Success Criteria
K: Knowledge • A: Attitude • S: Skill

By the end of this input, I can:

• **explain** the meal methodology and the shampoo methodology; (K)
• **list** three ways I could incorporate online polling into my lectures/tutorials; (K)
• **improve** my use of presentation software; (S)
• **evaluate** how I could implement flip teaching in my own classroom; (K, S, A)
• **explore, create** and **evaluate** various online materials to determine their suitability for my use in future lectures/tutorials (K, S)

**Action Point**

• **apply** an aspect of what I’ve learned today when planning a future lecture/tutorial (K, S, A)
None of us want ...
How can we get students to engage?
How can we get students to engage?

Get them active in their learning.
Active Learning

• places responsibility for learning on the learners;

• requires engagement in higher-order skills: analysis, synthesis and evaluation; (Bloom 1956; Krathwohl, 2002)

• relates to the 3 learning domains: knowledge, skills and attitudes;

• engages students in doing and thinking about what they are doing. (Bonwell and Eison, 1991)
So how do we, as teachers, get students more active in their learning?
Meal Methodology

Time to digest
Shampoo Methodology

Rinse & Repeat
Recall
Recall

Online polling
Online Polling

Similar to a ‘clicker’ system

Can vote using an app, online, SMS (texting), Twitter (varies depending on app)

Companies/Programmes such as:

- PollEverywhere
- TopHat
- Socrative
Types of Polling

**Basic**
- Ask a question; get an answer

**Intermediate**
- One-word or simple phrase answers

**Advanced**
- Longer response to a question, peer-review feedback or assessment
Powerpoint
Minimise, minimise, minimise (Don’t overdo the special effects)

Visuals (when appropriate)

Be conservative in your use of colour
If you have a lot of text to put onto your slide,
think seriously about breaking it up into shorter ‘chunks’.
You will keep your students engaged and…
... it’s less soul-destroying and less disheartening than seeing lots of text.
Let’s face it...
how often do you read huge chunks of text during a presentation?
Besides, if you have too much text,
it’s usually too small to be read
and that’s just aggravating.
By breaking up the text,
you are forcing your listeners to follow you.
They won’t be able to race ahead
and read the text before you say it.
So do yourself
(and your students)
a favour.
Break up your text.
... or would you prefer this? ...
If you have a lot of text to put on one slide, think seriously about breaking it up into shorter ‘chunks’. You will keep your students engaged and ... it’s less soul-destroying and less disheartening than seeing lots of text.

Let’s face it. How often do you read huge chunks of text during a presentation?

Besides, if you have too much text, it’s usually too small to be read and that’s just aggravating.

By breaking up the text, you are forcing your listeners to follow you. They won’t be able and race ahead to read the text before you say it.

So do yourself—and your students—a favour. Break up your text ... or would you prefer this? ...
Flip Teaching
Undergraduate Child Development: Years 1 & 2

Outwith class time

- Video(s), textbook reading, read research article

During class time

- Ask Questions
- Sharing research article (Peer & Self Assessment: Online polling)
- Scenario-Based Learning activity
Prezi

http://tinyurl.com/oxexkfg

Movement

Can be time-consuming to create
Nearpod
More interactive
Time to explore!
Polling
www.polleverywhere.com
www.socrative.com

Flip Teaching
Web search iTunes U course:
child development+pate

Powerpoint Alternatives
www.prezi.com
www.nearpod.com
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