



**20 IDEAS IN
20 MINUTES**



AUDREY FARRUGIA

Associate Professor, Special Education and Communication Sciences & Disorders

WHAT: Offer Assignment Choices

WHY: Choice allows for natural differentiation according to time, interest, strengths, and other resources. It increases student engagement and ownership and makes grading a lot more enjoyable :)

HOW: Where possible, allow students to choose from different assignments that meet the same objectives and/or allow for different format submissions.



KIMBERLEY BARKER

Full-Time Lecturer, Management Department, College of Business

WHAT: Creating Quality Connections in the Classroom

WHY: By creating a sense of belonging and inclusion in the classroom, this increases engagement and support for one another. This also creates support for each other for networking purposes.

HOW: By regularly conducting exercises where the students can get to know one another better and on a deeper level, this encourages discussion and engagement in the classroom. There are many resources online as well as exercises in our book, *YOU Can Create Positive Change at Work!* by Kimberley Barker and Mary Ceccanese.



SALLY BURTON-HOYLE

Professor of Special Education and Communication Disorders and Program Founder College Supports Program

WHAT: Presume Competence In Each Student

WHY: Presuming competence empowers ALL students to successfully navigate coursework and helps them to develop meaningful relationships in the classroom, across the university and with future professionals.

HOW: Being available to my students and providing access to evidence based resources in order for them to be successful collaborators in the field of special education.



RYAN EVELY GILDERSLEEVE

Dean, College of Education

WHAT: one word check-ins

WHY: to mindfully center students' attention to the moment at hand

HOW: At the beginning of class, provide a simple prompt that students can answer in one word. Provide one minute for everyone to generate their one word, then quickly go through the room one-by-one at whatever pace you want. For example, if the class was assigned to watch "Barbie":

Please share one word to describe how you felt after watching the movie, 'Barbie'.



CARMEN McCALLUM

Associate Dean, College of Education

WHAT: Create classroom guidelines collectively with students.

WHY: Classroom learning is everyone's responsibility. If the guidelines are established collectively students are more likely to follow them and more willing to acknowledge in the moment when others are not.

HOW: First day of class, while going over the syllabus, leave time to discuss classroom dynamics and create guidelines. Type those guidelines up and email or post them in CANVAS. Refer to them as needed and ask students to do the same.



T. DANIEL SEELY

Professor of Linguistics; Dept of English Language & Literature

WHAT: Encouraging students to take risks; to propose and give evidence for new ideas

WHY: To fully engage in scientific inquiry; to ask a question about the world around you and attempt to construct a possible answer

HOW: At different points in the term, encourage students to ask a question about language that has not been considered in class materials up to that point. Then, students provide possible answers, using the tools developed in class. I'll also have a role for ChatGPT in this endeavor.



SARA BAMRICK

Coordinator, Activities & Engagement with Campus Life

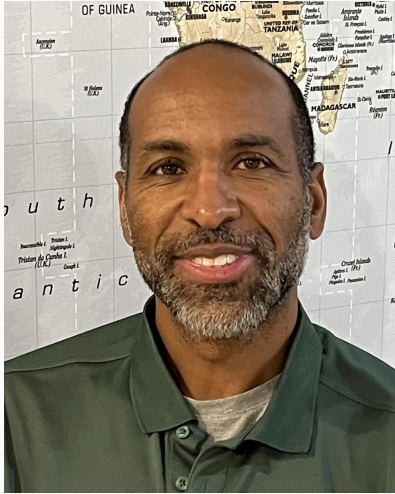


WHAT: The Use of Graphic Organizers as Teaching Tools

WHY: Graphic organizers help students understand the “big picture”, focus on key concepts, and ultimately provide a visual representation of the dynamic relationships between concepts.

HOW:

- Option 1: Provide a graphic at the beginning of class and then zoom in/around it throughout the lesson.
- Option 2: Provide a graphic at the end of class and discuss final takeaways/insights.
- Option 3: Find a graphic that can be filled in throughout the lesson to act as the pathway, outline, or interactive learning component.



CHIRON GRAVES

Associate Professor, Biology

WHAT: Thinking Routines

WHY: Thinking routines deepen students' thinking and help them make that thinking “visible”.

HOW: Ask a set of questions at the beginning, middle and end of a lesson or unit. [Project Zero's Thinking Routine Toolbox](#) offers a general framework that is adaptable to any discipline.



LINDA MYLER

Professor, School of Nursing and Co-Director of Nursing and Interprofessional Simulation

WHAT: Manageable and Motivating Modules

WHY: Keeping online content concise, engaging and manageable for students

HOW: Using canvas pages with content and videos instead of long reading lists. Including assignments in which students can talk to each other like targeted flip grid discussions. Trying to avoid getting trapped into “content overload”.



WENDY BURKE

Professor & Department Head, Teacher Education

WHAT: “Talk Moves”: Turn & Talk

WHY: During teaching and learning sessions, learners are frequently poised in a passive stance. By using this strategy, learners re-engage, connect with others in the room, and reflect on what they are learning & thinking.

HOW: The instructor pauses, gives students 30 seconds to think or write & then gives a minute to put thoughts into words with their nearest neighbor. Prompts: What do you think about that idea? Turn & talk about the questions you have. Why does that work? What ideas can you add at this time?



CHARLES GRAHAM JR.

Associate Professor & Director of Field Education, School of Social Work

WHAT: The Use of “Real World-Connecting” Experiential Activities

WHY: Boosts student engagement, makes learning experience more relevant and authentic, and enhances critical thinking skills

HOW: Through the use of Role Plays, Case Studies, Simulations, and/or Games



JULIA HECK



University Ombuds, EMU Office of the Ombuds

WHAT: Managing “Hot Moments”

WHY: Conflict is inevitable, no matter how well prepared we may feel. The challenge can be that we never know what may be a “hot moment” for our students; what conversation may become heated very quickly, and potentially lead to feeling like the classroom environment is headed for an eruption.

HOW: Utilize a five minute rule - engaging in a short process to help slow down the escalation, assessing the situation, and/or redirecting through a deepened and nuanced short-term response, ultimately to have a better set up to considering a longer-term solution to productively moving through conflict in the classroom



BRIGID BEAUBIEN

Professor of Teacher Education and Director of Upshur Institute for Civic Education

WHAT: Using Ice Breakers throughout the Semester

WHY: Creating relationships with our students and community within our classes builds an environment where students thrive so they can participate in the rigors of discussion and in-depth, engaging activities. Classrooms built on relationships invite students to bring their most authentic selves to the classroom and learn at a deeper level.

HOW: Please avoid icebreakers that 1) require students to take social risks with people they barely know, 2) don't actually facilitate community and inclusion, and 3) are cheesy. Find a great list of ones to use throughout the semester here:

[Ice Breakers](#)



PATRICE BOUNDS

Associate Professor, Department of Leadership & Counseling



WHAT: Fears in a Hat

WHY: Allow students to anonymously identify fears or concerns they have about taking the course while easing their anxiety when learning that they are not alone.

HOW: On the first day of class, students will write on a note card their response to the the prompt “What is 1 concern or fear that you have about taking this course?” Fold the note cards and place them in a hat so the responses remain anonymous. While in a large group circle, have students pull out a random card, read it out loud, and process the concerns as a group with the instructor facilitating it.



SHARON HOLT

Full-Time Lecturer III and Intent Advisor for Occupational Therapy

WHAT: Weekly Check-Ins

WHY: Provides opportunities for students to reflect on their personal preparation, ask questions from pre-work, create goals for the day, and reflect and action plan and ask questions for future classes/skills practice. Allows me to tailor content to specific questions during class and follow up after class to clarify and reinforce concepts learned during class.

HOW: [Weekly Check-In Form](#)



DYANN LOGWOOD

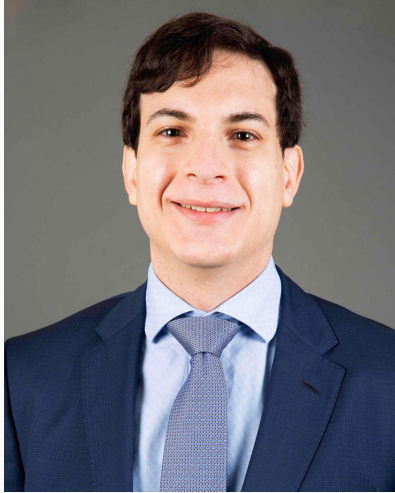
Assistant Professor, Women's and Gender Studies and Director of the Mentoring for Success Initiative

WHAT: Begin and end each class with a positive attitude.

WHY: To set the tone for an active and lively discussion.

HOW: I incorporate an affirmation for my courses to foster a positive and supportive learning environment. At the beginning of each class, I greet my students with the phrase: "It's good to see you." In response, I ask them to say: "It's good to be seen." This simple exchange is intended to communicate my appreciation for their attendance, recognition of their authentic selves, and commitment to creating a space where everyone feels safe and supported. To conclude the class, I remind my students that I look forward to seeing them again soon and discussing upcoming course materials by saying: "Go in peace; I'll see you next time!"

*Please note that students are not required to respond to the affirmation. However, any responses will set a positive tone for the day's discussion.



RAED JARRAH

Assistant Professor, Civil Engineering and Construction Management

WHAT: Offer multiple safe opportunities to get feedback and fix mistakes on assessments.

WHY: “Practice makes permanent”. Students should have ample chances to identify gaps in their learning to better master the material.

HOW: Allowing multiple attempts on formative assessments (quizzes & HW). Homework can be submitted early for feedback. Resubmissions allowed before deadline. Submissions with many shortcomings are instructed to “revise and resubmit” even after deadline.



CAM McCOMB

Associate Professor of Visual Art Education

WHAT: Stop Giving Grades: Provide Feedback Instead

WHY: Students feel less stressed, more in-charge and actually look forward to receiving your feedback.

HOW:

1. **Try it:** Mark a few key assignments as complete/incomplete and provide feedback instead of a grade.
2. **Be explicit:** Create descriptive performance rubrics to help students to *see* what complete and complex work looks like.
3. **Show students successful work:** Provide student work samples that align with the performance rubrics. Students feel more capable when they can see the work of their peers.



JACKIE LaROSE

Professor of Teacher Education

WHAT: Giving video feedback

WHY: Students get to hear my tone of voice, I tend to give more feedback, and my cats get to participate. This is a good way for students in online classes to get to know me better.

HOW: On Canvas, it's easy to record my feedback within SpeedGrader. If I keep multiple Canvas windows open at the same time, I can move fairly quickly.




DORIS FIELDS

Associate Vice Provost and Associate Vice President of Academic Programs and Assurance

WHAT: Respect in the Classroom

WHY: Respect is an important aspect to learning in the classroom and understanding diverse populations.


HOW: Respect Exercise



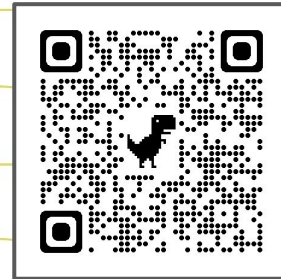
THANK YOU to all of our
wonderful presenters who helped
make this possible!



**NEW
BEGINNINGS**
CONFERENCE 2023



If you are interested
in hearing more “Try
One Thing” ideas, or
in sharing your own,
please visit our
website:





JEFFREY BERNSTEIN

Professor of Political Science & Director of the Faculty Development Center

WHAT: Encouraging the sharing of pronouns.

WHY: To create a space of inclusivity for my students.

HOW: I will be including my pronouns on my syllabus and any emails that I send to students, as well as encouraging my students to include their pronouns on the index cards that they fill out during the first day of class.



ANN BLAKESLEE

Professor of English Language and Literature & Director of the University Writing Center



WHAT: Asking students to reflect on revisions they make to their writing.

WHY: To promote learning for transfer and to cultivate a reflective mindset.

HOW: I build this into all of my assignments, especially ones that are peer reviewed. It helps students give more thoughtful consideration to the feedback they receive and make meaningful decisions about what and how to revise in their writing based on that feedback.