

Hitting Pause: Practical Ways to Incorporate Reflective Learning Experiences in Class

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TWO OBJECTIVES...

- (1) Highlight the **powerful benefits of faculty-based Learning Circles**
- (2) Demonstrate **practical ways to effectively incorporate “pauses”** (reflective learning experiences) into teaching



SOME DEFINITIONS...

- LEARNING CIRCLE = A community of faculty who **meet on a regular basis to share ideas and discuss research** and literature related to teaching and focused on a topic of interest.
- PAUSE = Designated lecture breaks or **periods of time designed for reflection and self-evaluation**. In a classroom setting, effective use of pauses can help facilitate student-centered learning, processing, connection, engagement, and empowerment.



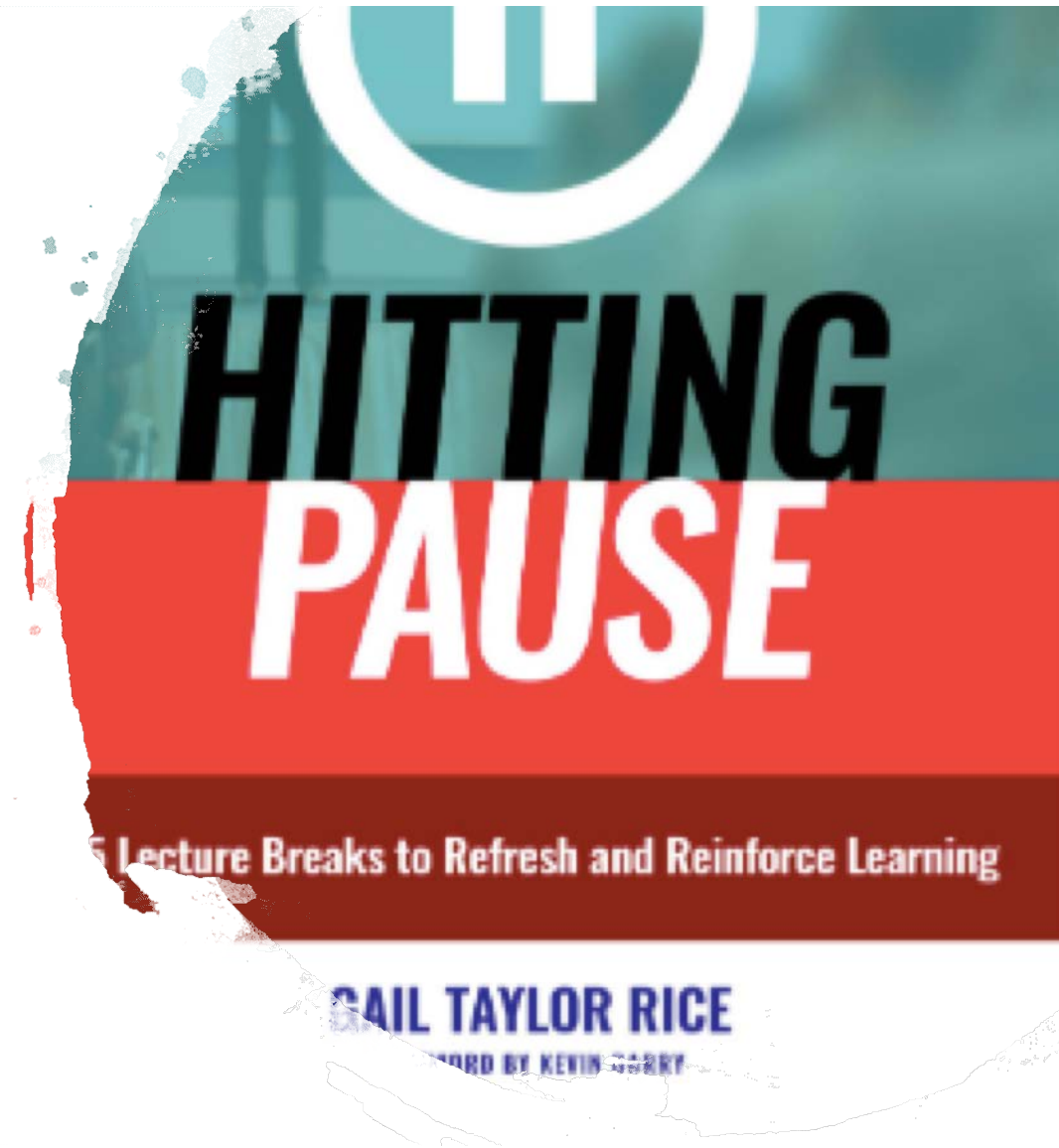
OUR LEARNING CIRCLE...

