

In-Class Activities:

Think – Pair – Share:

1. The instructor states an open-ended question
2. individual students spent a minute or two to writing a response
3. students then turn to a partner to discuss their responses
4. the instructor reconvenes the class and calls on individual students to share the pair's responses (adapted from Angelo & Cross, 1993).

This process allows students to develop a response that is first thought out and then tested on a few peers before being presented to the rest of the class and instructor, which can greatly facilitate participation, especially for risk-averse students.

Additionally, calling on individual students in the final step of this activity models that all students are individually accountable, even in large classes.

One Minute Papers:

At the end of class or just before a break, the instructor poses one of these questions:

- What are the two most important points from today's session?
- What was the muddiest point from today's session?
- What would make the material clearer for you?

Students are given 2 minutes to write brief responses which are turned in anonymously as they leave.

The instructor addresses student responses either during the next class or online (adapted from Angelo & Cross, 1993).

Quotes to Affirm Challenge:

(adapted from Brookfield, 2006)

This activity makes it easier to begin discussions that are grounded in pre-assigned text.

1. Students are asked to bring to class two quotes they have chosen from the text.
 - One quote, the student wants to affirm or to emphasize (thinks it's correct, or confirms a view she holds, or supports it intuitively).
 - The other quote, the student wants to challenge.

2. Students talk about their Quotes to Affirm in small groups and decide upon 1 quote.
3. Then, the small groups report to the whole class—each group explains why they chose that quote.
4. Students then talk about their Quotes to Challenge in small groups.
5. They decide upon 1 quote and report it back to the whole class.

Other Questions & Activities:

(adapted from Angelo & Cross, 1993)

- Student generated test questions: Ask students to create a question based on materials presented in class today/this week. Optionally, include one or two of these questions on the next test.
- Sketch: Ask students to quickly sketch and label a flow chart or provide the next step in a procedure
- Instructor mistake: Present a drawing or statement and ask, “What is wrong with what I just wrote?”
- Pro-con grid: Ask students to make a quick list of pros and cons on a particular topic.

Resources

Angelo, T., & Cross, P. K. (1993). *Classroom assessment techniques: A handbook for college teachers* (2nd ed.). San Francisco: Jossey-Bass.

Brookfield, S. D. (2006). *The Skillful Teacher: On Technique, Trust, and Responsiveness in the Classroom*. San Francisco: Jossey-Bass.