

# Structuring Your Lectures to Engage Students & Optimize Learning

Tolulope Noah, Ed.D. • 2019 Lilly Conference • Anaheim  
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Welcome! Please sit wherever you see a set of materials. Also, please download a free QR code reader app on your phone from the App Store (iPhone) or Play Store (Android) if possible.

Song of the Day:  
“ABC”  
by The Jackson 5

# Agenda

- Introductions
- Pre-Lecture Strategies
- Mid-Lecture Strategies
- Post-Lecture Strategies
- Ongoing Lecture Improvement Strategies
- Session Evaluation/Q&A

If you have any questions during the session, please "stick" them to the white post-it note on your baggie, and we will address them at the end.

# Learning Outcomes

- Describe strategies that can be used before, during, and after lectures to help students process the content in active and engaging ways.
- Describe Marzano's (2009) "Five Avenues to Understanding."
- Describe strategies for adjusting lecture content for the future.

A hand holding a glowing lightbulb against a sunset background. The background is a gradient of orange and red, suggesting a sunset or sunrise. The hand is positioned in the lower right, holding the lightbulb. The lightbulb is illuminated from within, casting a warm glow. The word "INTRODUCTIONS" is written in white, uppercase letters across the center of the image, partially overlapping the lightbulb and the hand.

# INTRODUCTIONS

# Introductions



Tolulope Noah, Ed.D.  
Associate Professor

Liberal Studies/Undergraduate Education K-8 Program  
Azusa Pacific University

- Current Courses:
  - EDLS 200: Introduction to Teaching as a Profession
  - EDLS 405: Diversity in the Classroom
- Former 5th & 6th grade teacher in LAUSD & Culver City

A hand holding a glowing lightbulb against a sunset background. The background is a gradient of colors from light blue at the top to deep red at the bottom. The hand is positioned in the lower right, holding the lightbulb in the center. The lightbulb is illuminated from within, casting a warm glow. The text "PRE-LECTURE STRATEGIES" is overlaid in white, centered horizontally and partially overlapping the lightbulb.

# PRE-LECTURE STRATEGIES

# Strategy #: "Song of the Day"

- **WHAT?**

- As students are arriving to class and getting settled, play a song (on repeat) that relates to the topic you will be teaching that day.

- **WHY?**

- Encourages students to think about the topic from the moment they enter class
- Fosters a warm & welcoming environment (Berk, 2008)
  - Students often sing (or dance) along, share memories connected with the song, etc.
- Provides a hook that students will come back to during the lecture (AHA! moments)

# Welcome to Intro to Teaching as a Profession with Dr. Noah

- ❑ Please sign in in the orange attendance binder on the back table.
- ❑ Take a playing card from the sign in table.



Song of the Day:  
"Respect"  
by Aretha Franklin





## Activity: Name That Song!

- I will play short clips of songs that I have used in my courses as the “Song of the Day.”
- In your packet, write down what you think the title of each song is (p. 1).
- At the end, we will review the correct song titles and the course topics they correlate with.



Let's review...

# Song #1

“Man in the Mirror” by  
Michael Jackson

# Course Topic

Implicit Bias



Image source: <http://bit.ly/2U5GMdb>

## Song #2

“Technologic” by Daft  
Punk

## Course Topic

Technology in the  
Classroom



Image source: <http://bit.ly/2T3WAKl>

## Song #3

“We’re All in This Together” from  
*High School Musical*

## Course Topics

Professional Learning  
Communities (PLCs) &  
Collaborative Planning

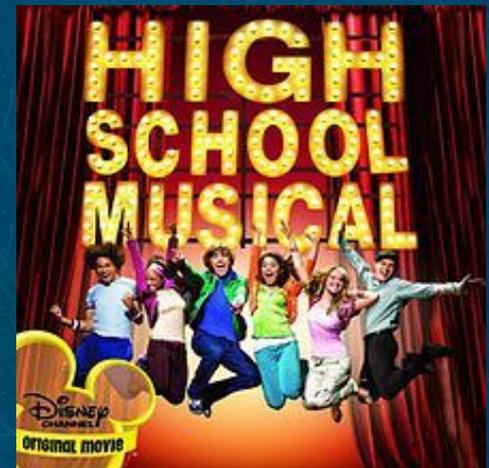


Image source: <http://bit.ly/2H5lyqY>

# Song #4

“This Is Me” from *The Greatest Showman*

Course Topic  
Social Identities

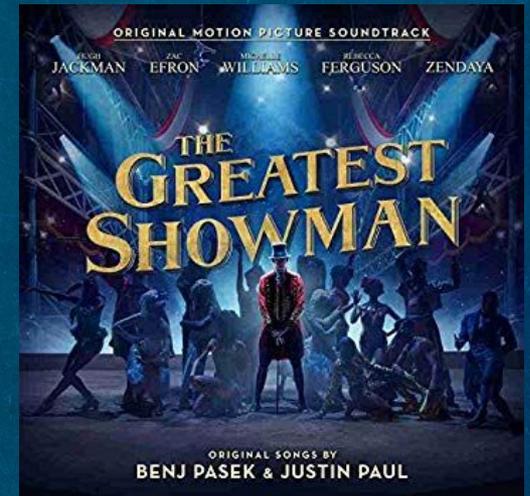


Image source: <http://bit.ly/2NvtgS1>

# Song #5

“Oops! I Did it Again” by  
Britney Spears

# Course Topic

Causes of Student  
Misbehavior

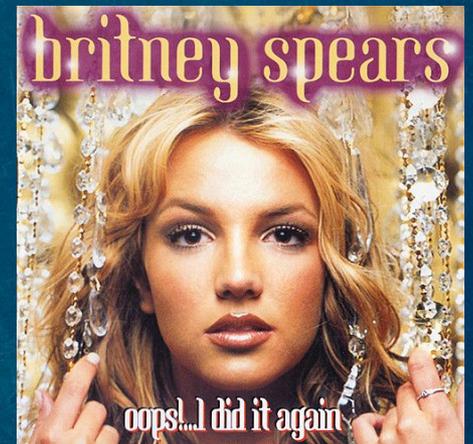


Image source: <http://bit.ly/2VknMry>

# Song #6

“Fever” by Peggy Lee

## Course Topic

Assessment Criteria

(**F**air, **E**fficient, **V**alid,  
& **R**eliable)

