

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.

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Close Class w/
Use (3) ppt closure / Reflective

Tchg tips from list:

- 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.

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LAST 5

close class w/ a problem solving activity to reinforce seismic wave propagation.

CLASS: INTEGRATED BRAND
PROMOTION.

#39

IDEA: ASK FOR EXAMPLES
OF ADS OR PROMOTION
STRATEGIES THAT USE
METHOD DISCUSSED IN CLASS
THAT DAY.

#20 History of Education

Create learning outcomes
for each class

#31 Close each class
w/ students writing
muddiest point on
index card & drop
in basket before
leaving then ...

#15 open next class by
reviewing muddiest points

⊙ Prior to first content
exposure, ask students to
write what they already
know on a note card,
and also ask what
content from last class
they found most
confusing and write
that on a note card.

Biochem.

14 - give pre-test
before the first
day of class.

Uro.

I like the idea of
students upolating
classmates on what
they have learned (36)

I plan to implement
this in physics &

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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.

#36
Provide students with time
to update a student on
what they learned.

Give time to connect
with everyday learning

#16 - For teaching
the rhetorical canon of
delivery in a Persuasion
Course - Start by showing
a video clip of a Compelling
Speech instead of
Starting w/ lecture.

#26 - Principles of Accounting

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

Experimental Psychology
#36. Simply have students explain the key points from the previous lecture

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 classes #35 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
& the genome.

→ I'll be adding prior
course content questions
~~to~~ 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.

#27
To be answered
reviewed next session
and/or
pause for guide question
- single student → pair →
volunteer to answer.

31. What did you
learn today?
Why is it important?

written down
handed in

34. Last 5 min - 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...

Students in lab said the pre-lab
questions were off-topic but helpful
AND that they never felt like
they knew what to put in their
lab notebook. So...

The final prelab question is
now: list the elements
you will include in your lab
notebook, based on your
prep work.

34.

Simulation Class -
① Ask students
how the sim. will
unfold next session
② Check their
previous prediction:
was it correct?

DC: Prediction

33: Ask ad-
dents in a film
class to predict
how we'll elaborate
today's ideas next time.

#32 Shakespeare

pull up reading
comprehension quiz
for students to recall
Retrieve &
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: TP, 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?!

#14 Get students
involved by asking
them what do they
know about topic
already. Have it
written down.

(#32)

↓ Plan to do exit quiz
(short quiz) before dropping
the class.

~~Reflection~~ Reflection at
end of class
(written)

Q31
What would you do
if you were England
in 1776?

Q32 - ~~Q32~~
Atomic bombing Japan
saved lives. Agree or
disagree - why?

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

#31 and #35

3-5 polling items

A) Evolves as a
Study Guide

B) Actual questions
from Final Exam

* I would like to
add "exit ticket"
in my course by
asking "Can you
write one quiz question^R
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.

31.

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

#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 W BISHOP

USE THINK-PAIR-SHARE IN GREEK COLQ.

PRETEST AT BEGINNING OF SEMESTER IN ALL COURSES

#32

I will use think-pair-share after giving the next essay assignment — and ^{here} ~~make~~ the pairs create an exit ticket of their muddiest point about the assignment

Ask students to Think-Pair-Share about the videos lectures 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. that 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 & ask students to support w/course content. I already have one. Will expand.