

# Design to Engage – Classroom Teaching

## SET THE SCENE - ESTABLISH PSYCHOLOGICAL SAFETY



### Psychological Safety is required for Learning

Psychological safety - the belief that learners will not be punished or humiliated for sharing ideas, asking questions, or making mistakes - is essential for engagement.

It is **felt** by the learner and **cultivated** by the teacher.

## FOSTER PSYCHOLOGICAL SAFETY BY

- **Normalizing the challenges of learning:** Questions, uncertainty, and making mistakes are an expected and normal part of learning.
- **Setting clear expectations:** Learners feel safer when they understand what is expected of them and what they can expect from you and the environment.
- **Showing investment in learners:** Learn and use names when possible and express enthusiasm for their contributions -even when they contain errors.

## PREPARE TO TEACH

- Know your material
- Plan for interaction; encourage questions and discussion
- Manage your time
  - Let the learning objectives guide your content
  - Don't offer too much detail
  - Aim to finish slightly early to allow for summary and key takeaways
  - Tell learners how long they have for an activity
  - Practice
- Balance prep with flexibility



## ENGAGEMENT

- Incorporate engagement activities every 15 minutes
- Limit active learning strategies to 1-2 per session



## ELEVATE QUIETER VOICES

- Allow time to rehearse (give 5-10 sec pause to brainstorm)



- Designate a reporter
- Warm call (with permission); knowing names helps
- 1:1 check in – name behavior and approach with curiosity

**Strategies for active learning in large and small group settings** (Adapted from Kelm, D.J., Niven, A.S. (2019). *Teaching in the Classroom: Small Groups* and Luks, A.M., Stack, S.W. (2019). *Teaching in the Classroom: Large Groups*.)

Strategy	Description	Pro	Con	Setting
<b>Large group questions</b>	Asking questions to the large group	Easy way to start engagement	Can have increased barrier to participate for some	Large
<b>Audience response systems</b>	Anonymous polling	Allows for anonymous engagement with a variety of question formats.	Requires technology preparation	Large
<b>Hand raising</b>	Learners raise hands at various prompts/questions	Lower stakes way to encourage participation	Limits form of question being asked	Large
<b>Pass the pointer</b>	Ask a learner to use a laser pointer to identify key features or ask questions on a projected image (e.g. chest radiograph, anatomical drawing)	Can be adapted for an in-person or virtual session	Can have increased barrier to participate for some	Large
<b>Think/pair/share</b>	Pairs or smaller groups of learners discuss among themselves and then report out	Can have easier buy in for engagement given psych safety	Limited control of everyone staying on task	Both
<b>Brainstorming</b>	Free association to generate ideas without judgment. Encourage quantity over quality.	Lower stakes way to encourage participation	Requires clear prompts and time limits. Likely will need to refine or correct ideas in report out.	Both
<b>Thinking and reflective writing time</b>	Dedicated time for learners to write down their thoughts and reflect.	Lower stakes way to encourage participation	Limited control of everyone staying on task	Both
<b>Gamification</b>	Using teams/ points in various structures to engage learning	Fun and refreshing	Requires setting up the game/rules. Some learners may be resistant	Both
<b>Collaborative Virtual Tools</b>	Google, Microsoft whiteboard, lucid chart etc. Allow for engagement with materials in a variety of ways	Can allow for productive problem solving	Requires technology preparation	Both
<b>Fishbowl</b>	Inner/outer circle: inner circle discusses a specific topic while outer circle observes.	Allows for generation of different reflections from observers and participants	Requires setting up physical space. Can have increased barrier to participate for some	Small
<b>Tutorless groups</b>	Learners work through a problem or task independent of a facilitator	High learner control More complex cognitive processing	Limited control of everyone staying on task	Small
<b>Step-by-step discussion</b>	Discussion using a planned series of questions or tasks, usually controlled by a facilitator	Can allow for productive discussion	Pitfall is overuse of recall or narrow questions that limit discussion	Small
<b>Role-play</b>	Learners enact a scenario in response to a prompt Consider groups of threes e.g. observer, doctor, patient	Real-time practice and simulation Aligned with “higher” Bloom’s taxonomy learning objectives	Requires high level of learner engagement. Some learners may be resistant	Small