

## 3 Classroom/Time Management Strategies

### Grading

**Technology** is a tool you can use to your advantage. Typing may be faster than writing with a pen and using keyboard shortcuts save more time. Teachers can use recorded oral feedback attached to certain assignments.

**Turn grading into teaching.** Have students grade each other by swapping papers and then going over answers as a class. Hold the "grader" accountable for their grading. This turns quizzes into teaching tools and saves your marking afterward.

**Take advantage of "between time."** Carry papers/quizzes/or electronic assignments with you so that you can work on them when waiting.

### Reference

## 2 Instructional Strategies

### Student Collaboration-Create complex learning activities

Students need a reason to collaborate: the task is complex, it is too difficult, and/or has too many pieces to complete alone. Complex activities are challenging, engaging, stimulating, and multi-layered. Complex activities require "positive interdependence" (Johnson, Johnson & Holubec, 2008), a situation in which attaining the goal, completing the task, being successful, and getting a good grade require that the team work together and share knowledge.

### Minimize Opportunities

Students complain about collaborative groups; it often has to do with the free riding of one member who lets others do all the work. Eliminate free riding by:

- Create small groups of no more than four or five people. When there is less room to hide, non-participation is more difficult.
- Ensure a high degree of individual accountability (Johnson, Johnson & Holubec, 2008) by assessing students both individually and as a group. For example, at the end of the day give students an individual quiz based on the intended outcome.
- Design meaningful team roles that relate to content and task.

### Reference

## 1 Assessment Strategies

### Make Assessment Meaningful

- Explain the purpose of testing to students.
- Tell students that test results are one way of determining how much learning is occurring.
- Explain to students that on some tests like the CDT, they are not expected to know everything on the test and that some questions are designed to stretch student thinking beyond material previously taught.
- Provide grade level experiences in the use of testing materials.
- Provide practice using answer sheets in daily or weekly work.

