



Simple research-based
classroom strategies that
encourage retention:

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What will we discuss during this session?

- Examine what our students say about our classes
- Identify a core set of behaviors that contribute to student perceptions of faculty effectiveness
- Clarify the relationship between faculty effectiveness and student retention

Criteria 1: Starting the class

- What is this picture?



Did you get it?



CSU students said...

- More than 1/3 of the CSU faculty did not provide an effective framework for what would be covered during the lesson
- According to Ausubel, advanced organizers:
 - Help students plan their approach to learning, assisting with note taking, and organization of key ideas
 - Promote retention and recall

Criteria 2: Gaining and maintaining student's attention

- Check out this video:

<http://www.youtube.com/watch?v=pTv4yD6BKlA>

What do we know about attention?

- It is a limited resource!
- It helps to move information from the sensory register to working memory
- It is a necessary component to learn from a model

CSU students said...

- Almost 1/3 of CSU faculty do not give clear explanations and make good use of examples and illustrations to explain difficult points
- Despite this, many students report that their impressions of how “good” a class will be are formed in the first 10 minutes of a particular class meeting, based at least in part upon a teacher’s ability to communicate course expectations in a clear, interesting manner.

How then can I gain and maintain my students attention throughout my lesson?

- Set Induction: gets learners thinking and ready for the lesson
- Questions (I often use “human dichotomy” and “human continuum”)
- Movement exercises (I often use “minute matinee”)
- Creative visuals
- Narrative/Story

Criteria 3: Preparation time

- What is this?



CSU students said...

- Well prepared instructors are those who use class time effectively (no lag time, no wasted movement)
- Task analysis: deliberate consideration of the resources you will need to facilitate your objectives
- Consider your end state—what do you need to get there?

Other issues of preparation...

- Timing: consider the 1:2.5 rule
- What do you know about not only your content but also about the students with whom you will work?
- Model, model, model! (also never forget the “R” word)

Why is any of this important?

- There are a number of direct and indirect effects of overall exposure to quality instruction (Pascarella et. al., 2011).
- Specifically quality instruction leads to:
 - Course-related persistence
 - Student achievement
 - Students overall satisfaction
 - College level persistence

Questions?