



FLORIDA STATE
UNIVERSITY

Promoting Student Engagement

Katherine Chia & Jonathan Lubin



Kat Chia, M.S.

- Cognitive Psychology doctoral student
- Courses I've taught:
 - **EXP3604C** - Cognitive Psychology laboratory (~30 students)
 - **EXP3203C** - Sensation and Perception laboratory (~30 students)
 - Study Skills workshop series (~15 students)
 - **PSY2012** - General Psychology (~240 students)



Jonathan Lubin, MPA

- Public Administration Doctoral Candidate
- Courses I've Taught
 - **PAD3003** Public Administration in Society
 - Online (250-300 students)
 - In Class (18 – 60 students)



Objectives

- By the end of this workshop, you will be able to:
 - List 1-3 strategies that promote active learning in your classroom – no matter what subject you teach
 - Make a plan for using at least one strategy to promote active learning in your classroom



- Who is familiar with these students?
- How do these students make you feel?



Why do we need active learning?

- Lectures are traditionally settings where classrooms passively listen to an instructor
- Why change this?



Meyers and Jones (1993)

- Students are not attentive to what is being said in a lecture **40% of the time!**
- Students retain **70%** of the information in the first 10 minutes of lecture
 -but only **20%** in the last 10 minutes



Our barriers to active learning in large classrooms

- Lack of accountability in student classroom performance
- Lack of reward structure for participation
- Perceived lack of accessibility to students and personal contact
- Shyness



Think, Pair, Share

- Goal: Allow students to collaborate on “trickier” questions
- Instructor poses questions
- Students work independently for a short time
- Students pair up to compare and finish
- *Can allow students to report to classroom*
 - Good for shy classes



Debates

- Nature or nurture?
- Goal: Have students apply knowledge of concept to think critically
- Instructor introduces concept
- Asks students which side they are on
- Allows students to share opinions



Science Classrooms

- Classrooms are usually “traditional”
 - Especially our science classrooms
 - It seems difficult to incorporate active learning, but it is absolutely positive!



ELI5

↑ Posted by u/cragglefish 13 days ago

10.0k ↑ Other **ELI5: How come when someone is trying to remember a word or a name, they can pinpoint odd details like what letter it starts with or how many syllables it has, all without remembering the actual word?**

Why aren't these details stored in the 'same place'?

359 Comments Give Award Share Save ...

↑ Posted by u/EpicRedditJC 1 day ago

9.4k ↑ Chemistry **ELI5: Why do softer things like blankets feel warmer than things like rocks?**

424 Comments Give Award Share Save ...

↑ Posted by u/Burncroft 22 days ago

9.1k ↑ Chemistry **ELI5: What actually happens when soap meets bacteria?**

745 Comments Give Award Share Save ...

↑ Posted by u/FankySpaceMan 24 days ago

8.7k ↑ Other **ELI5: How are rubik's cube competitions set up? Wont they have to have the same set up to make it fair?**

How do they jumble the colors of a rubik's cube competition to make it fair? A competition can't be have the same rubik's cube pattern cant it?



ELI5

- One I made up!
- Goal: Paraphrasing spoken statements
 - Instructor introduces concept
 - Students are given time to consult notes
 - Student 1: paraphrases concept
 - Student 2: further condenses it (ELI5)
 - Students alternate roles



Drawing processes

- We often reference diagrams during our science courses
- Students will often do this after class:

The screenshot shows a YouTube interface. On the left is a navigation menu with icons for Home, Trending, and Subscriptions. The main content area displays a video player with a search bar containing "how does hearing work". The video thumbnail shows a man pointing to a hand-drawn diagram of the human ear. The diagram is labeled with "outer ear", "Middle ear", and "inner ear". Under "outer ear", it lists "Pinna" and "Ear Auditory Canal". Under "Middle ear", it lists "Tympanic membrane" and "Malleus". Under "inner ear", it lists "Auditory Canal", "Ossicles", and "Cochlea". A timestamp "11:51" is visible in the bottom right corner of the video player. To the right of the video player, the video title is "Ear: Structure | Neural Control & Coordination - NEET AIIMS preparation biology lectures", followed by "NEETprep NEET Preparation 2020 • 312K views • 2 years ago" and a description: "Crack NEET Biology and score 300+ in NEET Biology (550+ overall), and 150+ in AIIMS exam! Get admission in top government ...".



babygunz0604 · 1 year ago

I enjoy your videos. Often times, I read my textbook and I feel like pulling my hair out trying visualize what its saying. Keep up the good work!