- First Meeting - **September 2018**
- **7 Faculty Members**, Various Disciplines and Teaching Roles
- **Our Focus:** Active Teaching Strategies & Effective Pedagogy
- Read, Studied, Shared, and Implemented ***Hitting Pause* Book** (by Gail Taylor Rice)
- Support Provided by Empowering Teaching Excellence Staff at **Utah State University**

KEY POINTS (Part 1)

Benefits of Pausing (The “Why”)

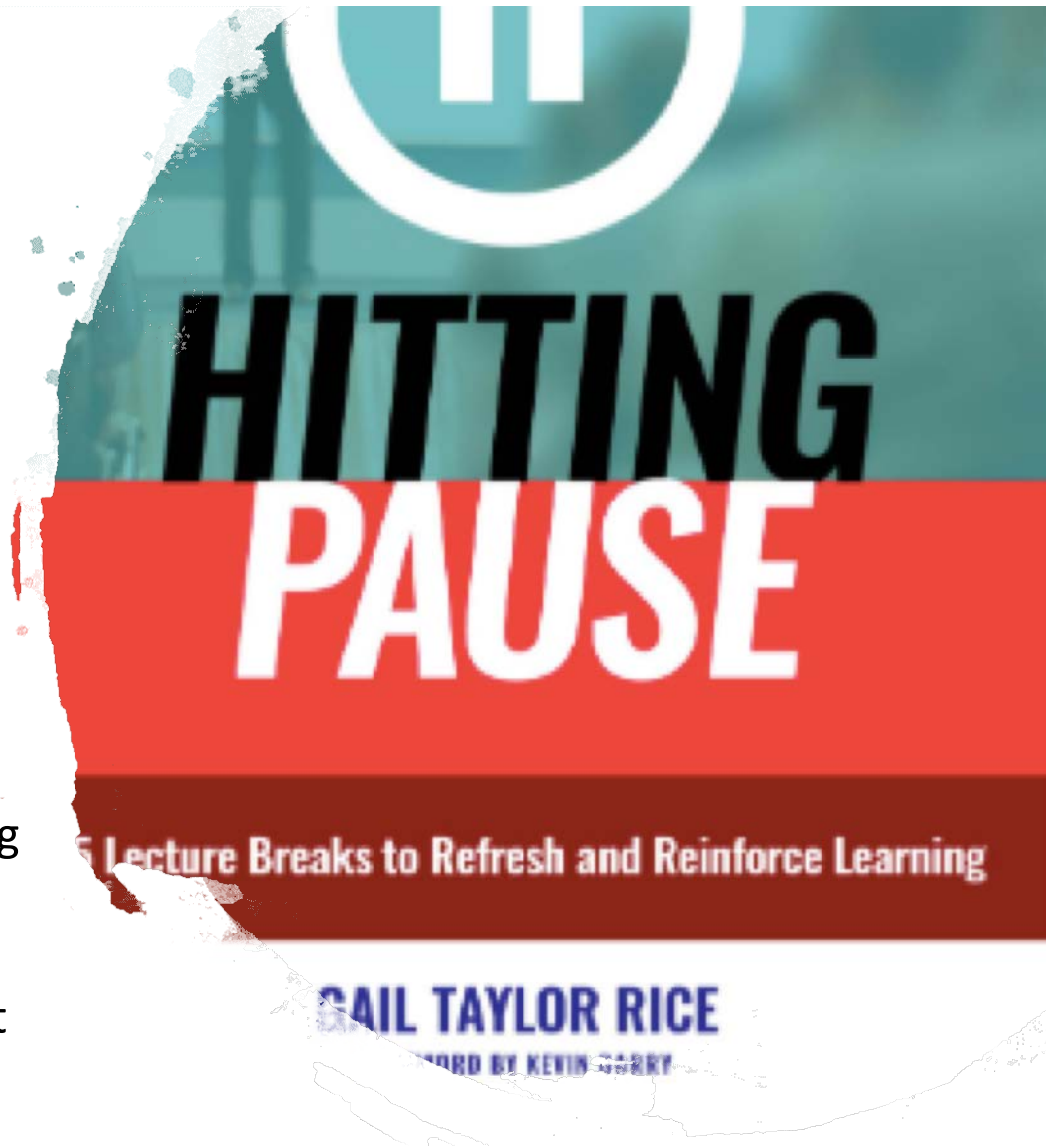
- *We don't learn by experience but by reflecting on experience.*
- **For Students:** Increased interest, motivation, and retention
- **For Instructors:** Feedback
- Starting Pauses = **Focus Attention**
- Mid-Pauses = **Refocus Attention**
- Closing Pauses = **Capture Learning**



