

Welcome!

Make yourself comfortable.
Turn your microphone off
unless required.

The session will be
recorded.



University of Antwerp
| ECHO | Centre of Expertise
for Higher Education

Activating students

11 October 2022

**What does your wildest
'activation dream' look
like?**

→ use the chat



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Look back – now – forward

1. Too much or too little activation
2. Activating large student groups
3. Asking questions and dealing with answers
4. Evaluating active participation
5. Safe learning environment

screencast



today's
session



It's up to
you!

- What?
- Why?
- Activation culture

- 5 topics based on your questions
- 'Teach what you preach'

- Try-out in your own teaching context
- EoT Module assignment

We don't have/give conclusive answers!

Buzz session

During a buzz session (also called 'buzz group' or 'zoom group'), students carry out a short group assignment in small groups. When the 'humming' of the student groups gradually decreases, this is an indication that most students have completed the assignment and the debriefing can start. During this debriefing, some students can explain their solution to the assignment. At the end of this debriefing, summarise the answers, complete the answers if necessary and correct any wrong answers.

Booklet

BUZZ SESSION

ACTIVATING
TEACHING AND
LEARNING METHOD

1

LEARNING OBJECTIVES

- | | |
|---------------|--------------|
| remembering | analysing |
| understanding | synthesising |
| applying | evaluating |

PHASE

- | | |
|--------------|------------|
| Introduction | Processing |
| Repetition | Evaluation |
| Acquisition | |

CONTEXT

- | | | | |
|-------------|-----------|--------------|--------------|
| individual | online | synchronous | large groups |
| with others | on campus | asynchronous | small groups |

TIPS

- Don't make the buzz groups too large (ideally 2 - 4 students per group).
- When the students are working in buzz groups, you can visit some (or all) of the groups and listen or even join the discussion.
- To stimulate active learning and participation, you can ask your students to come up with three key words with regard to the learning content covered in the lecture.

WANT TO KNOW MORE?

ECHO Teaching tip ['How to make online lectures interactive'](#) (2020)



1) Too much or too little?

- Is there such a thing as over-activating?
- How do I keep enough variety?
- How can I ensure that students engage with the learning content outside the classroom?