1



REPLY



Keepingupwithneis · 1 year ago

This is the first video I NOT ONLY watched throughly but actually paid attention and understood.



madmya madan · 5 months ago

I am seriously crying right now because your videos have just helped me explain what I couldn't comprehend from rewatching my lectures the past 2 days. I was so stuck in this topic. Thank you so much for taking the time to create these videos!!



1



REPLY



Drawing processes

- Why not do this for them?
- Use Doc cam
- Whiteboard
- Requires a little more prep, but allows students to see difficult processes in another light!



Peer Teaching

- We recognize that our students have strengths and weaknesses (just like us)
- Why not capitalize on those?
 - Goal: Empower students and build community
 - Instructor solicits questions at end of class. Presents these at beginning of next class
 - Students work in pairs in either the student or instructor role
 - **Great for exam reviews!**



Coffee break!





Small Classes? Activity is Key!

- With smaller class sizes, you are given all kinds of advantages in teaching (Pesavento, et al., 2012)
 - Learn student names
 - Tailor classes more specifically
 - Manage collaboration and projects easier
 - **MORE MEANINGFUL INTERACTIONS**



Shortfalls to Watch Out For

- While these advantages are strong, don't think you are immune to inactivity.
 - Make sure all students are able to interact in activity and it is not centered around 1 to 2 people
 - Engage with all your students
 - (Ask a question and call out a student's name who hasn't spoken yet in class)



Opinion Line-Up

- Based on your teachings in class, an easy way to get students to talk is to create scenarios
- Introduce an issue or scenario that allows for a categorical response (yes, no, maybe)
 - After students raise hands showing their beliefs, press students
 - Press students onto why they sided with that specific action in the issue/scenario
- You can help in developing student ideas using multimedia tools that may help understand the topic easier (Videos of the issue, Audio, Games, etc.)



Surveying!

- As most rooms have access to the internet, using twitter or various internet tools can be highly useful! (and they are actually looking at their phone to learn in class!)
- There are many programs including, Iclicker, PollEverywhere, and Kahoot to name a few in handling survey questions!
 - As it is real time, the responses can be rather quick, and allow for longer responses to specific questions (Seeing responses on screen for an open ended question).



LETS TRY IT NOW!

- Insert Kahoot/PollEverywhere Link

What are you trying to get out of this
Workshop?



How Do You Feel?

- Was the polling application useful? (Yes or No?)
 - Why did you side with that thought?
 - Are you seeing what I am doing?



One Thing to Keep in Mind

- Remember with any active learning you are trying to do with your students... **you are the moderator!**
 - Make sure students are focused on the topic and not steering away from the overall lesson
 - The last thing you want is a 10 minute discussion on something unrelated to class.
 - But allow freedom in this discussion!



Online Courses

- You can be active online?
 - Yes you can! How? You need to be creative!
 - Video sessions!
 - Office of Distance Learning works with online instructors on finding proper uses of media for an effective online environment!



An Example

- Having a video recording of your teaching and audio, you then can ask questions which students will be able to respond to.
- Use Discussion Boards effectively!!
 - From these videos, ask engaging questions from your lesson, but make sure you are effectively responding to student responses and creating a discussion environment!!



Other Ways Online

- Give “Personal Field Trips” to students if possible
 - Make them do assignments away from their laptop and report back
 - Interest beyond the laptop for your subject is created and allows for further understanding!
- Make sure you are responsive in your emails!
 - Don’t be burned out but also be timely!