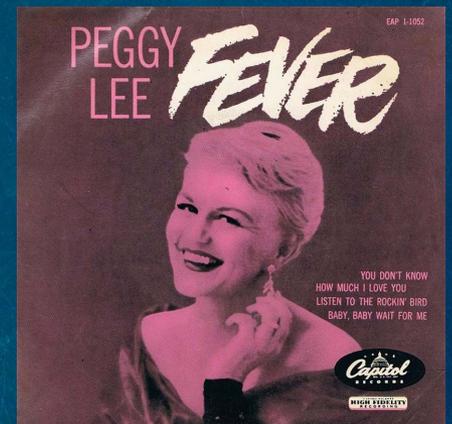


Image source: <http://bit.ly/2Eh1BM9>

# Song #7

“Survivor” by Destiny’s  
Child

Course Topic

Final Exam

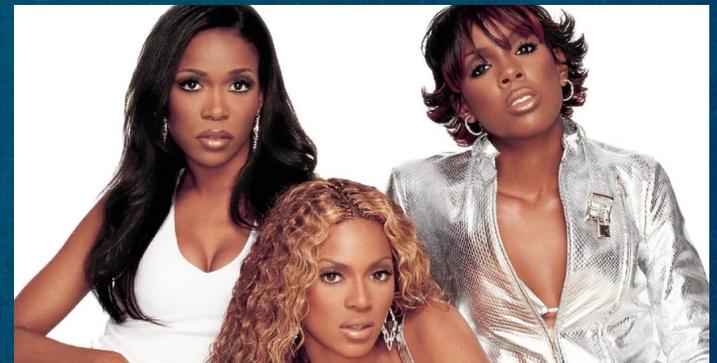


Image source: <http://bit.ly/2lBc7mz>

# 20 Outcomes of Music Integration in the Classroom

(Berk, 2008)

1. Grab students' attention;
2. Focus students' concentration;
3. Generate interest in class;
4. Create a sense of anticipation;
5. Establish a positive atmosphere/environment;
6. Energize or relax students for learning exercise;
7. Draw on students' imagination;
8. Build rapport among students;
9. Improve attitudes toward content and learning;
10. Build a connection with other students and instructor;
11. Increase memory of content;
12. Facilitate the completion of monotonous, repetitive tasks;
13. Increase understanding;
14. Foster creativity;
15. Improve performance on tests and other measures;
16. Inspire and motivate students;
17. Make learning fun;
18. Augment celebration of successes;
19. Set an appropriate mood or tone; and
20. Decrease anxiety and tension on scary topics.

# Strategy #2: Roadmap

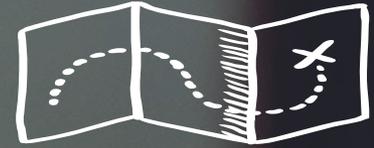
- **WHAT?**

- At the start of class, share the lecture agenda and student learning outcomes (based on Bloom's Taxonomy).

- **WHY?**

- Clarifies what students should learn (Anderson & Krathwohl, 2001, p. 23)
- Provides students with a clear roadmap of how they are going to get there
- Helps students self-assess their progress along the way
- Holds the professor accountable and assists with staying on target
- Ensures that your lecture is focused on student learning, not activities (Anderson & Krathwohl, 2001, p. 17)

# Where We're Headed Today



## AGENDA

- Group Agreements
- Implicit Bias
- Reflecting on Bias & Socialization
- Gender Bias
- Seven Forms of Bias in Instructional Materials
- "The Danger of a Single Story"
- "I Am, but I'm Not"
- Assignment Recap

## OUTCOMES

- Define implicit bias.
- Identify areas in which you may harbor biases and why.
- Describe the impact of gender bias in the classroom setting.
- Describe strategies for creating a classroom environment that promotes gender equity.

# Strategy #3: Activate Prior Knowledge

- **WHAT?**

- Access students' prior knowledge of and experiences with the lecture topic using KWL charts (Beers, 2003, pp.74-80), anticipation guides (Beers, 2003, pp. 80-87), & card sorts (Wallon, Jasti, & Hug, 2017).

- **WHY?**

- Provides diagnostic data about what students already know about the lecture topic and vocabulary
- Allows you to build upon students' foundational knowledge
- Helps you determine student misconceptions

# KWL Chart (p. 3)

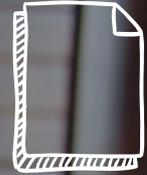


Complete the **K** and **W** sections of the chart by brainstorming what you know and want to know about these topics.

