

FACULTY TOOL KIT FOR LEARNER ENGAGEMENT

ABHE ANNUAL MEETING 2025



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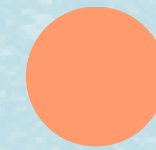


WHY ARE YOU HERE?



My Provost Made Me

I like lecturing, and you can't make me stop.



I Honestly Don't Know

I'm new or long time faculty, and not everything is working for me in my courses. I'm not sure why, and I don't know what to do.



I'm a Believer

Active Learning is research based. I know it is effective, and I need more tools or strategies in my repertoire.

WHAT DOES HELP LOOK LIKE?



I Can't



- Prove beyond a shadow of a doubt that these methods are foolproof or that they work in every situation.
- Force you to change your assumptions or practices.

I Can



- Let you try some strategies that have worked for a lot of people.
- Identify learning principles that are at work and show where you can go for more information.
- Encourage you to be humble and courageous in your teaching.



OUR METHODOLOGY



**Try
It
Out**



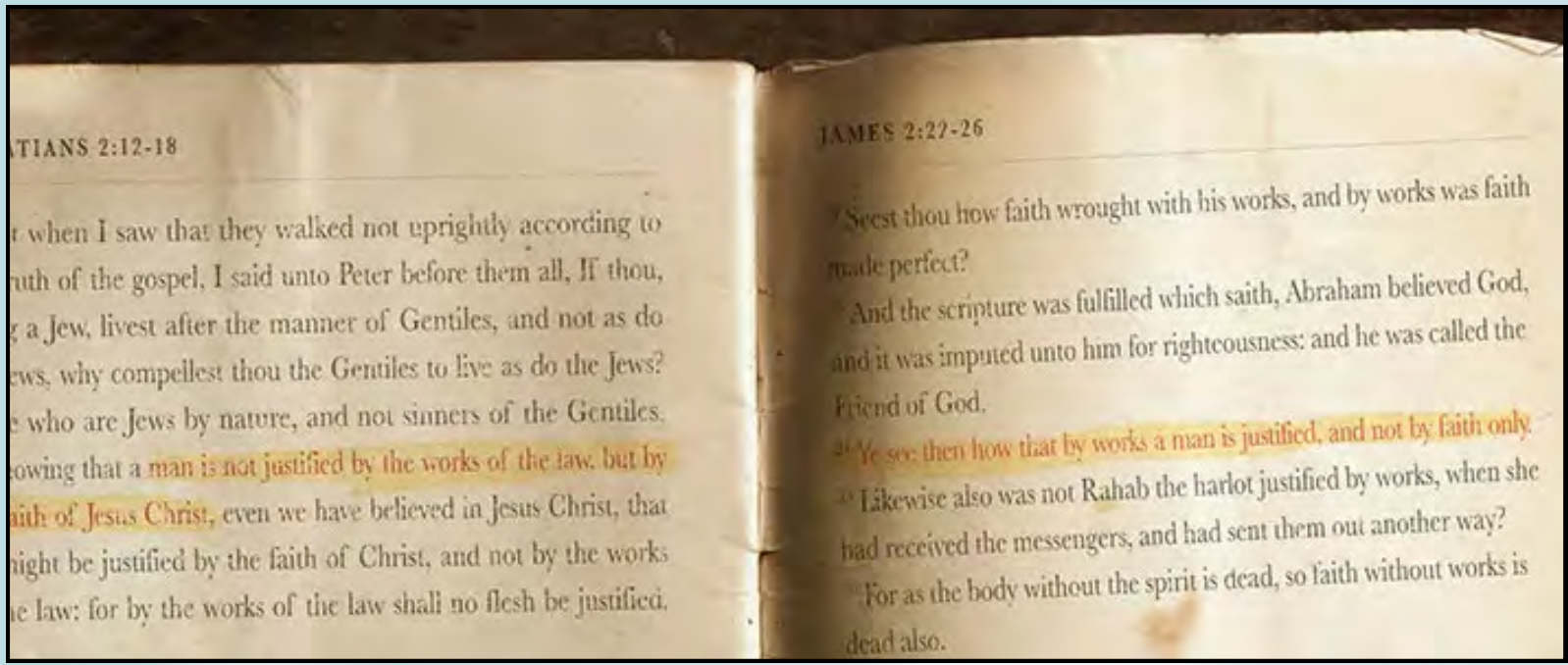
**Analyze
It**



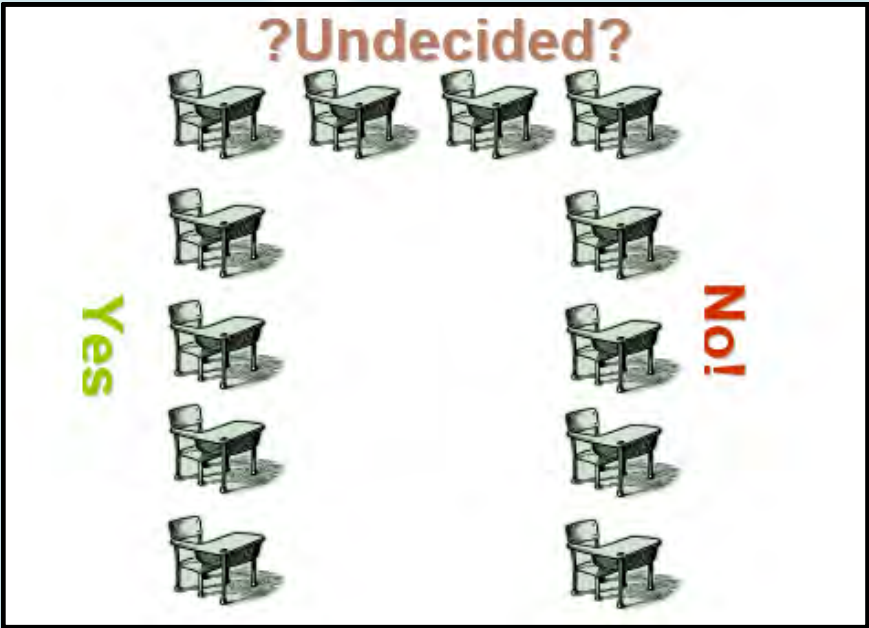
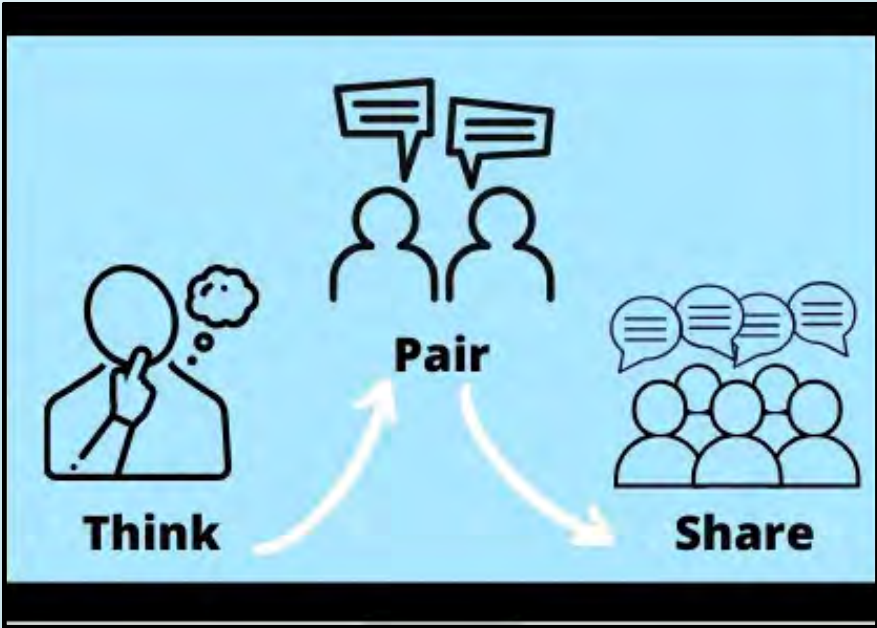
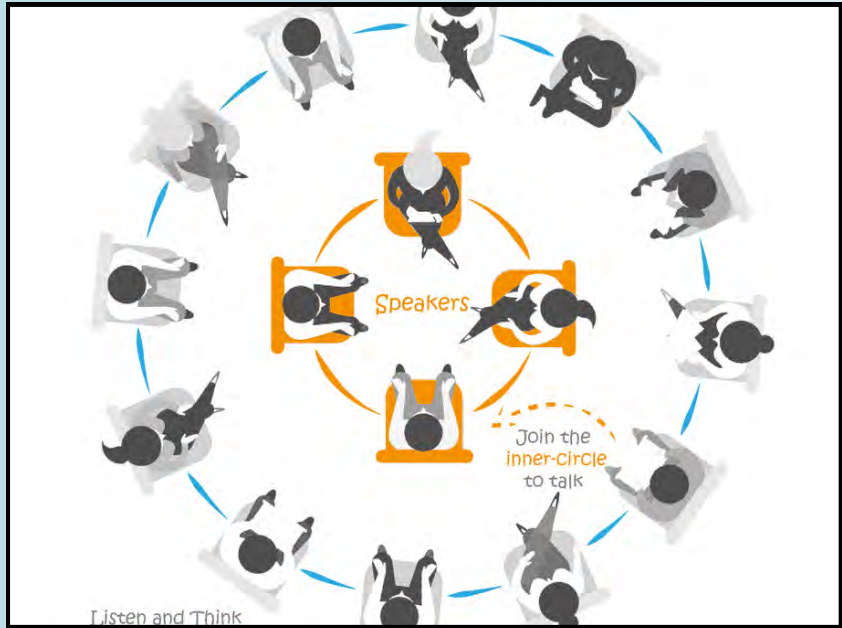
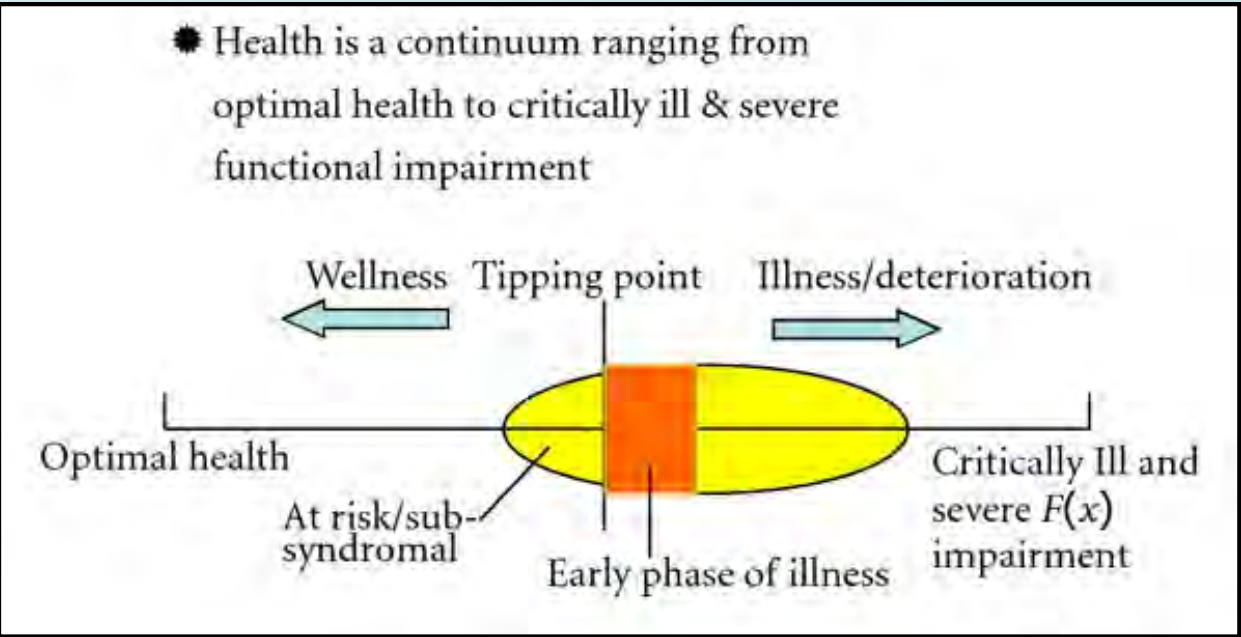
**Reflect
On
It**

