

Guidelines and Resources for Engaging Through Interactive Techniques

Interactive techniques serve a double purpose: they not only allow teachers to quickly assess what students are gleaned from a class session, but they also provide the means for students to learn the material well as they mentally and physically engage with the concepts and skills being addressed in real time.

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<p>Reflection on Learning is a powerful tool to engage students and help them consider what they do and do not understand from a class meeting.</p>	<ul style="list-style-type: none"> • One-Minute Papers provide students with a quick, focused, learning activity. Ask the students to write for one minute on a specific question (which might be as basic as “what was the most important thing you learned today?”). This is best used at the end of the class session as a reflection and reinforcement of the experience that day. • As an extension to the one-minute paper, use the Minute Paper Shuffle by asking students to use one minute to write a relevant question about the material from the class session. Collect their questions, then shuffle and re-distribute them, asking each student to answer his or her new question. • Similar to the One-Minute Paper, the Muddiest Point asks students to write for one minute about the “most confusing” point of the class session instead. This is also used as a closure activity. Having students submit their responses helps teachers modify their presentations of material to clarify what students do not understand. • Have students answer short open-ended questions in a few sentences and then discuss them with a classmate. This is a good activity to use during the presentation of material as a break 	<p>Gone in 60 Seconds; One-Minute Papers</p> <p>Muddiest Point Assessment</p> <p>Experiential Learning: The Active Classroom</p> <p>Blogs</p> <ul style="list-style-type: none"> • Edublogs • Kidblog*** • Edmodo • Svbtile <p>Wikis</p> <ul style="list-style-type: none"> • Wikispaces <p>Multimedia Tools</p> <ul style="list-style-type: none"> • Voice Threads • Glogster <p>Microblogging</p> <ul style="list-style-type: none"> • Primary Pod • Today's Meet (Save and

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	<p>and a check for understanding.</p>	<p>download the chat)</p> <ul style="list-style-type: none"> • Disposable chat (Deleted 2 minutes after last person leaves the chat room)
<p>Allowing students a means to physically or visually respond to a question provides an engaging, quick assessment of how they feel about a topic or what they have gleaned from their current study of a topic or concept.</p>	<ul style="list-style-type: none"> • Classroom Opinion Polls are as simple as allowing an informal hand-raising in response to a question in order to test the waters before discussing or engaging with a controversial subject. They can certainly be conducted online or on paper as well. • Total Physical Response (TPR) is traditionally a highly effective Language Learner strategy where students physically act out the vocabulary or phrases they are learning, but it has applications for different types of learning as well. <ul style="list-style-type: none"> ○ For example, this strategy works by asking students to either stand or sit to indicate their one-word answers, such as True/False or Yes/No, to the instructor’s questions. Students can also move to different parts of the classroom depending on their answer to a question, or opinion about an issue. • Hand Held Response Cards provide another means for students to respond simply and visually. Distribute, or have students create, standardized cards that can be held up as visual responses to instructor questions. <ul style="list-style-type: none"> ○ For example: use a green card for true, a pink card for false. Or hand-write a giant letter on several cards for each student to use in multiple-choice questions. 	<p>Instant Opinion Polls in the Classroom</p> <p>Tools to Create Classroom Polls and Quizzes</p> <p>Quiz and Poll Tools for Schools</p> <p>TPR World</p> <p>Class pager (Safe classroom texting tool)</p> <p>QR code generator (Create your own QR codes)</p> <p>Socrative (Real-time questioning,</p>