KEY POINTS (Part 2)

Brain Science Support for the Pause

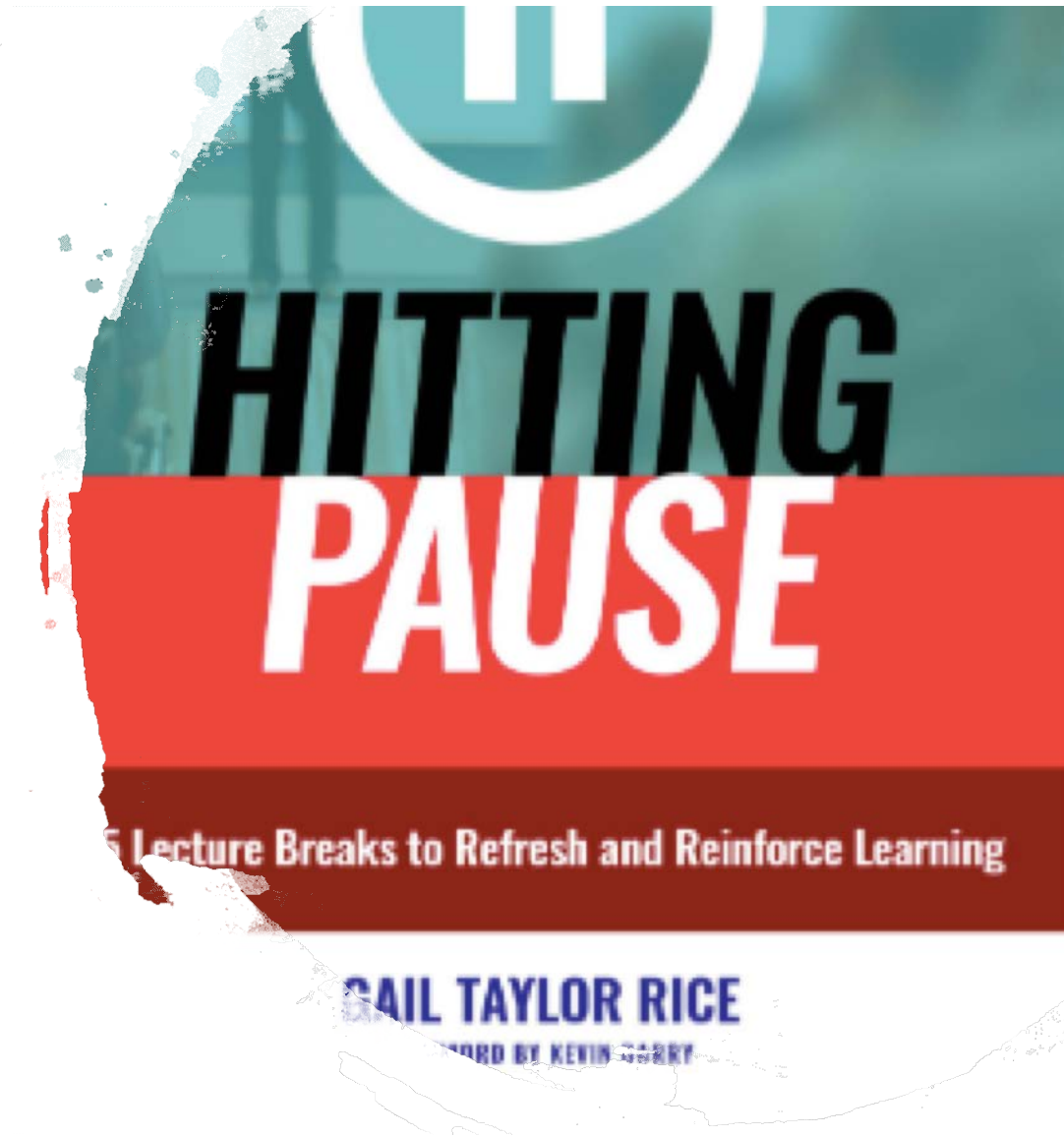
- Pauses provide opportunities for students to **Refocus** and Apply, **Review**, **Relieve** Cognitive Load, **Retrieve**, and **Reenergize/Refresh**.
- Students...
 - Take better notes at the beginning
 - Retain more information from beginning
 - Pay less attention as lecture progresses
 - Learn more from short lectures
 - Need a pause part-way through to reset



