

## **Strategies to ensure students prepare for class**

- Put all the homework on the syllabus; if you have assignments every day, students will not have the excuse that they forgot
- Ask students to introduce the readings, or to make a summary of the assignment
- Give quizzes
- Have students complete a worksheet while reading and pick it up at the beginning of each class (it can be easy: who did what, and when, and what were the results?)
- Have students come up with a list of things they understood and things that are still unclear
- Do not answer simple questions that students could have grasped if they completed the assignments
- Challenge students with questions that assume they have done the work
- Make preparation relevant- What evidence from the assigned reading would support this position?
- Discuss with students why you chose an assignment and why they should complete it
- Assign a substantial percentage of course grade to in-class participation
- Explain to students what the consequences for not completing the assignments are
- Have students find secondary readings on their own: for instance, assign a topic for which students need to find a peer-reviewed article and post it online for the whole class to read
- Make the link between pre-class reading and in class activities explicit to students
- Challenge students to design in-class activities based on the readings
- Bridge to previous and future material give students a view of the whole course material (i.e., the textbook's structure)
- Give students a goal for each assignment (for instance, tell them that the following class's reading will prepare them to discuss how the pancreas is working) to help them see why the material is important
- Make the assignment personal (ask students to answer how the readings are relevant to their own lives)
- The assignments should move students beyond a simplistic dualistic way of thinking; demanding students to simply perform busy work will not inculcate the right attitudes
- Assigning 400 pages of reading for one class period almost ensures students will only skim (if the intention is for them to skim, let them know)
- It will take you less time to complete an assignment than it takes students- moreover, students have other classes as well
- Add timelines (clarify how much time, on average, a student needs to finish pre-class assignments). Ex. a 15- min. video with 5 quiz questions may take approximately 30 min. total.

## **Promoting intrinsic motivation**

- If everyone does the reading, the whole class gets 5 bonus points on the exam – foster collaboration

- Mind dump- students can write whatever they remember from that day's lecture and use those notes on the day of the exam
- Make students write their own exam questions- this forces them to prepare ahead of time; they will also feel more motivated to succeed because they have more ownership in the exam; announce this on the first day of class- if they can write a good exam question, you will give that to them
- Have students set their own learning outcomes at the beginning of the class- make them write a little paragraph on what they need to do to achieve those goals. Every so often, hand them back their note cards- as a way to touch back on one's goals
- Have students write a segment on how they performed on a test; ask them what worked and what did not- having students convince themselves of the value of preparing (over cramming) is essential