

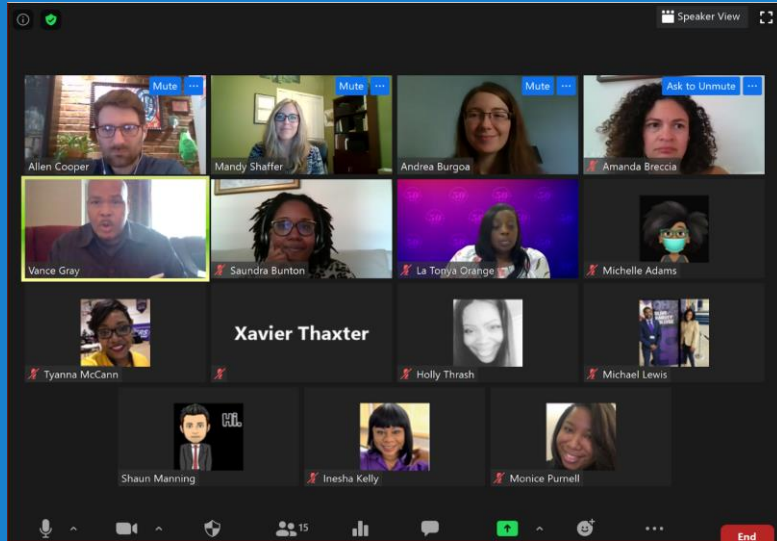
Questions that Create Connections:

6 Tips for Fostering Deep Learning in Person and Online

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Student engagement anywhere.



1

Take *and* Track Attendance



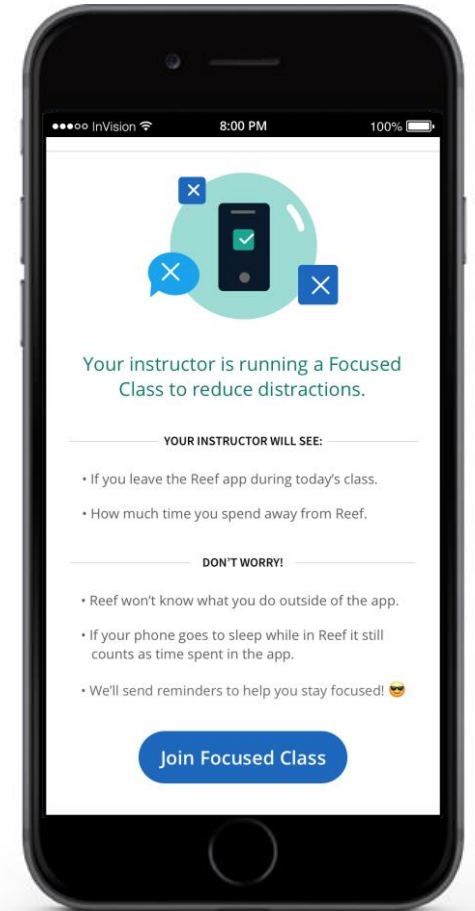
→ **Must attend class**

→ **Must be focused**

Focus

Deter multitasking on mobile devices.

- Reduce distractions & improve student engagement
- Provide an option for instructors **who are** concerned about distractions
- Promote **student self-regulation behaviors**
- Students can join the course via **mobile or web**
- **Monitors** whether students exit iClicker and for how long/how many times
- **Push notifications** to come back to the app during class



2

Ask Opening Questions



- **Start class with a question** that activates previous knowledge
- **Students answer** orally or via a student response system



Short Answer

Allows students the ability for a freeform input.

- Word Cloud
- Essay
- Multiple Choice (A-Z)
- Matching
- Ranking Order



Multiple Choice

Allows students to make a simple selection to answer a question.

- Multiple Choice A-E
- Yes/No
- True/False
- Survey
- Ice Breaker



Multiple Answer

Allows students to submit multiple answers to a question through a simple selection.

- Multiple Choice A-E
- Survey
- Ice Breaker



Numeric

Students input numeric values to answer questions.

- Numeric Questions
- Scientific Notation
- Rating



Target

Students tap on an image to answer different types of questions.

- Anatomy
- Graphs and Charts
- Scale
- Select on a Map



Exit Poll

Get feedback from students at the end of class.

- Level of Understanding
- Muddiest Point

Start Class

 **iClicker**
Polling

End Class

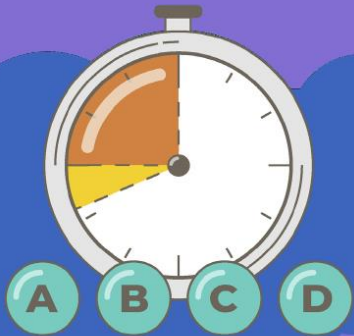


Opening Question (short answer)

In one word, what is the difference between negative reinforcement and punishment?