QUID

PRO QUO



ACTIVE LEARNING STRATEGIES



WORLD CAFE

Gallery Walk

WORLD CAFÉ INSTRUCTIONS – ROUND 1

- Start at your assigned station
- Use the markers to comment next the image or text (no talking)
- You may:
 - Ask a question
 - Identify something or make a statement (I believe this....)
 - Make a connection to something else (This is similar to....)
 - Make an affective statement (This makes me feel....)
- Only comment directly to the text or image
- Move to the next station when directed

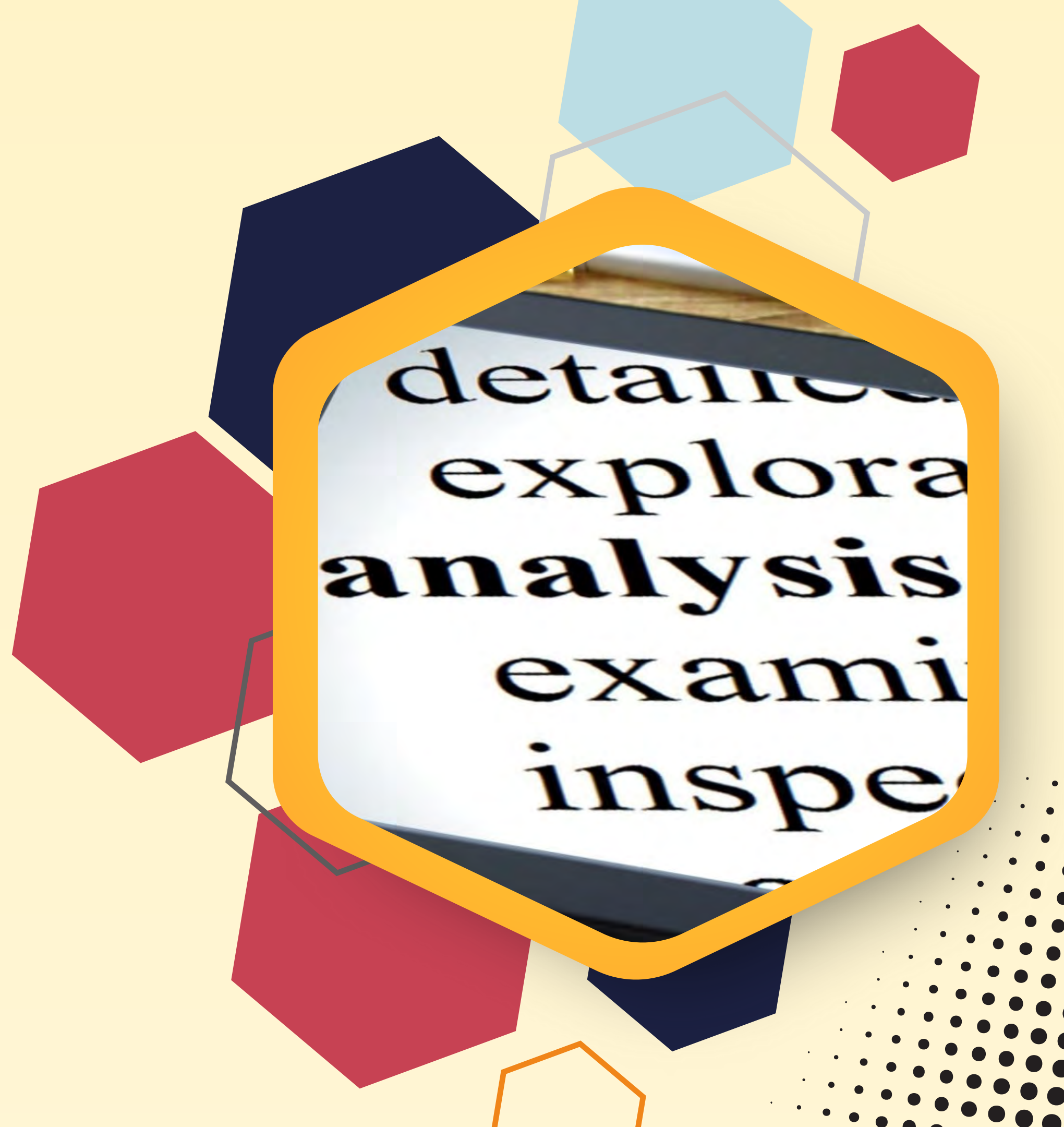
WORLD CAFÉ INSTRUCTIONS – ROUND 2

- Return to your first station
- Use the markers to comment next to the comments made by others
- You may:
 - Ask a question
 - Indicate agreement or disagreement with a comment
 - Ask a follow up question
 - Make a connection to something else (This is similar to....)
 - Make an affective statement (This makes me feel....)
- Move to the next station when directed

ANALYZE IT

What principles of learning are addressed?