**Put your KWL chart to the side for now & take notes on a separate sheet of paper.**

K-W-L Chart		
Topic: <u>No Child Left Behind, Common Core, &amp; the Every Student Succeeds Act</u>		
What I <b>K</b> now	What I <b>W</b> ant to Know	What I <b>L</b> earned

# Anticipation Guide (p. 4)



- Provide students with a list of statements related to the lecture topic.
- Students should silently read each statement.
- In the “Before” column, students should write a T if they think the statement is true or an F if they think the statement is false.
  - *“Agree/disagree” can be used instead of “true/false.”*
- As you teach your lecture, students will learn more about the topic and complete the “After” & notes columns.

**Religion in Public Schools: Teachers’ Rights & Responsibilities  
Anticipation Guide**

BEFORE True or False?	Statement	AFTER True or False?	Notes
	1. Teachers should incorporate religion into the curriculum.		
	2. You have to give equal attention to all religions in the classroom.		
	3. It’s okay to celebrate religious holidays in the classroom.		
	4. Teachers can pray, read their Bibles, and wear religious items during the school day.		
	5. If students ask about your religious beliefs, you should avoid telling them.		
	6. If parents make special requests due to their children’s faith, the school should accommodate and enforce them.		

# Card Sort (p. 5)

- Provide each pair/small group with a set of cards that contains key terms, definitions, and examples or images related to your unit of study.
- Have students work together to read and sort the cards into categories as a way of accessing their prior knowledge of the academic language.

Card Sorts: Science: Biology (Cell Organelles)

Suggested Directions: Match each cell organelle structure with its function and city analogy.

Cell Membrane	Cell Wall
Endoplasmic Reticulum	Golgi Bodies
Mitochondria	Nucleus

Card Sorts: Science: Biology (Cell Organelles)

Allows the cell to change shape and controls what goes into and out of the cell.	Gives plant cells extra support and protection.
Transportation route for proteins.	Packages, labels and ships proteins out of the cell.
Produces energy for the cell; site of nuclear respiration.	Command center. Regulates DNA and RNA actions.

Card Sorts: Science: Biology (Cell Organelles)

City Border	City Wall
Road System	Post Office
Energy Plant	City Hall



## Activity: Card Sort

5:00

- Marzano (2009) describes “Five Avenues to Understanding” that can be used to foster student comprehension of the content.
- Look under your table and find the small brown envelope that is taped there. It contains cards about the five avenues.
- Work with your table group to read the cards and sort them into five categories.
- ***If you finish early, discuss these questions:***
  - Which avenue is your greatest area of strength as an educator? How so?
  - Which avenue is your greatest area for growth as an educator? Why?



# Card Sort Categories

AVENUE	DESCRIPTION
<b>Chunking</b>	Presenting lecture content "in small, digestible bites" with pausing points throughout
<b>Scaffolding</b>	Organizing the lecture content so that each chunk logically builds upon the previous one
<b>Interacting</b>	Providing students with opportunities to engage with each other & process each chunk
<b>Pacing</b>	Teaching each chunk at an appropriate rate
<b>Monitoring</b>	Assessing student understanding during each chunk

**Open your baggie. Hold up the color of the index card that reflects the avenue that is your greatest STRENGTH.**

**Now hold up the color of the index card that reflects the avenue that is your greatest area for GROWTH.**

We will now discuss specific strategies you can use **during** your lecture, based on the “Five Avenues to Understanding.”

**Chunking**

**Scaffolding**

**Interacting**

**Pacing**

**Monitoring**

A hand holding a glowing lightbulb against a sunset background. The background is a gradient of orange and red, suggesting a sunset or sunrise. The hand is positioned in the lower right, holding the lightbulb. The lightbulb is illuminated from within, casting a warm glow. The text "MID-LECTURE STRATEGIES" is overlaid in white, centered horizontally and partially overlapping the lightbulb.

# MID-LECTURE STRATEGIES

# Strategy #4: Graphic Organizers

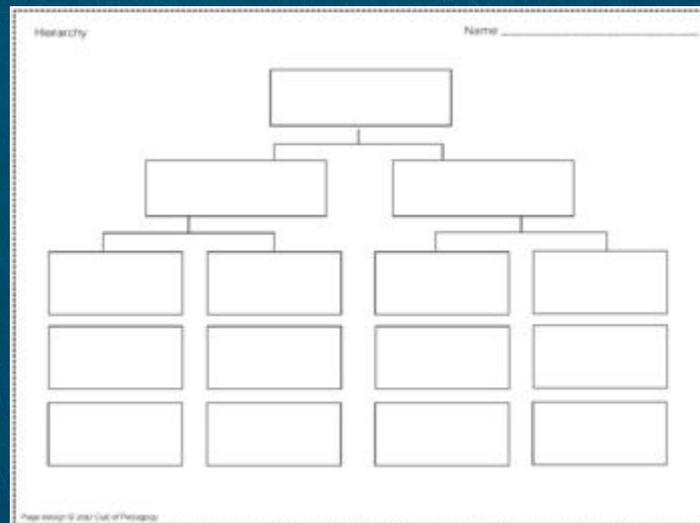
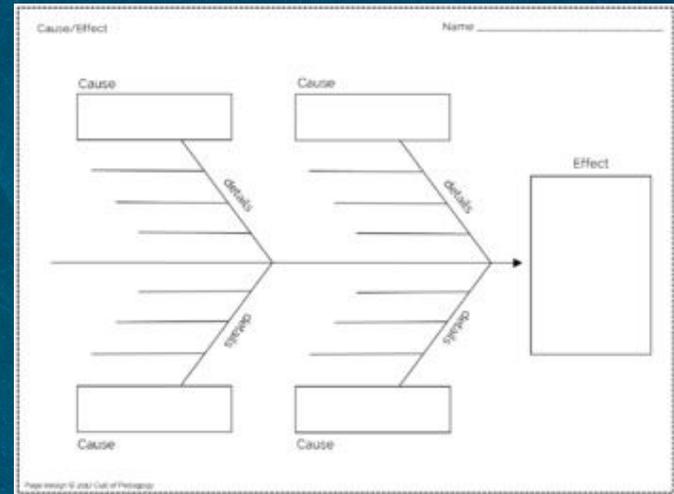
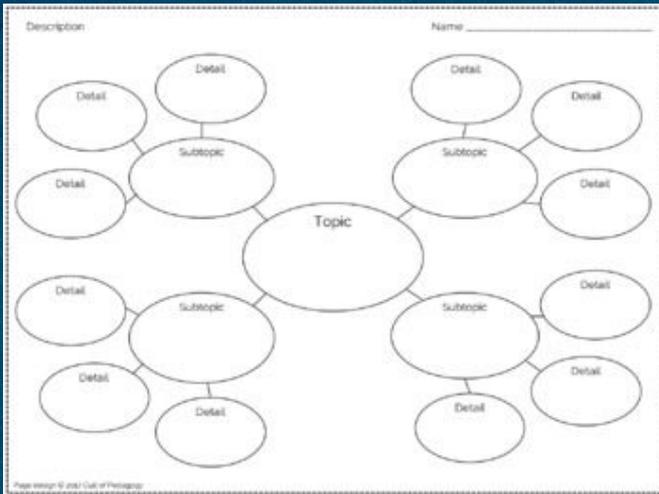
- **WHAT?**

