TEACHING TIPS OF THE MONTH
FROM THE MC COMMUNITY

Brought to you by TIDES and PALS   *November 2017*

The Faculty Program for Active Learning in STEM (GTSTEP/PALS+) (**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 "Teaching Tips of the Month." Both PALS+ (a fellowship to support active-learning in the classroom for part-time instructors) 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 cours-es. 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**.

Reading Motivation

Tip 1: Text Coding

Goal: To encourage students to interact with the text and record their thinking

Description: Students use a simple coding system to mark the text, either in the margins or on post-it notes. Students can create their own coding system or the class can work together to create a standard system for everyone to use. The coding system can include symbols such as the following:
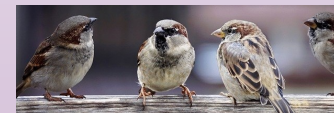
- a question mark (?) to note something confusing
- an asterisk (*) to note something important
- an exclamation mark (!) for something that surprising. See an example on the following link: **Sample Text Coding**.

Variation: If awarding students credit for their text coding, one method is for the instructor to briefly review students annotations during the first few minutes of class and mark students' pages with a stamp. Another method is for students to take camera shots and upload the images to Blackboard.

Tip 2: Round Robin Sharing

Goal: To motivate ALL students to read outside of class and partic-ipate in classroom discussions about the reading

Description: Organize the room so that students are seated in a circle. One student shares an idea from the reading that represents a question about the text, a connection (personal or otherwise) or something new they learned. Each student shares one thing until all students have presented. This is a low-stakes strategy for setting the ex-pectation that all students are ac-countable for completing the reading and participating in class.

Variation: Students can use the Text Coding system described in Tip 1 or another method for documenting their ideas. The instruc-tor can facilitate discussion of students' shared ideas as they arise or after all students have shared at least once.

For more information about these tips contact: Angie Lawver, **an-gie.lawver@montgomerycollege.edu** or Angela Lanier, **ange-la.lanier@montgomerycollege.edu.**