Simple research-based classroom strategies that encourage retention:

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## What will we discuss during this session?

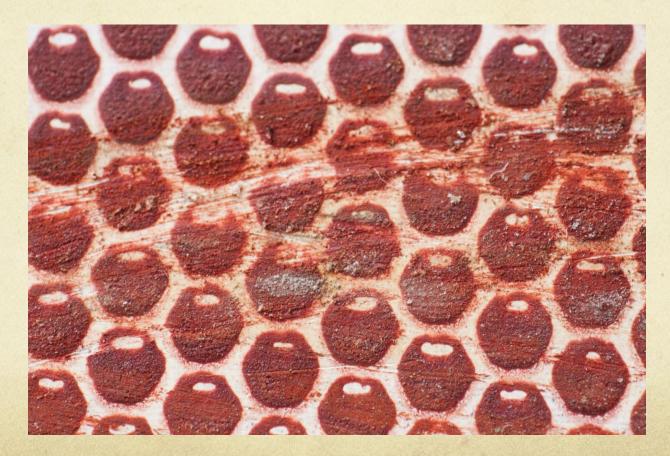
• Examine what our students say about our classes

 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
  - O Student achievement
  - Students overall satisfaction
  - College level persistence