- Activating Prior Knowledge
- Wait Time
- Integrative learning
- Transfer of learning



REFLECT ON IT

- What worked well?
- What might some challenges be?
- Where/when could you try this?





Think



Pair



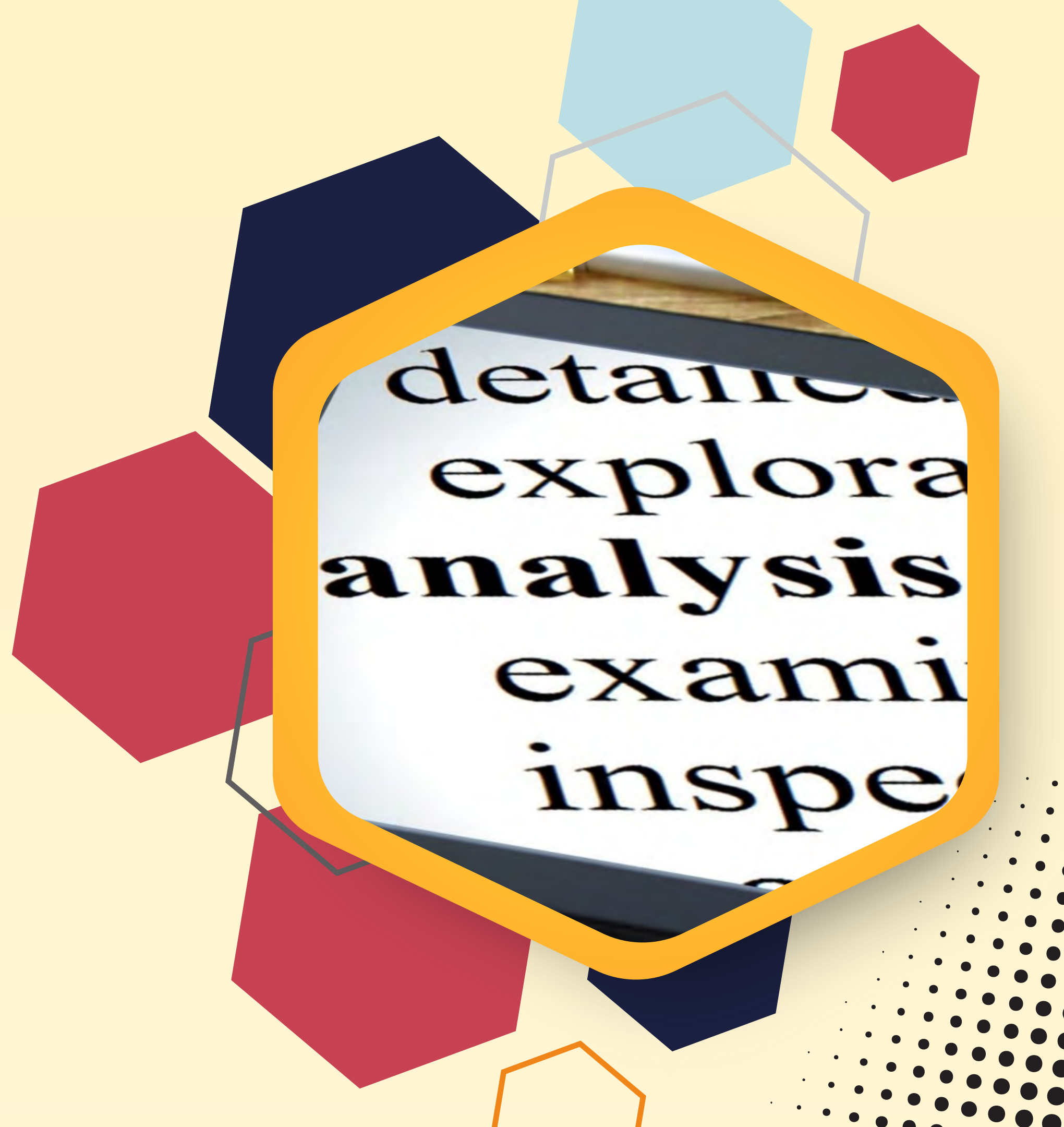
Share



ANALYZE IT

What principles of learning are addressed?

- Chunk and Chew (Memory Registers)
- Wait Time
- Equitable Engagement



REFLECT ON IT

- What worked well?
- What might some challenges be?
- Where/when could you try this?

