Start With Something to Think About....

Inspirational quotes are a great tool...but, like my favorite quote....

“Motivation is what gets you started, habit keeps you going” — Author Unknown

Michael Jordan: Give it your Best

Music to Study and Concentrate by 31:13
Creating **WOW** Classrooms

*So much to do, so little time!*
Southwest Seminar for Great Teaching

PREMISE

- College faculty are a **rich resource** that needs to be tapped; the wealth of knowledge and successful instruction amongst our teaching ranks is priceless.

- The strongest and **most influential instructional tool** in any classroom is the instructor.

- Adults, like children, learn best by **DOING and making it relevant to their own lives**.

- Each participant is asked to **share** one or two teaching tips, practical suggestions, and/or examples that have worked in his/her classroom before you leave today.

- Participants’ work will be **collected** and placed into a Teacher Resource page to be located on the SAGE website.
Covered in this Session

- **Building Community in the Classroom**
  - The Instructor
  - Motivation
  - Ice Breakers

- **Team/Group Work Activities**

- **ESL Learning Activities**

- **Assessment**

- **Student Empowerment & Interaction**
BUILDING CONNECTIONS
Creating a Bond

Never assume your students know you care.

“While we cannot control the developmental process, we can shape the classroom climate in developmentally appropriate ways. Studies show that the climate we create has implications... a POSITIVE climate can energize students’ learning.”  Eberly Center

http://www.cmu.edu/teaching/principles/teaching.html
BRING YOUR GAME

- Before class, take 60 seconds.
- Look at your class list, visualize each one on your list and
- REMEMBER what you’re here for.

- Be in the Classroom—HEART & SOUL

Handout: **Touchstones** – Ideas that increase the likelihood of our working together productively. *Darby Heath*
Two to three weeks before class begins, this CNM instructor contacts her students, introduces herself and welcomes them to her classroom. This is the start of building a personal relationship.

- Creates a Discussion Board and a means for students to meet each other on-line, as well as, build community.

- When students come in they write biographies about each other and then post them on the Hall of Fame Blackboard page along with student pictures.
“Where I’m From” George Ella Lyons

In order to get to know themselves and each other better, students write their own “Where I’m From? Poem.

These are posted on the HALL of FAME for students to share with each other.

Watch George Lyons on You Tube read her own poem. VIDEO 2:35

A template for the poem has been prepared by Levi Romero. (page 1 in Faculty Sharing Handout)

“WHERE I’M FROM: WEBSITE
http://www.georgeellalyon.com/where.html
ICE BREAKERS

- **Do them often.** Students do not get to know each other if you do not create situation which forces them to interact.

- **IDEA #1:** Students tell 3 facts about themselves: 2 are true and one is a lie (Create groups of 4-5)

- **IDEA #2:** Create teams by the kind of movies or by a movie they have all seen. (Team Based Learning:

TOP 10 ICE BREAKERS FOR ADULTS website
Student Motivation

Setting Goals

Students’ motivation determines, directs, and sustains what they do to learn.

Adults make the final decision over what, when, and how they study and learn.

Motivation plays a critical role in guiding the direction, intensity, persistence, and quality of the learning behaviors in which they engage.

When students find positive value in a learning activity, and perceive support from their environment, they are likely to be strongly motivated to learn. Eberly Center
EXTRINSIC vs INTRINSIC MOTIVATION
BATTLE of AGES
Rocks, Pebbles, Sand & A Jar Lesson

- A philosophy professor stood before his class and had some items in front of him. When class began, wordlessly he picked up a large empty mayonnaise jar and proceeded to fill it with sand halfway to the top. He then placed the rocks in the jar and asked if there was room for it all. He did not have room for the pebbles.

- He asked how could he get them all in. After listening to suggestions, the professor poured it all out and tried again.
This time he, wordlessly, picked up the large empty mayonnaise jar and filled it with the big rocks right to the top, rocks about 2" in diameter.

He then picked up a box of pebbles and poured them in to the jar. He shook the jar lightly. The pebbles, of course, rolled into the open areas between the rocks. He asked his students if the jar was full? They agreed yes, it was.

The professor then picked up a box of sand and poured it into the jar. Of course, the sand filled up everything else. “Now,” said the professor, “I want you to recognize that this is your life.
“The rocks are the important things – your family, your partner, your health, your children, your job, anything that is so important to you that if it were lost, you would be nearly destroyed.

