CATs, CoLTs, & SETs!
More than Feline Friends, Cute Ponies, and Tennis Matches!
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

