

Motivation: What are ideas for helping students expect that with effort they will succeed?

1. Make evaluation criteria very clear to students the first day of class
2. Offer students extra credit for going to the tutoring center outside of class.
3. Build a "process" emphasis in evaluations that requires 're-writes'
4. Allow students to re-take portions of a test that they missed for half-credit (not the same test items but similar items, attach first attempt to second attempt).
5. Provide periodic grade reports to students (especially important early on in the course).
6. Try to craft assessments that appeal to different learning styles and award points in a variety of ways (presentations, homework, and attendance).
7. Have due dates.
8. Give expectations of what is needed to be successful in the class.
9. Provide positive rewards.
10. Ask students to do interesting tasks.
11. Collaborative teamwork
12. Allow students to make an Extra Credit proposal.
13. Outline expectations and clarify value system.
14. Refuse to let students hide in anonymity (website).
15. Provide students constant feedback.
16. Allow re-writes in English
17. Provide students constant reassurance.
18. Outline the course material – learn and demonstrate.
19. Provide an opportunity on exams for extra credit if students do extra work.
20. Allow students to choose chapters.
21. Allow extra credit to replace exam grades.
22. Allow alternative exercises or field exercises to replace exam grades.
23. Incorporate 'gateway assignments' that require students to show mastery to move on in the course.
24. Share your own experiences in overcoming learning road-blocks.
25. Incorporate a community agreement about behaviors expected in the course (contracts signed by the students).
26. Course assignments are all essays and students pick 5 out of 7 options.

27. Provide 20 or so topics and students select 5 out of 20.
28. Make the first quiz easier.
29. Use rubrics.
30. Allow a higher final exam grade to replace the lowest test grade.
31. Use daily and participation grades to offset essay grades.
32. Allow essay rewrites except for the final exam essay.
33. Provide students with a wide spectrum of activities, group and individual, that are graded and include traditional measures (mid-term and final).
34. E-mail students their tests and then give re-tests.
35. Conference with students.

Motivation: What are ideas for helping students value what they are learning?

1. Survey students at the beginning of the course to determine their career interest and use this information to tie course objectives to the career choices of the students in that section of the course.
2. Provide students with practical examples of where the course content is used in everyday life (writing letters, etc.)
3. Supply students with a physical stimulus (for instance, a piece of candy) and then use the physical stimulus to remind students of important messages (candy = the taste of success is sweet; breath mint before a test = we are all human and we will make it together, etc.)
4. Keep reinforcing the value of written communication.
5. Crack some jokes.
6. Provide students with practical problems to solve.
7. Use time management to help students look at how they spend their time.
8. Link assignments to jobs.
9. Ask students to bring in current events and link them to economics and politics.
10. Connect the lesson to real world experiences.
11. Have students connect with others in the class.
12. Incorporate active learning techniques.
13. Make the lesson relevant and applicable to the world outside of school.
14. Introduce controversial topics that are immediately relevant and affect students personally.

15. Use clinical examples to engage students.
16. Apply the lesson to everyday life.
17. Ask students to bring examples of the lesson to class (for example, in Mass Communications, ask students to bring examples of sexism, racism, etc. in ads).
18. Share personal stories to relate the content to ordinary life so that the students see the connections of content to life situations.
19. Provide case studies and experiences.
20. Value each student.
21. Use prior knowledge of students to build lessons.
22. Show application of knowledge.
23. Relate a concrete to an abstract.
24. Show how job tasks relate to the academic theories under discussion.
25. Write an essay for a real audience.
26. Use rubrics and on-going feedback to build trust with students to allow them to know instructors can go beyond grades.
27. Provide periodic grades or point totals.
28. Make the lesson relevant to student life and lifestyles.
29. Highlight something in the lesson that can be integrated into careers.

Active Learning: What are ideas for helping students be active learners?

1. Ask students to do group reports at the board.
2. Students create power pts and present them to the class (individual accountability built into this group activity by having students explain their role in creating the power point).
3. Structure group tasks and help the groups to get off to a good start.
4. Use MyMathLab and encourage students to communicate with each other in off campus study groups.
5. Teach a little and stop and have students work a little to see if they understand what you taught.
6. Use Think-Pair-Share.
7. Use group projects to promote critical thinking.
8. Use card exercise to help students understand how to write a paper or could be used for math formulas.
9. Break students into groups and have them do "teach back"
10. Use students' names and call them by name.

11. Group/Team Quiz and report back answers.
12. Put character on back and try to guess who you are – “Ask only questions that can be answered by yes or no”.
13. Candy on test days.
14. Clicker questions – verbal answers.
15. Role playing.
16. Discussion Questions on Blackboard.
17. Virtual Field Trips.
18. Current Events.
19. Collaborative activities in class centered on answering specific questions.
20. Use Discussion Boards and Comprehensive Journals.
21. Use open –ended “thought experiment” questions.
22. Teach students to “Concept Map” in class by having them organize vocabulary words.
23. Popcorn.
24. Mind Map.
25. Use different activities throughout the class period.
26. Work problems in class.
27. Contest to correct math problems. Award Extra Credit points.
28. Group explains problem to other students.
29. In-class exercises.
30. Vary teaching activity.