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	<ul style="list-style-type: none"> ○ Cards with QR codes can also be used by students. The teacher can use a simple scanning application on a phone or small electronic device to scan the students responses ● Use True or False statements directly related to the content. Using enough cards so that every student will have one, write statements that are true on half of the cards and statements that are false on the other half. Distribute the index cards to the students and ask them to decide if theirs is one of the true statements or not, using whatever notes or other means they choose. Then discuss their conclusions. <ul style="list-style-type: none"> ○ A variation of this idea is to designate half the room as a space for those who think their statements are true, and the other half for those who think theirs are false. The physical movement is simple, but engaging and requires students to commit to their answers for the activity. ● Using a Picture Prompt, ask students to discuss, or identify parts of an unlabeled picture or diagram based on information that has been presented to them. Students need time to work together to exhaust all options in their attempts to decipher the picture or diagram. Avoid providing the answers until they have done so. 	<p>result aggregation, and visualization)</p>
<p>Considering all sides of an issue or idea provides a deep understanding of its concepts and full import.</p>	<ul style="list-style-type: none"> ● Use Everyday Ethical Dilemmas by presenting to the students an abbreviated case study with an ethical dilemma related to the discipline being studied. Allow students time to discuss this in groups or free-write and then discuss. Make certain to clearly link the everyday ethical dilemma to the material being taught that day. 	<p>Sample Ethical Dilemmas</p> <p>Do The Right Thing: Making Ethical Decisions in Everyday Life</p>

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	<ul style="list-style-type: none"> • Use Polar Opposites by asking the students to examine two written versions of the same theory, law, principle, etc. One of those versions will be incorrect or even in direct opposition to the correct one. In determining which version of the theory is correct, students will need to consider all the angles of the theory. 	<p>Right and Wrong In the Real World</p> <p>Epic Decide (Group decision based on data presented)</p>
<p>Role-Playing helps students explore a variety of perspectives about an idea or issue.</p>	<ul style="list-style-type: none"> • Role-playing works best by simply assigning students roles for a concept, idea, historical event, etc. and providing time for them to research their parts. Then they act it out in class. Those not involved in presenting the role-play observe and ask questions. • Role Reversal also works well to challenge students to think like a teacher. Here the teacher role-plays as the student, asking the questions about the content. The students act together as the teacher to answer the questions. This is especially effective for test prep and review but works for general review of daily ideas as well. • Use a mock jury trial to have the class deliberate on a controversial subject. Assign the students various roles including witnesses, jury, judge, lawyers, defendant, prosecution, and audience. Have them study and prepare their parts and hold court in class. • Have a class press conference where students role-play as investigative reporters asking questions of you, the expert on the topic. Students “should seek a point of contradiction or inadequate 	<p>Guideline for Classroom Implementation of Role Play</p> <p>Role Play for Teaching Culture in the Classroom</p> <p>Role Playing as a Teaching Strategy</p> <p>Role Play in the Classroom Slideshow</p> <p>Make Your Case: Teaching Guide</p> <p>Mock Trials</p> <p>Classroom Press Conference</p>

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	<p>evidence, hounding you in the process with follow-up questions to all your replies.”</p> <ul style="list-style-type: none"> • Try a press conference with a guest speaker where you invite an expert on a topic relevant to your class and run the class session like a press conference. Ask the guest speaker to come with a few prepared remarks and then spend the remainder of the time fielding questions from the audience. 	<p>Press Conference in the Classroom</p>
<p>Encouraging students to utilize their learning styles while relating personally to the content heightens their connection with it as well as their understanding of it.</p>	<ul style="list-style-type: none"> • Prepare or locate a questionnaire for students that will indicate their specific learning styles. Discuss their results and allow them to meet with their learning style peers to discuss how they learn best and what challenges they face. <ul style="list-style-type: none"> ○ Consider grouping the students according to their learning styles for some activities. • Encourage students to use drawing as a means to understand an abstract concept or new idea, comparing the students’ drawings around the room can clear up misconceptions. You can also use drawings to brainstorm the sequence of events or information in a narrative (or even expository or persuasive) piece of writing. • Concept Mapping allows students to visually organize their ideas by writing keywords onto sticky notes and then organizing them into a flowchart you or they have designed. A simpler version of this exercise would be to have the students use the sticky notes on a board, wall, or large paper and draw the connections they make between and among the concepts. • Design class activities (or even essays) to address the real lives 	<p>Interactive Teaching Strategies Slideshare</p> <p>Learning Styles Quiz Online</p> <p>Multiple Intelligences Quiz Online</p> <p>Concept Map Maker</p> <p>bubbl.us- Brainstorming and Mind Mapping Online</p> <p>Text2MindMap.com</p> <p>Mindomo (Online, interactive mind map generator)</p>

