



teaching & learning  
transformation center

**To use this spreadsheet, think about the goal(s) you are trying to achieve as an instructor. There is more information about each potential goal below. Right click the letter above the goal you want and click "Sort Spreadsheet Z --> A." The strategies that meet that goal will move to the top of the sheet.**

| <b>Instructor Goal</b> | <b>Description</b>                                                                                                |
|------------------------|-------------------------------------------------------------------------------------------------------------------|
| Synthesis              | You want students to integrate and evaluate multiple cross-cutting concepts.                                      |
| Student Feedback       | You want students to get information about how they are performing.                                               |
| Review                 | You want students to engage with previously taught content to prepare for quizzes, exams, assignments, etc.       |
| Problem Solving        | You want students to practice applying concepts and solving problems.                                             |
| Preview                | You want to help students feel prepared and engaged at the start of a course/unit/class/lecture.                  |
| Metacognition          | You want students to develop skills as effective thinkers and learners.                                           |
| Instructor Feedback    | You want to get information about how you are teaching.                                                           |
| Formative Assessment   | You want to gather data on what your students already know and where they may have misconceptions.                |
| Connections            | You want students to draw connections between the subject area, the non-academic world, and their personal lives. |
| Collaboration          | You want students to work cooperatively with their peers.                                                         |
| Attention              | You want to help students maintain attention and focus during lectures, readings, course activities, etc.         |



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## Active Learning Strategies

| Strategy                         | Description                                                                                                                                                                                                                                                                                                                                                                                                                                     | Attention                           | Collaboration                       | Formative Assessment                | Problem Solving                     | Preview                             | Review                              | Synthesis                           | Connections                         | Metacognition                       | Instructor Feedback                 | Student Feedback                    |
|----------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------|-------------------------------------|-------------------------------------|-------------------------------------|-------------------------------------|-------------------------------------|-------------------------------------|-------------------------------------|-------------------------------------|-------------------------------------|-------------------------------------|
|                                  |                                                                                                                                                                                                                                                                                                                                                                                                                                                 | Instructor Goal(s) Met              |                                     |                                     |                                     |                                     |                                     |                                     |                                     |                                     |                                     |                                     |
| Lecture Summary                  | Students write or tell a partner a brief summary after a lecture or unit. Alternative - make a cartoon, write just one sentence, etc.                                                                                                                                                                                                                                                                                                           | <input type="checkbox"/>            | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/>            | <input type="checkbox"/>            | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/>            | <input checked="" type="checkbox"/> | <input type="checkbox"/>            | <input type="checkbox"/>            |
| What? So What? Now What?         | Students reflect on main points of a lesson, topic, or reading in writing or with a partner                                                                                                                                                                                                                                                                                                                                                     | <input type="checkbox"/>            | <input checked="" type="checkbox"/> | <input type="checkbox"/>            | <input type="checkbox"/>            | <input type="checkbox"/>            | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/>            | <input type="checkbox"/>            |
| 3-2-1                            | Have students reflect on 3 things they learned, 2 questions they have, and 1 way they can apply what they learned (index card, post-it, ELMS, etc.). Alternative - use different categories, e.g. instructor feedback, affective questions, etc.                                                                                                                                                                                                | <input type="checkbox"/>            | <input type="checkbox"/>            | <input checked="" type="checkbox"/> | <input type="checkbox"/>            | <input type="checkbox"/>            | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/>            |
