



# SMALL TEACHING

## TEN MINUTE STRATEGIES THAT IMPROVE LEARNING

Teaching Effectiveness Symposium

August 19, 2016

WHAT DO YOU NOTICE? WHAT DO  
YOU WONDER?



# HERE'S THE IDEA:

- Small but powerful changes in course design and teaching method
- Easy to implement
- Well supported by research about how humans learn





## WHAT WILL IT LOOK LIKE?

- Brief (5-10 minute) classroom learning activities
- One-time interventions in a course
- Small modifications in course design or communication with your students



## 3 AREAS IN WHICH SMALL TEACHING CAN HELP:

- KNOWLEDGE: Help students remember more
- UNDERSTANDING: Help students use what they have learned in new contexts
- INSPIRATION: Motivate students to work harder at learning and to be excited about your course and their futures



# KNOWLEDGE

Retrieving  
Predicting

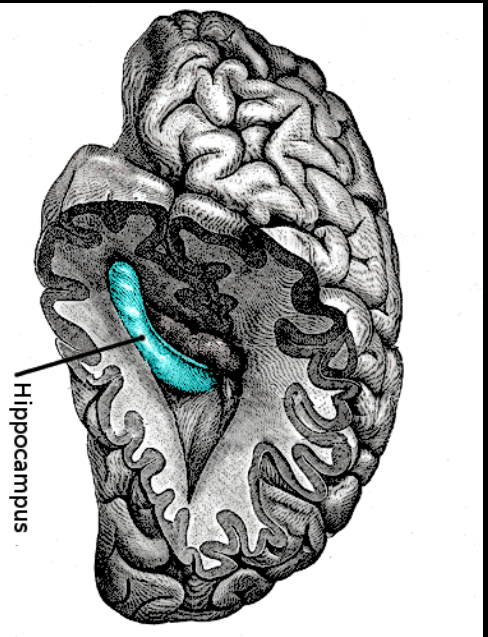
# RETRIEVING

- Opening Questions
- Closing Questions
- Think/Pair/Share  
(Turn to your neighbor and paraphrase for her . . . )



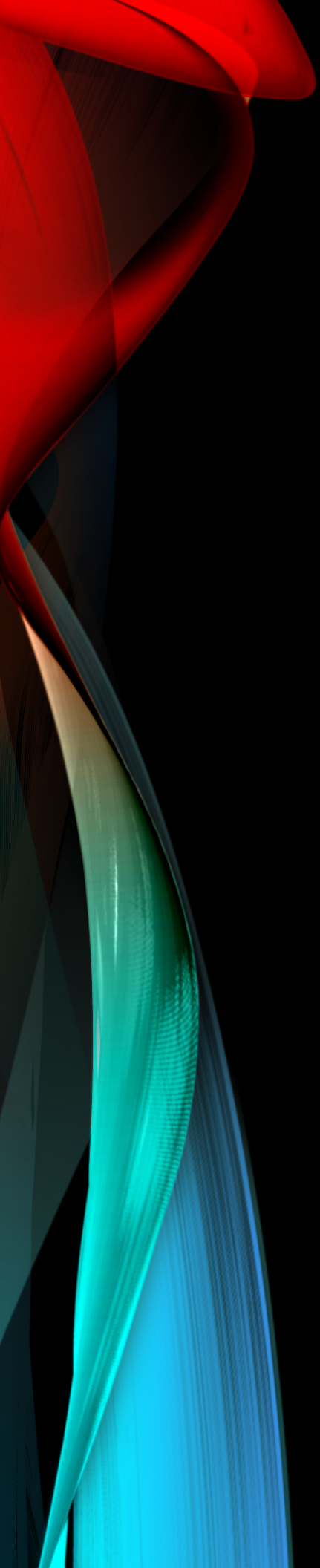
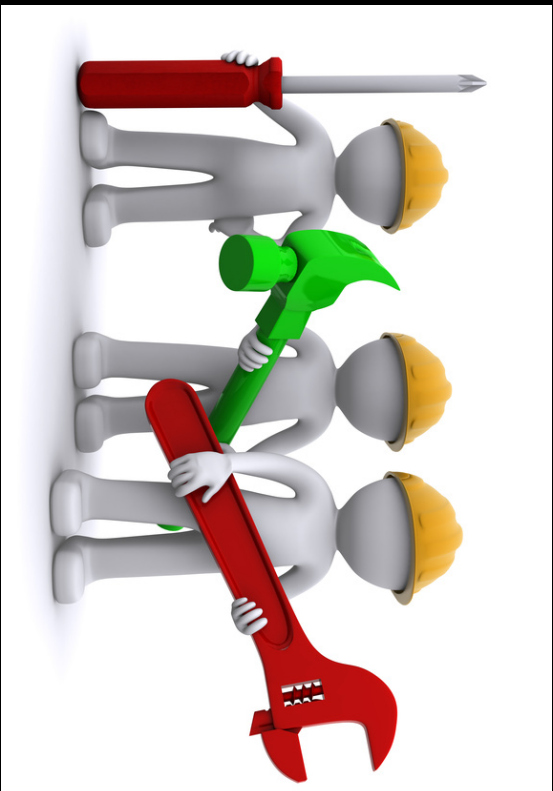
# PREDICTING

- 5 minutes, beginning or end of class: Hypothetical raising issues for next topic.
- Phased hypothetical. How do you expect X will respond?
- Circle back to compare predictions to learning
- How might this work in your class?

