

Strategies for Increasing Class Participation in Face-to-Face, Hybrid, and Online Learning Environments

Final Pedagogy Project Participant Wrap-Up Discussion 4/8/22

1. Turn and talk, pairs, small groups and share out
2. Utilize a variety of discussion formats
3. For writing classes: brainstorm current topics for journal writing, give time in class to write and share in small groups, read aloud so students get in the habit of hearing their writing
4. [Kahoot](#) for quizzes; add a few quizzes each semester
5. Online courses: weekly discussion posts; initial post and respond to at least 2 other posts; use quotes from the discussions in class; point out where students are doing well
6. Grade participation in the class; try to let all talk, not just the ones who always volunteer. Compliment those that do share out. Try facilitated discussions with specific questions
7. Conduct chapter quizzes online; chapter assignments can be completed together in class
8. Flip class with case-based instruction happening in class and lecture, course content and quizzes presented online
9. Hands-on manipulatives (for use during Math instruction)
10. Using an instant messaging platform for check ins
11. [Yellowdig](#) as a discussion plug-in for Moodle. Offers much higher engagement both in graduate course and UG/G courses. Meaningful conversations that are student-driven and relevant.
12. Giving specific and meaningful questions for in-class and online lectures and inviting students to engage with those questions through think-pair-share, free write, and other student responses
13. Giving questions in advance and inviting students to talk to one another before
14. Creating lectures that are puzzle-based and inviting students to make connections (i.e. using everyday objects to connect with historical figures)
15. [MOSI](#) (forum for scientific instruction) and the reflection that comes from it
16. Using low-tech means of student response (photocopies of thumbs up/thumbs down, etc.) to get student responses, or more high-tech means with clickers and phones
17. Using [Gathertown](#) to set up avatars – can set up higher levels of student interaction in asynchronous online discussions or real-time discussions
18. [Perusall](#) to upload PDFs, other files to bring in different types of material, essays (for math – the essay, “Flatland”) – leads to much higher quality discussion – allows for anonymous responses
19. Disrupting expectations at the 2/3 point of the class by creating an entirely different teaching intervention (i.e. pretending to get kidnapped and then telling them that they can release you by solving a puzzle)

