

Teaching & Learning

A successful learning experience will require a variety of teaching methods. Since Hullabaloo U is a seminar class, lectures should be used sparingly. Lectures are a valid instructional tool, but they are less suited for a seminar. A seminar can be defined as a “meeting for an exchange of ideas.” In the academic course sense, a seminar involves a small group of students engaged in intensive study under the guidance of an instructor who meets regularly with them to discuss the issues at hand. This implies that the instructor’s role is to create a safe, learner-centered environment, where students feel free to learn from and teach their peers. To do this effectively, instructors should utilize a mix of instructional strategies, including large and small group discussions, active learning strategies such as role playing or skits, and beyond-the-classroom learning experiences.

In a chapter on teaching college freshmen, Dianne Strommer offered ten tips for success in teaching first-year college students.

1. Understand your students
2. Clarify your objectives
3. Attend to the first class
4. Establish a climate for learning
5. Abandon the non-stop lecture
6. Involve students with varied activities
7. Provide opportunities for reflection
8. Take risks
9. Include upper-class students (Peer Mentors)
10. Develop a support group

Knowing that teaching a first-year seminar is a unique teaching experience for many educators, in 2001, Stuart Hunter extended Dianne’s work by developing her own “Ten Tips for Success in Teaching First-Year Seminars”

1. Embrace high expectations and demand quality work
2. Learn student names early and use them
3. Demonstrate self-disclosure
4. Give students ownership for some aspects of the course
5. Involve students in teaching the course
6. Remember that process is content
7. Meet at least once with each student individually
8. Obtain feedback throughout the term
9. Provide opportunity for synthesis and projection
10. Know that teaching new-student seminars is a continual work in progress

Reprinted with permission from:

Hunter, M.S. (2003, June). *Taking risks in teaching*. Prepared for *Perspectives* at Purdue University-Calumet.

Key Questions in Designing a Lesson Plan

When designing a course and/or a lesson plan, consider the following key questions. This chapter will focus on best practices in teaching in learning to help you choose the best methods to achieve your desired outcomes.

1. Who is your audience?
2. What's the purpose of the lesson? What are you trying to achieve?
3. What are the best methods to help you achieve your desired outcome?
 - a. Is the method aligned with the outcome?
 - b. What, how, and when will you teach?
 - c. How will you incorporate multiple learning styles?
4. How will you know your students "got it?"

Lesson Planning Primer

The FYE Instructor Manual provides you with a myriad of resources to aid you in your instruction. Below, are some additional points to keep in mind as you construct lesson plans for your Hullabaloo U class.

Content Should Always Align with the Outcomes

- Hullabaloo U has common learning outcomes. Use them as your guide in constructing meaningful assignments and experiences within your course.

Prioritize Discussion

- As an instructor it is essential to facilitate invigorating discussions. Encourage and value regular student contributions and make it an expectation early.

Keep Lessons and Activities in 15 Minute spurts

- Pace is important! Try dividing your plan into increments as this can assist in setting up an engaging format for your students.

Have at Least Two Active Learning Strategies

- Create a learning environment that fosters collaboration and interaction. This moves learning into achieving “understanding, exploration and application” (Garner, 2012).

Have a Backup Plan

- Think ahead! Always plan to have more than what’s needed.
- Contingencies: (weather) - If you’re planning an outdoor activity, have an alternative set-up in case it rains. (technology) – Have a plan if technology is not operational within your classroom to show videos or other forms of media.

Be Organized

- Regularly communicate with your peer mentor on ideas and a plan for the day.
- Bring materials (e.g., PPT slides, supplies).

Take Time for Student Reflection and Connection

- Gauge your students’ understanding and learning after discussions. Leave time for them to process what they’ve learned both individually and collaboratively.

References:

Garner, B. (2012). *The first-year seminar: Designing, implementing, and assessing courses to support student learning and success: Vol. III. Teaching in the first-year seminar*. Columbia, SC: University of South Carolina, National Resource Center for The First-Year Experience and Students in Transition

Strategies for Supporting a Successful Learning Experience

1) Involve students in the learning process using active and engaging pedagogy

Instructors should employ varied and engaging pedagogy in the classroom. Variety in instructional strategies helps to maintain interest and appeals to different learning styles. Specific illustrations of this variable include using a wide array of teaching methods, having meaningful class discussions, using class time productively, and encouraging students to speak in class and work together. According to the literature, benefits of engaging pedagogy include better academic performance, increased retention and graduation rates, and greater satisfaction with the institution and learning environment. Furthermore, engaging pedagogy fosters deep learning, “learning in which students seek to understand the material, incorporate new ideas with existing knowledge and personal experience, to remember it, and to be able to use it” (Erickson & Strommer, 2005, pg.248).

2) Articulate the importance and purpose of each component, topic and assignment – and give timely and clear feedback

Each activity and assignment should be meaningful and have a clearly stated purpose and set of goals. Students respond best to learning environments in which they understand the purpose and goals of what they are doing, rather than being assigned “busy work” which feels random, pointless, or disconnected from other course content (Erickson & Strommer, 2005).

Feedback should be provided to students in a timely, constructive, and specific manner. Students should understand why they received a particular grade and what they can do to improve on the assignment. Students should also receive sufficient structure and support to complete their assignments. Frustration can be minimized by giving clear standards and articulating precisely what can be done to improve the assignment.

3) Create a caring and supportive learning environment that helps students build community with the campus, faculty and students.

One great advantage of Hullabaloo U is that it helps students make connections in their new environment, build community, and have a small group learning experience. The Hullabaloo U course demonstrates a supportive campus environment by providing appropriate resources to students and creating conditions that encourage students to take advantage of these resources. In addition, Hullabaloo U fosters meaningful relationships and connections among students and faculty.

Hullabaloo U also makes the large campus seem smaller. As a result of participating in Hullabaloo U, students should develop a sense of belonging at the University and a sense of community with their classmates since “students are more likely to flourish in small settings where they are known and valued as individuals than in settings in which they feel anonymous” (Kuh, G., Kinzie, J., Schuh, J.H., Whitt, E.J. and Associates, 2005, pg. 106).

Interacting with students, especially outside of the classroom, is important. Research continually suggests that faculty interaction is a vital element of student success (Pascarella & Terenzini, 2005). Hullabaloo U encourages meaningful out-of-class experiences that bring students and faculty closer together. Having a shared meal, meeting 1:1, attending cultural events, and engaging in service as a class all serve to build community.

All of these suggestions involve a great deal of time on your part. Good teaching is time consuming. It takes time to create clear, structured, and meaningful assignments. It takes time to provide constructive and specific feedback. And it takes time to be available and approachable for students, but the rewards are well worth the effort.

