

## Teaching Institute Meeting 3/15/17

### LPC Teachers' "Tricks of the Trade"

1. Before students are about to take a test, have them strike a "**power pose**"! (Erin)
2. To help **remember students' names**, bring triple-folded paper/cards and colored pencils/crayons on the first day, and have them create their own name tag, which they should keep and put on their desks during the first several weeks of class. (Rajeev)

OR

Create **name cards** for them before first day of class and have them find their name card and then put it out on their desk for the first few weeks of class (place them in reverse alphabetical order on a table for them to find). (Amy)

ALSO

As students are introducing themselves on first day(s) of class, create a **quick "map"** with students' names and a brief description depending on where they sit on first day (since so many of them sit in the same places after that). (Amy)

3. **Block off the back rows** of desks/tables/seats in your classroom with colorful tape or something else obvious to encourage students to sit more towards the front. (Frances)
4. Try to take students on **field trips**, maybe one per semester (e.g. take BART together to Oakland to a museum, or to San Francisco for an event or a walking tour of buildings/architecture/artists' studios, etc.); this helps students bond as well as exposes them to new places and sights. (Scott)
5. Have students periodically **do something creative** in class to help them understand and think about the course material in a new way, be more "hands on," personalize what they're learning, etc. (e.g. after learning about architecture, bring blank paper / colored pencils and have students work in groups to design buildings using certain materials, structural systems, and stylistic/period features). (Elizabeth)
6. Give students something related to your course material for a "**hands on**" activity: e.g. give each student in an Early Childhood Education class a button to observe in detail (use fine motor skills, observational skills, descriptive skills, etc.) then have the class categorize the buttons into groups (math and science skills). (Zina)
7. Help students create and keep a "**learning log**" of their common mistakes (in ESL classes, e.g.) once they have received graded work back from you. Give them a chart to fill in "Mistake" and "Correction" (best if they put their mistake/correction in context and make note of the grammar rule, if that's the case). They keep this all semester and use it to check new work, add to it, see improvements, etc. (Ivona)

8. **Dictation and sentence writing:** have students write down important terms and then use them in sentences to check for vocabulary study, completion of assigned reading, if paying attention, comprehension of major concepts, etc. Have the students then compare, share, discuss with neighbors/small groups, or collect and grade. (Joyce)

9. Try to watch time when lecturing/talking in front of students; limit your talking to roughly **15 minutes** at a time, broken up with activities, individual class work or small group work, etc. (Kali)

10. Have students do a group activity/group work, then when it's time to come back together as a class to "report back," ask each group **who spoke the most and who spoke the least...** have the person who spoke the least be the one to present to the class. Next time, ask the second quietest person to present, and then keep switching it up each time they do group work. (Aki)

11. Try to put what you're discussing into **relevant contemporary terms**, use examples and draw parallels from pop culture, etc. (e.g. "so-and-so was the Jay-Z of his time," or relate ancient art history contexts to "where we are now" - conflicts between the ancient Greek city states of Sparta and Athens would be like San Francisco and Los Angeles going against each other). (Dave)

12. Have students **use their phones** during class! Have students follow your notes in the cloud on their phones (while also doing their own work on paper/computer), photograph what they are doing in class and upload it instantly to discuss with class as a whole on screen, etc. This "meets them where they are at" and might make them more laid back while staying focused on their work. (Howard)

13. Always highlight **one beautiful sentence** (with a colorful highlighter pen) when grading students' essays before returning them to students (online- use pink or another bright color); makes them proud of their own work! (Maureen)

14. Have students **answer the same question four times**. Start with a big multiple choice question. Students choose one answer and explain why that one. Give them more information and have them answer again, explain why, etc. Then have them discuss with classmates and answer a third time. Then lecture and give them more info and perspective, answer a fourth time, reflect on the process, etc. (Amy)

15. When going over a difficult reading, have a **handout with themes** that students have to find quotes to support (they choose one or more themes). Then individually or in groups, have students work on a theme: look at supporting quotes, put the theme/issue into a question and answer, turn that into a thesis statement, etc. This helps them build an argument based on a more general theme. (Patty)

16. Use **bonding icebreakers** like BINGO at the start of the semester and incorporate others into the start of class periods off and on throughout the semester to encourage relationships and a sense of classroom community. Other examples: find 3 things you have in common with your group members, then switch to work with another group and do the same at the start of group work, OR at the start of a class have students do Q and A "speed dating" for 2-3 minutes to review the reading, etc. (Elena)