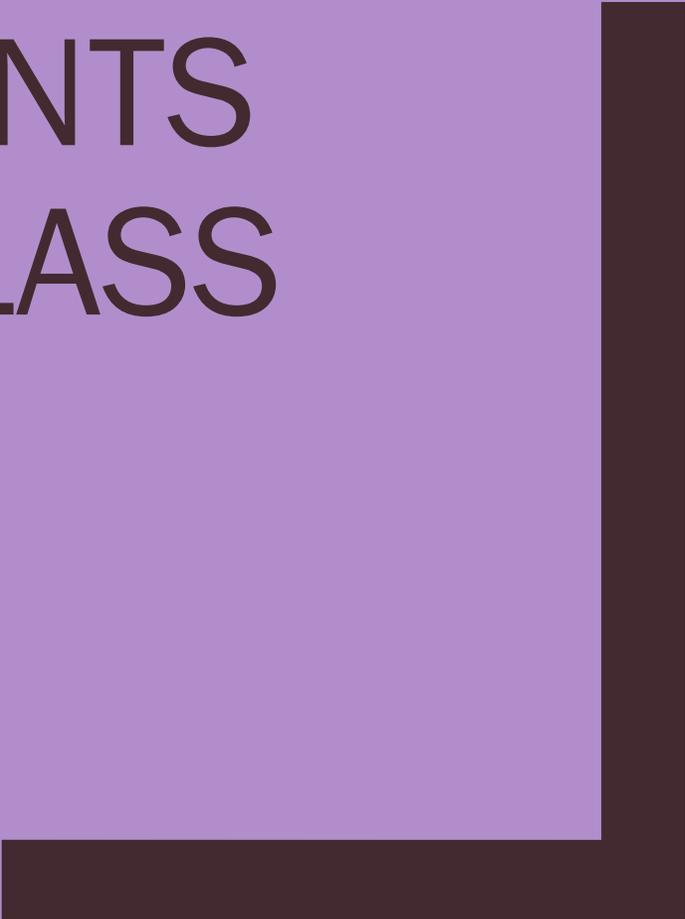




HELPING STUDENTS PREPARE FOR CLASS

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Upcoming workshops in this series

- March 21st Effective class discussions
- March 26th Grading Schemes

Today:

- What will a prepared student know and be able to do in class?
- Do students understand your expectations and know how to meet them?
- How can you help students meet your expectations?

Bloom's taxonomy

By understanding the level of cognition you are expecting in class, you help students prepare appropriately for class

The VERB in learning outcome statements is connected to specific cognitive processes (Figure 3).

Levels of Cognitive Process	Action Verbs
<i>Remembering</i> Can the student recall or remember the information?	Define, duplicate, list, memorize, recall, repeat, reproduce, state
<i>Understanding</i> Can the student explain ideas or concepts?	Classify, describe, discuss, explain, identify, locate, recognize, report, select, translate, paraphrase
<i>Applying</i> Can the student use the information in a new way?	Choose, dramatize, demonstrate, employ, illustrate, interpret, operate, schedule, sketch, solve, use, write
<i>Analyzing</i> Can the student distinguish between the different parts?	Appraise, argue, compare, criticize, differentiate, discriminate, distinguish, examine, experiment, question, test
<i>Evaluating</i> Can the student justify a position or decision?	Appraise, argue, judge, defend, select, support, value, evaluate
<i>Creating</i> Can the student create a new product or point of view?	Assemble, construct, create, design, develop, formulate, write

Figure 3. Action verbs associated with cognitive processes in Bloom's Revised Taxonomy. (Adapted from Anderson & Krathwohl, 2001, p. 31).

Understanding what you want

Preparation for class can include:

- Learning new material/terms (recognize/define)
- Practicing recently learned skills to provide basis for next level of work
- Read material for conceptual understanding
- Read material for discussion/application
- Prepare individual/group work (apply/create)

Intro level: Learn new material

- Make it clear what material students should learn
 - *Material covered in class*
 - *Material in the textbook*
 - *Material they find on their own*
- Share expectations for level of understanding
 - *What should students be able to do by class time? How can they check their level of knowledge?*

Make learning new material interesting

- Are there ways for students to practice or even apply understanding?
- How can you make the new material relevant?
 - *Indicate how they will use this material and how it relates to larger learning goals for the course/program*
 - *Is the new material presented as part of reading or problem solving?*

Next Level: Practicing new material

- Make it clear what level of mastery students should have
 - *Should they be able to solve problems/write sentences/describe processes with/without reference to materials and notes?*
 - *What percentage accuracy is necessary at this level? 75%? 100%?*
- Make sure they are practicing the same skills they will need to demonstrate/have in class

When will students practice?