| Minute Paper                     | Students write for one (or a few) minutes on a specific question. Alternatives - affective questions, instructor feedback questions                                                                                                                                                                                                                                                                                                             | <input type="checkbox"/>            | <input type="checkbox"/>            | <input checked="" type="checkbox"/> | <input type="checkbox"/>            | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/>            |
| Peer Interview                   | Students interview a partner about a recent learning unit, affective questions, project steps, need for support, etc.                                                                                                                                                                                                                                                                                                                           | <input type="checkbox"/>            | <input checked="" type="checkbox"/> | <input type="checkbox"/>            | <input type="checkbox"/>            | <input type="checkbox"/>            | <input checked="" type="checkbox"/> | <input type="checkbox"/>            | <input type="checkbox"/>            | <input checked="" type="checkbox"/> | <input type="checkbox"/>            | <input checked="" type="checkbox"/> |
| Problem Recognition              | Offer case studies or example problems and have students identify the type of problem rather than solving it (individually, in partners, or in groups)                                                                                                                                                                                                                                                                                          | <input type="checkbox"/>            | <input checked="" type="checkbox"/> | <input type="checkbox"/>            | <input checked="" type="checkbox"/> | <input type="checkbox"/>            | <input checked="" type="checkbox"/> | <input type="checkbox"/>            | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/>            | <input type="checkbox"/>            |
| Self-Diagnosis                   | Students list main points from a class meeting, exam, reading, etc. and any unclear points, then reflect and analyze their own strengths and weaknesses. Alternatives - work with a partner; develop and turn in a "learning plan" to address weaknesses                                                                                                                                                                                        | <input type="checkbox"/>            | <input checked="" type="checkbox"/> | <input type="checkbox"/>            | <input type="checkbox"/>            | <input type="checkbox"/>            | <input checked="" type="checkbox"/> | <input type="checkbox"/>            | <input type="checkbox"/>            | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/>            |
| Speed Sharing                    | Students write questions, definitions, concepts, steps to solve a problem, etc. on index cards. They share with a partner for one minute, then rotate to new partners.                                                                                                                                                                                                                                                                          | <input type="checkbox"/>            | <input checked="" type="checkbox"/> | <input type="checkbox"/>            | <input checked="" type="checkbox"/> | <input type="checkbox"/>            | <input checked="" type="checkbox"/> | <input type="checkbox"/>            | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/>            | <input type="checkbox"/>            |
| Annotated Assignments            | Students turn in work along with explanations of how the work relates to the course content or learning outcomes. Alternative - peers can annotate each others' work or annotate together.                                                                                                                                                                                                                                                      | <input type="checkbox"/>            | <input checked="" type="checkbox"/> | <input type="checkbox"/>            | <input type="checkbox"/>            | <input type="checkbox"/>            | <input type="checkbox"/>            | <input type="checkbox"/>            | <input type="checkbox"/>            | <input checked="" type="checkbox"/> | <input type="checkbox"/>            | <input checked="" type="checkbox"/> |
| Assignment/Study Logs            | Students track length of time and approaches used to do readings, assignments, homework, studying, etc. outside of class. In class, students talk with peers to compare and contrast strategies and time. Alternative - group students by study strategy or group students with different study strategies together to discuss pros and cons; partners give feedback on each others' logs                                                       | <input type="checkbox"/>            | <input checked="" type="checkbox"/> | <input type="checkbox"/>            | <input type="checkbox"/>            | <input type="checkbox"/>            | <input type="checkbox"/>            | <input type="checkbox"/>            | <input type="checkbox"/>            | <input checked="" type="checkbox"/> | <input type="checkbox"/>            | <input checked="" type="checkbox"/> |
| Project/Paper Prospectus         | Students create a step-by-step plan for completing a project, writing a paper, or studying for an exam (individually or in partners)                                                                                                                                                                                                                                                                                                            | <input type="checkbox"/>            | <input checked="" type="checkbox"/> | <input type="checkbox"/>            | <input type="checkbox"/>            | <input type="checkbox"/>            | <input type="checkbox"/>            | <input type="checkbox"/>            | <input type="checkbox"/>            | <input checked="" type="checkbox"/> | <input type="checkbox"/>            | <input type="checkbox"/>            |
| Exam Wrapper                     | When passing back exams, give enough feedback to allow students to review and possibly correct missed questions, reflect on how they prepared, and plan what they should do to prepare for the next exam                                                                                                                                                                                                                                        | <input type="checkbox"/>            | <input type="checkbox"/>            | <input type="checkbox"/>            | <input type="checkbox"/>            | <input type="checkbox"/>            | <input type="checkbox"/>            | <input type="checkbox"/>            | <input type="checkbox"/>            | <input checked="" type="checkbox"/> | <input type="checkbox"/>            | <input checked="" type="checkbox"/> |