- Provide-- or have students create-- graphic organizers (e.g., timelines, charts, tables, webs, flowcharts, etc.) as a visual aid for note-taking or group work purposes

- **WHY?**

- Helps you **chunk** and **scaffold** the lecture content
- Helps students understand the flow of the lecture and how concepts are related to each other (The Learning Center-University of North Carolina at Chapel Hill, 2019)

# Sample Graphic Organizers



# Sample: Special Education

## Students with Special Needs

*EDLS 405: Diversity in the Classroom*

### Legal Responsibilities

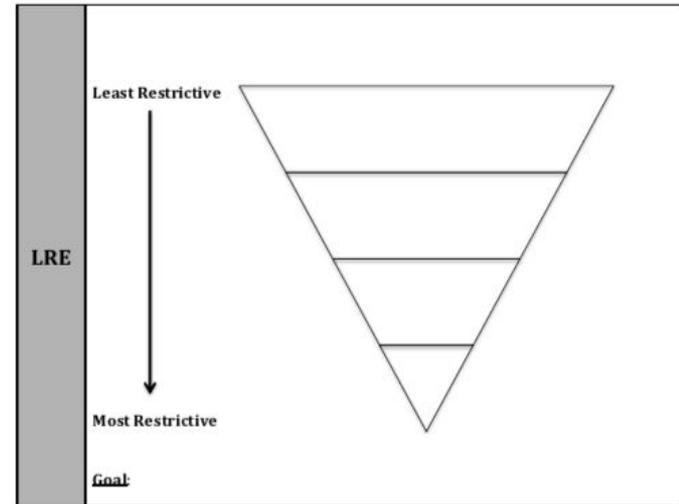
#### Timeline

- 1975: Education for All Handicapped Children Act (EAHCA) was passed
- 1990: EAHCA was renamed as the **Individuals with Disabilities Education Act (IDEA)**
  - IDEA continues to be amended every few years (most recently in 2004)

#### IDEA Mandates

<b>FAPE</b>	
<b>IEP</b>	<p>Accommodations:</p> <p>Modifications:</p>

### IDEA Mandates (cont.)



### IDEA Qualifications & Additional Provisions

Qualifications	Additional Provisions

# Strategy #5: Talk & Jot

- **WHAT?**

- Pause at strategic points in your lecture to have students talk with a partner about what they have learned so far and record it on their KWL chart (if used) or in their notes.

- **WHY?**

- Helps students **interact** with the content after you have presented a manageable **chunk** of information
- Allows you to **monitor** student understanding of the content

# KWL Chart: Talk & Jot A

2 minute timer

2:00

What is one new, interesting, or surprising thing you learned about **NCLB**?

Talk to a neighbor about it & record it in the **L section** of your KWL chart.

K-W-L Chart		
Topic: <u>No Child Left Behind, Common Core, &amp; the Every Student Succeeds Act</u>		
What I <b>K</b> now	What I <b>W</b> ant to Know	What I <b>L</b> earned

whyspecial.com

# KWL Chart: Talk & Jot B

2 minute timer

2:00

What is one new, interesting, or surprising thing you learned about

**Common Core?**

Talk to a neighbor about it & record it in the **L section** of your KWL chart.

## K-W-L Chart

Topic: No Child Left Behind, Common Core, & the Every Student Succeeds Act

What I <b>K</b> now	What I <b>W</b> ant to Know	What I <b>L</b> earned

whysospecial.com

# KWL Chart: Talk & Jot C

2 minute timer

2:00

What is one new, interesting, or surprising thing you learned about **ESSA**?

Talk to a neighbor about it & record it in the **L section** of your KWL chart.

## K-W-L Chart

Topic: No Child Left Behind, Common Core, & the Every Student Succeeds Act

What I <b>K</b> now	What I <b>W</b> ant to Know	What I <b>L</b> earned

whyspecial.com



## Activity: Talk & Jot

2:00

- Turn to a neighbor.
- **TALK** about this question with your partner, and then **JOT** down your response in your notes (p. 6):
  - **What is one new or interesting classroom engagement strategy you've learned about at this year's Lilly-Anaheim conference (either from this current session or a previous session)?**

# Strategy #6: Grouping Techniques

- **WHAT?**

- Use different techniques to mix up students for discussions and other activities (e.g., case study examination, data set analysis, scenario discussions, role plays, etc.)