“The pebbles are the other things in life that matter, but on a smaller scale. The pebbles represent things like, your new car, your cell phone.

“The sand is everything else. The small stuff. If you put the sand or the pebbles into the jar first, there is no room for the rocks. The same goes for your life.

At the very end he poured in coffee, and said, “and there’s always room for an excellent cup of coffee.” The joy in it all.

THE JAR OF LIFE--The Mayonnaise Jar Lesson 3:33
If you spend all your energy and time on the small stuff, you will never have room for the things that are truly most important. Pay attention to the things that are critical in your life. Today you are investing in your and your family’s future. Work hard. Play with your children. Take care of the rocks first - the things that really matter. Set your priorities. The rest is just pebbles and sand.”
It’s a unique genre of writing that focuses on sharing a meaningful story or idea **IN JUST SIX WORDS**.

The idea of very short stories began before the digital age, but has begun to thrive recently as people share their stories via social networks.

Have each student create a power point slide. You can assign a topic to explore. Life, Love, Environment, America, Citizenship, etc.

Students create their own power point slide and then put together, shown in class, and placed on Yo Tube or Blackboard.

Example Below

SIX WORD Memoirs 2 VIDEO 4:00

CNM Six Word Memoirs 2:14

Six Word Memoirs 1 2:53
SETTING GOALS

VISION BOARD, also known as a DREAM or GOAL BOARD, is an excellent way to focus students to think about what he/she wants in life.

• Students create their “board on a power point slide.

• The images are found on Google Image Search

• The images are copied onto a power point slide

• The slide is e-mailed to instructor who in turn
  puts them all together
  into one presentation.
I Believe the Children are Our future!!

“The Future belongs to those who believe in the beauty of their dreams.”

Eleanor Roosevelt

Dream as if you’ll live forever, Live as if you’ll die today!

Maria Adan Lara

Dance is the hidden language of the soul.
To develop mastery, adults must acquire component skills, practice integrating them, and know when to apply what they have learned.

Move Away from Lecture toward Active Learning
REMEMBERING NEW WORDS

Have students create their own dictionary.

Use an address book to enter new words.

Use an index card box with alphabetical dividers.

Part of taking notes in their spirals.

See Remembering New Words handout

Learning New Vocabulary : 50
ROUND ROBIN-Chapter Review

- A team of students is assigned a portion of the chapter to read and annotate on chart paper.
- Each team presents their portion in a fast-paced round robin session.
- This helps everyone do a quick review and reinforces the learning
Remembering Those Words!

The same amount of vocabulary is acquired from listening to a song as listening to a story.

More words were acquired when they were sung rather than spoken.

But the greatest amount of vocabulary was acquired when the stories were both sung and illustrated! (Medina, 1993)

Learning the Rhythm of the Language

- Rhythmical structure allows it to be more memorable” (Sagawa, 1999)

- Stressing the correct syllables and how you say certain words of a sentence faster than others is more important to increase English comprehensibility.

- Different languages have different stress and timing.

Theory Behind Using Music to Teach English as a Second Language
(15 PP slides)
Games are not just for young learners. All learners remember more when they are actively engaged in the learning process.

Book recommended by Penny Mortier

Go to this Amazon website to view sample pages of the book

Five Minute Activities

ISBN-10: 0521397812
Publisher: Cambridge University Press
Publication date: March 27, 1992

Five-Minute Activities is an invaluable source of ideas for language teachers.

It contains resources of over 130 short activities for the language classroom.

Book is part of the Cambridge Handbooks for Language Teachers set

Penny Mortier
Penny M
FLIPPING

○ “FLIPPING” the classroom refers to swapping classroom lecture time for hands-on practice time.

○ Lecture is done for homework usually via a video or audio file—Podcast lectures

○ Classroom time is spent clarifying and applying new knowledge gained.
More on “Flipping”...

- Post power points, lessons etc. on Blackboard
- **TICKET IN**
  - Completed assignments are the ticket into classroom.
  - No homework, students turned away.
  - Could be tied to perfect attendance.
  - Perfect attendance means no final exam.
- **Caution**: Needs administrative support
ASSESSMENT
MR. WOODHEAD

© 2001 by John P. Wood

YOU HAVE TO LEARN THIS STUFF BECAUSE IT'S ON THE TEST.

THAT'S IT? THAT'S THE ONLY REASON? JUST BECAUSE IT'S ON THE TEST?