| Reading/Exam/Assignment Rating   | Students give feedback on readings, exams, and/or assignments - are they clear, interesting, connected to learning outcomes, helpful, fair, useful to learning, etc. (post-its, index cards, Google forms, ELMS survey, hand signals as ratings, etc.)                                                                                                                                                                                          | <input type="checkbox"/>            | <input type="checkbox"/>            | <input type="checkbox"/>            | <input type="checkbox"/>            | <input type="checkbox"/>            | <input type="checkbox"/>            | <input type="checkbox"/>            | <input type="checkbox"/>            | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/>            |
| Bumper Stickers                  | Students write slogan-like bumper stickers to highlight the most important concept from a presentation/unit/topic. Alternatives: license plate, meme, haiku, one sentence, draw a picture; individual or in groups                                                                                                                                                                                                                              | <input type="checkbox"/>            | <input checked="" type="checkbox"/> | <input type="checkbox"/>            | <input type="checkbox"/>            | <input type="checkbox"/>            | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/>            | <input type="checkbox"/>            | <input type="checkbox"/>            |
| Categorization                   | Provide terms, people, etc. that partners or groups need to categorize (index cards, post-its, Google Slides, Jamboard, etc.). Alternative - provide defining features and have students sort the terms by whether the feature is present or absent                                                                                                                                                                                             | <input type="checkbox"/>            | <input checked="" type="checkbox"/> | <input type="checkbox"/>            | <input type="checkbox"/>            | <input type="checkbox"/>            | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/>            | <input type="checkbox"/>            | <input type="checkbox"/>            |
| Student-Generated Test Questions | Students come up with questions they think will be on the exam, individually or in groups; Variation - students solve each others' problems                                                                                                                                                                                                                                                                                                     | <input type="checkbox"/>            | <input checked="" type="checkbox"/> | <input type="checkbox"/>            | <input type="checkbox"/>            | <input type="checkbox"/>            | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/>            | <input type="checkbox"/>            | <input type="checkbox"/>            | <input type="checkbox"/>            |
| Concept Map                      | Provide keywords that students must organize into a flow chart, concept map, or other organization (in groups or individually)                                                                                                                                                                                                                                                                                                                  | <input type="checkbox"/>            | <input checked="" type="checkbox"/> | <input type="checkbox"/>            | <input type="checkbox"/>            | <input type="checkbox"/>            | <input type="checkbox"/>            | <input checked="" type="checkbox"/> | <input type="checkbox"/>            | <input type="checkbox"/>            | <input type="checkbox"/>            | <input type="checkbox"/>            |
| Jigsaw                           | Students from established groups separate to discuss a reading, topic, question, research area, etc and become experts with members of other groups. Then, each expert goes back to their original group to teach about their topic.                                                                                                                                                                                                            | <input type="checkbox"/>            | <input checked="" type="checkbox"/> | <input type="checkbox"/>            | <input checked="" type="checkbox"/> | <input type="checkbox"/>            | <input type="checkbox"/>            | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/>            | <input type="checkbox"/>            | <input type="checkbox"/>            |
| Inside-Outside Circles           | Students form an outer circle and inner circle and solve problems/have brief discussions with the partner across from them. After a few minutes, the inside circle stays and the outside circle moves one person, giving everyone a new partner. Alternative - form groups of three in a large circle. Each person is numbered one, two, or three. Ones stay, twos rotate clockwise, and threes rotate counterclockwise to form the next group. | <input type="checkbox"/>            | <input checked="" type="checkbox"/> | <input type="checkbox"/>            | <input checked="" type="checkbox"/> | <input type="checkbox"/>            | <input type="checkbox"/>            | <input type="checkbox"/>            | <input type="checkbox"/>            | <input type="checkbox"/>            | <input type="checkbox"/>            | <input type="checkbox"/>            |
| Peer Review                      | Students use a rubric, checklist, or other specific guidelines to offer feedback on a partner's assignment                                                                                                                                                                                                                                                                                                                                      | <input type="checkbox"/>            | <input checked="" type="checkbox"/> | <input type="checkbox"/>            | <input type="checkbox"/>            | <input type="checkbox"/>            | <input type="checkbox"/>            | <input type="checkbox"/>            | <input type="checkbox"/>            | <input type="checkbox"/>            | <input type="checkbox"/>            | <input checked="" type="checkbox"/> |