- **WHY?**

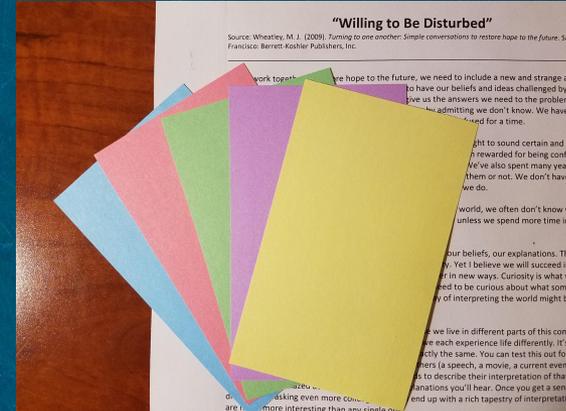
- Allows students to **interact** with different peers during each lecture

# Grouping Techniques

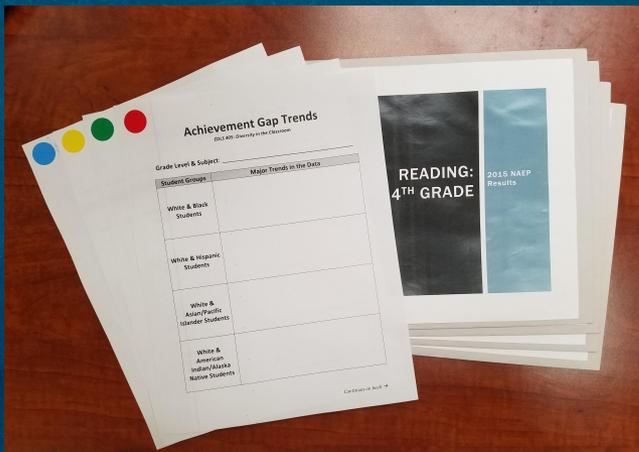
## Puzzle Pieces



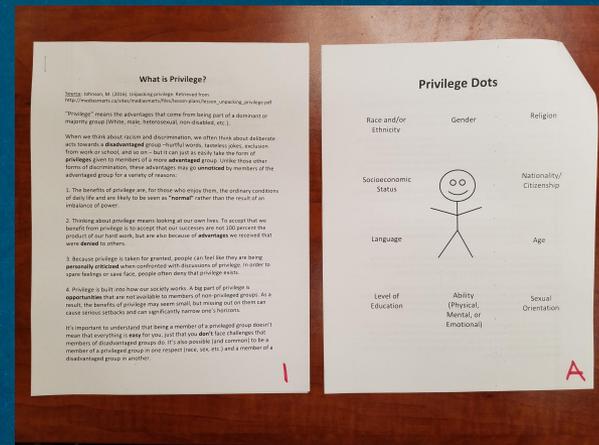
## Colorful Index Cards



## Dot Stickers on Handouts

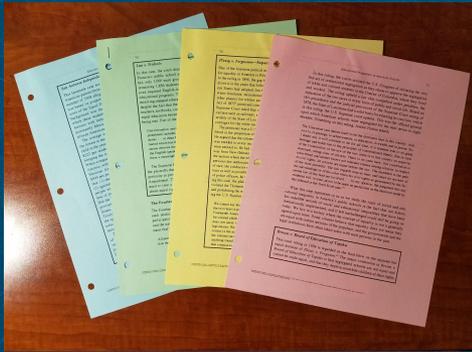


## Numbers/Letters on Handouts

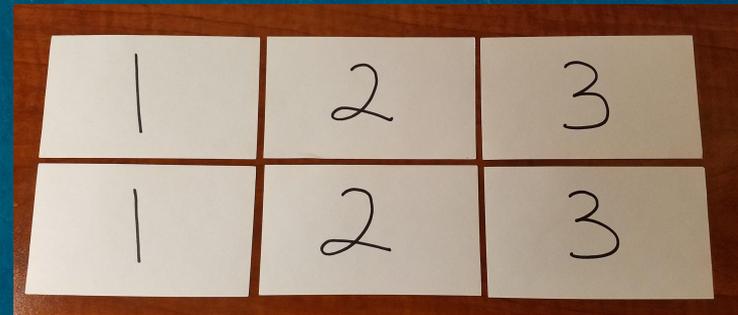


# Grouping Techniques (cont.)

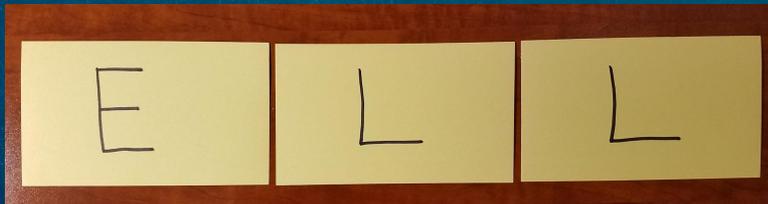
**Color-Coded Paper**  
(Great for jigsaws!)