3

“Reset the Clock” with Polling Questions



- Ask questions every **7-10 minutes**
- Use questions that support **content “chunking”**
- **Give points** for participation
(small: ~5-10% of grade)



Numeric Question

In what year was the first psychology lab established?

4

Use the Socratic Method

- Pose **open-ended questions**
 - *Who, what, where, when, why, how???*
- Ask students to **discuss the results**
- Use as anchors for small group breakouts



The Power of Scientific Thinking: *Pseudoscience*

Pseudoscience: The Warning Signs:

Choose one strategy from the list below that is evident or implied in the commercial

- A. **Strategy 1:** Testimonials rather than scientific evidence
- B. **Strategy 2:** “Sciencey” presentation without scientific substance
- C. **Strategy 3:** Combining established scientific knowledge with unfounded claims
- D. **Strategy 4:** Confirmation bias
- E. **Strategy 5:** Shifting the burden of proof

5

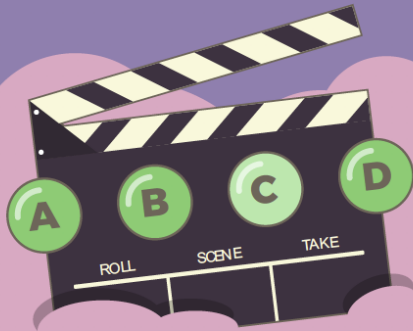
Create On-screen “Action”



- Use a ‘digital pencil’ or videos to **illustrate concepts** while speaking
- **Move beyond static**, text-heavy slides
- **Include ‘checkpoint’** questions at the end of your pre-recorded lecture

6

Ask Closing Questions



- **Finalize** the class session with a question and/or an **Exit Poll (ie: muddiest point)**
- Assign **participation points** for answering
- Review the **summary** of student responses
- Use **discussion boards/announcements**

Exit Polling

Gain post-lecture insight into student understanding.

End Class Session?

Ending your class session will disconnect you from the server. If you end the class session with an exit poll, your students will be asked to give post-class feedback. [Learn more about exit polls](#)

Identify gaps in student understanding to **direct your instruction** and **maximize class time.**

Feedback

Rate your level of understanding of today's class.

1	2	3	4	5
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Low High

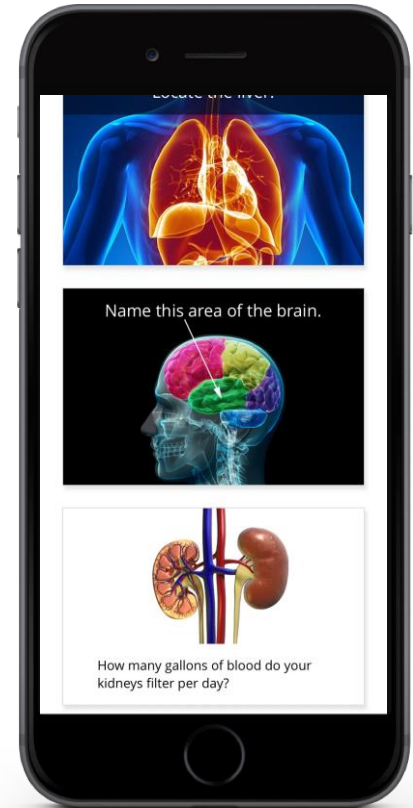
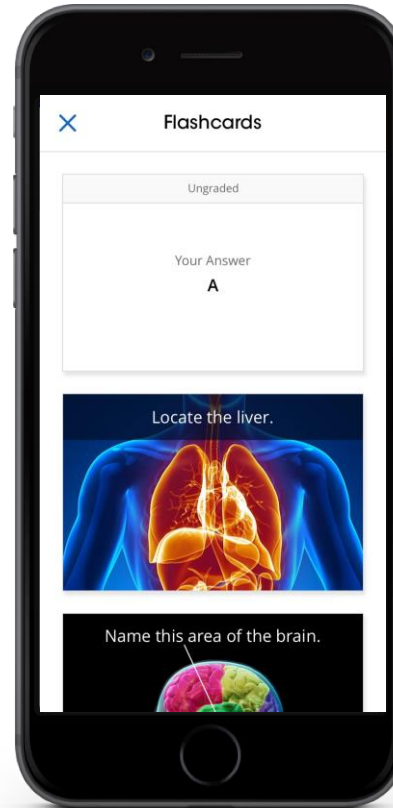
Is there anything from today's class you'd like explained further?

Please explain.

1000 Characters

Instant Virtual Study Guide

- Student app captures all questions for **students to review.**
- Students can turn any question into a **flashcard or practice test.**



Q&A

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