

SNAP TO IT LEARNING CUBE VOLUME 2

Activate Prior Knowledge (APK)

Materials Needed: Method to project overarching theme and foundational concepts (e.g., chalkboard, dry erase board, PowerPoint Slides)

- Before introducing a new concept/subject matter, review requisite knowledge previously mastered that lays the foundation for the new material.
- Students shout out concepts that they have previously mastered or related to the topic or word/concept on the board/screen.
- Students can also share personal connections/experiences with the topic.
- Faculty can model making connections through "thinking aloud" and showing connections between concepts.
- Offer prompts for connecting text to self, text to the real world.
- Limit discussion to 5 minutes.
 - Set a timer.
 - (Free stopwatch timer: <https://www.online-stopwatch.com/countdown-timer/>)

Affective Response

If a sensitive topic is being discussed, a journal entry may be used, or note cards provided.

Students can react to all topics taught in class. To facilitate the discussion of their feelings:

- Create pairs of students (neighbor, count-off, or self-select a partner).
 - Students share their individual's feelings about the topic/concept being addressed during the session.
 - Students then discuss with one another how the topic relates to the field of study.
 - Encourage students to share facts, personal opinions, or personal beliefs about the topic.
- Alternatively, if a sensitive subject:
- Students write down/journal their individual's feelings about the topic/concept being addressed during the session.

Anonymous Notes

Materials Needed: Index cards

- Just before the end of class, the instructor asks students to write "one thing you'd like to tell me about the class" or, alternatively, the topic covered.
- Submit the card/sheet as students exit the room.
- Remind the students to provide constructive feedback that suggests improvements to make the course better when leaving notes for the instructor.

Hint: Remind students to use blue or black ink so it can truly be anonymous.

Chaining

Materials Needed: scrap paper

- Divide students into groups of 4.
- Given a specific problem, identify the individual steps used to solve the problem (e.g., what are the steps to perform a particular psychomotor skill or order of steps required to balance an equation).
- Alternatively, ask students to develop a specific narrative that intertwines items to be remembered about the global concept, using a story-telling format.

Goal Ranking & Matching

Materials Needed: journal or scrap of paper

- On a sheet of paper or in the student journal, compose 3 learning goals pertaining to the current content being studied.
- Students list 3 study techniques that will build individual mastery of the content.
- Next, have students set aside specified time dedicated to that study strategy.
- Ask students to share goals and/or study methods as a means of finding potential study partners (virtual or in face-to-face).

Minute Paper

Materials Needed: Index Cards

- Students answer 2 questions:
 - What was the most important thing you learned during this class?
 - What important question remains unanswered?
- Have students leave the index cards at the door when they leave.
- Use the index cards to inform future class sessions.

Misperception

Material Needed: Prepared list of statements, either factual or opinion-based. Intended to uncover prior knowledge or beliefs that may hinder or block new learning; can be designed to uncover incorrect or incomplete knowledge, attitudes, or values.

- Students can react to a statement and say if they agree or disagree with the statement presented.
- Address the statement as being true/false and debrief as to why students have misconceptions about the topic.

Added Technology: Have students respond through a polling system to get their true reactions about the content. If recording from a source, then you can check student answers.

Pair, Share, Repeat

An alternative to Think-Pair-Share.

- Students pair and share about the given topic/concept.
- Once they have shared, students then find another person with whom to explain what they just learned.
- Students can then share out to the group at large.

Pause Procedure

Stop instructing momentarily.

- Give students time to catch up, organize work/thoughts, and work on class notes.

Hint: This also allows students to think of questions during the session.

Persuade a Friend

Pose a question to students in such a way that students are anticipated to express differing opinions.

- Have students divide to one side of the room for one opinion and the other side for the other.
- Pair with another student who has the opposite opinion on the topic.
- Set a timer and give each student the same amount of time to try to persuade the partner to the opposing opinion.

Quiz, Quiz, Trade

Materials Needed: Index cards or prepared cards with quiz questions

- Students work in pairs to generate a flashcard with questions and answers (each student has a card and develops a question and answer with the assistance of a peer).
- These two students trade cards with each other.
- Every student pairs with a different student. Each new dyad asks each other to answer the question on the card, before trading cards. Next, each student circulates to find another partner to repeat the question/answer and trade activity.
- Continue until time is up.
- Pass cards forward; the instructor asks the class for answers and provides clarifying information as necessary.

Variation: Students place terms on one card and definition on a second card. Each student takes one card and walks around the room to find the matching term/definition. Trade cards with another pair of students each time a match is made.

Alternative: Faculty provides cards with assigned concepts/questions to be answered by students.

RSQC2

(Recall, Summarize, Question, Connect and Comment) -

Materials Needed: Scrap paper, index cards

- Students write brief statements that recall, summarize, question, connect and comment on meaningful points from a previous class.
- Recall: Make a list of all the items that the student knows about the topic, then rank the top 3-5 points and rank order them from most important to least.
- Summarize: Take the rank-ordered list and make a sentence from the top points.
- Question: Write one or two questions that you still have about the topic.
- Connect: Explain in one or two sentences your summary to the overall content of the course.
- Comment: Write an evaluative comment about the session. A sentence starter could be: "What I enjoyed most/least was..." or "What I found most/least useful was..."

Reflective Summary

Materials Needed: Scrap paper if desired

- Have students get into pairs.
- In the pair, students work to summarize what has been learned in class thus far that day.
- Have students parse the written summary down to one or two sentences to be shared out to the class.

Added Technology: Have students share their responses through PollEverywhere or GoSoapBox to collect student responses.

Resource Referral

- Pause during the lesson. Have students identify what learning needs that they have and where they might seek out resources.
- *Note:* This could be for extra tutoring on a subject or maybe some mental health opportunities if needed too.

Hint: Have a list of campus and community resources available for students.

Send a Problem

Materials needed: Prepared cases/problems posed by faculty printed on an envelope

- Divide students into groups
- Present each group with an envelope outline a case study or problem
- Students discuss potential solutions and develop one resolution. The group recorder writes the solution on a piece of paper and inserts the proposed solution in the envelope.
- At the end of the allotted time, student groups exchange envelope with a second group.
- Without looking in the envelope, the second group repeats the process by addressing a potential solution to the problem. Record the possible solution and place it in the envelope.
- One last time pass the envelope to the 3rd and final group of students.
- This time, students open the envelope and discuss how to synthesize the answers or incorporate additional ideas from group 3 into a combination answer with solutions offered by groups 1 & 2. Group 3 reports out to the class.

This technique provides students with a few problems and asks them to state or write the principle that best applies to each problem.

Small-Group Instructional Diagnoses (SGIDs)

- Have students get into groups of 4.
- Allow students 2 minutes to compare what people are struggling with within small groups.
 - Set a timer. (Free stopwatch timer: <https://www.online-stopwatch.com/countdown-timer/>)
- Students share out the top issues for the faculty member to reteach or touch upon again.

Text a Friend

Materials Needed: Students will need to use their cellular telephone.

- Pose a question to the class.
- Ask students to pull out their phones and send a text message to a friend. Instruct students to tell the friend that as they have a question for their class and let them know the answer, students then text a friend and ask that person to answer a question.
- Have students share out the answers from their friends as they are coming in from their texts.
- If that person does not know the answer, they are encouraged to suggest someone who might know the information.

Top Ten

- Have students brainstorm ideas about the given content/topic.
- Students create a top ten list of facts/ideas about the given topic.
- Students share out their top ten facts/ideas about the topic.