**Numbered Index Cards**  
(Great for peer review!)



**Index cards with letters**  
(Form a word/acronym)



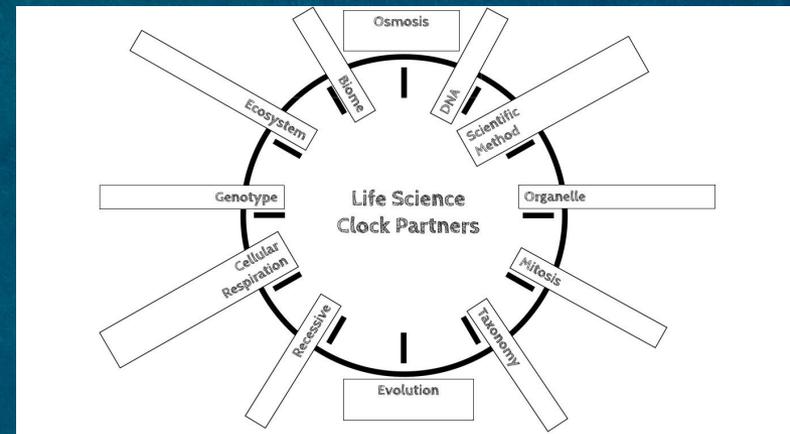
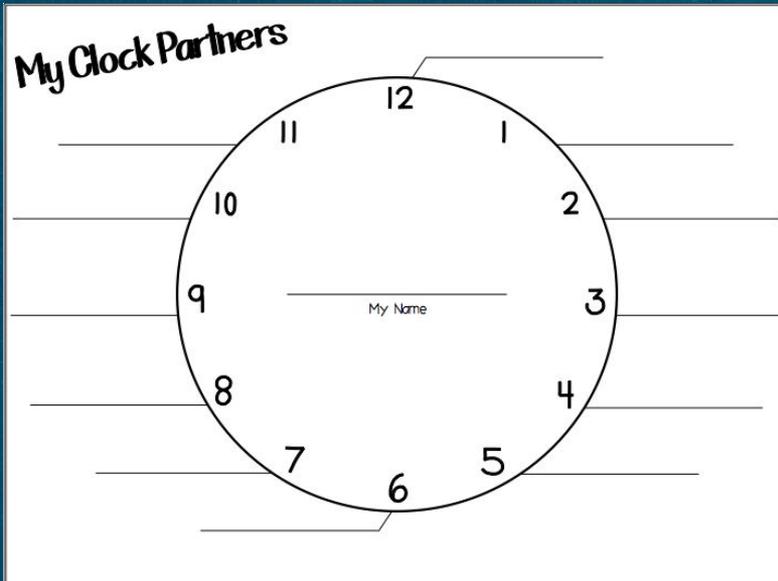
**Playing Cards**



# Grouping Techniques (cont.)- p. 7



## Discussion Appointments (AKA Clock Partners)



Life Science Image Source: <https://bit.ly/2BQnQld>

# Strategy #7: Slide Timers

- **WHAT?**
  - Include timers on your Google Slides.
- **WHY?**
  - Assists with  **pacing**  lecture discussions and activities

# How to Embed Timers on Google Slides (p. 8)



- Go to YouTube.com, and search for “\_\_\_ minute timer.”
  - Example: “[5 minute timer](#)”
- Click on the specific timer you want to use.
- Copy the URL.
- In Google Slides, go to “Insert” and then “Video.”
- Copy and paste the URL in the YouTube box, and then click on the search icon.
- An image of the timer will pop up below. Click on it, and then click on the “Select” button. The video will pop up on your slide.

# Strategy #8: Response Cards

- **WHAT?**

- Use colorful index cards or multiple choice cards to have students respond to questions.

- **WHY?**

- Allows you to **monitor** student understanding of the content (formative assessment strategy)

# Effective or Ineffective Objectives?

Hold up the **green index card** if you think the objective is **effective** or the **red index card** if you think it's **ineffective**. Be prepared to explain your rationale.



1. Students will be able to list the phases of the water cycle.
2. Students will be able to understand the major parts of speech in a sentence.
3. The teacher will present a lesson on ordering fractions with different denominators.
4. Students will be able to appreciate various forms of poetry, including sonnets and lyric poetry.
5. Students will be able to add fractions with like denominators.
6. Students will be able to learn the conditions in Europe that led to World War II.
7. Students will be able to describe the importance of the Underground Railroad in the abolitionist movement.
8. Students will be able to view scenes from the film version of *The Crucible*.
9. Students will be able to know the structure of a persuasive essay.

# Multiple Choice Response Cards

(CAPER Center for Technology + Physics Education Research, n.d.)



Fold your sheet  
into fourths.

Three multiple  
choice  
questions will  
be displayed.

For each one,  
fold your sheet  
to display your  
answer choice  
in front.

A

B

C

D

***Since we're in Anaheim, it's time to test your knowledge of the "Happiest Place on Earth" (AKA Disneyland)!***



GIF source: [https://thumbs.gfycat.com/RewardingPessimisticCowbird-size\\_restricted.gif](https://thumbs.gfycat.com/RewardingPessimisticCowbird-size_restricted.gif)



# Activity: Multiple Choice Review

(Question source: <https://www.popsugar.com/smart-living/Disneyland-Trivia-Quiz-44857512>)

**Q1:** "How much was the original cost of a Disneyland ticket?"

**A.** \$15.00

**B.** \$3.00

**C.** \$1.00

**D.** \$10.00

# Multiple Choice Review (cont.)

(Question source: <https://www.popsugar.com/smart-living/Disneyland-Trivia-Quiz-44857512>)

**Q2:** "How long did it take to construct Disneyland?"

**A.** 1 year

**B.** 18 months

**C.** 6 months

**D.** 5 years

# Multiple Choice Review (cont.)

(Question source: <https://www.popsugar.com/smart-living/Disneyland-Trivia-Quiz-44857512>)

**Q3:** “Which of these words does NOT belong in this statement: ‘Here you leave today, and enter the world of \_\_\_\_\_, \_\_\_\_\_, & \_\_\_\_\_?’”

