**Expanding Your Pedagogical Toolkit**

**TLC Workshop 9/26/18**

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| **How does this meet your students’ learning needs?**  **How does this address your students’ interests and strengths?**  **How does this activity serve the goals of your class?**  **How does this activity facilitate your development as a classroom instructor?**  **What challenges might this activity present for you and your students?** |

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| **The “Long Look”**  My version of close looking is drawn from Rika Burnham's "Long Look" gallery pedagogy. Essentially, students are shown an image with little to no context, and asked to observe the image and begin to construct ideas and responses. After approximately 5 minutes and initial responses, the students are given some more contextualizing information, and asked to view the image for another few minutes. As able, students are asked to move around the space, to come closer or further away, to change their perspective. At the end of the close looking time, the class discusses their images, impressions, and questions. The instructor guides the conversation towards the course objectives for the day. |

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| **Speed-Sharing (modeled after speed-dating)**  Split your class in two groups, have students arrange their chairs so that they are facing each other. Give them two minutes to share their project idea, paper outline, or response to a text. Once the two minutes is up, ask them to move to the next person. Note: One group will remain seated, while the other group will move to one side in two-minute intervals. Once people are in their first pair a second time the activity is over. |

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| **Anonymous Writing**  Give students a prompt and time (5 minutes) to respond to the prompt. This prompt might address a classroom dynamic that you want to further explore, a response to a reading, or a survey. Once they have finished writing, collect them and redistribute them. Go around the room and ask students to read the response that they have. |

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| **Clearest and Muddiest Points**  Ask students to write two things on a notecard or a half-sheet of paper: the clearest point (from the lecture, from last night’s reading, etc.) and the “muddiest” point (the most difficult to understand). You can make this function as a quiz. You could also count it as participation or use it to take attendance. If you do this at the end of class, you can use the questions as a way to start class during the next session. Or you could generate a list of “muddiest points” for students to discuss in groups and then conduct some whole class feedback. |

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| **Graffiti**  Pull a relevant quote or image (or series of quotes and images) use to project onto the board. Give students 10-15 minutes to write and draw on top of the projected quote or image. If you are repeating this activity, take a photo of each iteration. This can be a warm-up activity before writing or discussion time or can act as a way to conclude. |

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| **Creative Interpretation**  Choose any text that we have read in our class and respond to it creatively. You can create a picture or write creatively in a genre of your choice. A brief write-up (150-300 words) should accompany your creative work explaining the connections that you made between the text and your own work. |

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| **Read, Repeat I.**  Before assigning a reading, have students preview the text by getting into small groups and reading an excerpt. Small groups can read the same excerpt, discuss, read again, and conclude with a final discussion. This gives students a good head start in engaging the reading, allowing them to spend some time with a small section in preparation for reading the entire thing. |

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| **Following a Concept**  Pick a concept that is relevant to the course that you imagine students might have some trouble understanding. Bring a collection of diverse artifacts--books, images, magazines, newspapers, etc. Give them time to “follow” that concept across media. They can keep track in a journal of some kind or make a collage. Ask them to post/email the photos and create a slideshow with all of the ways that students thought about the concepts. Go through the slideshows asking students to comment on what they were thinking when they took the photo. Conclude with a discussion about the concept. |

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| **Read, Repeat II.**  Assign a short reading in class and ask students to write their initial thoughts/impressions/responses. Collect them and then, pass them back out. Have student read their colleagues response and then re-read the text. Afterward have a conversation about how they read differently the 2nd time and what kinds of implications this has for re-reading texts. |

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| **Pairing**  Choose excerpts from the text. Ask students to pair these with an image that they find and/or take. Ask students to place the image and the excerpt side-by-side and write briefly about how the text and images “work” together to offer relevant insight or knowledge. |

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| **Sticky Note Check-In**  Put up 3-4 posters (or write topics on the board) related to the class content or the goals for the semester. For example, the posters could say “What do you want to learn in this class?” “What do you think you could teach other people in this class?” “What are your strengths as a \_\_\_\_\_\_ student?” “What skills would you like to improve?” Each student gets a post-it note for each poster. They should respond to each prompt anonymously on one post-it note and place it under the question that it answers. |

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| **Sorting and Matching**  Identify key concepts, themes, or frames that you’d like students to think more about. Write these terms on different index cards or on the board. Ask students to categorize or match related quotes, examples, images, references, etc. that fall under these categories. This can happen as a whole class or can be done in small groups. If it is done in small groups, do a “gallery walk” and ask students to explore how groups differently categorized them. |

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| **Agree/Disagree/In-Between**  Put signs up that say agree, disagree, or in-between. Read statements from the course material aloud--concepts, quotes, etc. and ask them to go stand under the signs that reflect their thinking. You can have students keep track on a sheet of their responses and use them to guide discussion. |

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| **Hashtagging**  Have students bring in an image, a sound clip, or a video link in response to a reading or cultural text that has been assigned. Mount these images on a larger white piece of paper, so that there is room for others to write. Post these on the wall and have students walk around and look at what their colleagues have brought, adding hashtags and captions. These can be used to have a discussion about the responses and themes. |

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| **Fishbowl Group Discussion**  Invite students to share the labor of facilitating class discussion. The fishbowl structure divides the class into two groups, one group sits in an “inner-circle” and the other sitting on an “outer-circle.” The students positioned in the inner-circle are given a few talking points or specific questions they need to attend to over the course of the discussion; meanwhile, the students positioned on the outer-circle follow a rubric to evaluate the discussion. You can then switch the roles of the participants. |

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