Works Cited:

- Erickson, B.L., & Strommer, D.W. (2005). Inside the first-year classroom: challenges and restraints. In Upcraft, Gardner, and Barefoot (Eds.). *Challenging and supporting the first-year student* (pp. 241-256). San Francisco: Jossey-Bass Publishers.
- Kuh, G., Kinzie, J., Schuh, J.H., Whitt, E.J., and Associates. (2005). *Student Success in College*. San Francisco: Jossey-Bass Publishers.
- Pascarella, E., & Terenzini, P. (2005). *How college affects students*. San Francisco: Jossey-Bass Publishers.

Principles for Good Practice in Undergraduate Education

Chickering and Gamson (1987) outlined the following seven principles for good practice in undergraduate education which serve as the backbone of effective practice in Hullabaloo U.

1 Good Practice Encourages Student-Faculty Contact

Frequent student-faculty contact in and out of classes is the most important factor in student motivation and involvement. Faculty concern helps students get through rough times and keep on working. Knowing a few faculty members well enhances students' intellectual commitment and encourages them to think about their own values and future plans.

2 Good Practice Encourages Cooperation Among Students

Learning is enhanced when it is more like a team effort than a solo race. Good learning is collaborative and social, not competitive and isolated. Working with others often increases involvement in learning. Sharing one's own ideas and responding to others' reactions improves thinking and deepens understanding.

3 Good Practice Encourages Active Learning

Learning is not a spectator sport. Students do not learn much just sitting in classes listening to teachers, memorizing pre-packaged assignments and spitting out answers. They must talk about what they are learning, write about it, relate it to past experiences, and apply it to their daily lives. They must make what they learn part of themselves.

4 Good Practice Gives Prompt Feedback

Knowing what you know and don't know focuses learning. In getting started, students need help in assessing existing knowledge and competence. In classes, students need frequent opportunities to perform and receive suggestions for improvement. At various points during college students need chances to reflect on what they have learned, what they still need to know, and how to assess themselves.

5 Good Practice Emphasizes Time on Task

Time plus energy equals learning. There is no substitute for time on task. Learning effective time management is critical for students. Allocating realistic amounts of time means effective learning for students and effective teaching for faculty. How an institution defines time expectations for all of its constituents can establish the basis for high performance for all.

6 Good Practice Communicates High Expectations

Expect more and you will get it. High expectations are important for everyone – for the poorly prepared, for those unwilling to exert themselves, and for the bright and well motivated. Expecting students to perform well becomes a self-fulfilling prophesy when teachers and institutions hold high expectations of themselves and make extra efforts.

7 Good Practice Respects Diverse Talents and Ways of Learning

There are many roads to learning. People bring different talents and styles of learning to college. Brilliant students in the seminar room may be all thumbs in the labor or art studio. Students rich in hands-on experience may not do so well with theory. Students need the opportunity to show their talents and learn in ways that work for them, while being exposed to other learning styles.

Adapted from: Chickering, A., & Gamson, Z. (1987, March). Seven principles for good practice in undergraduate education. *AAHE Bulletin*, 39(7), 3-7.

25 Ways to Teach and Learn

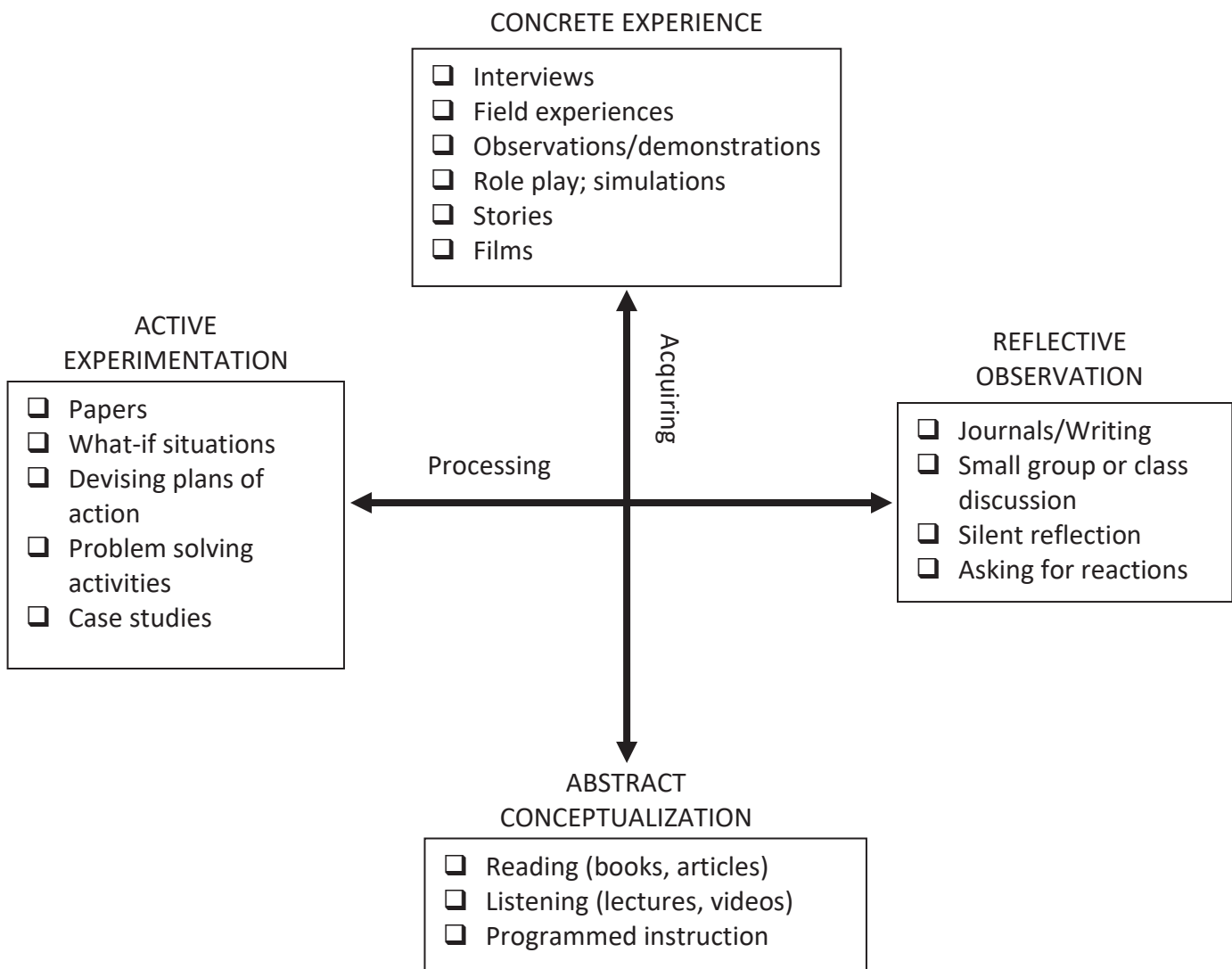
1. *Lecture* – Learning by listening to experts. Bring in experts to talk to students about information (Campus Partner Presentations)
2. *Reading* – Learning by reading books, pamphlets, magazines, and other material.
3. *Writing* – Learning by setting down thoughts on paper. This includes journal assignments, blogs, formal papers, written exams, and short, reflective writing on a notecard in class.
4. *Inquiry* – Learning by initiating personal questions. Ask students to come prepared to class with questions about a topic, reading, or video, etc.
5. *Group Discussion* – Learning by verbal interaction with other learners.
6. *Experience* – Learning from an experiential activity or performance. Refer to Kolb’s experiential learning model.
7. *Challenge Activity* – Learning from a first-time or demanding activity that challenges the learner beyond their present realm of understanding. Consider utilizing an activity that pushes students outside of their comfort zone.
8. *Teaching Others* – Learning by teaching others or tutoring. Ask students to become an expert in a topic by researching online or through other means, and then prepare them to teach their classmates about the topic.
9. *Repetition* – Learning by repeating a skill or activity. This is enhanced when students receive meaningful and constructive feedback so that they can improve on their next effort.
10. *Question-Answer* – Learning from dialogue that involves asking questions and receiving answers. When utilizing this method in class, refer to other students and then your Peer Mentor before answering questions.
11. *Simulated Practice* – Learning from performance in a safe, controlled situation like a role-play or socio-drama. This is particularly helpful for modeling difficult conversations with a roommate or a faculty member.
12. *Socratic* – Learning from give-and-take interaction with a teacher, scholar or expert.
13. *Failure* – Learning from past mistakes and by analyzing past experiences. This also includes learning through trial and error. Many students will utilize this method in their first semester, capitalize on their learning through trial and error by asking students to share challenges and lessons learned in class.
14. *Travel* – Learning from observing and experiencing new environments, cultures, and languages. This includes field trips and cultural events. Get outside of the classroom and explore the campus and community!

