical_Scaffold8_Problem_Solving.doc
Step 3: Organize students into groups and give them a specified time frame to work through the process to a solution. Expect all members of the group to be able to explain the solution and the process.
Step 4: Determine the most efficient and effective reporting process.

From: Barkley, E.F., Cross, K.P., & Major, C.H. (2005). Collaborative learning techniques: A Handbook for college faculty. San Francisco: Jossey-Bass.

Background Knowledge Probe

Overview: This strategy uncovers what students know about key concepts.

Step 1: Identify 8-10 key concepts for the section of study.
Step 2: For each concept, have students identify their level of knowledge. a) Have never heard of it
b) Have heard of it, but don't really know what it means
c) Have some idea of what it means, but not clear enough to explain
d) Have a clear idea of what it means and can explain it
If students select (c) or (d), have them jot down in point form, their knowledge related to the concept.
Step 3: Have students share, in small groups their collective knowledge of each concept. Circle to get a sense of what students know about each concept and what questions arise.
Step 4: Fill in the knowledge gaps.
From: Angelo, T.A., & Cross, K.P. (1993). Classroom Assessment Techniques. San Francisco: Jossey-Bass.

10 Questions

Overview: This strategy promotes the asking of questions as a key to learning. Instead of answering questions, students are asked to develop meaningful, open-ended questions.

Step 1: Present students with a reasonable amount of information to work with – i.e. video clip, short article, section of the textbook.
Step 2: Prepare a scaffolding resource that guides students in developing meaningful, open-ended questions. The following pedagoggle can guide you: Facilitating Learning with Effective Questions http://staff.georgianc.on.ca/ctl/docs/Questions_2_5.pdf
Step 3: Ask students to develop a reasonable number of questions related to the designated material.
Step 4: Depending on the time available, you could:
(i) have each group select one question for the class to explore
(ii) Have students post their questions on Blackboard
(iii) collect and review the questions as a formative assessment