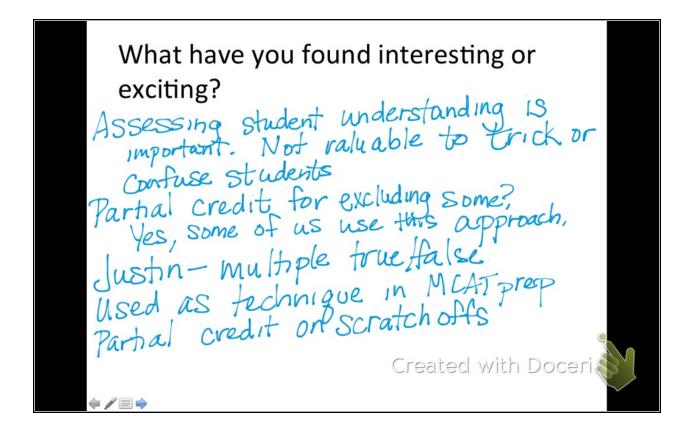
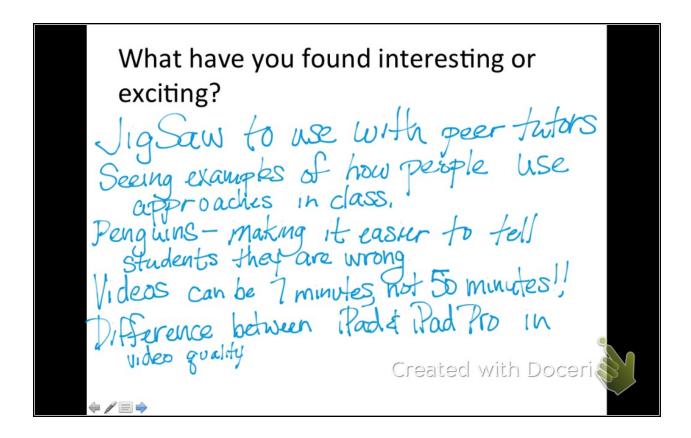
## What have you found interesting or exciting? Multiple choice taxonomy will change how we write guestions It's hard to write good multiple choice cuestions Confusion about what not to do All of the above is used so often Recent ACS exams use none of above & all of above are used less often Created with Doceri

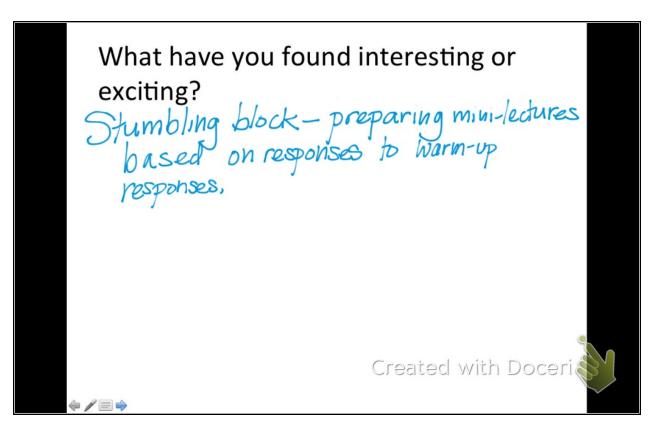


What have you found interesting or exciting?

People realize they Do use active learning already, now that we discussed it already Description of the discussed it already, now that we discussed it already Description of the discussed it already, now that we discussed it already Description of the discussion of the discus

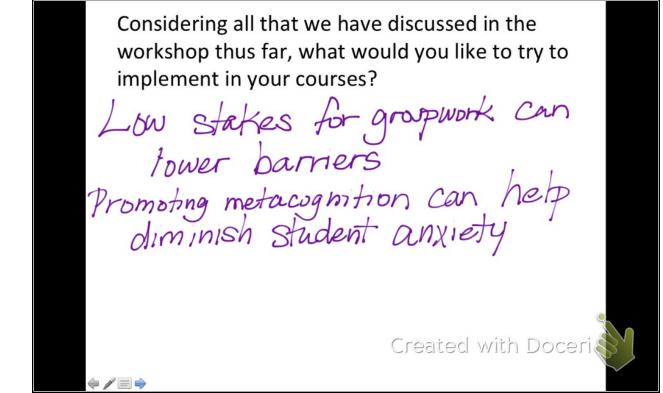
What have you found interesting or exciting?
How do students FEEL about
their learning?
Effect size of different interventions
Metacognition—important for student
careers
Backward Design & Learning Objectives
Hands-on with Tools—Live Scribe, Doarn,
Explain Everything
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Considering all that we have discussed in the workshop thus far, what would you like to try to implement in your courses?

