Quick Tips:

How to increase students’ in-class questions*:

Use these prompts to encourage students to develop questions to improve their understanding of a subject and its relationship to other subjects. Then, ask them to bring their questions to class for a discussion.

Comparisons
How is X the same as that?
How is X different than that?
How are these more or less similar?
What is the opposite of X?

Causality
What factors caused X to happen?
Which of these factors is sufficient?
Which contributing or probable?
On what grounds can we eliminate possible causes or explanations?

Evaluation
What are the most important features of X?
Why do you like or dislike X (or agree or disagree with this)?
How strong is the case that X is correct?
What criteria are best for judging X?
What is the best order or priority for these things and why?
What is the strongest argument against X?

Counterfactual
How would X change if this happened?
How would things be different if X had not happened?
How would things be different if X happened to a greater (or lesser) degree?

**Synthesis**

How can we apply X to this set of circumstances?
What can we predict if X is correct?
What ideas should be added to X?
What might happen if you added this to X?

*A Practical Approach for Increasing Students’ In-Class Questions (2016). Retrieved September 05, 2016, from [http://tinyurl.com/z8vjhmo](http://tinyurl.com/z8vjhmo)*

**In the Spotlight**

Avoiding Burnout: According to Dr. Oral A. Waldo, “It takes at least 3x the time and energy to recover from burnout than to prevent it.”

To listen to the 30 minute podcast, click on the following link:  

**Trends**

***Why we don’t pay attention to boring things***

Research on student attention in lectures has demonstrated that attention levels naturally vary during lectures in predictable ways. In fact, attention is high during the first minutes, then it falls down and stays flat for the rest of the lecture according to the following graph (Bligh 2000):

The implication is that you need to periodically grab and refocus student attention. You can battle for attention by creating “hooks” and being strategic in placing hooks to continually grab attention to help students learn. Here are some suggestions likely to grab student’s attention in the classroom:

- Emphasize relevance.
- Show your enthusiasm for the subject.
- Appropriately use humor.
- Connect lectures to assessments.
- Actively involve students in your lectures.
- Building interactivity into the lecture.
- Pause to pose a “thought problem”
- Assign short tasks to pairs or trios.
- Reserve brief segments of class time for students to meet with group members.
- Ask students to brainstorm or generate lists.
- Solicit specific questions from students.
- Periodically reserve a portion of class for discussion (15-30 minutes).
- Consider including discussion of a case study.
• Allow time for students to write a summary of the key points of a lecture.
• Break the ice.
• Project your voice or use a microphone.
• Pace your speech.
• Monitor your movement.
• Make eye contact with the students.
• Use hand gestures to your advantage.

Using technology can also help you to grab your students’ attention! Here are some suggestions on using technology in the classroom to keep your students’ attention:
• Use Classroom Response Systems, or “Clickers.”
• Use a different tool to create your presentations like Prezi.
• Draw live on your presentation with a Smart Board or Wacom Tablet.
• Use relevant, short videos to enhance learning points.
• Embed a backchannel in your class (i.e., TodaysMeet or Twitter).
• Do a social media or Google scavenger hunt for information.


**Selected Workshops and Webinars (September)**

- Fundamentals: Engaging Learners in Online Discussions, Sep 12 - 18, [http://onlinelearningconsortium.org/workshop/engaging-learners-online-discussions/](http://onlinelearningconsortium.org/workshop/engaging-learners-online-discussions/)
- Strategies for Supporting Online Faculty, Sep 12-18, [http://onlinelearningconsortium.org/workshop/strategies-supporting-online-faculty-5/](http://onlinelearningconsortium.org/workshop/strategies-supporting-online-faculty-5/)
- Meet the OLC Accelerate Plenary Panel: Accelerated Change: Challenges and Opportunities Webinar, September 13, 2pm-3pm, [http://onlinelearningconsortium.org/webinar/accelerated](http://onlinelearningconsortium.org/webinar/accelerated)


**Selected Conferences (September – October)**

- Annual Fall Conference on Case Study Teaching in Science, Sept 16-17, http://sciencecases.lib.buffalo.edu/cs/training/conference/
- Georgia International Conference on Information Literacy, Sept 30 – Oct 1, http://academics.georgiasouthern.edu/ce/conferences/infolit/
- National Academic Advising Association (NACADA) Annuals Conference, Oct 5 – 8,

North American Case Research Association Annual Conference, Oct 6 – 8, http://www.nacra.net/nacra/


Association for Educational Communications and Technology (AECT), Oct 17 – 21, http://aect.site-ym.com/

Lilly Conferences on College Teaching & Learning, Oct 20 – 22, http://www.lillyconferences-mi.com/


**Upcoming Apple Tree Sessions**

Apple Tree will have set dates for future sessions on the second Thursday of every month from 12:00pm-1:00pm. Additional sessions will be added throughout the month on other days and times, but these dates are set so make sure to put the following dates on your calendar early!

- Thu Oct 13, 2016 (Apple Talk - Meet the Millennials)
- Thu Nov 10, 2016
- Thu Dec 8, 2016
- Thu Jan 12, 2017
- Thu Feb 9, 2017
- Thu Mar 9, 2017
Previous Tomorrow’s Teaching Newsletters: http://academicdepartments.musc.edu/appletree

Contribute to Tomorrow’s Teaching
Tell us what to include in this newsletter. Complete this brief poll: https://redcap.musc.edu/surveys/?s=7WA8ATWAK3.
Or, contact mauldinm@musc.edu, annandu@musc.edu or hortmanm@musc.edu to submit ideas, resources or news directly.