

TEACHING LONG CLASSES: WAKING THEM UP AFTER BREAK II
Innovation in Teaching Workshop (2/14/01)

Strategy Brainstorming Results

Teaching Material

- Guest lecturers
- Show video followed by discussion
- Cold calling
- Group work (set time limits)
 - Group work followed by presentations and/or discussion
 - Buzzing (abbreviated discussion)
- Student presentations followed by discussion
- Brainstorming
- Out of classroom activity
- Joint problem-solving (whole class or in teams)
- Role playing
- Request impromptu reactions (respond, react, synthesize)
- Ask question, have students compare answers and report back.
- Goal-directed discussion (without professor as nexus)
- Socratic dialogue
- Simulations (teams, computer)
- Give assignment during break (simple, but interactive)
- Quizzes, then exchange, then grade
- Panel discussion
- Debate
- Have students create exam
- Distributed problem-solving
- End with discussion of problem sets
- Case discussions
 - Divide into subgroups to work on different pieces of case/problem then pull together
- Outrageous/controversial questions
- Exercises and games
- Read article followed by discussion

Strategies for Structuring Class

- Timing of case/lecture order
 - 1st Discuss
 - 2nd Intro to next class
- Don't split class into equal halves with break in between. Have the first part of class go longer than second part.
- Give a 10 minute review at the beginning of class on what was covered in previous class.
- Make students move around
- Use 15-20 minute modules:
[Case, small groups, research (eg, web), mini-lecture, article (read in class), personal, experience, speaker, break]
- When students are going to present, have them do this at beginning of class so that they can be focused on material during class.
- Change the norm of the course at the very beginning making students aware that the course will be interactive.
- Walk around the room when lecturing (up and own aisles if possible).
- Use a lot of handouts