

## Strategies from 2014-2015 Cohort

### Pre-assessment

#### Challenges

- Too interactive (TA)
- Dealing with keen students: groups but not on task, questions are not challenging enough
- Concept not understood
- Finding new ways to explain without using the same wording
- Lunch time classes, not easily engaged
- Students finish at different rates

#### Successful strategies strategies

- 112 Initiate discussion what do you think?
- 326 guiding questions
- 433 used analogies
- 200 say name before answering questions, quick modification
- 200 divide class into groups – limit over keen students
- Use icebreakers; ask about their plans for Halloween
- 336 use groups to discuss
- 111 encourage participation, walk up aisle, move to be near students
- 121 use games, ask questions after they ask questions
- 200 chat in groups
- 112 comfortable, chat
- 205 check in with each group
- 325 just lecture, little interaction
- 140 use questions, to see if following

### Scenarios

#### Unresponsive

- Ask direct questions
- Check if the students understand your instructions
- Explain as necessary

#### Monopoliser

- Weak students try different strategy:
  - o Check if others don't understand
  - o Arrange to help later

- Keener:
  - o Divide into groups
  - o Acknowledge, ask to limit answers (using papers, use cards)

#### Chaotic class

- Set guidelines, students need to recognize when you want their attention
- TA-direct discussion, create groups to debate or prepare group statement "Capture the energy"

#### Preparedness

- TA monopolized
- Prep-lab motivate to prepare
- Review procedure, highlight critical steps
- Check in with each group, check points
- Strategy to make up share data
- Clear expectations for preparation
- Re-group working pairs
- Specific tasks