Task is Tough but Not too Tough (Zone of Proximal Development): What are ideas for helping students work at their optimal challenge level?

1. Allow students to place out of a leaning topic with a test.
2. Allow groups the freedom to be creative. Use a Group Resume.
3. Use Multiple Intelligences approaches.
4. Activities Project can be done on-line or in person.
5. Community Service – Get topic activity and do a 5 page reflection.
6. Tutoring points given in math.

7. Semester long project
8. Have students create their own challenge.
9. Peer teach (high to low level)
10. Use Study Groups/Lab Groups.
11. Assessment feedback on what student needs as an extra.
12. Work with students one-on-one.
13. Students mentoring other students.
14. Peer teaching.
15. Create assignments in a survey course to explore careers – students select someone to interview that has a career that they are interested in and then students assess if the career is a good fit for them.
16. Allow students to make a project proposal.
17. Respond to discussion submissions at a level that matches where the student is.
18. Volunteer in the tutoring center to get a sense of student cognitive blocks. This professional development activity will help you design lessons that address the blocks that some students may have.
19. Design self-paced learning with individual instructions for students.
20. Provide models of papers so that students understand levels of grades on the papers.
21. Assess student current level.
22. Work with students one-on-one.
23. Use current events – “You Name the Topic”.
24. Give students choices, greater ownership.
25. Levels differ – expectations have to be set, but must leave room for them to succeed. Ranges vary...

Community: What are ideas for helping students feel they are valued members of a learning community?

1. Use base groups.
2. Use a first class ice-breaker that allows students to introduce themselves.
3. Make a personal connection with each student (shake hand as they enter the room, greet student as they enter room).
4. Conference with students.
5. Incorporate group presentations where groups teach the class and then create test questions from the presentations.

Dr. Elizabeth Barkley "Terms of Engagement" Workshop at Palo Alto College, June 15, 2011
Knowledge Repository: Connecting Theory to Practice

6. Incorporate peer reviews for papers.
7. Use Introductions, Icebreakers.
8. Use speed meetings activities.
9. Use scavenger hunt pairing activities.
10. Use "mingle bingo" activities.
11. Use round table style classroom configuration or U shaped classroom configuration.
12. Listen to what students have to say.
13. Have as many office hours as possible.
14. Group and Re-group – constant re-grouping.
15. Provide an immediate response to e-mail communications.
16. Explicitly explain to students that together we can have the greater knowledge.
17. Instructor posts of picture on-line and tells the students a little about him/herself.
18. Use group quizzes.
19. Ask students to share about themselves.
20. Treat students with respect and as adults.
21. Greetings and good-byes to the class.
22. Respect different points of view.
23. Learn and use student names.
24. Have a class 'community contract'.
25. Use groups.
26. Use group roles so that every member of a group has value. Rotate the group roles. Determine group roles by matching them to the students' talents/strengths (use Group Resume).
27. Use small groups one to three times per week.
28. Use base groups determined by colored straws or index cards.
29. Use 'Getting to Know You" interviews.
30. Ask students to share what they want everyone to know about themselves.
31. Use group work.
32. Ask students to exchange phone numbers and e-mails and ask them to work together.
33. Encourage students to attend community events – speakers, etc., and report to the class on experiences.
34. Take classes to on-campus events.

Holistic Learning: What are ideas for helping students learn holistically?

1. Use graphic organizers (concept maps, webbing).
2. Sing content (i.e. sing the quadratic formula to Pop Goes the Weasel or Jingle Bells).
3. Incorporate stories to reinforce content (maybe in psychology or classes emphasizing ethical/moral choices).
4. Incorporate projects and presentations – provide a rubric.
5. Meeting people.
6. Grading criteria.
7. Using computers for note taking.
8. Build models – econ doing airplane.
9. Faculty member dresses for occasion (history).
10. Limit competition among students and build collaboration.
11. Student creates a physical movement to learn the content and then teaches the class.
12. Connect the lesson to a story.
13. VARKlearning.com
14. Caring, being in-tune with the students, being empathetic.
15. Emotionally satisfying in math.
16. Field projects.
17. Student clubs.
18. Group projects.
19. Students watch films that engage them in the content.
20. Students share stories that connect to the content.
21. Set up an on-line "Break Room" or "Lounge" for students to share issues related to the course.
22. Make it RREAL!
23. Get the family involved in the learning process.
24. Express a non-art concept solely in terms of art.
25. Have students work in groups – have them explain a concept to each other and also use teaching aids. Bring in teaching aids.
26. Make the learning tangible – show video clips, etc.