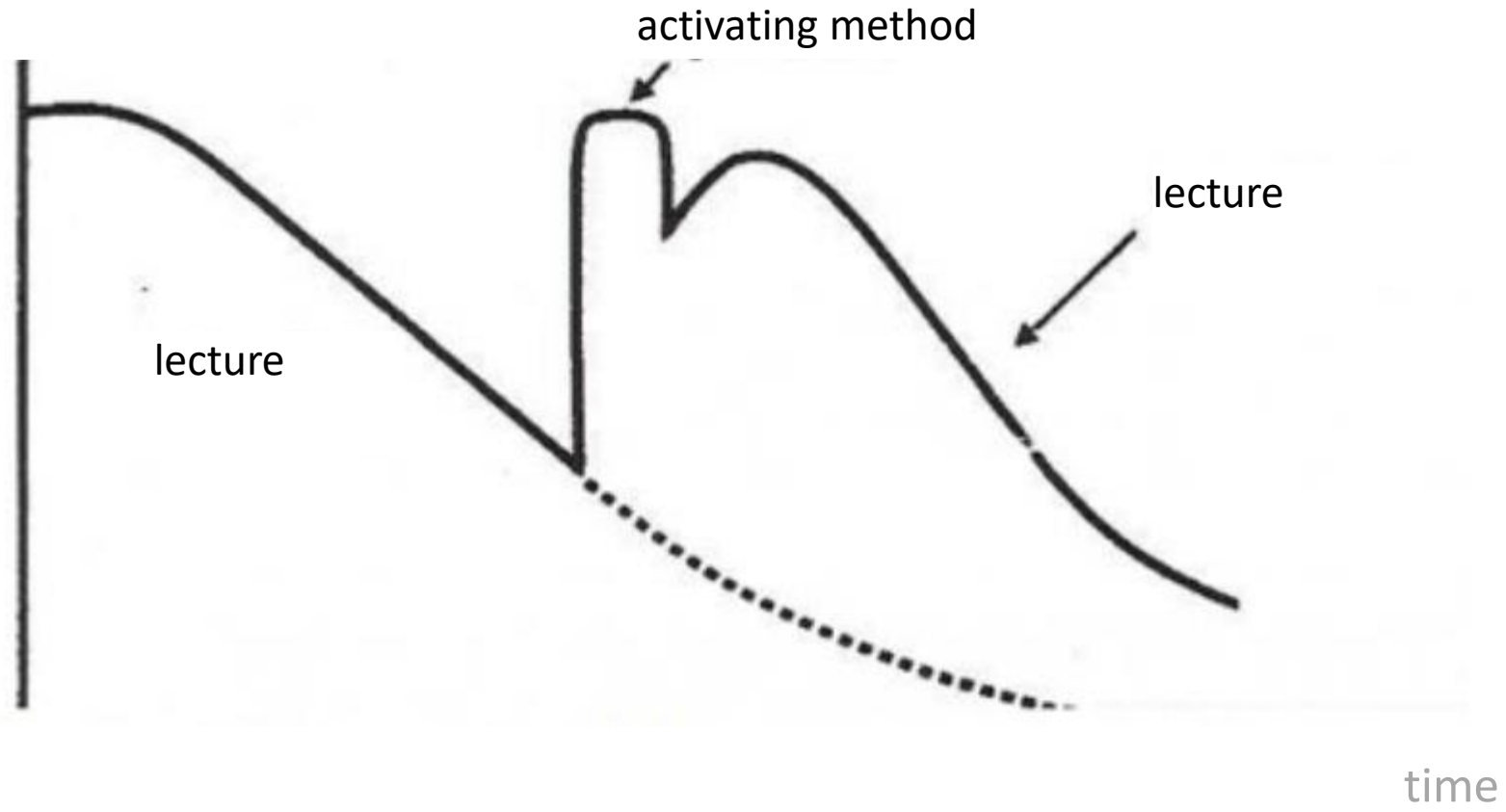


How many times during a class of 2 hours do I need to activate to keep students' attention?

Fill in the poll

1. One time
2. Two times
3. Three times
4. More than three times

student attention



How do I keep enough variety?

Having them to think along	Elicit individual action	Elicit group action	Outside the class
Challenge students to think along with you during your lessons.	Challenge students to undertake action during your lessons.	Stimulate interaction between students during your lessons.	Encouraging students to work on the course outside the lessons.
<ul style="list-style-type: none"> ✓ Asking rhetorical questions ✓ Giving examples ✓ Giving demonstrations ✓ Making your thinking explicit ✓ ... 	<ul style="list-style-type: none"> ✓ Asking questions ✓ Triggering reflection ✓ ... 	<ul style="list-style-type: none"> ✓ Forms of discussion ✓ Peer instruction ✓ Students presentations ✓ Jigsaw ✓ ... 	<ul style="list-style-type: none"> ✓ ...



Quick think
Which examples do you know?
→ Poll Everywhere



Input from participants via Poll Everywhere

▪ Read

- Media articles related to the next lesson and discuss them
- Small introduction as preparation for the next lesson
- Example of applied research
- Book of choice related to the learning content

▪ Watch

- Links to youtube
- Video channel
- Documentary discussed in next lesson
- Screencast as preparation (e.g. for a guest lecture)

▪ Trip

- Visit to museum with handout to be filled in

Input from participants via Poll Everywhere

- **Listen**
 - Podcast
- **Assignments (home work, questions, group work)**
 - Forum
 - Students record a dialogue in pairs (teaching language)
 - Small programming project
 - Exercises
 - Talk with X persons about Y
 - Quiz (e.g. Kahoot)
 - Online test before a practical course
 - Individually looking up things to prepare (internet, library)
 - Observe in real world
 - With model answer



Activating outside class

- Forum (Blackboard)
- Wiki ([good practice](#) and [teaching tip](#))
- Formative assessment ([teaching tips](#))
- Blended learning ([teaching tips](#))
 - Flipped classroom



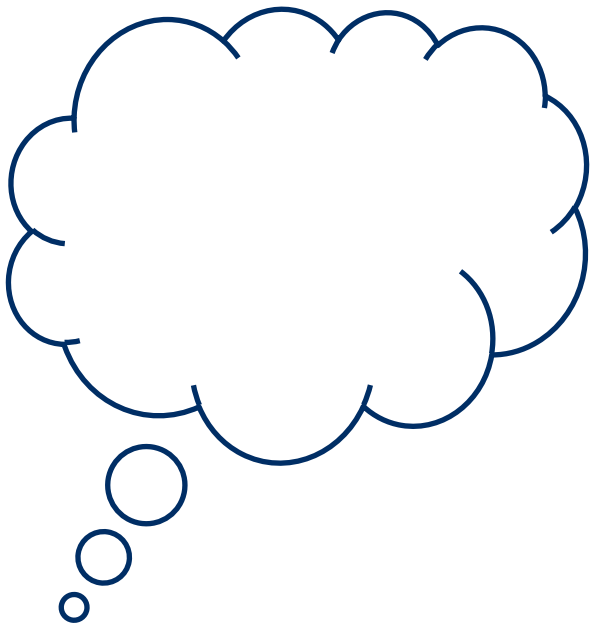
2) Activating large student groups

- If you have a large group, the activation of students can be quite scary. What could help? Are there tips and tricks?