THANK GOODNESS. I THOUGHT I WAS COMPLETELY MISSING SOME GREATER MEANING.
Individuals acquire a skill much more rapidly if they receive feedback about the correctness of what they have done.

One of the most important roles for assessment is the provision of timely and informative feedback to students during instruction and learning so that their practice of a skill and its subsequent acquisition will be effective and efficient.

(Knowing What Students Know: The science and design of educational assessment by Pellegrino, Chudowsky, and Glaser 2001)
Jeopardy- DRILLS

https://jeopardylabs.com/

- Simply open the site and start building. Create your 5 categories. Able to drill 25 items.
- Great team activity.
- Allows you to automatically add points to team.
- Takes about 20 minutes to play.
- Recommendations:
  - Use a timer. Students will take forever to select their question and answer if you don’t put a timer on them. Limit to 30 seconds.
  - Set rules carefully. Students get hostile if there was “special” treatment.
  - No more than 5 teams.
  - Game is saved on-line; be sure to copy down the website and your password to avoid losing it in space.
Participation—The CUP

Materials: 2 cups—one slightly larger than the other Tongue Depressors (1 for each student in class)

- Place smaller cup inside the larger cup
- Have each student in class write name on one side and a praise word on the other side of the tongue depressor.
- Color code your sticks by team.
- Place sticks in cup.
USING The CUP

- Ask question **first**, then pull name out of the cup.

- As students answer, place stick in space between 2 cups so you don’t call on them again. *Students are not aware you are keeping track*

- If student does not answer or can’t. Simply say, “Let me come back to you” Hold the stick in your palm so you don’t forget.

- Keep it light and positive. **Caution:** Don’t overuse.
The UnPop Quiz

THE CLICKER - Classroom response system. Students purchase the clickers for about $20.00 each. You must have computer and projector in classroom and software.

OLD TECHNOLOGY - Students hold up pieces of colored paper or index cards to show answers.
The UnPop Quiz #3

USING THEIR CELL PHONES

www.polleverywhere.com

- Instant Audience Feedback program.
- Allows you to do multiple choice and T/F testing.
- Allows students to use phone and text responses after you create your test.
REFLECTION AFTER A TEST

After every major test, each student required to do a self-reflection and write the answers to the following questions on an index card:

- What I learned?
- What I need to learn
- What the teacher can do to help me?
Students CREATE the Test

- Each team or student is given a section of the reading and must create a set of questions on the cards.
- At least, one multiple-choice and one short answer.
What Was Learned TODAY?

- Each student writes a short paragraph on what they learned today before leaving class.
Muddiest Area

- Each team assigned a color. Students must have cards with their team color.
- Each student brings in a card with a question they had trouble learning.
- They ask team to help them solve it. If the team not able to help, they turn to the teacher.
- Homework assignments given out do not have answers in the book.
Student Information

- Keep student information on the cards.
- Use hole-punch and loop them together and use as a flip chart.
Hilda begins to think she should have attended that panel on “minimal marking” at last month’s conference of writing teachers.
Advances in efficiency in correcting compositions, have a long history in the teaching of college composition. The use of “reading assistants” at Vassar before they were phased out in 1908) may be one of the earliest. Here is a short list of shortcuts, with date of earliest record.

- Mark only the problem, leaving it up to the student to find & correct it (1940)
- Use a projector to respond to student writing in class (1942)
- Use a checklist, or rubberstamped scale of criteria (1950)
- Hold one-on-one conferences to respond (1946)
- Have fellow students read and respond to papers (1950)
- Hold one-on-two or one-on-three conferences to respond (1956)
- Record comments on audiotape (1958)
- Respond only to praiseworthy accomplishments (1964)
- Have students evaluate their own essays (1964)
- Respond only to a limited number of criteria (1965)
- Have students use computerized grammar, spelling, or style checkers (1981)
- Add comments to the student’s digital text with word-processing footnotes or hypertext frames (1983)
BEFORE YOU LEAVE

On the Index cards provided, share with your colleagues one teaching tip, practical suggestions, and/or examples that has worked in your classroom. Use one card per idea.

Share several

Your Name:                  Area:

Title:                      Indicate Area:
Materials Needed:
Instructions:

• Tips for Instructors
• Student Motivation
• Ice Breakers
• Team/Group Work
• Learning Activities
• Assessment