**A.** Fantasy

**B.** Magic

**C.** Tomorrow

**D.** Yesterday



Image source: <http://bit.ly/2BXyeOC>

# Strategy #9: QR Codes

- **WHAT?**

- Generate QR codes that link to related content on the internet (e.g., photographs, videos, maps, charts, websites, audio clips, online quizzes, PDFs, Google documents, etc.)



- **WHY?**

- Allows you to **chunk** the lecture by providing a pause where students can view examples of the content just addressed
- Can also be used to **monitor** student understanding of the content

# Microaggressions QR Code Activity



**Your English is so good.**

Sometimes kind words aren't really that kind. Find out more [here](#).

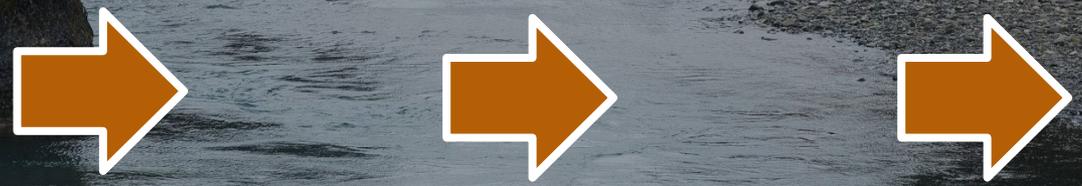
**How'd you get into that school?**

How else would you get into college, besides hard work? Find out [more here](#).

**Microaggressions QR Code Activity**  
EDLS 405: Diversity in the Classroom

Video #	Title of Video	Reactions <i>How do you feel? What is the underlying assumption or message? Can you relate? Any other thoughts?</i>
1		
2		
3		
4		
5		
6		
7		

Adapted from <http://www.odl.org/assets/pd/education-outreach/microaggressions-in-our-lives.pdf>



# How to Generate QR Codes



- Google “QR Code Generator”
  - Personal favorite: [Kaywa](#) (link on p. 9)
- Copy and paste the link to the content you want (e.g., photographs, videos, maps, charts, websites, audio clips, online quizzes, PDFs, Google documents, etc.)
  - Sample link:  
<https://giphy.com/gifs/reactiongifs-mrw-morning-6vGbDJTp2mUPS>

A hand holding a glowing lightbulb against a sunset background. The background is a gradient of orange and red, suggesting a sunset or sunrise. The hand is positioned in the lower right, holding the lightbulb. The lightbulb is illuminated from within, casting a warm glow. The text "POST-LECTURE STRATEGIES" is overlaid in white, centered horizontally and partially overlapping the lightbulb.

# POST-LECTURE STRATEGIES

# Strategy #10: Digital Exit Slips

- **WHAT?**

- At the end of class, have students complete a Google Form where they respond to review and/or reflection questions based on the content of the lecture.

- **WHY?**

- Allows you to **monitor** students' comprehension of the content
- Provides you with useful feedback about the lecture



## Activity: Digital Exit Slip

- Please take out your phone. Scan the QR code in your packet (on p. 9) OR type the URL below in your browser:



[bit.ly/lillycon19](https://bit.ly/lillycon19)

- Complete and submit the Google Form.

# Strategy #1: Assignment Recap

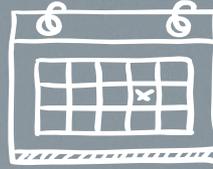
- **WHAT?**

- At the end of each class, review the upcoming assignments.

- **WHY?**

- Helps keep students on track with assignments for the course and gives them the opportunity to ask any clarifying questions they may have
- Reminds you to discuss any upcoming tasks so that students are prepared to do the assignments and understand what is expected

# Assignment Recap



<b>This Week</b>	
<b>Next Week</b>	<ul style="list-style-type: none"> <li>● <u>Due Tues., Jan. 22:</u> <ul style="list-style-type: none"> <li>○ Reading Response #3 due by 8:00 a.m.</li> <li>○ Bring your laptop &amp; charger to class.</li> </ul> </li> <li>● <u>Due Thurs., Jan. 24:</u> <ul style="list-style-type: none"> <li>○ Reading Response #4 due by 8:00 a.m.</li> </ul> </li> </ul>
<b>On the Horizon</b>	<ul style="list-style-type: none"> <li>● <u>Due Fri., Feb. 1:</u> <ul style="list-style-type: none"> <li>○ Final draft of Personal Culture Study paper (Submit PDF on Canvas by 8:00 a.m.)</li> </ul> </li> </ul>



A hand holding a glowing lightbulb against a sunset background. The background is a gradient of orange and red at the bottom, fading into a light blue at the top. The hand is positioned in the lower right, holding the lightbulb in the center. The lightbulb is illuminated from within, casting a warm glow. The text is overlaid in the center of the image.