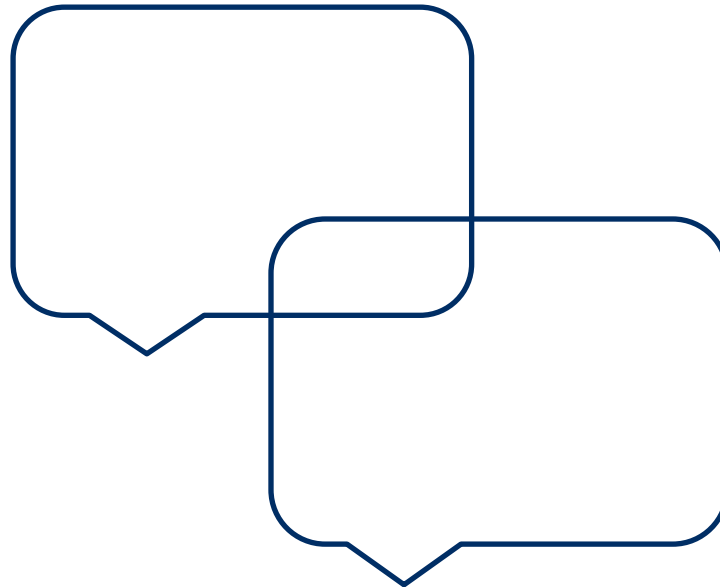
How to activate large* student groups?

* With some adjustments, this also applies to small(er) student groups

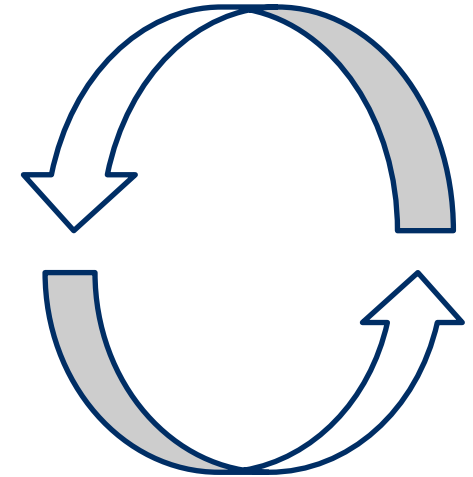
Think



Pair



Share



Tips and tricks

- Be visible and audible
- Use cartoons, memes, videos
- Integrate humour
- Use short assignments
- Think about the logistics
- Give time to prepare a response
- Let students work in group
- Let students give their answer via an online tool



ECHO Teaching Tip [‘Activating large student groups’](#)
(2014)



3) Questions and answers

- How do I ask 'good' questions?
- How do I deal with (incorrect) answers?

Tips and tricks

- **Appropriate difficulty**
- **Specific and clear**
 - Unambiguous
 - Use concrete examples
- **Prepare yourself**
- **Let students prepare**
- **Les students think for themselves**
- **Give students time to think**
- **Check understanding**
- **Les students apply learning content**
- **Gradually build up difficulty**
- **Repeat answers**
- **Les students react on other answers**
- **Observe body language**

Dealing with (incorrect) answers

- ‘Making mistakes is okay’- climate
- Do something with the answer
- Focus on an certain aspect of the question
- Give tips
- Extra questions (on a lower level)
- Transfer the question to another student/the group
- Positive feedback



4) Evaluating student participation

- Is it a good idea to reward active participation with a score (continuous assessment)?
- What are the best ways to evaluate students on cooperation and group work?

Pro – con grid

- *“It’s a good idea to reward students with a score for their active participation during class.”*
 - In groups of 4
 - Argument **for and against** the statement
- https://padlet.com/UA_ECHO/activatingstudents



Evaluating student participation

- **Some considerations and challenges**
 - Why would you evaluate student participation?
 - And, how do you do this in a fair, transparent and valid way?
 - Multiple factors influence participation.
 - How do you determine 'active participation'?
 - What about students with certain diversity characteristics?
- **Depends on the context (competences)**

Evaluating student participation

- Outside class?
- Clear criteria ([rubric](#))
- Presence versus participation
- Students know how to prepare themselves
- Clear, timely and meaningful feedback
- Other methods



[UNSW Sydney – Grading class participation](#)

