Classroom-Based Exercises
Jared Barber-10/2/06

The Big Three

- Three main points:
  - Plan and communicate plan
  - Execute
  - Evaluate

- Motivation
  - Critical Thinking & Independence
  - Teamwork & Communication Skills
  - Long-term memory of class-room concepts
Planning (1)

- Do it
- Organize it
  - Time entire exercise
  - Break exercise into and include
    - Segments (priority, focus, time)
    - Transitions
    - Backup plans
    - Recap/Debriefing (critical thinking)²
  - Strategic placement of exercise in a given lesson
Planning (2)

- Maximizing Energy
  - The motivating “hook” (i.e. big picture)
  - Maximize involvement (small groups, forced reporting)
  - Concrete written tasks (data table, homework)
- Collection of tasks
  - Student feeling of accomplishment
  - Student accountability
  - Instructor connection (do check work)
Planning (3)

- **Written Instructions**
  - Prepare detailed written instructions
    - “discuss” vs yes or no or data tables
    - Avoid petty details (prioritize segments)
  - Use visual organization (tables, graphs, pics)
- **Organize group (leader, secretary, etc.)**

---

5

6
Execute Exercise (1)

- **Written instructions (not spoken)**
- **Monitor exercise**
  - Notice and help student confusion
  - Note important student observations
  - Monitor Time
    - Deadline notification (provides motivation)
    - Time adjustments
    - End when everyone has “grappled” (70%)
Execute Exercise (2)

- Debrief
  - Major goals (coursework)
  - Differing viewpoints (critical thinking)
  - Note-taking
  - Receive and *appraise* insight from students
    - Reporting
    - Use exact words of students
    - Relate students contributions to course framework
Evaluation

- Periodic distribution of notecards to students
- After each exercise/segment, self-evaluate
  - What worked well or didn’t, why?
  - What students know or don’t.
Conclusions

- Big three
  - Develop written, explicit plan, and clearly communicate it
  - Execute and debriefing for:
    - Importance of student’s work
    - Breed student long-term memory of lessons
    - Model critical thinking
  - Get feedback
- Increase understanding, critical thinking, preparation
Support of group work development of critical thinking, independence, long-term memory:


Citations Ct’d


2. Debriefing citations:
Citations Ct’d

d. Cross & Steadman (see above)

3. Support for heightening energy
   a. Billson (see above)
   b. Cross & Steadman (see above)

4. Support for Student Feedback:
   a. Cross & Steadman (see above)
5. Preparing student instructions
   a. Cooper (see above)

6. Organizing groups
   a. Cooper (see above)
Citations Ct’d

d. Billson (see above)

7. About “grappling” material sufficiently

8. Feedback suggestions
b. Cross & Steadman (see above).

9. Websites
   a. [http://www.unc.edu/~healdric/soci380/active_leanrn.html](http://www.unc.edu/~healdric/soci380/active_leanrn.html) (student comments on exercises)