KEY POINTS (Part 3)

Reasons for Pausing

- Effective and efficient education **starts with a focused student.**
- Taking time to pause and prepare our learners often makes covering our content easier, more efficient, and more powerful.
- Pauses allow students time to **process what they have learned**, how it can benefit them, and how they will use it.



APPENDICES

Pauses You Can Use (65 Ideas)

STARTING PAUSE 16

DUMP BUCKET

This opener draws student attention to the importance of leaving behind all their concerns and distractions before entering class. As they enter the classroom, students are given a three-inch-by-five-inch card to write down what they are thinking about and what they want to forget about while they are in class. Then they are asked to drop their cards into a bucket or box by the door before class starts.

Settings for Use ★

- Small classroom lecture
- Clinical or laboratory presentation
- One-on-one session
- Conference presentation/in-service education
- Keynote/large-group presentation
- Course/unit
- Online learning module

Characteristics ★

- Affirming/positive
- Physical/movement
- Activates prior knowledge/experience
- Focuses and refocuses
- Creates community
- Generates curiosity
- Metacognitive
- Reviews
- Celebrates
- Commits to action
- Provides a bookend

HITTING PAUSE

5 Lecture Breaks to Refresh and Reinforce Learning

GAIL TAYLOR RICE

FORWARD BY KEVIN GARRY

RED LIGHT, GREEN LIGHT or DOT THE OBJECTIVE

(Pauses #9 and #3,
Starting Pauses)

At the beginning of class, present a list of content/objectives to be addressed. Have students rank or vote for the objectives they want to focus on most.

- **Red Light, Green Light.** Have students vote with colored 3 x 5 cards (i.e. red, yellow, green). Ask them to hold up a specific color (green) for an objective they definitely want to cover, another color (yellow) if they're neutral, and a third color (red) for objectives to skip.
- **Dot the Objective.** Have students vote or rank objectives with a set of colored stickers (dots).

QUIZ TIME START

(AUDIENCE RESPONSE SYSTEM)

(Pause #10, Starting Pause)

- Create a **Quiz of 5 - 10 questions** (T/F or MC) centered on the main points you want students to learn. Use an online student response system (i.e. Poll Everywhere, Kahoot!, any clicker-based program your students have access to) and use the data you receive to adapt your lecture plan.
- Pause part way to assess whether concepts are now being understood, perhaps with additional questions.

NOTE SHARE

(Pause #28, Mid-Pause)

- Stop the lecture and ask students to **share their notes** with each other. Provide a 2-minute pause to fill in gaps, ask questions, and teach each other.

WRITE A SUMMARY

(Pause #31, Mid-Pause)

Pausing to write a summary or respond to a prompt part-way through a class can help students refocus and/or retain information. **Have students write for 1 to 2 minutes on a 3 x 5 card or in their notes.** Some examples...

- Have students write a summary of key points that have been covered so far or a personal reflection of concepts that have been meaningful to them.
- Provide a Case Study, Problem, or Opinion Question and have students respond by using information that's been covered up to that point.

4-SQUARE FEEDBACK or LECTURE WRAPPER

(Pauses #63 and #40,
Closing Pauses)

Have students divide a blank sheet of paper into four boxes (fold paper or draw lines). **Create 4 questions for students to answer** (see suggestions below). Students provide a response to each question in each box.

Q1: One important idea from today?

Q2: A second important idea?

Q3: A third important idea?

Q4: How might this information be useful to you?

YOU-TUBE or TWITTER

(Pauses #20 and #18, Starting
or Closing Pauses)

- **YouTube.** Starting or ending class with a video clip or story is often a powerful way to begin or reinforce learning & capture student interest.
- **Twitter.** Ask students to summarize the day's lecture (or a previous one), by recalling information and writing down the response as if they were posting a Tweet.