

Organizing Matrix (adaptable for all sorts of disciplines – we’re using for strategies we discussed)

Type of Active Learning	What types of thinking or skills it might develop (i.e. what it might help YOU assess?)	When it might be done (e.g. beginning of class, outside of class, end of class, etc.)
Analytical Memo		
RSQC2		
Think, Pair, Share		
List making		
Organizing Matrix		
Choose another		

Resources

Thomas A. Angelo and K. Patricia Cross, *Classroom Assessment Techniques; A Handbook for College Teachers*, 2nd ed. Jossey-Bass, 1993. Includes 50 techniques. "RSQC2" is CAT #46; Analytical Memo is CAT #12.

Elizabeth F. Barkley, *Student Engagement Techniques; A Handbook for College Faculty*. Jossey-Bass, 2010. Includes 50 techniques.

Scott Freeman, et al., "Active Learning Increases Student Performance in Science, Engineering, and Mathematics." *Proceedings of the National Academy of Sciences of the United States of America* 111, no. 23 (2014).

Barbara Gross Davis, *Tools for Teaching*. 2nd ed. Jossey-Bass, 2009. See chapter 21 especially on practical suggestions for group work.

Directions:

Read your "Classroom Assessment Technique" and try to understand it well enough that you could explain to someone else. Please jot a few notes on the following questions:

- What do the students DO in this activity?
- What type of thinking or skill could it help students develop?
- Could you imagine using or adapting it? Why or why not?

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