15. *Audiovisual* – Learning from listening to radio, instructional videos, television, and web videos. You can find videos on Hullabaloo U's YouTube channel. Many instructors utilize Ted Talks, This I Believe Essays, and RSanimate videos.
16. *Mental Rehearsal* – Learning by using mental practice of skills and information. This includes visualization.
17. *Games* – Learning from games including role-plays, game shows, and other fun activities that support the course learning outcomes.
18. *Case Studies* – Learning by solving problems, discussing life dilemmas, and analyzing cases.
19. *Group Dynamics* – Learning by interacting with a group and experiencing the processes of brainstorming, creative problem-solving, and synergy. Group work is an important aspect of Hullabaloo U, and reflection on the successes and challenges of group work could be very helpful for students.
20. *Reflection* – Learning from quiet thought and contemplation on the past and the future. Engage students in reflection often.
21. *Metaphor* – Learning from pictures or stories that symbolically depict new ideas and concepts.
22. *Interviewing Experts* – Learning by questioning experts about how they became expert. This can be particularly helpful if students interview a faculty/staff member on campus, someone in their desired career path, and/or an upperclassman in their major, etc.
23. *Community Service* – Learning by helping others in the community.
24. *Debate* – Learning by researching and then arguing different sides of the same issue.
25. *Project Method* – Learning by researching, designing, and presenting projects.

Adapted with permission from: 60 ways of teaching (or learning) anything. (1993) *Instructional skills workshop: Handbook for participants*. Training and Technology and the Centre for Curriculum and Professional Development, Ministry of Advanced Education, Province of British Columbia.

Kolb's Model of Experiential Learning

David Kolb's (1983) Model of Experiential Learning is a theory of learning that aligns closely with the teaching philosophies of Hullabaloo U. The basic premise of this model is that learning occurs through acquiring and processing information. Kolb posits that each of these functions have two dichotomous methods. We can acquire information in two different ways - through a concrete experience or through abstract conceptualization. We then have to "make meaning" of this new information by processing it, either through reflective observation or active experimentation. For deep learning to occur, a student would utilize all four dimensions of this model to acquire and process the information. We call this "learning around the circle." This model can be used to work toward achieving course learning outcomes and/or for designing individual class lesson plans.



Kolb, D. A. (1983). *Experiential learning: Experience as a source of learning and development*. Upper Saddle River, NJ: Prentice Hall.

Active Learning

What is active learning?

Active learning involves some kind of experience or dialogue. Students who are actively learning are reading, writing, discussing, or engaging in problem solving.

Why is active learning important?

“Learning is not a spectator sport. Students do not learn much just by sitting in classes listening to teachers, memorizing pre-packaged assignments, and spitting out answers. They must talk about what they are learning, write about it, relate it to past experiences and apply it to their daily lives. They must make what they learn part of themselves” (Chickering & Gamson, 1987).

“When students participate in classroom conversation, they become actively engaged with the course material...problems are articulated and potential solutions are generated...opinions are challenged. All of this contributes to the development of critical thinking skills, which is one of our major goals as educators” (McGlynn, 200).

Active Learning Strategies

There are numerous ways to engage students in their learning. The following is a list and description of useful methods for Hullabaloo U:

60-60, 30-30

In this discussion technique, students are asked to find a partner. They decide who is number one and who number two is. Give the groups a topic to discuss. Number one must talk about the topic for 60 seconds without stopping. No questions can be asked during this time. Then student number two must talk about the topic for 60 seconds without repeating the ideas discussed by number one. Again, no questions are asked.

Then, student number one responds or adds to the discussion for 30 seconds. Then, student number two does the same. The instructor asks for volunteers to share ideas with the group. The instructor can facilitate the volunteering by circulating around the room and listening in on the groups. When the instructor hears a good idea, he or she asks the student to report on their ideas at the end of the discussion. This technique works well for reviewing a topic, getting students focused on a new topic, and sharing differing viewpoints.

Case Studies (See Case Method of Instruction later in this chapter)

Case studies are a powerful way to engage students in their own learning. The power comes from the inductive nature of case learning and our attraction to true and well-told stories. Case studies can be accurate descriptions of real-life situations that call for action on the part of the main character. They call for students to step-in and solve the case. This is a good way of bringing the real world into the classroom so that students can practice on real problems. Case studies allow students to disassociate from situations and think about them from outside of a situation they may actually be facing. This can be a particularly valuable learning experience

since it requires solving problems, discussing life dilemmas, analyzing situations as a group, and gaining insight into different approaches to solving the problem.