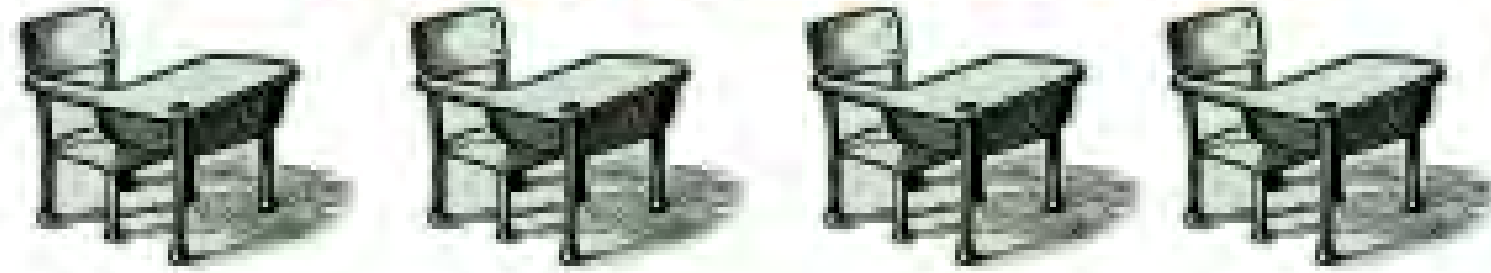


The background of the image shows six orange plastic chairs with black metal frames arranged in a circle on a dark, square-tiled floor. The chairs are viewed from above, and their shadows are cast onto the tiles.

PHILOSOPHICAL CHAIRS

A short-form debate

?Undecided?



Yes

No

PHILOSOPHICAL CHAIRS – ROUND 1

- Think about the prompt
- Move to the section that represents your current thinking
- Talk with others in your area about your WHY?
- Select a representative to speak for the group
- Make your case

PHILOSOPHICAL CHAIRS – ROUND 2

- Think about the Comments
- Read the article
- Move to the section that represents your revised thinking
Or
- Stay where you are
- Select a NEW representative to speak for the group
- Make your case (new points or rebuttals)

PHILOSOPHICAL CHAIRS – ROUND 1

- Think about the prompt
- Move to the section that represents your current thinking
- Talk with others in your area about your WHY?
- Select a representative to speak for the group
- Make your case

Grades are harmful to students.

PHILOSOPHICAL CHAIRS – ROUND 2

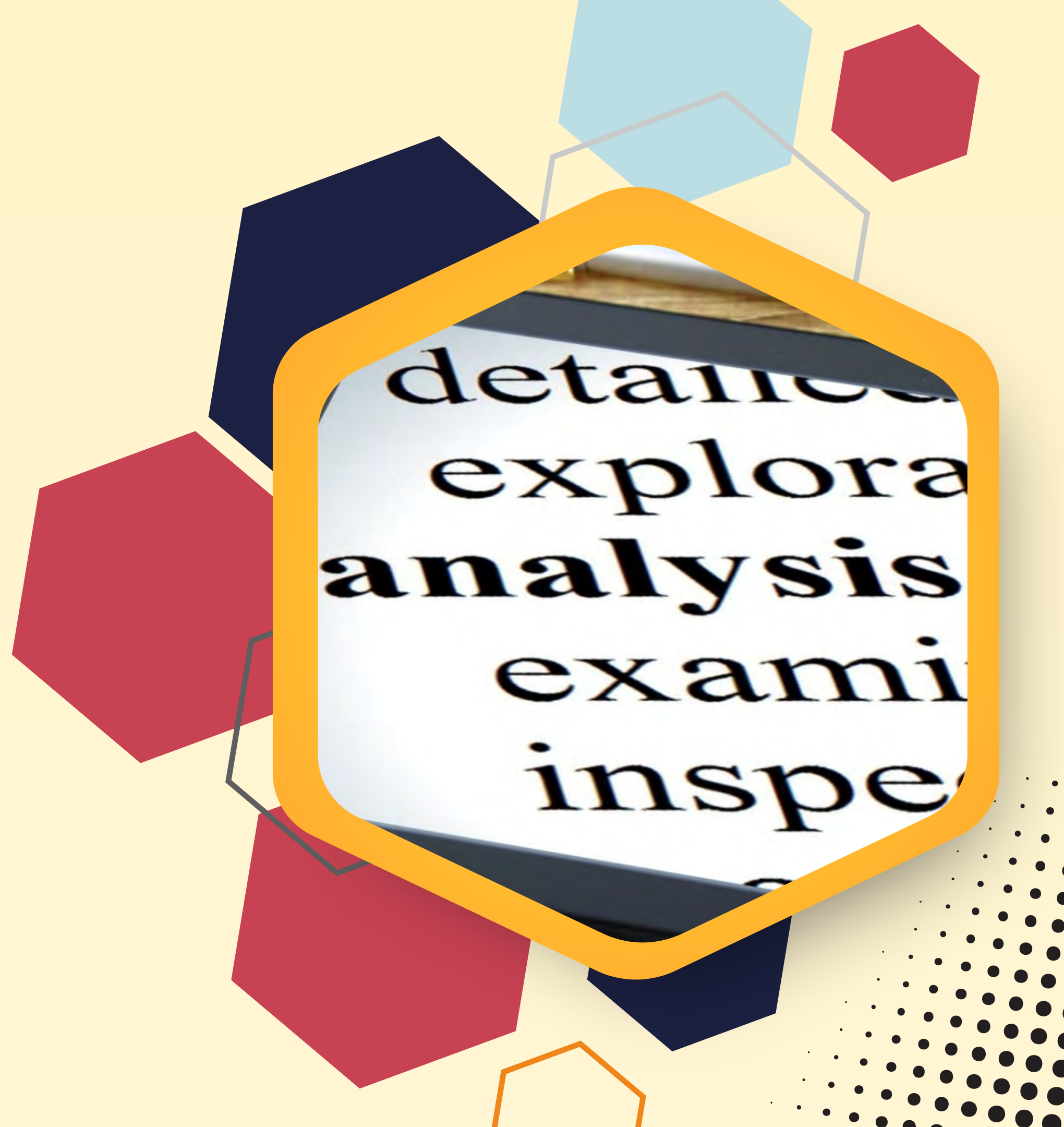
- Think about the Comments
- Read the [article](#)
- Move to the section that represents your revised thinking
Or
- Stay where you are
- Select a NEW representative to speak for the group
- Make your case (new points or rebuttals)



ANALYZE IT

What principles of learning are addressed?

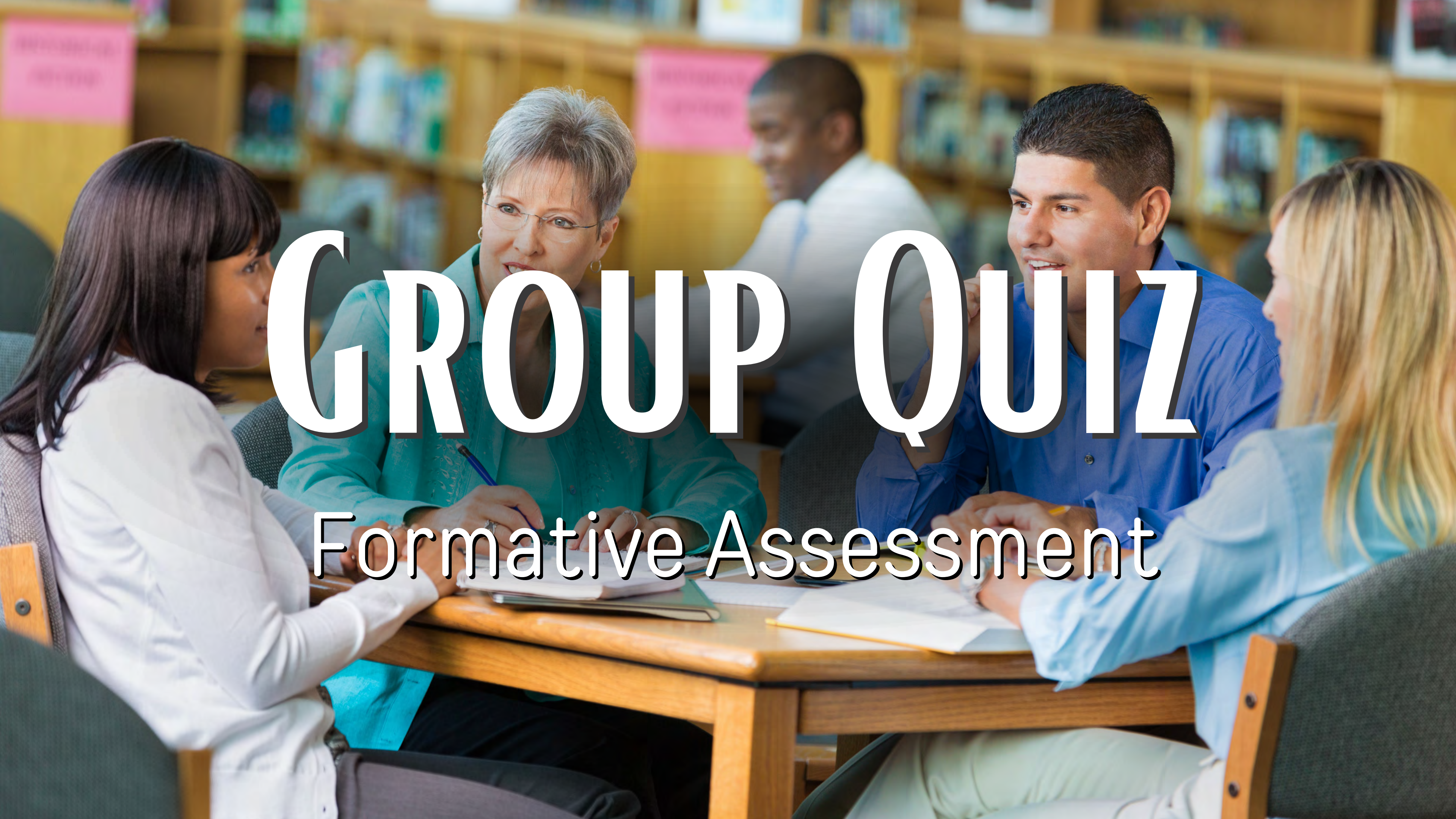
- Activating Prior Knowledge
- Equitable Engagement
- Timely Feedback



REFLECT ON IT

- What worked well?
- What might some challenges be?
- Where/when could you try this?



A photograph of a classroom or library setting. In the foreground, a female teacher with short grey hair and glasses, wearing a teal jacket, is seated at a wooden table. She is looking towards a male student with dark hair wearing a blue shirt. To the left, a female student with long dark hair in a white shirt is also at the table. To the right, a female student with long blonde hair in a light blue shirt is seated. They are all looking at papers on the table. In the background, another male student is visible, and there are bookshelves filled with books and some pink notices pinned to them.

GROUP QUIZ

Formative Assessment

GROUP QUIZ PROCEDURE – PARTS 1-3

Round 1

- Take the quiz on your own
- Answer all questions, even if you aren't sure

Round 2

- Meet with a partner and compare answers
- You may change answers to questions, but you don't have to
- Circle, star, or indicate questions you disagree on

Round 3

- Two groups will merge and compare answers
- You may change answers to questions, but you don't have to
- Circle, star, or indicate questions you disagree on

GROUP QUIZ PROCEDURE – PART 4

- Bring the whole class together
- Review questions that students struggled to come to agreements on (i.e.- TEACH)
- Review all answers (live or collect quizzes to review later)
- Revise future lessons as needed to clear up misunderstandings

GROUP QUIZ PROCEDURE – PARTS 1-3

Round 1

- Take the quiz on your own

Round 2

- Meet with a partner and compare answers

Round 3

- Two groups will merge and compare answers



ANALYZE IT

What principles of learning are addressed?

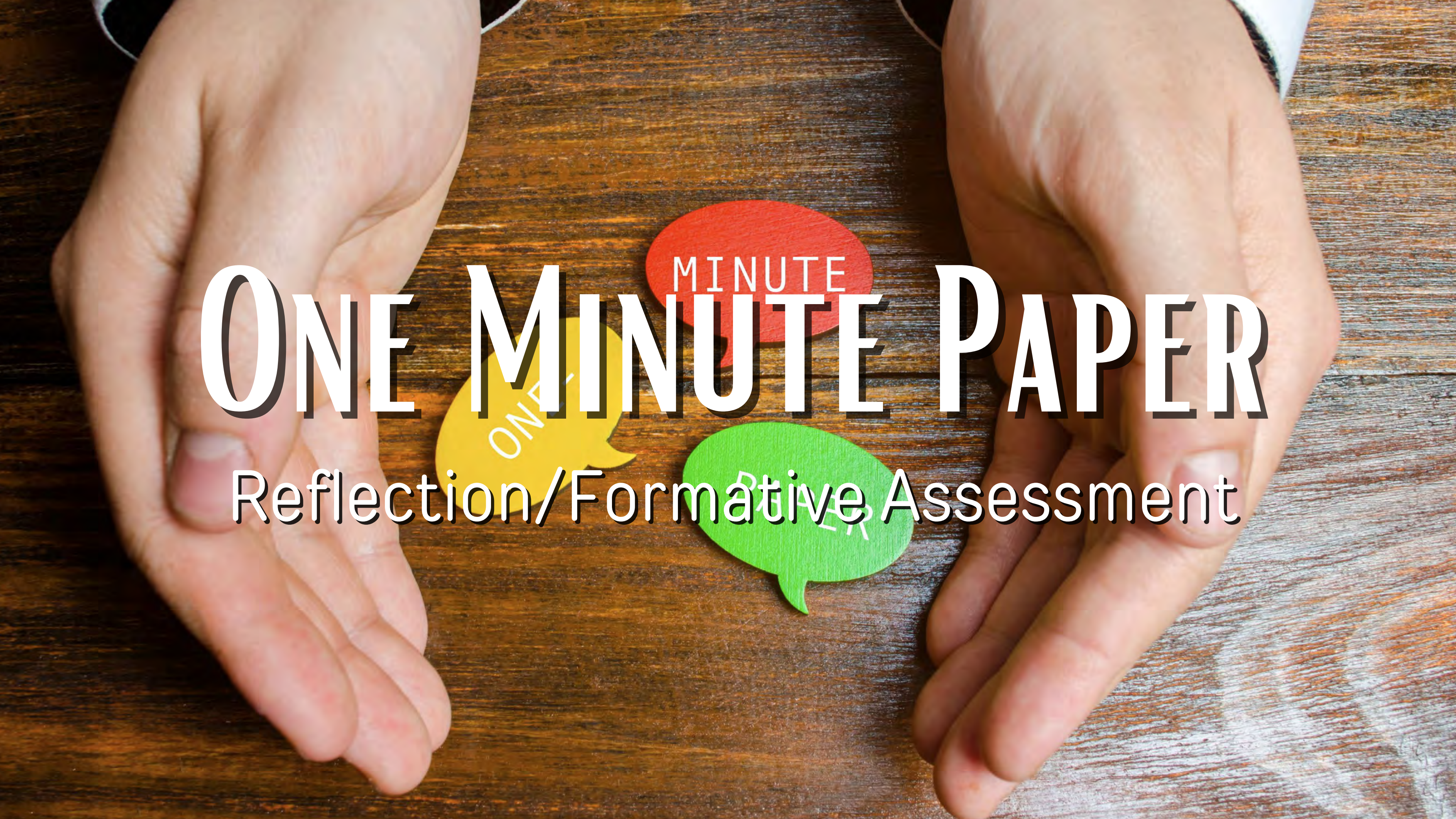
- Distributed practice
- Scaffolding
- Targeted/specific/timely feedback
- Social-emotional learning
- Social-cognitive learning



REFLECT ON IT

- What worked well?
- What might some challenges be?
- Where/when could you try this?



A pair of hands is shown from the wrists down, palms facing up, holding a dark brown wooden surface. On the wooden surface are three colorful speech bubble cutouts: a red one at the top with the word 'MINUTE', a yellow one on the left with the word 'ONE', and a green one at the bottom with the word 'PAPER'. The main title 'ONE MINUTE PAPER' is overlaid in large white letters with black drop shadows.

ONE MINUTE PAPER

Reflection/Formative Assessment

ONE MINUTE PAPER



Allow Time at the End of a Lesson



Provide a Writing Prompt



**Students Write for 60 Seconds
(Hard Copy or Digital)**



**Tell Them How You Will Use the
Information They Provide**



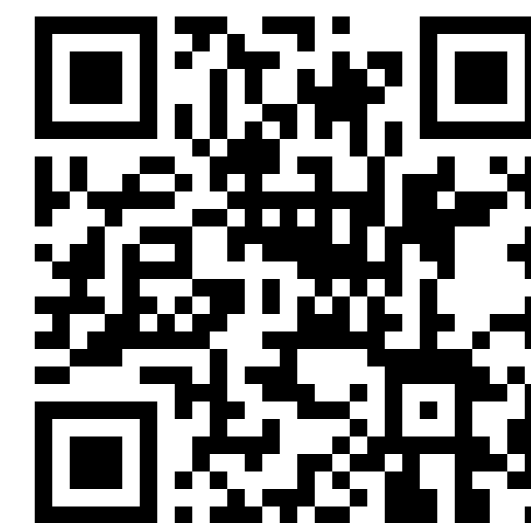
Use the Information They Provide



**Be Transparent with Students
(Tell Them What You Learned)**



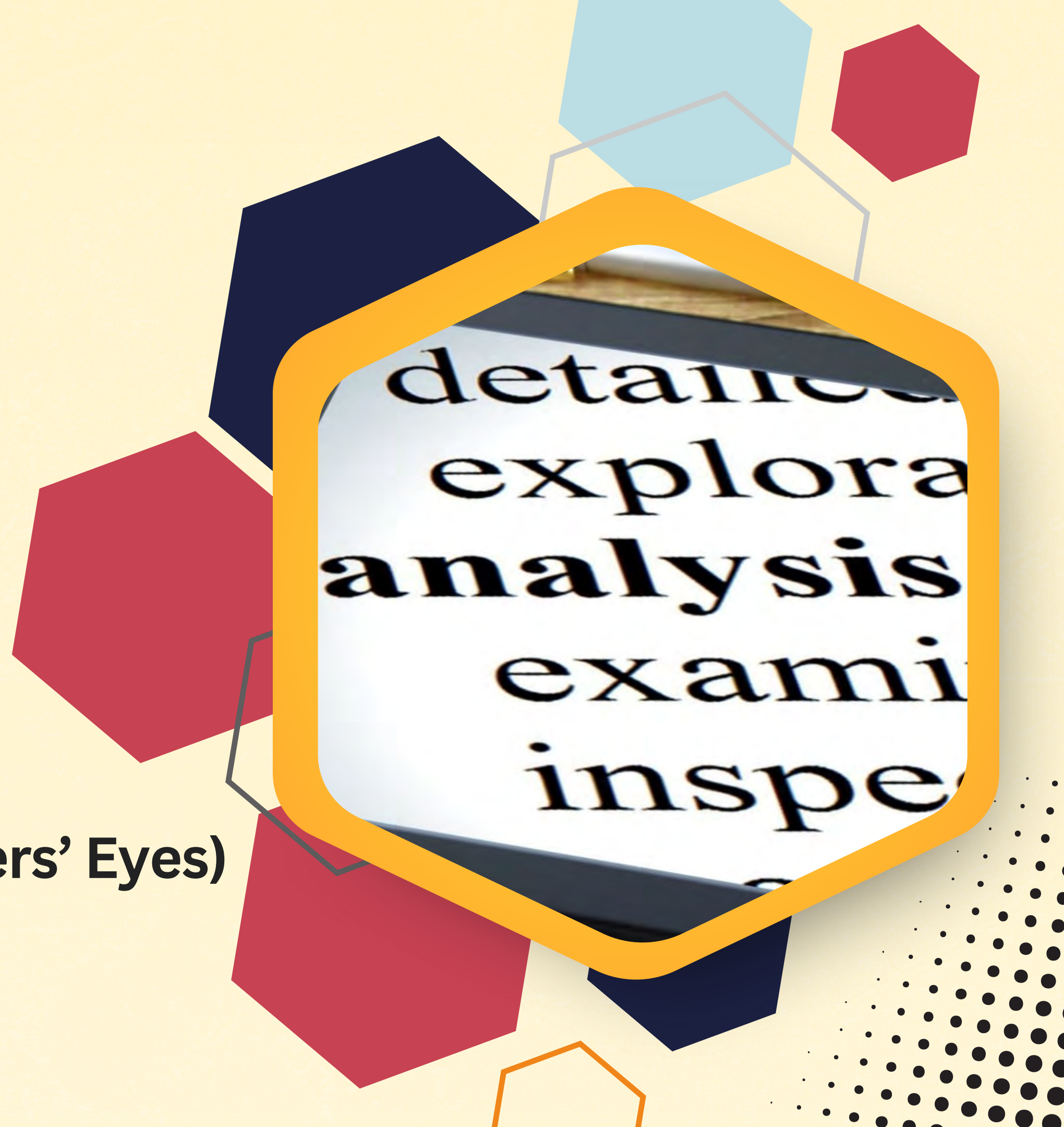
**WHAT IS THE MOST
IMPORTANT TAKE AWAY FROM
THIS AFTERNOON'S SESSION?**



ANALYZE IT

What principles of learning are addressed?

- Timely feedback
- Metacognition
- Reflective Teaching (Learners' Eyes)



REFLECT ON IT



- What worked well?
- What might some challenges be?
- Where/when could you try this?

ACTIVE LEARNING STRATEGIES

- Fishbowl
- Discussion
- Q & A/Quiz Show
- Debate
- Case Study
- Storytelling
- Philosophical Chairs
- Socratic Seminar
- World Cafe
- Dueling Documents
- Think Pair Share
- Jigsaw
- Role Play
- Interview
- Video/Video Clip
- Think Aloud/Modeling
- Group Quiz
- Conceptual Continuum

SELECT REFERENCES

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THANK YOU!



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