Opening Question

Connect prior knowledge to new content by opening your lecture with a question. Post on a PowerPoint slide as students enter the classroom. Give them some time to think, and then ask for answers. This strategy is easy to initiate, takes very little time, works in small or large classes, and effectively focuses students' attention on the day's topic. It also provides you with useful feedback on what students know and don't know about the material being presented.

Voting

Pause during a lecture to post a multiple-choice question that reviews the preceding content. Give students time to consider their answer and have them vote – either by indicating each option individually and having them raise hands, giving them colored/letter cards to vote all at once or using clickers. This helps to engage students and signals to you if they understand the material. This can be done throughout the lecture.

Think-Pair-Share

Periodically throughout your lecture, have the students think on a related question. Then, have them turn to a neighbor to discuss. Finally, randomly call on groups to share key points of their discussion with the class.

Focused Listing

Post a topic on a PowerPoint slide and ask students to create a list of terms or ideas related to it. Topics might relate to the day's assigned reading, to a previous day's lecture material, or to the subject of the current session. A fun variation is to provide a letter that all of the words have to start with, a la the game Scattergories.

Note Check

At some point during the lecture, have students turn to their neighbor and compare notes, focusing on summarizing key information and locating misconceptions. Students can also generate questions based on their discussion.

One Minute Paper

Ask students to write for one minute in response to a question. The question could be a specific question regarding the lecture content, 'What was the most important thing you learned today?' and/or 'What did you find most confusing or unclear?' (aka The Muddiest Point). This strategy is particularly useful at the end of a lecture.

Round Robin

Have students get in groups of 3-5. Pose a problem or question for the students to respond to, quickly going around the circle sharing their ideas or answers. This is useful as a brainstorming activity, or to draw quick responses from students.

Problem-Based Learning

At the start of class, students first take individual quizzes to hold them accountable for homework material. These questions are based on real-world application of course material. Once this quiz is collected, students meet in assigned groups to discuss their answers and take the same quiz together as a group. This allows them to discuss their answers. This is submitted and may be taken as a separate grade. The instructor then reveals the answers and facilitates a class discussion. This increases student interest in the subject and builds skills such as supporting an argument, cooperation and communication.

More info: [http://www.udel.edu/inst/resources/index.html](http://www.udel.edu/inst/resources/index.html)