

Name _____

Institution _____

Trust Building.

10 minutes before class. Where are you? What are you doing?

What factors influence your behavior? For example, what about your library instruction space influences your behavior?

1.

2.

3.

Group Brainstorm:

What are some ways that you could actively/passively engage with students during the 10 minutes before class?

Mental Set

Withitness. During class I can usually recognize which students: (Circle all that apply)

are feeling sick that day

are friends/hate each other

are hung over

think I am uncool / old

are conversation hogs

think they are too cool for libraries

are relying on their classmates for answers

lack confidence to make comments

are athletes

are aggravated with the professor

are tired

are advanced and need extra work

are lost on their assignment

need extra navigational guidance

are brownnosers

will kill the mojo of group work

are shy

have trouble seeing/hearing

0-5 With it? What? What I miss?

Uh-oh. Looks like you need to work on your “Withitness” skills. Start by trying to engage in a conversation with 1-2 students before class, then identify the brownnosers and the too cool for library help students.

6-12 One Eye Open

Not bad. By starting to observe the characteristics of your students, you can better respond to their needs during instruction. To improve, try finding the advanced users and privately question them on advanced topics while the other students are working.

13-18 With it all the way!

Excellent. You are in tune with your students and that makes all the difference for classroom management!

Emotional objectivity:

1. Use wait time, at least 3-5 seconds after asking a question.
2. Let several students answer before making a comment. Question, wait, listen, wait, listen, comment.
3. Rephrase questions to remove bias. Instead of “What do you like...What do you notice?”
4. Be ready to hear answers if you ask questions!
5. Use humor to deflect/mask emotions if you can’t hide your feelings.

Remember, unlike semester long classes, we really might not get a second chance to make an impression

Finding your Active Zones and Blind Spots

Think of one class or a cluster of classes. Draw your instruction space. Put a star on every place that you stood. Put a dot on every place where a student made a comment, a student asked a question or a student presented an answer.

Self-Reflection Questions:

1. What have you noticed about where your star is?
2. Where is the action zone? (The most stars, the most dots).
3. Why do you think those areas are active?
4. How is your star pattern different for lower-level and upper-level classes?

Productive Questions:

Attention-focusing questions help students fix their attention on significant details.

Have you seen...? What have you noticed about ...? What are they doing?
How does it feel/smell/look?

Measuring and counting questions help students become more precise about their observations.

How many...? How often...? How long...? How much...?

Comparison Questions help students analyze and classify.

How are these the same or different? How do they go together?

Action questions encourage students to explore the properties of unfamiliar materials, living or nonliving, and of small events taking place or to make predictions about phenomena.

What happens if....? What would happen if...? What if...?

Problem-Posing questions help students plan and implement solutions to problems.

Can you find a way to...? Can you figure out how to...?

Reasoning Questions help students think about experiences and construct ideas that make sense to them.

Why do you think...? What is your reason for...? Can you invent a rule for...?

Further Readings:

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Marzano, R. J. (with Marzano, J.S. and Pickering, D.J.) (2003) *Classroom management that works: Research-based strategies for every teacher*. Alexandria, VA: Association for Supervision and Curriculum Development.

Walsh, J.A., & Sattes, B.D. (2005). *Quality questioning: Research-based practice to engage every learner*. Thousand Oaks, CA: Corwin Press.