Circle of Voices

Place your students in either mini-circles of 4-5 or have the whole class get in a large circle. Ask a thought provoking question and allow up to 3 minutes of individual silent time so that students can organize their thoughts---encourage them to jot down an idea or two. Then a student in the circle starts and can say whatever they want (uninterrupted) on the topic for up to 3 minutes. Students take turns speaking by going around the circle. After everyone has had a chance to speak, the discussion opens out into a more free-flowing format. Ground rule: participants are only allowed to talk about others' ideas, not simply expanding on his/her initial idea; unless someone directly asks him/her.

Constructive Controversy

Have students work in groups of four. Within each group, have them split into pairs. Assign pairs opposing sides of a controversial issue. Each pair reads about their "stand" on the issue and then shares with the group. (This is to inform, not debate). After some discussion, have each pair switch sides and then argue the opposing side; debate may now occur.

Crossing the Line (also known as Stepping In)

Students receive a sheet with multiple "I" statements. Each student anonymously* indicates whether or not the statements apply to them. All of the sheets are collected and redistributed to the class. Once the papers have been passed out, each statement will be read aloud by the facilitator. Each student will be asked to step in (or raise their hand) if the statement on the paper they are holding has been marked "yes". This activity can be used to address multiple topics throughout the semester. Two versions appear in the FYE Instructor Manual (Positive Relationships chapter, pg. 13 and Values and Identity chapter, pg. 32).

*This strategy can be completed anonymously or students can represent themselves when crossing the line. As the instructor, you can determine which format will work best for your students.

Find Illustrative Quotes

Bring in copies of an article (or any text) you would like your students to discuss. Students spend the first 10 minutes or so reading through the article or portion of a chapter assigned as pre-reading. Have them highlight/underline quotes that they especially agree with, disagree with, find interesting, or find particularly difficult to understand. Whether you discuss in groups or the whole class, students now have something to contribute. They can discuss/question/affirm the points they've underlined.

Fishbowl

4-6 willing participants are selected to sit in the "hot seat" in the center of the class, where they respond to critical thinking questions about the subject matter that have been passed out either several days in advance, or, at the minimum, given at the start of class with a few

minutes to reflect on. The rest of the class, seated around the students in the fishbowl, critiques the “performance” of the fishbowl students after the session. Repeat with more questions as time allows.

Forum Theater

Use theater to depict a situation and then have students enter into the sketch to act out possible solutions. Have students brainstorm possible suggestions for how to improve the situation. Then, ask for volunteers to act out the updated scene.

Game Shows Trivia

Take a popular television game show and adapt it to a class topic. You can use PowerPoint to develop your game board to make the activity visual. A game show format will allow your students to have fun and engage with the material outside of the typical classroom experience. It will also provide them greater incentive to learn the material, so that they can compete against their peers to win. A prize for the winning team will be a great incentive.

Graffiti or Gallery Walk /Rotating Small Groups Stations

Set up “stations” around the room with newsprint, a poster board, or chalkboard space. Break your class into the same number of stations you’ve set up. Each station should have a prompt on some issue that encourages students to write down their ideas using whatever medium you have provided. After about 5-10 minutes, have the students rotate to the next station, read the prompt, read the “conversation” that has already started, and contribute further to the conversation (by adding content) or affirm components of the conversation (by placing a check-mark next to components they support). The last stop will have students at the station they originated from (so that they can see what their classmates had to say on their initial issue). Process the activity with the large group.

Variation

In this variation, there is only one prompt that each group responds to at their station. Upon rotating, one person from each group must stay behind to explain their group’s ideas to the new group. A different person stays behind after each rotation. After visiting each station, each group shares the idea(s) that they liked the most, and then vote on the best idea in the class.

Hatful of Quotes

Prior to discussing a text in class, type quotes from the text on to slips of paper. Put these into a “hat” and ask students to draw one of the slips out of the hat. Students are given a few minutes to think about their quote and then asked to read it out and comment on it. This activity is most effective when students share in the order of where the quote can be found in the text. If you use the same 4 or 5 quotes, students who go later will have heard their quote read out and commented on by those who spoke earlier and they can affirm, build on, or contradict a comment a peer has already made about that quote.

Jigsaw

Divide the material to be learned into several parts (5 or 6 max). Assign students to “home team” groups (the number of teams equaling the parts of material to be learned: 5 parts = 5 groups). Each member of the “home team” will be assigned **one** of the parts to be learned. Then, break your class into “expert groups” – all members assigned to “part A” get together, “part B” gets together, etc. In their “expert groups” they gather with the other students assigned the same material. Within these groups, they read, discuss, and thoroughly learn their material. After this, have students return to their “home teams” and “teach” the part they learned to their group.

Meeting of the Minds Panel

Set up a panel discussion in which students are assigned to role-play different figures that bring alternative points of view to the discussion topic. This works well with advance preparation. Spending a class period (or two) in which students formulate their points of view on the topic (using resources they, or you, bring to class) really enhances the activity.

One Minute Paper

The one minute paper is a free writing response to a question posed by the instructor. The one minute paper can be used at the beginning of class to start a discussion. It can be used in the middle of class to check understanding or get student feedback on key ideas presented in the class. It can be used at the end of the class as a summary activity. You may have volunteers read their one minute paper or call on students to read their papers. Or, the activity can just be for personal reflection. Instructors can occasionally collect the papers for participation credit or use them for discussion.

Pass the Problem

Prepare four envelopes with a “problem” or situation that needs a resolution, with the problem written on the outside of each envelope (one problem per envelope). Divide students into five groups with four of the five groups getting small stacks of paper. Each of the four groups gets one problem and has five minutes to develop a solution. They write their solution on a piece of paper, put it in the envelope, and pass it to the next group. The process repeats itself. Each group has five minutes to create a solution without viewing the proposed solution(s) of the group(s) before them. At the end, the fifth group has 5-10 minutes to identify what they think is the best solution for each problem. They present each solution to the larger group and discuss the issue/topic as a class.

Peer Review

Students are asked to complete an individual homework assignment or short paper. On the day the assignment is due, students submit one copy to the instructor to be graded and one copy to a partner. Each student then takes their partner’s work and depending on the nature of the assignment gives critical feedback, corrects mistakes, or offers suggestions for future action.