| Pre-Class Preview                | Pose a question, prompt, etc. about the upcoming topic or have students ask a question. Students respond in writing, with a partner, on a post-it/index card, etc.                                                                                                                                                                                                                                                                              | <input type="checkbox"/>            | <input checked="" type="checkbox"/> | <input type="checkbox"/>            | <input type="checkbox"/>            | <input checked="" type="checkbox"/> | <input type="checkbox"/>            | <input type="checkbox"/>            | <input type="checkbox"/>            | <input type="checkbox"/>            | <input type="checkbox"/>            | <input type="checkbox"/>            |
| Clearest Point/Muddiest Point    | Students write what concepts/information/instructions they feel confident about and/or what is confusing (ELMS, index cards, post-its, Google Slides, Jamboard)                                                                                                                                                                                                                                                                                 | <input type="checkbox"/>            | <input type="checkbox"/>            | <input checked="" type="checkbox"/> | <input type="checkbox"/>            | <input type="checkbox"/>            | <input checked="" type="checkbox"/> | <input type="checkbox"/>            | <input type="checkbox"/>            | <input type="checkbox"/>            | <input checked="" type="checkbox"/> | <input type="checkbox"/>            |
| Pre-Assessment                   | Multiple choice or short answer questionnaire when introducing a new topic (ELMS, clickers, index cards, post-its, etc.)                                                                                                                                                                                                                                                                                                                        | <input type="checkbox"/>            | <input type="checkbox"/>            | <input checked="" type="checkbox"/> | <input type="checkbox"/>            | <input checked="" type="checkbox"/> | <input type="checkbox"/>            | <input type="checkbox"/>            | <input type="checkbox"/>            | <input type="checkbox"/>            | <input type="checkbox"/>            | <input type="checkbox"/>            |
| Idea Blender                     | Students individually write a definition, answer, idea, etc. They pair up and must combine/integrate their ideas. Then the pair joins another pair. Groups keep joining until a large group or the whole class has integrated all ideas.                                                                                                                                                                                                        | <input type="checkbox"/>            | <input type="checkbox"/>            | <input type="checkbox"/>            | <input type="checkbox"/>            | <input type="checkbox"/>            | <input type="checkbox"/>            | <input type="checkbox"/>            | <input type="checkbox"/>            | <input type="checkbox"/>            | <input type="checkbox"/>            | <input type="checkbox"/>            |
| Question Ranking                 | Stop a lecture and ask groups to decide on one question that is most important for the instructor to answer right now. Alternative - have students write questions on index cards, then pass them around the room. Students should add checkmarks to the questions they are also wondering about                                                                                                                                                | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/>            | <input type="checkbox"/>            | <input type="checkbox"/>            | <input type="checkbox"/>            | <input type="checkbox"/>            | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/>            |
| Gallery Walk                     | Groups write an answer, solve a problem, brainstorm about a specific topic, etc. on a whiteboard or chart paper. Then students walk around the room to view other groups' responses. Students can add to other work, make connections, review a metacognitive process, ask questions, vote, give feedback, etc. by adding post-its. Alternative - each group gets a Google Slide or Jamboard.                                                   | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/>            | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/>            | <input checked="" type="checkbox"/> |
| Lecture Response Roles           | Before a lecture, assign students to be questioners (ask questions related to the material), example givers (provide applications), divergent thinkers (find something to disagree with), or highlighters (highlight important/helpful points). After the lecture, put students in groups with one of each role to debrief the lecture. Alternative - use same roles for reading responses                                                      | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/>            | <input type="checkbox"/>            | <input type="checkbox"/>            | <input checked="" type="checkbox"/> | <input type="checkbox"/>            | <input type="checkbox"/>            | <input checked="" type="checkbox"/> | <input type="checkbox"/>            | <input type="checkbox"/>            |
| Sidebar/Parking Lot              | Provide space for students to write questions or comments during a lecture to be addressed by students in real-time or by the instructor after the lecture (discussion board, Piazza, Google form, Google Slides, Jamboard, chart paper, post-its, whiteboard, etc.)                                                                                                                                                                            | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/>            | <input type="checkbox"/>            | <input type="checkbox"/>            | <input type="checkbox"/>            | <input type="checkbox"/>            | <input type="checkbox"/>            | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/>            |
| Self-Assessment                  | Ask students to self-assess confidence of knowledge of a specific subject matter, clarity of instructions, level of active listening, time spent studying, etc. (Google form, Zoom poll, index cards, post-its, hand signals like "fist to five" - hold up a fist with zero fingers for no confidence, one finger...up to five fingers)                                                                                                         | <input checked="" type="checkbox"/> | <input type="checkbox"/>            | <input checked="" type="checkbox"/> | <input type="checkbox"/>            | <input type="checkbox"/>            | <input type="checkbox"/>            | <input type="checkbox"/>            | <input type="checkbox"/>            | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/>            |



