



# STUDENT ENGAGEMENT TIPS OF THE MONTH



Brought to you by TIDES and PALS Summer 2015

The Faculty Program for Active Learning in STEM (GTSTEP/PALS) ([www.montgomerycollege.edu/gtstep](http://www.montgomerycollege.edu/gtstep)), the Teaching to Increase Diversity and Equity in STEM (TIDES - <http://cms.montgomerycollege.edu/TIDES/>) grant project, and ELITE (<http://cms.montgomerycollege.edu/elite/>) are happy to bring you the "Student Engagement Tips of the Month". Both PALS (with its focus on active learning in STEM) and TIDES (with its focus on active learning and culturally sensitive pedagogy) seek to incorporate highly engaging learning activities for diverse student populations into STEM courses. However, as you will see, many of these activities are not STEM-specific and can be applied to any course. We also welcome your general feedback about this publication, which you can send to [tides@montgomerycollege.edu](mailto:tides@montgomerycollege.edu).

## Tip of the Month

**Title:** Whiteboarding Round Robin

**Goals:** (1) Students think critically about a topic; (2) students engage in productive discussions with their peers; (3) students practice writing clear solutions.

**Activity:** To prepare for a class, students are asked to read a particular section and answer some basic questions about the reading.



During class, the instructor has several deeper questions posted around the classroom, either on whiteboards or on chart paper. Students are put into small groups, and each group has a different color of marker.

Each group begins with one of the questions, formulating their group's response to the given question. After a few minutes, groups rotate to a different question, and are instructed to add or subtract from the previous group's response. The process is repeated for multiple questions posted around the classroom.

**Example:** In Dr. Leach-Stringer's microbiology class, students were asked to do two assignments outside of class for the Chemistry

section. In class, four questions that are far more complicated were posed to the class. Each group tackled a problem for approximately 5 minutes, then rotated and edited the previous group's answer. For homework, each student was then asked to re-write their own answers to each of the four in-class problems; this was to help students practice writing answers to essay questions for future exams.



**Variation:** This activity could serve as a review session in preparation for a class test or final exam.

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