Pictionary

This is a helpful activity to review content/ideas. Prepare clues on note cards (keywords, dates, theories, etc. that students should know). Divide students into groups, and assign them to an easel/whiteboard where the clues are located facedown. Once students are in their groups, review the rules: one person will be the artist and attempt to draw the answer without symbols or words; the others try and guess the clue; passing is only allowed twice. Have groups keep a tally of the number of clues they successfully guess. There can set a certain number of clues for the teams to try to complete first, or a time limit. Prizes for the winning team would be appreciated by students.

Power of Two/Snowballing

Have students answer a question or solve a problem individually. Then have them pair up and compare their responses. Have them create new responses or improve their original responses. Then have 2 pairs join together to make a group of 4 and repeat. Then have 2 groups of 4 join together to make groups of 8. Then reconvene as a whole class.

Problem-Posing Strategy

Submit a problem to students, framed as an open-ended question, to which they must propose and justify an answer. Again, consider current event problems, study strategy problems, etc. (For critical thinking purposes, emphasize different viewpoints.) A great way to do this is to have students write down their “solutions” independently, then break them into groups and have them “round robin” share one solution at a time. They can then discuss the group’s solutions, come up with their top 3 or 5 and share their group’s solutions with the rest of the class.

Reaction Papers

After either reading or discussion, have your students respond in writing. You can then have the students read/share ideas from their papers, or you can collect them and anonymously share quotes during the next class period to spark further discussion.

Recalling a Memorable Experience

Starting a discussion by getting students to talk about a memorable experience in their lives that somehow connects to the topic is a great way to get your students engaged. Because most students think they are experts on their own experiences, starting out with personal stories is often much less intimidating for them than launching straight into a discussion of the strengths and weaknesses of a theory. This can work well with various discussions [the Middle East situation (remembering our 9/11 experiences), media’s influence on society, hurricane Katrina and racism, First Amendment freedoms, etc.]. It also works well when discussing study skills (exam prep, time management, note taking, etc.).

Response Systems

Response systems are methods used to engage students in discussion, games, or simulations/role plays by asking them to choose options/answers. The following are common examples:

ABCD Paddles: Lettered paddles that students can use to answer multiple choice questions. This is often most effective when students are working in small groups.

Fact or Crap Paddles: Each paddle says fact on one side and crap on the other. These are most effective when utilizing a scenario, true/false, or myth-busting activity. These can be used in small groups or individually.

Poll Everywhere: On the website, www.polleverywhere.com, you can create polls for which students can vote anonymously via their phones. This is a way to collect aggregate information about students' habits, views, interests, or behaviors, and provides an opportunity to discuss the results. For example, you may poll students on the number of hours they sleep per night on average, and then compare the results with medical recommendations for the number of hours of sleep that college students should get per night, etc.

Role Playing

Role playing provides students an opportunity to practice decision making through a concrete experience. Role playing allows for a more active approach to discussing a particular scenario since acting is involved. In this case, there isn't a character whose dilemma needs to be solved, but the students have to solve the problems as a character in the situation. Provide students a scenario and specific roles in the scenario. Then, provide them the chance to simulate the situation and their solution to it in front of the group. Have the large group discuss the pros and cons to their solution to the situation and potential alternative solutions. This provides students the opportunity to visualize and practice how they would respond to a real-life situation.

Social Barometer

This exercise serves well as an icebreaker, stimuli for discussion and critical thinking, establishing an interactive classroom atmosphere, and as a means for forming diverse student groups for class debates and research projects. The exercise may be used for an entire class period and/or periodically for shorter time periods throughout the semester whenever you think the class needs to do something lively and enjoyable.

To set up the exercise, if you have a long, free space for student movement, center yourself facing the entire group of students. If they strongly agree, they will move toward one specified (right or left of you) of the spectrum. If they strongly disagree, they will move to the opposite side of the spectrum. They also are free to situate themselves anywhere in between the

extremes of agreement/disagreement depending on how strongly they feel about the given issue. (If space is limited, use the 4 corners of your room as vectors.)

As the students respond to your questions on why they moved to agree or disagree, they are free to change positions if one of the other students says something that persuades them to modify their original viewpoints. Remember that your function is to keep everyone involved, ensure that students articulate thoughtful reasons for their selected positions, and not allow the discussion to become too personal or rowdy. Once the students get the hang of this exercise, frequently you will only have to ask the first question on a particular topic. They often will maintain a fluid, lively, and respectful dialogue once you get them started.

Begin with a relatively innocuous topic, and then gradually move toward more controversial and even “hot-button” issues. Your key questions in facilitating this exercise will be: “Why do you strongly agree or strongly disagree with this statement?”

When you facilitate this exercise, be sure to call on every student. Make certain that everyone is involved. Often you will play devil’s advocate. Your function is not to promote a particular view so much as to encourage your students, through interested questions, to explain why they literally take a particular position on a particular issue.

When you use this exercise to form groups for other projects, ask the participants to notice who is most similar and most different from them on various issues. At the end of the exercise, ask your students to find two other students most similar to them and link arms – forming a small group of three. Then ask each group of three to find a basically dissimilar group and link arms with those group members – forming a working group of six. This should ensure some lively diversity when they work together on the next selected class project.

Structured Buzz Groups

Prepare questions about assigned reading before class. Put students in groups to answer the questions. Although they don’t have to cover all the questions, have them try to finish as many as they can and to record their answers in writing. The groups’ answers are either submitted at the end of class or reported to the reconvened large group to spur further discussion.

Think, Pair, Share

“Think, Pair, Share” is a collaborative learning method. It allows students to collect their thoughts about an idea, topic or assignment and discuss their thoughts with someone else before they are called upon to share them in a more public forum (such as the whole class).

The process is simple. Simply ask the group to think of their response to a specific idea or question for a specific amount of time, 60-90 seconds is typically adequate. Then, tell them to write a response to the idea or question. Pair them with a person in the room (usually the person beside them) and ask that they listen to each other’s thoughts and ideas. The goal thus far is to provide the time and support necessary for formulating a reasonable, thoughtful response to a question, as well as to get students in the habit of considering others’ ideas. By