	Exemplary (90%- 100%)	Proficient (80%-90%)	Developing (70%-80%)	Unacceptable (<70%)
Frequency of participation in class	Student initiates contributions more than once in each recitation.	Student initiates contribution once in each recitation.	Student initiates contribution at least in half of the recitations	Student does not initiate contribution & needs instructor to solicit input.
Quality of comments	Comments always insightful & constructive; uses appropriate terminology. Comments balanced between general impressions, opinions & specific, thoughtful criticisms or contributions.	Comments mostly insightful & constructive; mostly uses appropriate terminology. Occasionally comments are too general or not relevant to the discussion.	Comments are sometimes constructive, with occasional signs of insight. Student does not use appropriate terminology; comments not always relevant to the discussion.	Comments are uninformative, lacking in appropriate terminology. Heavy reliance on opinion & personal taste, e.g., "I love it", "I hate it", "It's bad" etc.
Listening Skills	Student listens attentively when others present materials, perspectives, as indicated by comments that build on others' remarks, i.e., student hears what others say & contributes to the dialogue.	Student is mostly attentive when others present ideas, materials, as indicated by comments that reflect & build on others' remarks. Occasionally needs encouragement or reminder from T.A of focus of comment.	Student is often inattentive and needs reminder of focus of class. Occasionally makes disruptive comments while others are speaking.	Does not listen to others; regularly talks while others speak or does not pay attention while others speak; detracts from discussion; sleeps, etc.



5) Safe learning environment

- Are there specific ways to create a safe space so students feel at ease to speak up?
- How do we get shy students to actively engage without making them feel pressured?

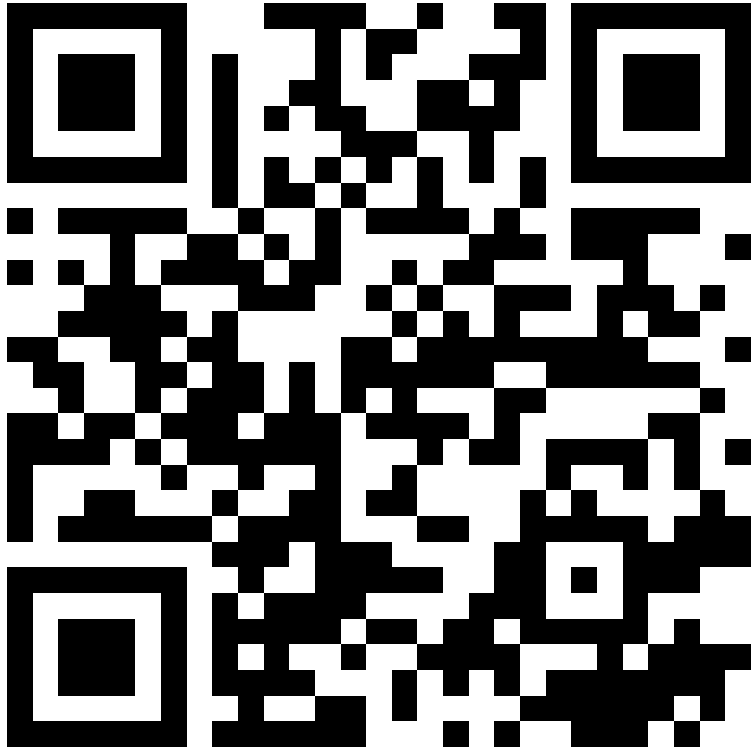
Tips & tricks

- Show interest in your students
- Get to know each other
- Communicate your thoughts/emotions/challenges
- Humour ([tip](#))
- Feedback – feed up – feed forward ([tip](#))
- Structure and clarity
- Let students decide



ECHO Teaching Tip '[Positive vibration](#)' (2020)

Exit ticket



What are you going to try in your own teaching practice?

Some input from participants via Exit Ticket

Explain course expectations and give a chance for students to respond! Use humour as a form of Activating students

Start with a 'controversial/provoking' statement and give students time to prepare a response

Pay attention to the formulation of my questions, use a bit of humour during class and share embarrassing stories, use the forum on blackboard

Look into the memes gifs and funny movies to Spice up my lectures. Continu everything else like polls examples etcetera.

Quizzes in the middle of the class and questions to be discussed in pairs/groups. One minute papers at the end of the class

Experiment with a kahoot/quiz --> earlier I was afraid that attention would go away (people need to open their phones, they start talking and discussing, etc.). So let's see what the result will be! Plus I will apply the flipped classroom for some of the courses

- 1-asking about what do they expect from the course and what would they like to learn*
- 2-use of interactive polls and online tools*
- 3- use several activating tips along the 2h lesson*
- 4- try to monitor and reward participation*

try to create an even more open/safe environment for interaction

Looking for more?

- **Assessment, grading and feedback**

- 27 October, 14:00 – 16:00 p.m.
- Campus Groenenborger
- [Find more information and register here](#) (deadline 19/10)

- **Essentials of Teaching**

- Online Blackboard course on the basics of teaching
- [Find more information and register here](#) (no deadline)



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[ECHO Teaching tips about Activating students](#)

- ✓ ensure congruence (learning objectives – assessment – teaching and learning methods)
- ✓ take the context into account
- ✓ start small
- ✓ give clear instructions
- ✓ watch the time
- ✓ provide guidance during individual/group work
- ✓ prepare the debriefing/plenary talk
- ✓ activate as many students as possible