3. I plan to pretest my 1102 students to find out what they know about MLA formatting from their 1101 classes before I teach it.

I plan to ask students to write down the concepts that are the same as the last lecture.

At end of class, I can ask students to share w/ partner what they learned today that was most interesting & most confusing.

Leslie McInrosh
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Close Class w/ Use 3 ppt closure/reflective
→ Create a new connection
→ Tie into outside setting
→ do mini review of slo's
→ update a classmate
→ Sample Application Qs

Introduce application question at start of class; end w/ students answering question.

Holly Hunance@ccga.edu

Last 5
→ close class w/ a problem solving activity to reinforce seismic wave propagation
#39

**Class: Integrated Brand Promotion.**

10:30: Ask for examples of ads or promotion strategies that use method discussed in class that day.

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#31

Close each class with students writing Muddiest Point on index card & drop in basket before leaving then...

#15 Open next class by reviewing muddiest points.

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I like the idea of students repeating classmates on what they have learned.

Yelena White
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Provide examples of satisfactory work for various assignments.

Post in LMS (or send via Remind) some priming questions ahead of the class session.

Provide students with time to update a student on what they learned.

Give time to connect with everyday learning.

1b - For teaching the rhetorical canon of delivery in a Persuasion Course: Start by showing a video clip of a compelling speech instead of starting with a lecture.
# 26 - Principles of Accounting

After a lesson, have students create a brief concept map of topics covered (cannot use numbers).

# 35

- The last day of class, ask students to write a letter to future students. Share these with next semester students on 1st day.

I would like to allow students to consider how content applies to their everyday lives. Practice # 40

On the last day of #35 classes, I will ask students to write letters to next year's cohort about how the course related to their future career goals. Medical Social Work

# 36

Provide students with time to update a classmate on what they learned.
Muddiest/Clearist
Point at end of class.

Pretest for a coming unit.

1. The structure of DNA & its genome.
   - I'll be adding prior course content questions that correspond to the new knowledge.
   - I'll be doing this in my next lecture.

Develop peer review questions & criteria for students to use to comment on each other's work.

First 5 min #13
British Literature I

Ask students to write & share what they already know about Shakespeare &/or Queen Elizabeth I.
# 34. Close class with a challenge question.
To be answered reviewed next session and/or
Pause for guide question - single student to pair/compare
volunteer to answer.

31. What did you learn today?
Why is it important?
written down
handed in

34. Last Smin - posing question course: Pediatric nursing.
Pose brief scenario at close of class (like a preview) for the next week's lecture. Close scenario with question from parent or child that would be answered in reading or following lecture...

34. Simulation Class -
- Ask students how the sim will unfold next session
- Check their previous prediction: was it correct?

DC: Prediction
# 33: Ask students in a film class to predict how we'll elaborate today's ideas next time.

Students in lab said the pre-lab questions were off-topic/unhelpful and that they were not sure what to put in their lab notebook. So...
The final pre-lab question is now: list three elements your will include in your lab notebook based on your prep work.
#32 Shakespeare
Pull up reading comprehension quiz for students to recall details from the play.

#34 - Education course.
I will end our class session with a question related to the teaching strategies learned in class. Students will find “the answer” to the question by looking for those strategies in their K-12 classrooms.

39. Provide the opportunity for students to relate the day’s topic to some experience they have had outside of the classroom.
   - Vary the method: TPS, self-reflection, sharing aloud w/ class, poll everywhere.

#31.
Model self-evaluation by taking the last 5 min. of lesson (private music lesson) for student to Summarize & ask?

#32
I plan to do exit quiz (short quiz) before closing the class.
Reflection at end of class (written)

What would you do if you were England in 1776?

LS2 - Atomic bombing Japan saved lives. Agree or disagree - strike?

#31 and #35

3-5 polling items

A) Evolves as a Study Guide
B) Actual questions from final exam

Properly implement a "What's the takeaway" exit ticket strategy.

I would like to add "exit ticket" in my course by asking "Can you write one quiz question for today's lecture?"

#32  #35
39. Intro Psych
I will reserve the last 5 minutes for students to think-pair-share how this material connects to their life, the larger social context, etc.

#35 - I am going to have my 23 students in a Maternal/Child Nursing course to write a letter to future students on how to succeed. I will do this after our last class. Sam J Bishop

31.
Ask student the most confusing concept, muddiest point at end of class.

USE THINK-PAIR-SHARE in Greek Colr.
Pretest at beginning of semester in all courses

#32
I will use think-pair-share after giving the next essay assignment — note making the pairs create an exit ticket of their muddiest point about the assignment
Ask students to Think-Pair-Share about the videos I left for them today.

LETTER TO FUTURE STUDENTS ON HOW TO SUCCEED ON Ch. 9/Ch. 10 (DIFFICULT CHAPTERS), ESP. THE EXAMS.

Allow students to think and write about why the course is important. Discuss with class to get different perspectives.

32. Exit ticket: implementation for 2001 - link to next lecture content.

Last 5 minutes of class: #37 overlaps w/course L.O. What students should leave history class with a better understanding of how to use credible evidence to support an argument. I will generate more statements to put on overhead or ask students to support w/course content. I already have one. Will expand.