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## Active Learning Strategies

| Strategy                  | Description                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             | Attention                           | Collaboration                       | Formative Assessment                | Problem Solving                     | Preview                             | Review                              | Synthesis                           | Connections                         | Metacognition            | Instructor Feedback      | Student Feedback                    |
|---------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------|-------------------------------------|-------------------------------------|-------------------------------------|-------------------------------------|-------------------------------------|-------------------------------------|-------------------------------------|--------------------------|--------------------------|-------------------------------------|
|                           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         | Instructor Goal(s) Met              |                                     |                                     |                                     |                                     |                                     |                                     |                                     |                          |                          |                                     |
| Brainstorming/Word Sprint | Students come up with as many words/ideas as possible, independently or collaboratively. To extend, students can then categorize and/or prioritize responses (whiteboards, post-its, Jamboard, Padlet, etc.)                                                                                                                                                                                                                                                                                            | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/>            | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/>            | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/>            |
| Think-Pair-Share          | After a question, students have time to think, then talk to a partner, then share. Instructors listen in on pair conversations to determine levels of understanding/misconceptions. Alternatives: think only; think and pair only; share with additional pair; share through writing (Google Slides, Jamboard, post-its, whiteboards, etc.); switch partners to answer same or different question; share partner's answer instead of own answer. Research shows whole-class "share" is least effective. | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/>            |
| Chalk Talk                | Use whiteboards around the room to write answers to prompts/assignments/questions. Alternatives - Google Slides, Jamboard, chart paper; Variation - students may not talk, only write                                                                                                                                                                                                                                                                                                                   | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/>            | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/>            |
| Four Corners              | Put a different topic to discuss, subject to review, article, problem, etc. in each corner. Assign or have students choose a corner to go to and discuss. Option: Write independently before and/or after discussing. Alternatives: Large classes can use more than four spots in the room; Online can give each group a Google Slide or Jamboard slide                                                                                                                                                 | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/>            | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/>            |
| Six Degrees of Separation | Provide groups with a conceptual start point and end point and challenge them to connect the two in six moves or fewer.                                                                                                                                                                                                                                                                                                                                                                                 | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/>            | <input checked="" type="checkbox"/> | <input type="checkbox"/>            | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/>            |
| Interactive Notebooks     | Students record notes from readings or lecture on one side of the notebook and respond personally with thoughts, questions, connections, drawings, etc. on the other side                                                                                                                                                                                                                                                                                                                               | <input checked="" type="checkbox"/> | <input type="checkbox"/>            | <input type="checkbox"/>            | <input type="checkbox"/>            | <input type="checkbox"/>            | <input type="checkbox"/>            | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/>            |
| Word of the Day           | Select an important term to highlight throughout class. Encourage students to tally, keep track of different meanings/contexts, use the word, etc. Alternative - students come up with a word of the day after class to summarize/synthesize class information                                                                                                                                                                                                                                          | <input checked="" type="checkbox"/> | <input type="checkbox"/>            | <input type="checkbox"/>            | <input type="checkbox"/>            | <input type="checkbox"/>            | <input type="checkbox"/>            | <input checked="" type="checkbox"/> | <input type="checkbox"/>            | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/>            |
| Directed Paraphrasing     | Ask students to paraphrase part of a lesson for a specific audience/purpose. Alternatives - write down, share in pairs                                                                                                                                                                                                                                                                                                                                                                                  | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/>            | <input type="checkbox"/>            | <input type="checkbox"/>            | <input checked="" type="checkbox"/> | <input type="checkbox"/>            | <input type="checkbox"/>            | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/>            |