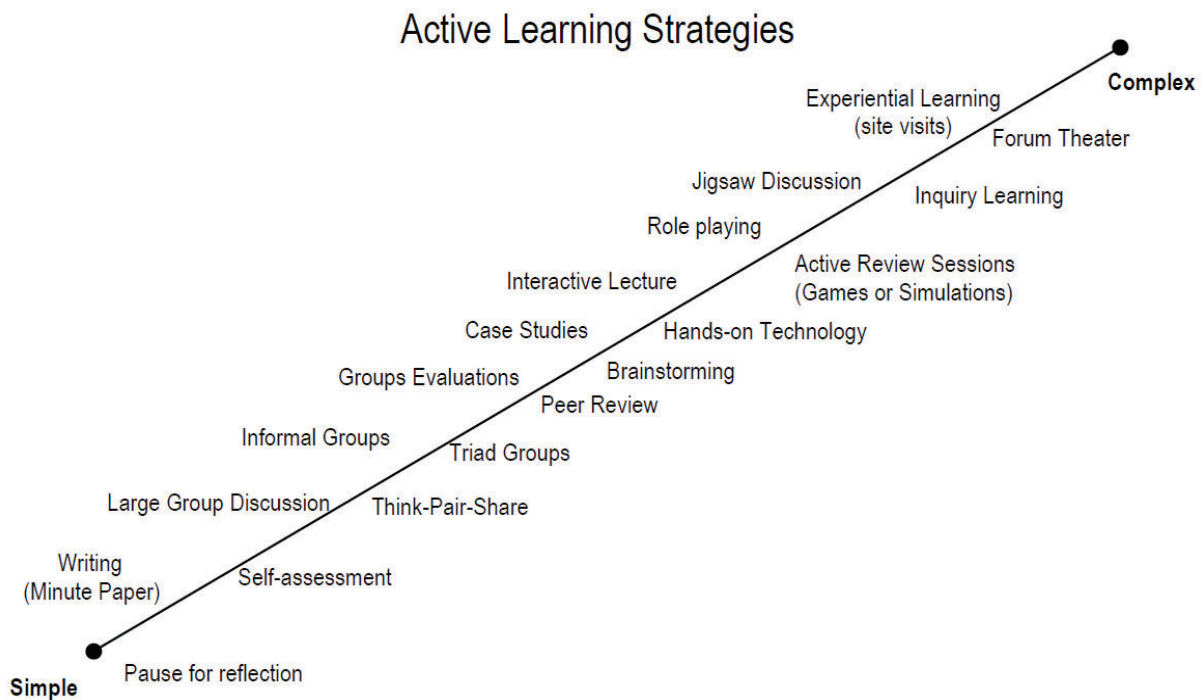
discussing their idea and hearing someone else's the hope is that a superior idea will be formed.

Students are then asked to share with the large group the discussion they had in their pairs. This provides students with a memory exercise. They learn that if they have thought about it, written about it, and talked about it, they are likely to recall what they thought.

After 4-5 students have spoken, call on someone who has already shared the idea. The response usually is "I have already told you what I wrote." Then suggest that they have heard 3-4 more ideas and that having already spoken does not mean that they should "stop thinking," but instead they should be integrating the new thoughts with their thoughts. Students begin to realize that their ideas can be constantly improved upon. This continual conversation leads nicely into the idea that writing papers is also a continuous process of writing, reading, sharing, re-writing, etc.

Video Clips

Video clips are extremely successful tools to generate interest and spark discussion. We will be posting videos to our shared resources that you can use. Peer Mentors are fantastic sources of video ideas as well.



This is a spectrum of some active learning activities arranged by complexity and classroom time commitment.

Prepared by Chris O'Neal and Terisha Pinder-Grover, Center for Research on Learning and Teaching, University of Michigan

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Guide to Effective Facilitation

Effective facilitation is an important aspect of teaching and learning. Without effective facilitation, it may be difficult for students to understand concepts or engage meaningfully in class discussion or activities. Additionally, “facilitating effective discussions takes forethought, planning, and structure,” (Howard, 2015, p. 3). Therefore the following is a guide for instructors:

Goals of Effective Facilitation

- Each student participates in their own way
- Each student feels welcomed and encouraged to speak
- Knowledge is created and shared (meaning is made from reflection)
- Participants connect previous experiences/content to the activity/discussion
- Participants are engaged in the experience
- The facilitator speaks as little as possible

Requirements for Effective Facilitation

- Connection, respect, and community are built within the group
- Proper tone is established
- An inclusive space is created for participants to talk, actively participate, and be engaged
- Activities/questions are developmentally sequenced and relevant
- Ground rules and expectations are clearly defined

Requirements of an Effective Facilitator

Interpersonal Qualities:

- Confidence
- Flexibility
- Comfort with silence
- Self-awareness (understands strengths, biases, & challenges)
- Passion and enthusiasm

Actions:

- Asks, does not tell
- Use inclusive language and action
- If co-facilitating, create shared goals and expectations, and share responsibilities
- Keep goals in mind. What do you want participants to know, think, or do afterwards?
- Focus on participant learning (Ask “Where are they?” not “How am I?”)
- Allow things to unfold (respond and adapt to what participants say, let participants guide the conversation and make meaning their way)
- Be in the moment, be present, and use what is being said & implied
- Work with the group, not for the group (the facilitator is an active participant)

- Understand the group’s needs, interests, and desires, as well as unique dynamics and identities within the group
- Honor that the group creates knowledge and that the facilitator is not an expert
- Use story-telling, metaphors, or symbolism; relate content to the participants’ personal experiences, the “real-world,” and /or current campus, national, or international events.

Framework for Facilitation of an Activity/Discussion

1 Set goals and prepare for the activity/discussion

- What do you want to accomplish? What do you want students to think, know, or do after the activity/discussion?
- Prepare:
 - Develop open-ended questions, and follow-up questions
 - Develop a facilitation plan and alternative activities/methods/questions
 - Practice your facilitation of the activity/discussion
 - Prepare space and supplies

2 Introduce activity/discussion to students by explaining the goals and instructions clearly and specifically

- Focus the group on the task at hand
- Explain why you are doing what you’re doing, connect it to the course content and to their experience
- Set ground rules/expectations of participants
- Model appropriate behavior by setting a positive and enthusiastic tone and participate with them
- Ask who is confused with the instructions/purpose, clarify, and address questions

3 Facilitate the activity/discussion

- Be flexible and adapt to the groups’ responses, questions, or issues; or to any extenuating circumstances
- Utilize methods that allow everyone to participate (e.g. 60-60-30-30, Social Barometer, Fishbowl, small groups)
- Ask open-ended questions that don’t have a right answer and are reflective in nature (*see “what, so what, now what” framework on following page*)
- Direct the conversation by focusing on the goals you set for the activity/discussion
 - Connect participants’ statements to each other’s and/or the activity/discussion goals
 - Highlight disconnects or disagreement between participants’ statements
 - Respond to participants’ statements...
 - With neutral responses like:
 - *Thank you or Okay*

- With prodding statements like...
 - *Why do you say that?; Tell us more; or Explain what you mean*
- By paraphrasing what they said and asking the group to comment
- If they are not talking:
 - Wait (at least 15 seconds), then...
 - Call on someone
 - Use Think, Pair, Share
 - Rephrase the question
 - Have students write their response, or discuss with a partner, then ask again
- If you are having trouble controlling the conversation or certain participants are speaking too much:
 - Ask students to raise their hands before speaking
 - Have students write, then share with a neighbor or in small groups
 - Call on students who are not talking, and ask active participants to wait for others to respond

4 Close the activity/discussion

- Help students make meaning of the activity/discussion by returning to the goals you set out to accomplish by having students discuss or write about:
 - What did I learn today? What is one takeaway I had from today?
 - What was the muddiest/most confusing point today?
 - What will I change as a result of today's discussion/activity?
 - What will I do with/how will I apply, the information we discussed today?
- Ask reflective questions using the following framework
 - **What happened?** (*Ask only if the meaning is sube ctive, or needs to be extracted*)
 - What did we do/experience today?
 - **So what?**
 - Why does it matter?
 - Why did we do this?
 - What was the point?
 - **Now what?**
 - What will we do with this knowledge?
 - How will this experience change things?

