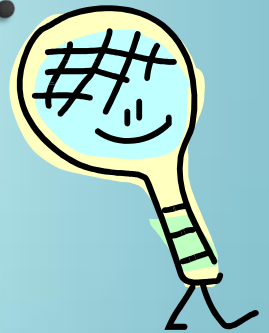
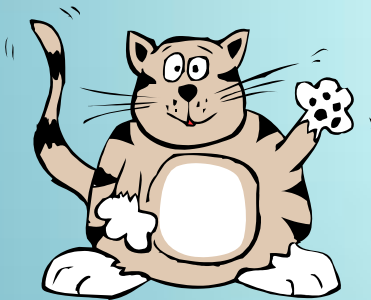


CATs, CoLTs, & SETs!

More than Feline Friends, Cute Ponies, and Tennis Matches!



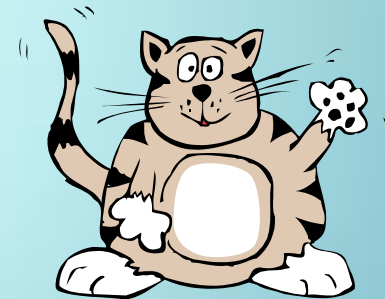
Pat Stone
PAC Faculty Retreat
August 14, 2010

What's a CAT?

CATs: (Classroom Assessment Techniques to informally gauge what students are learning and how well they are learning it!

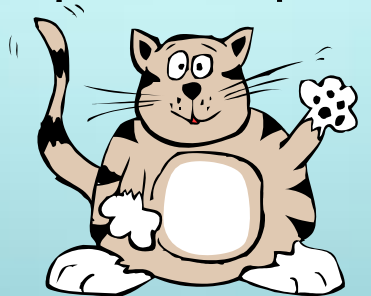
Why use CATs?

- Focus on improving learning
- Sharpen teaching focus:
 - What am I trying to teach?
 - How will I find out if students are learning?
 - How can I help students learn better?
- Create a feedback loop

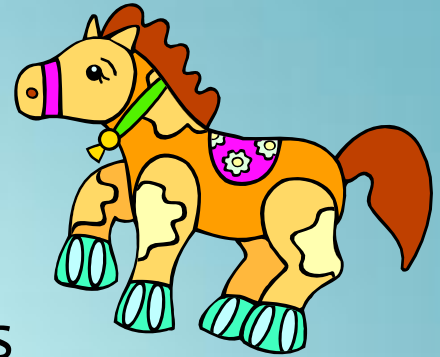


Examples of CATs

- Background Knowledge Probes
 - Show a picture (graph) and ask students to write a paragraph about what they see
 - Provide a prompt
 - Concept Map
 - Misconception/Preconception Check
- Recall and Understanding
 - Memory Matrix
 - Minute Paper – What is the most important thing you learned from this class? What important question remains unanswered?



What's a CoLT?



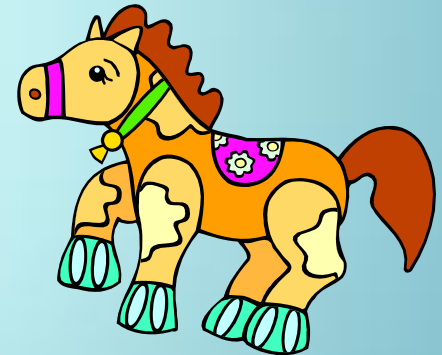
- CoLTs: Collaborative Learning Techniques

Why use CoLTs?

- Require students to participate and engage in learning in social settings.
- Promote engaging in productive teamwork -- a requirement for success in the workplace.
- Promote citizenship – listening, thinking critically, participating collaboratively and constructively to solve complex problems
- Promote sharing perspectives and life-long learning.

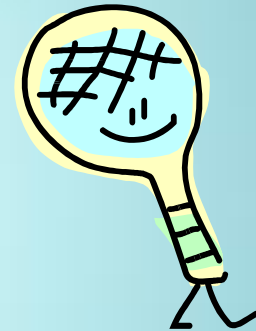
Examples of CoLTs

- Roundtable idea generation on a rotating piece of paper or using Post-it Notes
- Organizing ideas into Affinity Groups, Team Concept Maps, or other Graphic Organizers
- Note-taking Pairs
- Think-Pair-Share in response to a prompt ,etc.



What's a SET?

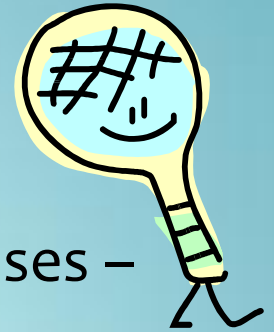
SETs: Student Engagement Techniques : techniques to encourage the “synergistic interaction between motivation and active learning”



Why use SETs?

- Motivate students to care about learning -- promote “intentional learning”
- Involve students in higher level thinking skills
- Promote active learning

Examples of SETs



- Focused Reading Notes – Assign Keywords or Phrases – “Interactive Bookmark”
- Quotes -- drawing quotes from assigned reading, etc.
- Believing and Doubting – Identify controversy, bring in a article, newspaper story etc.. Ask students to understand viewpoint. Then ask students to determine the flaws in the author’s argument, untrustworthy info. Determine author and audience.
- Analytic Teams (Proponent, Critic, Example-Giver, Summarizer, Questioner) – lecture, or video, or assigned reading, etc.

What have you tried...?
...for improving student learning?



Tips for Getting Started

Challenge yourself to try something new Fall 2010!

Bibliography

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