| Who/What am I?            | Tape a key term on the backs of students. Students move around the room asking only yes/no questions to try to guess their term. Alternative - one partner gives clues to help the student guess the term                                                                                                                                                                                                                                                                                               | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/>            | <input type="checkbox"/>            | <input type="checkbox"/>            | <input checked="" type="checkbox"/> | <input type="checkbox"/>            | <input type="checkbox"/>            | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/>            |
| Role Playing/Improv       | Groups act out scenes that relate to concepts or discussions. Could be live or video recordings.                                                                                                                                                                                                                                                                                                                                                                                                        | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/>            | <input type="checkbox"/>            | <input type="checkbox"/>            | <input type="checkbox"/>            | <input type="checkbox"/>            | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/>            |
| Visual Discovery          | Show an image that relates to the subject matter. Ask students to analyze what they see and infer (in groups or individually, give student(s) a laser pointer, write about it, etc.)                                                                                                                                                                                                                                                                                                                    | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/>            | <input type="checkbox"/>            | <input checked="" type="checkbox"/> | <input type="checkbox"/>            | <input type="checkbox"/>            | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/>            |
| Body Vote                 | Students move to different sides of the room (true/false), corners (multiple choice), or along a continuum (likert scale) to respond to questions. In-seat alternative: sitting vs. standing (true/false), American Sign Language letters (multiple choice), hold up numbers (multiple choice or likert scale)                                                                                                                                                                                          | <input checked="" type="checkbox"/> | <input type="checkbox"/>            | <input checked="" type="checkbox"/> | <input type="checkbox"/>            | <input type="checkbox"/>            | <input checked="" type="checkbox"/> | <input type="checkbox"/>            | <input type="checkbox"/>            | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/>            |
| Response Cards            | Distribute index cards that can be held up in response to instructor questions (colors, letters, etc.)                                                                                                                                                                                                                                                                                                                                                                                                  | <input checked="" type="checkbox"/> | <input type="checkbox"/>            | <input checked="" type="checkbox"/> | <input type="checkbox"/>            | <input type="checkbox"/>            | <input checked="" type="checkbox"/> | <input type="checkbox"/>            | <input type="checkbox"/>            | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/>            |
| Review Games              | Play Jeopardy, quiz games, pictionary, twenty questions, etc. to review content. Be sure to emphasize the most important topics and make questions the same level of complexity and format that they will be on the exam.                                                                                                                                                                                                                                                                               | <input checked="" type="checkbox"/> | <input type="checkbox"/>            | <input checked="" type="checkbox"/> | <input type="checkbox"/>            | <input type="checkbox"/>            | <input checked="" type="checkbox"/> | <input type="checkbox"/>            | <input type="checkbox"/>            | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/>            |
| Anonymous Peer Feedback   | During student or group presentations, use post-its, index cards, blank paper, or an anonymous Google form and have students give structured (e.g. two specific compliments and two specific areas for growth) or unstructured feedback to the presenter                                                                                                                                                                                                                                                | <input checked="" type="checkbox"/> | <input type="checkbox"/>            | <input type="checkbox"/>            | <input type="checkbox"/>            | <input type="checkbox"/>            | <input type="checkbox"/>            | <input type="checkbox"/>            | <input type="checkbox"/>            | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> |
| Lecture Mystery           | Start a lecture/unit by asking an intriguing question (related to content that will be covered) that few will know the answer to. Give time to discuss to build curiosity. At the end of the lecture/unit, return to the question. Alternative - provide an interesting quote with missing key words                                                                                                                                                                                                    | <input checked="" type="checkbox"/> | <input type="checkbox"/>            | <input type="checkbox"/>            | <input type="checkbox"/>            | <input checked="" type="checkbox"/> | <input type="checkbox"/>            | <input type="checkbox"/>            | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/>            |