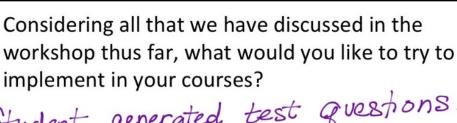
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Considering all that we have discussed in the workshop thus far, what would you like to try to implement in your courses?

Incrementally work toward
flipping
Appreciated being ACTIVE

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Student generated test questions

Synthesis game

aromatic rings

points for intermolecular rxns

Concept maps-in each unit, Showing

connections between concepts

Clickers! Go low tech if there are

technical difficulties

(= / E = )

Considering all that we have discussed in the workshop thus far, what would you like to try to implement in your courses?

Mechanism arestons in clickers
Other kinds of clicker as
Other kinds of clicker as
Bloom's Taxonomy-maybe first day
of class
Connecting learning outcomes with Bloom's
Transparency with students will help
their metacognition

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Considering all that we have discussed in the workshop thus far, what would you like to try to implement in your courses?

300 person lecture had why chairs that don't move implement makes after the more challenging.

Bunch students in clusters

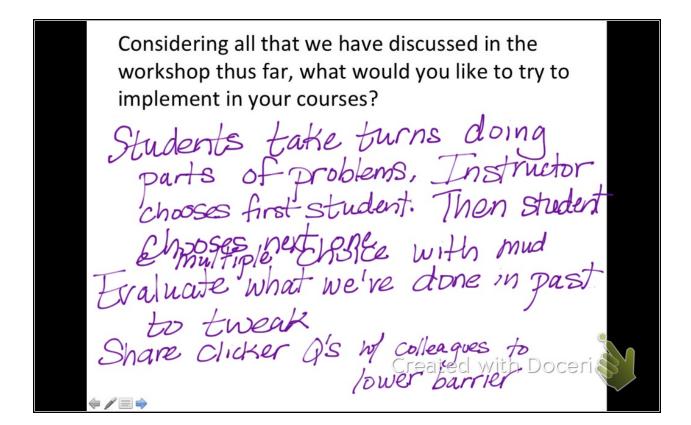
Train TAs for CATS in recitation

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Considering all that we have discussed in the workshop thus far, what would you like to try to implement in your courses?

Low

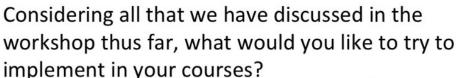
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Considering all that we have discussed in the workshop thus far, what would you like to try to implement in your courses?

Pay attention to learning dejectives
Muddiest points, Pick 3 from
end of previous class meeting,
Need a technological s

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Incremental change is easier to implement, There's less time commitment First day of class is active. You're setting a precedent for the semester.

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What hurdles do you anticipate?

Colleague buy-in— Communicate what

you are doing and WHY.

If active learning is well implemented, Students

Come to prefer it.

Student anxiety when Solving problems

on board.

Thone a friend!

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What hurdles do you anticipate?

Students balk at the amount of time work done outside of class.

Student efforts are structured to facilitate their success, txam question about time spent outside of class. Correlation between time effort and success, Interacting with peers of instructor along with instant feedback created with Doceri

## What hurdles do you anticipate? Comparison with other courses How does this influence their grades? Students are worried. Student buy-in Professional implications Keep up with your own assessment Document student outcomes Become involved in Community Created with Docern

## What hurdles do you anticipate? How can you get the money? Faculty Development Grants CTL, deans -> ask them for \$ Development office Educational Supplements for NSF research grants Poll Everywhere (Since Turning Point went to Subscription moderated with Docern)