Language for Effective Facilitation and Processing

- Ask questions that probe, are open-ended, cause dissonance, and/or serve as the “devil’s advocate”
- Provide space for participants to respond to questions, (wait at least 10 seconds) before reframing the question. Do not answer your own questions.
- When asked a question, return it on the group, by asking, **“What do you think?”** Do not respond to all participant questions
- Encourage participants to more deeply explain their comments by saying, **“I don’t understand”** and/or **“tell us more”**
- Turn the onus of responding directly to the facilitator to engaging with the group, by asking participants to, **“Talk to each other, not to me”**
- Use, and encourage students to use, **I” Statements**. Share opinions as opinions, things “I” believe, “I” have heard, “I” disagree.
- Often facilitators ask groups if they are ready to move on, and often miss out on the quieter people who are not ready. Give those participants room to speak by asking, **“Who is NOT ready to move on?”**
- Ask, **“What questions do you have?”** vs. “Does anyone have any questions?”
Phrasing the question this way implies that questions exist
- “How did this make you feel?” is what facilitators want to know, but is often too broad, consider: **“Did anyone feel frustrated?”** or **“Who felt confused?”** and **“Why?”**
- Use non-value laden encouragement. When participants respond to questions, do not respond with words like “good,” “right,” or “that’s wrong.” These phrases diminish the ability for participants to disagree. Consider, responding with **“okay”** or **“thank you.”**

Utilizing Neutrality in Facilitation

Neutrality is often difficult to convey, because you can’t help having an opinion about what a student says. But, if you learn and practice certain kinds of responses, you will be able to acknowledge someone’s point without revealing your feelings about it. Here are some examples of good neutral responses and some examples of non-neutral responses that should be avoided.

When the Facilitator Agrees with the Statement

Neutral Responses

“Zelda has made a point. What do the rest of you think?”

“That’s very interesting.”

“That’s a possibility.”

“Could be.”

“Jose feels that we should _____. Are there any other possibilities that we should consider?”

Non-Neutral Responses

“That’s a good point, Joe.”

“Very logical reasoning, Al.”

“Yes, I can recall some instance like that.”

“Sounds good to me. How about the rest of you?”

“You’re right.”

When the Facilitator Disagrees with the Statement

Neutral Responses

“How does that strike the rest of you?”

“What do you think of this suggestion?”

“Does anyone want to add anything to that?”

“We have one idea, are there any others?”

Non-Neutral Responses

“Yes, but that wouldn’t apply here.”

“There’s not much we can do about a thing like that.”

“That isn’t the point, Lee.”

“I don’t think that’s important. Are there any other ideas?”

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Originally adapted from:

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The Leadership Center at Washington State University

Stimulating Discussion in Class

Classroom discussion is one of the most important features of the first-year seminar, as it provides students the opportunity to learn from one another and normalize the challenges of the first-year experience. “By providing opportunities for students to interact with each other” you create, “bonds of acquaintance and friendship that will facilitate further participation and greater learning” (Howard, 2015, p. 29). Additionally, “discussions support active learning, give instructors feedback on student learning, and can support higher-order thinking” (Immerwahr, 2011). Kuh et al. (2005) found that students learn more through actively participating in discussion than when they merely listen. This helps student’s move from being passive learners to active learners in the classroom.

Brookfield and Preskill (2005) identified the following **Fifteen Benefits of Discussion**:

1. It helps students explore a diversity of perspectives.
2. It increases students’ awareness of and tolerance for ambiguity or complexity.
3. It helps students recognize and investigate their assumptions.
4. It encourages attentive, respectful listening.
5. It develops a new appreciation for continuing differences.
6. It increases intellectual agility.
7. It helps students become connected to a topic.
8. It shows respect for students’ voices and experiences.
9. It helps students learn the processes and habits of democratic discourse.
10. It affirms students as co-creators of knowledge.
11. It develops the capacity for the clear communication of ideas and meaning.
12. It develops habits of collaborative learning.
13. It increases breadth and makes students more empathic.
14. It helps students develop skills of synthesis and integration.
15. It leads to transformation.

It is important to create a norm of participation/discussion on the first day of class and every day after. To do that:

1. Learn students’ names and encourage them to learn each other’s
2. Respond to students’ comments with positive reinforcement (i.e. show appreciation for their participation)
3. Ask good (analytical) questions (not factual questions with a right or wrong answer)
4. Allow students time to formulate their thoughts/ideas/questions

Jay Howard (2015) also provides the following tips for facilitating effective discussions:

- Help students recognize the value of their classmates’ thoughts and opinions by returning questions to the group and seeking students opinions and ideas often before announcing your own
- Call on students from time to time without them volunteering

- Move about the room and visit small group discussions
- Support debate between students
- Demonstrate self-disclosure by sharing stories that are relevant to the content and helping students find connections with you and their classmates
- Create a safe environment for discussion by supporting students confidence development through affirmative statements after they contribute
- Explain to students that discussion is valuable for their learning

While discussion is important, at times, “discussions can be uncomfortable for students, time consuming, and difficult to control or keep on topic,” and while, “students say that they like class discussion,” it is often “hard to get them to engage.” Immerwahr (2011) believes that while students want to participate, there are often obstacles in place that prevent them from doing so, and that instructors need to understand those obstacles in order to overcome them. Below, you find a chart that outlines these common obstacles and provides some strategies to combat them.