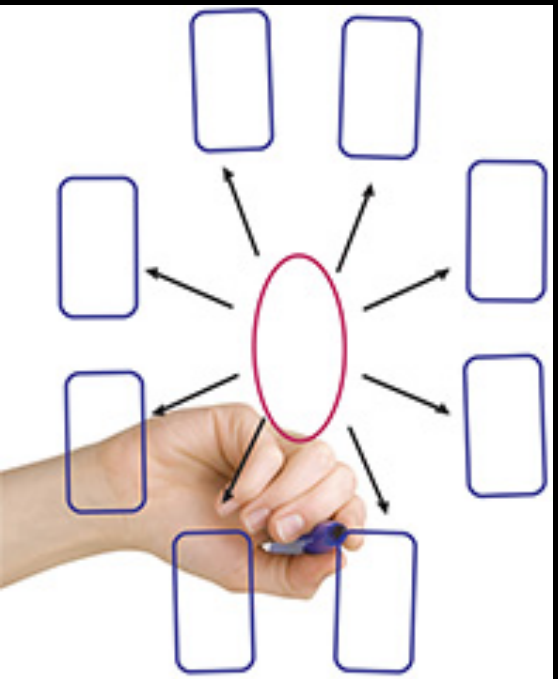


# UNDERSTANDING

Connecting  
Practicing



# CONNECTING



- First class mass brain dump
- Skeletal outline on board at class outset
- Structured handouts to fill in during class
- End of class/discussion list/social media: list 3 ways class topic appears outside classroom
- Concept maps
- End of unit/semester: "Minute Thesis"



# PRACTICING

- What tools might you use to allow your students to practice using what you're teaching?
  - Small groups
  - Think/Pair/Share
  - Clickers
  - Role Plays
  - Stations
  - Canvas quizzes
- FEEDBACK!

**"Practice isn't the thing you do once you're good. It's the thing you do that makes you good."**  
- Malcolm Gladwell

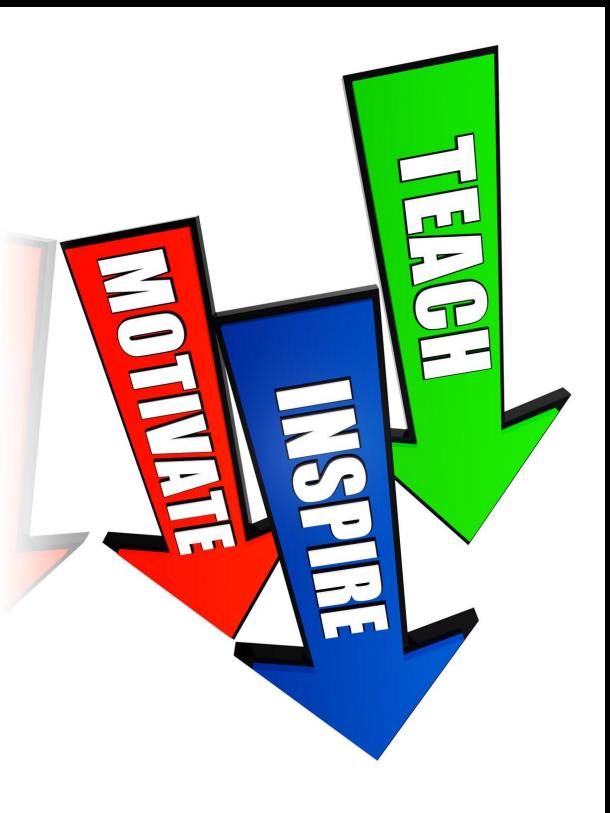


# INSPIRATION

Motivating

Growing

# MOTIVATING



- Get to class early (or stay late) and spend a few moments getting to know your students
- Use electronic communications and social media to create communities and connect with students
- Open class by giving students something to wonder about: story; question; shocking fact
- Explicitly invoke purpose: why does your subject matter?
- Share your enthusiasm

# GROWING

- Reward growth: is there a way to let students practice and take risks, fail and get feedback, then try again without having grades suffer?
- Make the classroom a safe place to take a risk
- Growth Talk: students can improve through hard work, effort, perseverance (not “you’re so smart,” or “either you will get this or you won’t,” both of which discourage additional effort)
- Share ideas about successful study tactics (your own and/or those of past students)