- Are there ways for students to practice or even apply understanding prior to class?
 - *Pre-class quizzes*
 - *Structured assignments that require students to demonstrate understanding of specific material*
- If practice will occur in class, how can you motivate students to know material ahead of time?
 - *Complete pre-class quiz or survey indicating areas of high and low confidence in the material*
 - *Peer instruction/group work in class focusing on more difficult areas*
- Resource: Quizlet <https://quizlet.com>

Intermediate level:

“Read material for conceptual understanding”

- Remember that there can be many areas of focus of an individual article/chapter, as well as many different levels of understanding of the material
 - *do YOU choose the focus or do the students?*

- Provide a list of concepts/terms and your level of expectation for students, for example:
 - *Be able to outline X theory in your own words*
 - *Be able to illustrate how [Y term] contributes to a life cycle*
 - *Be able to discuss the specifics of a process/historical event/plot element*

Pre-class exercise: Directed Paraphrase

- Identify an important concept, theory or argument from the assigned reading
- Students must present this in their own words - it should be short (one paragraph, or 5 minute speech)
- Ask students to direct their presentation towards a specific audience (their parents; their classmates; a potential employer)
- Make sure that the assignment is practical by trying to do it yourself! Also, provide models in class before assigning

Pre-class exercise: One-sentence summary

- Students must summarize a whole reading in one sentence
- This requires the student to choose the most important points or information, or to generalize about the reading and present it clearly.
- **THERE IS NO PLACE TO HIDE.** It allows the professor to quickly see what students have focused on in the reading and their level of understanding.

Pre-class exercise:

Guided statement (“Frames”)

Frames provide the outline of a solid discussion of a particular topic. They can help provide models for students, and also focus their attention on the most important aspects of an idea. They are good for checking student understanding and for reviewing. Statements can focus on the main idea of a reading, a controversial idea put forward by the author, or what the student thinks is the most important point of the reading.

For example:

“Theory X proposes that _____ and is very useful because it helps resolve the debate over _____. This debate, between proponents of _____ theory and _____ theory, focuses on the reason why _____. Theory X resolves this debate by proposing _____.”

Advanced level: Read material for application

- Provide discussion questions ahead of time
 - *Can be one question or a series of questions*
 - *These can then be used for group work or full-class discussion*
 - *You can also ask students to submit questions to you or to a discussion group prior to class. Provide guidelines so that these are helpful/good quality*
- Specify level of understanding and context of understanding that will be expected in class, for example:
 - *Be able to paraphrase X theory, and compare and contrast it to Y and Z theories*

Assignment: Reaction papers:

- Assign short “reaction papers” in which students much engage with one or more readings
- Papers are due prior to class; ideally the professor can read them and return them before or in class to help with discussion
- Usually students have a certain number to complete, so that they can take one or two weeks “off” of writing

Preparation for class: Choose quotes

- Ask students to read and locate in the text specific quotes or passages that are relevant to areas of discussion
- You can also choose a selection of quotes and pass them out IN CLASS. Students must comment on the quote that they received – several commentaries on each quote
 - *Students must have done the reading to be able to comment, but their comment is one of several*

Assignment idea (advanced): Group discussion leaders

- Students sign up to lead group discussion
- Student leaders meet with you 2-3 weeks prior to class
- Leaders are responsible for providing questions, structuring discussion and leading discussion in class and are graded on all of these components, as well as their understanding of the material they demonstrate

Advanced level:

Prepare for individual or group presentation

- Have check-in points or interim assignments where students can receive feedback on their work; these can include submitting a plan for completing the work
- Make sure that students have enough time to complete work
- Provide a rubric or other indications of how students will be graded on ALL components (including presentation)

Review of this session:

In order to help students prepare for class, you need to understand your own expectations for their performance

- Make your expectations clear to students
- Support their preparation so that they can understand and meet those expectations
- Provide opportunities for students to check their understanding or practice skills prior to class
- Provide guidance for reading that supports the level of independent thought and understanding you are seeking

QUESTIONS?

