

Hit Pause: Stop Teaching for Learning

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Trivia

What do trivia questions tell us about teaching and learning?

How do they prepare us for this session?

(Activity – Short Write)

Objectives:

- Describe two guiding principles of transformative teaching
- Identify ideal characteristics of learning pauses
- Experience/Analyze/Criticize/Design learning pauses
 - Beginning
 - Mid
 - Ending

Two Principles Guiding our thoughts

- Short teaching is better than long teaching (Less is More)
- Active learning trumps Passive learning (oxymoron?)

Learning without engagement is _____

Solution.....

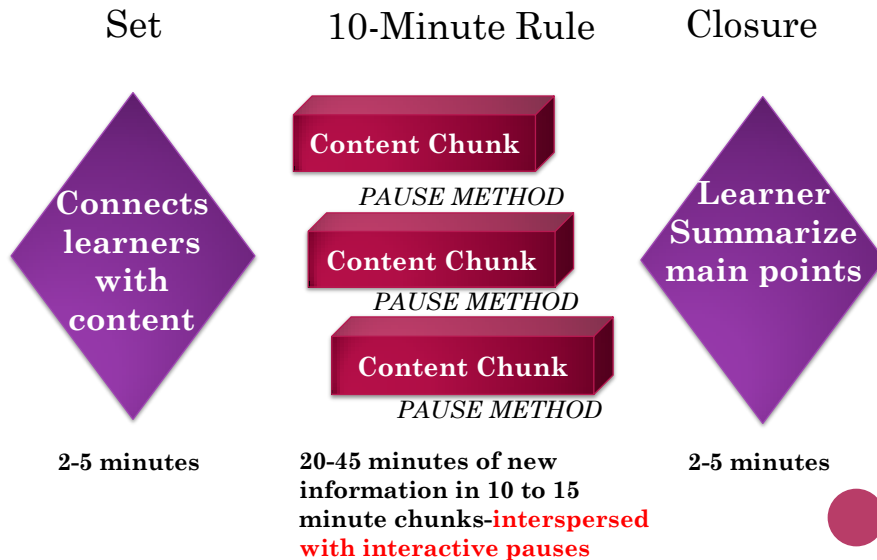


Three Kinds of Pauses

[Type text]

1. Beginning Pauses (____)
2. Mid Pauses
3. Ending Pauses (_____)

Three essential elements in lecture



Characteristics of Good Pauses

- Positive/Affirming/Optimistic-
- Metacognitive
- Personalized
- Unpredictable
- Include movement (physical activity)

Effects on cognition

- Increases oxygen
- Uptick in mental sharpness
- _____ neurons' creation, survival, and resistance to stress

Activity – What have you learned so far?

TPS – Stand Up, Hands Up, Pair Up

Characteristics of Good Beginning Pauses

- Focus/_____
- Generate Curiosity/Anticipation
- Connects
 - Topic
 - Others

Activity: Analyze the Trivia Starting Pause

Pause Procedure Question

Mid Pause Characteristics

- Refocus
- Help with Cognitive Overload

Three Great Mid Pauses

- Think Pair Share
- Pause Question
- Short Write

Characteristics of Good Ending Pauses

- Reviews Content
- Celebrates Accomplishment
- Commits to Action
- Bookends – _____

Closure - A Penny for your Thoughts – Please write your thoughts on your penny card – Share it with someone sitting close to you

Starting Pause Technique #6

Trivia

Trivia is an energizing way to focus the learners by calling their attention to small facts which introduce the topic of the learning session. Trivia activity breaks preoccupation with factors which distract from the learning session and help learners focus on the topic at hand, as well as create sense of bonding with others in the room and provide readiness for learning.

Settings for Use:

- Classroom lecture
- Clinical or laboratory presentation
- One-on-one session
- Conference presentation/in-service education
- Keynote/Large group presentation
- Course/Unit
- Online learning module

Characteristics:

- Affirming/Positive
- Physical/Movement
- Activates Prior knowledge/experience
- Focuses/Refocuses
- Creates Community
- Generates Curiosity
- Metacognitive
- Reviews
- Celebrates
- Commits to action
- Bookends

Procedure

1. Develop a group of trivia questions which relate to the topic of the learning session
2. Ask the students to form groups of 5-6 and choose a leader
3. Leaders are to select writers, runners, and point managers

4. Each group is given a set of 5 or 6 sticky notes
5. Each group is given a group number which they are to write on each of their sticky notes
6. Each trivia question is provided and teams are to write their group number and answer on their sticky note, run it to the front of the room
7. The instructor will indicate the correct answer and indicate how many points goes to each of the teams
8. After all of the questions have been answered, the instructor discusses the relationship between the trivia questions, the objectives for the session, and the topic of the hour
9. At the end of the learning session, prizes are distributed with the team having the highest number of points getting first choice at the prize box

Additional suggestions

- You can choose to use multiple choice questions, if you want to make it a little quicker and easier to run this activity.
- It is important to not have too many trivia questions, as the pause can take much longer than you wanted it to. It is a powerful way to begin a session, especially when throughout the class you are able to refer back to the opening trivia questions.
- The trivia questions will be long remembered, so you will want to choose carefully. Generally, find questions with specific answers, such as, “what percentage of the population are visual learners?”, “What percentage of homes had televisions in America in 1950?” unless you use multiple choice questions.
- Closing Pause Idea: Wrap up with asking students to write a 60-second summary (CP#65) which ties together the trivia with the learning goals and main learning concepts addressed.

Online Adaptation

This pause is a bit challenging to use in an online module. It probably will work best as an individual brief focusing activity, rather than an online group experience. You could make the first activity in the module a trivia quiz, using the LMS quiz function.

Key References and Resources

1. Deck, M. L. (1995). *Instant Teaching Tools for Health Care Educators*. Maryland Heights, MO: Mosby.
2. Tomm, T. T. Forensic Science Starters. *The Science Spot*. Retrieved from <http://sciencespot.net/Pages/classforscistarters.html>

Closing Pause #59

A Penny For Your Thoughts

A Penny for your thoughts is a simple adaptation of the minute paper. The instructor pauses at the end of the learning session and asks learners to give some feedback as to what they think about what they have learned. The phrase “a penny for your thoughts” is a colloquial way of saying I am willing to give you something in way of return for your sharing your thinking with me. While a penny isn’t much today, it is *something*. So you had better be ready to give away your penny.

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Procedure

1. Start by going to the bank and purchasing some brand new shiny pennies, if possible.

2. Glue a penny on brightly colored cards on which you have printed “A Penny for Your Thoughts”
3. Have a place for each person to write their name
4. Hand out the cards at the end of your learning session
5. Ask individuals to put their names on the card
6. Tell them that you will collect the cards, but that you will return them, which is why you need their names on them
7. Give them a few minutes to write down their thoughts about the lecture
8. Collect the cards and look them over quickly before handing them back
9. Write responses to their thoughts if you have time
10. Return the cards, either before participants leave or at the next session, if they will be returning.

Additional Considerations

- A Penny For Your Thoughts works particularly well for a lay audience, who might be a bit overwhelmed if you asked them for a “minute paper” or something that sounded academic. This closure pause technique is one that is not very threatening and gives individuals a chance to provide feedback while also taking home something that will be a reminder to them of what they have learned.
- See the reference to this activity in chapter 7.



A Penny For Your Thoughts