

## Teaching Tips for Student Success



How many have had the experience of asking a question in class and students are unable to respond or end up guessing at an answer?

What can you do?

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When an answer immediate doesn't come to mind, many students say "I don't know" and give up.

What can you do?

- (a) Tell students the answer.
- (b) Move on with the lesson without providing an answer and pretend you never asked the question.
- (c) Complain that students don't know the material.

These options reinforce a student's reluctance to answer a question, encourage passivity in class knowing that you will give the answer and reinforces false and negative stereotypes about students. Students know more than we realize (more on this in Fall 2020).

We need to teach students the skills they need to succeed when faced with difficulties and provide opportunities to practice what to do when they don't know an answer to prepare them for their future. An education is more than remembering answers. It is thinking about how to discover the answer and evaluate your answer.

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In the real world, students will be asked questions they can't immediately answer. We need to teach students what to do when they get "stuck" with questions that they can't answer.

How I approach this problem:

- First, I have students generate a list possible options from what we have studied recently.
- Second, define or describe these concepts.
- Third, evaluate the likelihood of each of these.

Let's see how this takes place with an example

## **Teaching Tips for Student Success**

What psychological concept does this following video show?

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<b>Hypothesis</b>	<b>Operational Definition</b>	<b>Empirical Evidence</b>
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## Teaching Tips for Student Success

<b>Hypothesis</b>	<b>Operational Definition</b>	<b>Empirical Evidence</b>
A prediction about a relationship between two variables.	A relatively precise description of how a variable or concept will be identified or measured.	The collection of data to support or refute a hypothesis, belief or claim.

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- First, I have students generate a list possible options from what we have studied recently.
- Second, define or describe these listed concepts.
- Third, evaluate the likelihood of each of these.

I believe this technique benefits students in that it

1. Encourages students to think about how to solve problems when stumped.
2. Increases confidence in their ability to be successful.
3. Focuses importance on the answer AND how you arrive at the answer.

To successfully use this strategy, you need to allocate time and have students practice it across your course.