Student obstacles to participation	Strategy
Not interested in the material.	<ul style="list-style-type: none"> • Choose material that engages students/is relevant to their experience. • Maintain sensible reading to discussion ratio. Don't assign vast amounts of material when there is not time to discuss it in class.
Didn't do assignment/reading.	<ul style="list-style-type: none"> • Set reasonable goals, it's better to assign fewer pages that students actually read. • Maintain accountability. Develop some way (such as quizzes or reflection papers) to hold students accountable for doing reading.
Didn't understand the assignment, and didn't really understand why we asked them to do it.	<ul style="list-style-type: none"> • Develop preparation materials, with study questions, and specific guides for what students should be looking for. • Show students how readings and assignments connect to the course learning outcomes.
Afraid of being "put down" by teacher.	<ul style="list-style-type: none"> • For better or worse, these students have come up through the self-esteem movement. Treat comments respectfully and respond neutrally. • Let students respond to other student's comments before you do. • Don't ask questions that have a right or wrong answer.

<p>Fear of other students. Students are scared of us, but terrified of each other. This fear kicks in most when a teacher addresses a question to the whole class, expecting a student to volunteer an answer.</p> <ul style="list-style-type: none"> • If the question is easy, the fear is that other students will think the student who answers is a "suck up." • If the question is difficult and the student gets it wrong, the fear is that other students will think the answerer is a dumb suck up. 	<ul style="list-style-type: none"> • A suggestion: "Don't ask a question if you already know the answer." If you know what you want, why don't you say it? Instead, favor questions that have many answers that you don't already know, are open-ended, and are subjective. For example: <ul style="list-style-type: none"> • What does this mean to you? • How would you apply this? • What is an example of this? • How would you compare this to another idea you have heard?
<p>Deer in the headlight. "By the time I think of something to say, the discussion has moved on, so I prefer to just listen."</p>	<ul style="list-style-type: none"> • Use silence. Allow time for students to think before letting them talk. Don't call on the first person who raises a hand, say, "just take a few moments to think about this." • Ask students to discuss ideas with a person next to them before soliciting discussion, or ask students to jot down some ideas before starting discussion.
<p>Afraid of follow-up. Students are afraid that if they volunteer something, the teacher will follow up with a probing question, putting the student on the spot for more information.</p>	<ul style="list-style-type: none"> • Repeat and rephrase the student's comment. Address follow-up question to the whole class, not to the person who said it. "Mike says that Descartes must be wrong, because he knows he is sitting in this room right now. Can anyone anticipate how Descartes might respond?"
<p>Students may be shy and lack confidence.</p>	<ul style="list-style-type: none"> • Let students get support from other students. For example, divide students into groups of three with one student in each group as "talker" for the group and others as "consultants." Only talkers can talk, but give frequent opportunity for talkers to consult with consultants. Rotate roles after a few minutes. • Reward non-talkers when they do talk. Use their comment for your next point, or thank them after class for their contribution. • Use role play exercises. Shy students get confidence from playing a role with an assigned part.

<p>Students are too sleepy or groggy to participate (especially early morning or late afternoon classes).</p>	<ul style="list-style-type: none"> • Deal with the issue explicitly. Take breaks in the middle of class, where students can stretch. • Direct questions to individual students, rather than waiting for students to volunteer. • Have students' stand-up, move to another part of the room, or form groups to foster conversation. • Start with an engaging activity that spurs discussion.
<p>Discussion dominating students can be a problem for the rest of the class, especially if they get the teacher "off track." Other students will clam up because they don't want to cause more chaos and they don't want to make other students angry at them.</p>	<ul style="list-style-type: none"> • Deal appropriately with discussion dominators. Don't spend a lot of time dealing with non-mainstream questions. Talk to dominators outside of class, and let them know that you value their input but you might sometimes need to ask them to hold back to let other students have a chance. Often discussion dominators are seeking attention, so if you give them some attention outside of class, they may be more appropriate during class sessions.

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Immerwahr, J. (2011, June 21). Enhancing class discussion. Teach Philosophy 101. Retrieved from: <http://www.teachphilosophy101.org/Default.aspx?tabid=101>

Socratic Teaching as a Means to Foster Discussion

Socratic teaching is revered as the oldest, most powerful model for developing critical thinking. This teaching model, established by Socrates more than 2,500 years ago, emphasizes the importance of seeking evidence, closely examining reasoning and assumptions, and analyzing basic concepts. With Socratic teaching, the focus is on providing students with questions, not answers, by modeling inquiry and probing. As a result, students develop the ability to reason in a disciplined, self-assessing manner. Students also benefit by communicating with their peers in the classroom setting.

This teaching model is valuable in the Hullabaloo U classroom, where the goal is to create a student-centered environment, where students take responsibility for their own learning. The goal of Socratic teaching is for students to internalize a mode of questioning that suits their learning style and enables them to achieve higher levels of realization and understanding.

These modes of questioning are:

- *Clarity.* For example, the student might ask, "Could you elaborate further?" or "Could you give me an example?"
- *Accuracy.* "How can we verify your statements?"
- *Precision.* "Could you be more specific?"
- *Relevance.* "How does this relate to the issue?"
- *Depth.* "What other factors need to be considered?"
- *Breadth.* "Do we need to consider another point of view?"
- *Logic.* "Does what you say follow from the evidence?"
- *Significance.* "Is this the most important issue to consider?"

In order to achieve the goal of the Socratic teaching model, instructors should:

1. Make an environment conducive to discussion. Develop a base relationship among the class members before expecting extensive participation in discussion. Students are more likely to participate if they feel they are among friends. Facilitating activities that help students learn each other's names and interests can do this. The instructor should also learn all the students' names and take some time to chat with them individually and informally. If possible, arrange the seating in the room into a semicircle so that all class members can see one another.
2. Keep the discussion focused by providing questions that advance the discussion. These questions should not only stimulate student thinking, but also hold students accountable for their thinking. Plan ahead for the many different directions that the dialogue might take, and be prepared to think on your feet. However, limit your own comments. The discussion should be about the students developing their own answers and solutions.
3. Keep the discussion intellectually responsible by dealing carefully and fairly with contributions from every member of the class. Show respect for each student's thoughts and opinions. By modeling this behavior as the instructor, students will also show respect for their peers' thoughts and opinions.
4. Stimulate the discussion with probing questions ("what," "how," and "why" questions are open-ended and further discussion; "can," "are," and "do" questions are closed). When modeled by the instructors, stimulating questions become internalized by students, who in turn ask themselves the same things.
5. Periodically summarize what has and what has not been dealt with or resolved in regards to the topic of discussion. This provides participants in the discussion with a road map to guide the rest of the dialogue.
6. Incorporate as many students as possible into the discussion. If everyone feels that his or her contributions to the discussion are valued and respected, participation will come more naturally.
7. Take a nonjudgmental attitude, listen, share something of yourself, and be honest. All of these things will contribute to critical rapport-building with your students, and affect future discussions.

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