ONGOING LECTURE  
IMPROVEMENT STRATEGIES

# Strategy #12: Teaching Log

- **WHAT?**

- As you teach your lectures, keep post-its with you in class and create a running list on your computer with notes for the following semester (e.g., new ideas, necessary changes, pacing issues, etc.)
  - Example: “Notes for Fall 2019”

- **WHY?**

- Promotes necessary self-reflection on your lectures
- Helps you know exactly what to tweak for following semester

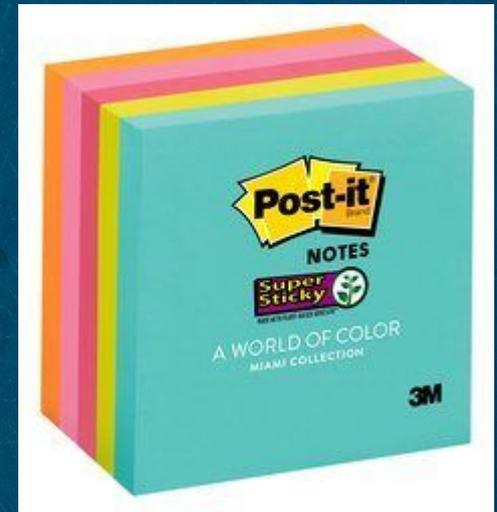


Image source: <http://bit.ly/2tGRWcX>

# Sample Teaching Log

EDLS 200: Intro to Teaching	EDLS 405: Diversity in the Classroom
<p data-bbox="216 411 413 444">SYLLABUS</p> <ul data-bbox="247 458 942 711" style="list-style-type: none"><li data-bbox="247 458 942 582">● Contact Julie to see if she can come and be a guest speaker regarding substitute teaching</li><li data-bbox="247 586 942 711">● Lecture on ethical/legal issues &amp; mandated reporters needs to be its own day (not enough time)</li></ul> <p data-bbox="216 761 871 793">CAUSES OF MISBEHAVIOR LECTURE</p> <ul data-bbox="247 808 942 1275" style="list-style-type: none"><li data-bbox="247 808 942 1275">● Post-it brainstorm activity: Give each student three post-it notes. On each one, they should write a specific instance of misbehavior they have observed in their TAP classroom. Then have students place their post-its notes on posters around the room that match the cause they think was underlying each instance of misbehavior (attention seeking, revenge seeking, boredom, etc.)</li></ul>	<p data-bbox="985 411 1503 444">LANDMARK CASES LECTURE</p> <ul data-bbox="1016 458 1634 539" style="list-style-type: none"><li data-bbox="1016 458 1634 539">● Add Westminster vs. Mendez to reading response.</li></ul> <p data-bbox="985 586 1406 619">GENDER BIAS LECTURE</p> <ul data-bbox="1016 634 1684 753" style="list-style-type: none"><li data-bbox="1016 634 1684 753">● Add strategies from equity reading to lecture (equity sticks, tracking participation data, etc.)</li></ul> <p data-bbox="985 808 1591 841">C.H.A.M.P. JOURNAL ASSIGNMENT</p> <ul data-bbox="1016 855 1619 925" style="list-style-type: none"><li data-bbox="1016 855 1619 925">● Try video reflections instead of written reflections.</li></ul>

# Strategy #13: Mid-Course Reflection Form

- **WHAT?**
  - Have students complete an anonymous mid-course reflection in Google Forms.
- **WHY?**
  - Provides you with useful student feedback about what is/is not working well in the course so that you can make necessary adjustments before the end of the semester.

# ELDS 405 Mid-Course Reflection Form (p. 11)

<http://bit.ly/2UWgR8K>

# Strategy #14: Plus/Delta Conversation

- **WHAT?**

- At the end of the semester, facilitate a “plus/delta” conversation with each of your classes.
  - Inform students that nothing they say will be held against them; the purpose is to get feedback in order to strengthen the course.
  - Encourage students to share their thoughts and to respond to those of others.
  - Silently take notes as students share, interjecting only when it would be helpful to provide additional insight (This requires a lot of humility!)

- **WHY?**

- Provides you with useful student feedback about what is/is not working well in the course so that you can make necessary adjustments for next semester.

# Reflection Question #1

- What should Dr. Noah continue doing in order to foster learning in this course? Consider:
  - course topics
  - in-class activities
  - the professor's teaching strategies
  - assignments
  - required readings
  - course policies/procedures
  - C.H.A.M.P. service-learning experience

# Reflection Question #2

- What should Dr. Noah omit or modify in order to improve this course? Consider:
  - course topics
  - in-class activities
  - the professor's teaching strategies
  - assignments
  - required readings
  - course policies/procedures
  - C.H.A.M.P. service-learning experience

# Plus/Delta Form (p. 12)

## Plus/Delta Conversation: Course Feedback

Course: \_\_\_\_\_ Semester & Year: \_\_\_\_\_

+

-/Δ

A hand holding a glowing lightbulb against a sunset background. The background is a gradient of colors from light blue at the top to deep red at the bottom. The lightbulb is held in the center, and its glow is visible. The hand is positioned in the lower right, with a teal sleeve visible. The text "SESSION EVALUATION/Q&A" is overlaid in white, centered horizontally and slightly above the hand.

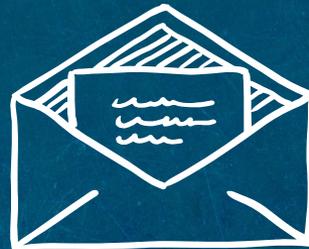
SESSION EVALUATION/Q&A

# Session Evaluation/Q&A

*Thank you for coming to my session! 😊*

*Please complete the evaluation form and leave it face down in the **red bin** by the door as you exit.*

*I'm also happy to answer any questions that "stuck" with you during the session.*



A hand holding a glowing lightbulb against a sunset background. The background is a gradient of orange and red, suggesting a sunset or sunrise. The hand is positioned in the lower right, holding the lightbulb. The lightbulb is illuminated from within, casting a warm glow. The word "REFERENCES" is overlaid in white, bold, uppercase letters across the center of the image.

# REFERENCES

# References

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This means that you can:

- Resize them without losing quality.
- Change fill color and opacity.

Isn't that nice? :)

Examples:

