LEAD BATCH 1 – RESOURCE BANK OF BEST TEACHING PRACTICES

TASK 1: On this linked Google doc, **find your name and list your TOP TWO teaching strategies or practices and TOP TWO tech tools you use in your course/field.**
CAVEAT: Let's try NOT list THE SAME strategies/practices/tools that people have already listed! Try to come up with your next best "TOP TWO" or even one ;)

NAME	TOP TWO teaching strategies or practices	TOP TWO tech tools you use in your course/field
Beata	During **ZOOM** sessions, I often get the participants to "warm up their voices" with a **30-second "SHOUT OUT"** during which everyone shouts out their ideas or thoughts on the topic. **BENEFITS:** Everyone is engaged and included in the activity. This boosts confidence in speaking, as ideas are verbalized and "heard" by the speaker (while other participants are doing the same, so no one is listening to each other). This practice draws out the reluctant speakers. 🙂Teacher listens for key words & nods approval. May be followed by a short comment or debrief. I use **EdPuzzle** extensively in courses and ZOOM sessions, either in LIVE MODE (short clips) during the session or asynchronous mode (link distributed via a Learning Management System or just a Google doc used to post assignments & shared with your students if your school does not use an LMS) **BENEFITS:** Youtube videos assigned to be watched offer passive knowledge & don't engage students. You also don't know if students have watched the film. EdPuzzle helps track who logged in, who watched, who answered questions and what answers they gave. I usually use open-ended questions to provoke critical thinking and encourage note taking for next session's discussion. EdPuzzle helps me manage engagement and provides me with insight into who and where has gaps in understanding the concepts. Once you set up your EdPuzzle video & questions, you can reuse them every semester, so your prep time is saved.	ZOOM EdPuzzle
Eka	I use Mentimeter to stimulate students' concentration as an ice-breaking method at the beginning of the class. I employ UNAIR's student portal to help me in organising classes, including teaching and learning schedules, references, quizzes, and assignment	Mentimeter Student portal https://unair.ac.id/en/
Annisa	At Institut Teknologi Bandung, we use Edunex as the official Learning Management System (LMS) for the learning process. Various teaching processes can be accessed and managed in Edunex, from registering attendance, accessing lecture materials,	https://edunex.itb.ac.id/

	doing assignments and exams, and interacting with students, assistants, and lecturers. A few days before class starts, the lecturers will give the students several links to YouTube videos they must watch. This video's contents are about the subject discussed in the next class. In the class, the lecturer will give a quiz as a concept check or simple calculation questions with material studied from those YouTube videos. MecMovies is an extensive collection of examples, theory, and games designed to complement the entire Mechanics of Materials course. The software features impressive graphics and animation that are highly effective in visually communicating course concepts to students. Special emphasis is placed on developing the learner?s understanding and proficiency in basic concepts and skills through interactive exercises and games. Classroom implementation of the software has produced improved student performance and more positive student attitudes regarding the Mechanics of Materials course.	 YouTube MecMovies - Mechanics of Materials (mst.edu)
Hasrini	I asked the students, in a group of 3-4, to solve a real case based project. They implement what they learn in class to solve problems. The problems can be from a certain organization sponsoring the class. When pandemic, I asked the students to use MIro to interact each other and share their ideas, on certain topic/case	A real case based project Miro
Fitri	I love asking my students to do practical activities when we are learning science, however sometimes the topic is too complicated for some of them. My students come from all sorts of backgrounds - some were science buffs in high school, while others were into social science, accounting, or even ICT. Now, imagine trying to explain how electromagnets work to those who last thought about them quite a long time ago! Thus, my strategy is to use Phet simulations. They let everyone, even the social science squad, see how this stuff works. Plus, they can do hands-on activities virtually, manipulate variables, and see how they all connect. Another strategy is to use an LMS. It's just makes life simpler - helps me handle tasks, keep an eye on how everyone's doing, and share learning resources. Sure, my university has its own LMS, however I occasionally guide my students to explore different platforms. Just want them to see a wide variety of LMS out there. Thus, when they become a teacher one day, they will have options. Moreover, there are even game-based LMS that are pretty cool and get my students hooked and more engaged, such as classcraft	Phet Simulation Classcraft
Puti Siswandari	I enjoy topic-specific question-and-answer/discussion sessions as	

	well as project-based sessions. Especially if students can connect the topic to relevant problems in their own lives. I can learn about the students' analytical and critical thinking abilities through these discussion activities. They also taught me something. I present material using Canva. I use Kahoot for question and answer activities in quiz format. The answers of students who take the Kahoot quiz can be announced directly. Quiz questions saved on Kahoot can be reused.	Canva Kahoot
Rani	I like to provide triggering question at the beginning of class to stimulate the critical thinking abilities of student, similar to the problem - based learning method. I present those question using the Classpoint, because it's very simple add ons and have been integrated with powerpoint. Meanwhile to provide a discussion, i use Google Classroom. Because, POLMAN use Google Workspace for education activity.	Classpoint Google Classroom
Franky	I implement a flipped classroom approach where students are first exposed to new material outside of class via reading assignments/ lecture videos then use class time to engage in activities that reinforce this knowledge such as problem-solving, discussions, or applying the concepts in practical tasks. In terms of managing assignments and exam, i utilize Moodle for its complete feature that provides an efficient platform for monitoring student progress and grading.	Flipped Classroom Moodle
Ichsan	I usually start to communicate with the students a few minutes before the class time. Reminding them about their purpose studying at ITB, the dream of them and their parents, the graduation day 2-3 years ahead. Sometimes I show short videos to motivate them. I designed the lecture to involve the students by giving a number of questions during my lecture. Next I give example of simple problem and then 2-3 more difficult problem for them to solve in group. More challenging problems they have to do with group out of the classroom. We arrange that all groups solve the problems on Saturday with some teaching assistants giving guidance Institut Teknologi Bandung has official Learning Management System (LMS) called Edunex. Lecturer can manage his/her course e.g registering attendance, students accessing lecture materials, doing assignments and exams, and interaction with students,	

	assistants	
Rahma	**Quizizz** is an interactive assessment tool that allows teachers to gauge students' understanding of a topic through fun and engaging quizzes. As a teacher, I can create quizzes with a variety of question formats, including multiple-choice, open-ended, and more. **BENEFIT**: One standout feature is the ability to randomly select a student to explain a particular idea, fostering a collaborative learning environment. Quizizz also provides detailed reports, helping me identify areas where students may need additional support and enabling personalized guidance. **Desmos** is a powerful tool primarily used for drawing mathematical objects and visualizing concepts. **BENEFIT**: It serves as an interactive platform where students can explore graphs, functions, and equations, making math concepts come to life. I often utilize Desmos during live sessions to illustrate complex mathematical ideas visually, allowing students to actively engage with the material. Its user-friendly interface encourages hands-on learning, and students can manipulate graphs to better understand mathematical relationships and patterns.	Quizizz desmos
Firman Bagja Juangsa	I begin my lecture with popular problem or movies that closely related with the subject I want to teach. I give a helicopter view of specific section which is part of a large set of knowledge and application. Last week, I started my class about pipe pressure drop in flud mechanics, with a real problem in lecture building. I invite students to start discussing in groups about factors and parameters determining the pressure drop in piping system. The proposed ideas were validated through theoretical concept of energy balance and let student judge whether their initial hypothesis are true or not,	Movies MS Teams (collaborative ms word/PPT)
Armijal	Sometimes, I incorporate a “watching video” approach in my lectures. This simple way of teaching is sometimes eye opening for most students. For example, I once showed my students about the use of Digital, Big Data and Automation technology in Warehouse Management of Amazon Company, that is related to our course Facility and Layout Design. I could feel that students were very enthusiastic in watching the video, and provide a comment or reflection of what they learn from the recording and tailored it using their own words with the topics of warehouse management. Through video watching, it not only helps us explain about a	Youtube

	certain topic for the students, but also a good platform to embed critical thinking skills & practice in the classroom.	
Rianto	I usually start my class with little chat with my students, just to warm the class situation. And I continue by giving brief review of the material from the last lecture, discuss it a bit, and try to connect it with the material I am about to deliver. I also, when appropriate, incorporate illustrations/examples from real case (or something that has conceptual similarity) related to the material I deliver. This illustration can be in the form of video from online source (youtube), or just by discussing it directly.	MS-Teams Edunex Youtube
Luthfi	I usually use videos from Youtube to visualize and connect students with the teaching materials particularly when the content is hard to understand or quite complex. It helps a lot because many times the students can't imagine the given formula or mathematical models. I also have chats with my students in the middle of class about some inspirational books, mostly focusing on life skills. The books are not directly relevant to the course contents, but I believe it will help them connect the course with real life conditions.	inspirational books OneDrive
Sartika	I usually try to find relevant youtube videos that usually help me to bring the idea about what we will learn in the class. After watching the video I usually ask the questions to the students related with the video and try to connect it with what we will learn. Usually in the first lecture, to understand more about the students knowledge, I would give "survey" questions that can be done conventionally (paper) or using MS Forms/Google form. Other than that, I usually make presentations with Canva. For specific topics which students need to know step by step process, I will make short videos by myself.	Youtube Clipchamp video editor Quick and easy video editor | Clipchamp
Fauzan	Usually, I use **FigJam on Figma** to have a collaborative whiteboard with my students. Before the class began, I prepared some frameworks with figures to help them understand the course flow. Then during the course, they hop into the whiteboard and put their ideas and voices without hesitation. I also use **Edunex**, an LMS internally developed by Bandung Institute of Technology, that helps us collect and structure all course resources for students to learn or even being used during the class. UPDATE: I might use LLM-based AI like ChatGPT or Google Bard for generating teaching methods.	Figma edunex.itb.ac.id chat.openai.com bard.google.com

Riza	I use **Lucidspark** and other sharing whiteboard to facilitate the students share their ideas and do some brainstorming in a collaborative project. I encourage students to adapt in new technologies, including chatgpt. I gave them a question in engineering, and I allowed them to use chatgpt and analyze whether chatgpt can answer correctly or not.	Lucidspark Chatgpt
Vani	While discussing a certain topic, I like to ask the students a simple question that sometimes a little bit silly. The reason is to show them that sometimes a “stupid” question is OK to be asked. It also helps them to be a critical thinker. I also like to give the students some canvas in their design project. What I found interesting is that using a simple traditional sticky note can generate a lot of ideas faster. So I think an old fashioned technology sometimes can still be very useful	Sticky notes (physical) Design Canvas
Ferryanto	Usually, I use a video from youtube to start a topic in my class or explain a phenomenon that should be actually conducted in laboratorium. By using the youtube video in starting the topic, I would like to increase the student motivation in studying that topics. In addition, give the youtube video to student to show a phenomenon to the students make them could imagine the concept of a topic. Beside the youtube video, I also always ask the students whether they have a question from the previous class. By this question, I expect the students review what have been delivered in the previous class and could clarify their understanding if there is a topic that they did not understand.	Youtube video
Sandro	In the beginning of the course I told the students what is/are the outcomes of the course and what skill they will learn and expected to get from the course. I told them to help me so that I could help them to achieve the goals. Usually in the midterm of semester I make a questionnaire to get feedback from students.	Curriculum MSForm
Sri Oktamuliani	My top two teaching strategies involve the implementation of real-case group projects, which promote collaborative problem-solving and facilitate the practical application of learned concepts. Additionally, I leverage Learning Management System (LMS) integration, specifically with Moodle, to seamlessly organize classes, distribute resources, manage assignments, and enhance communication.	real-case group projects LMS

	Furthermore, I enhance the learning experience through video-based learning, initiating lectures with relevant YouTube videos to visually introduce topics and establish a tangible connection between theoretical concepts and real-world applications.	