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	<p>of the individual students. Give students assignments that make use of a given concept in relation to something that seems personally relevant. For example, the idea of historical events as seen through the eyes of an individual can be well captured in asking students to interview an adult family member about his or her personal experience during some significant event in history such as 9/11 or the breakdown of the Berlin Wall, etc.</p>	
<p>Competition added in healthy doses in the classroom will spark lively engagement and learning.</p>	<ul style="list-style-type: none"> • Try creating a tournament where the class is divided into two or more teams and have them compete for the most points on a practice assessment. Give them time to study together and then quiz them, keeping track of their points. This can be repeated for a few topics, but make certain to allow study time for the teams before the each topic. This an excellent way to not only engage the students but also focus their attention on the specific topics of study. • Prepare a handout listing a few dozen likely questions that are specific to your topic for that day’s class meeting. Ask the students to circle the questions they don’t know the answers to and submit their responses to you. • Write a question or a problem on the board and ask the students to answer or solve it individually and quietly on their own. Then invite them to process with a partner or in a small group. Once they have all made an attempt, reveal the answer. Have the students who responded correctly, raise their hands and keep them raised. Then ask the students who didn’t respond correctly to ask the “winners” about the problem or question so that they can better understand the concept in question. 	<p>Games, Contests & Puzzles in the Classroom</p> <p>Flipquiz</p> <p>12 Puzzle and Quiz Creation Tools for Teachers</p> <p>Kahoot! (Create your own game based assessments)</p> <p>Jeopardy Lab (Create your own jeopardy like reviews)</p> <p>Trading Card Generator (Students generate their own trading cards for characters or events)</p>

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		Answer Garden (Create a “garden” by posting a question or posing a problem)
<p>Summarizing is an excellent way for students to interact with the material and focus on its core ideas.</p>	<ul style="list-style-type: none"> • Few exercises hit at the heart of an idea like a Haiku. Have students write a haiku (a three-line poem: five syllables on the first line, seven on the second line, and five on the third line) on a given topic or concept directly related to the material. Next have the students share their responses with others. This is a quick and creative way to assess what students understand. • Ask students to write a tabloid-style headline that would illustrate the concept currently being discussed in your class session. Have them share their answers with each other in groups or with the whole class. • Similarly, ask students to write a slogan-like bumper sticker to illustrate a particular concept from the class session that day. Use bumper sticker images to spark the students’ ideas. • Challenge students to write a one-sentence summary on the topic of study that incorporates all of who/what/when/where/why/how creatively. • Have the students paraphrase part of a lesson for a specific audience and a specific purpose. For example, if they are trying to convince a group of 2nd graders to recycle, how might they go about wording it? 	Examples of Haiku Poems Online Haiku Poem Writer Using Classroom Assessment Techniques Bumper Stickers Tell a Story One-Sentence Examples: One Sentence Guides to 16 Great Books Literary Graffiti (Online tool -students use "graffiti," symbols, drawings, shapes, and colors to construct a graphic of the text they are reading.)

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	<ul style="list-style-type: none"> • Challenge students to summarize the entire topic on paper with a single word. Then ask them to explain their word choice in a paragraph following the word that they selected. • Either to introduce a topic or check comprehension, ask students to list “It is true that...” statements on the topic being discussed. They can do this individually or with partners. Then discuss their statements and use them for clarification or reinforcement. 	<p>Cube Creator (Online tool - helps students identify and summarize key elements of a text or a lesson)</p>

Other Helpful Resources

“Interactive Techniques.” http://www.fctl.ucf.edu/TeachingAndLearningResources/CourseDesign/Assessment/content/101_Tips.pdf

“Interactive Teaching Styles Used In the Classroom.” *Concordia Online Education*.
<http://education.cu-portland.edu/blog/tech-ed/5-interactive-teaching-styles-2/>

“Interactive Teaching Strategies.” *Slideshare*. <http://www.slideshare.net/RamzkieLumauag/interactiveteaching>

“Using Classroom Assessment Techniques.” *Emberly Center*. <https://www.cmu.edu/teaching/assessment/assesslearning/CATs.html>

“Social Learning: The Interactive Class.” *Center for Teaching and Learning*. <http://ctl.utexas.edu/teaching/engagement/social-learning>

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