Welcome!

Warm up 🔥 / Ice 🧊 breaker

Please feel free to grab some food, find a seat, and fill out a name tag :)

If you're so inclined, find a partner and share your thoughts about these 2 questions:

1. What is the purpose of student engagement?
2. Why do you want to hear from your students?

How can I help quiet students to speak up in class?

Brandeis UNIVERSITY

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he/him/his
Program Director, CTL
Fall 2022

Why are students quiet in our classes?

What are some reasons why students are quiet in our classrooms?

Working with a neighbor,

1. read the assigned student quote(s) and
2. see if you can identify what issue(s) are involved.

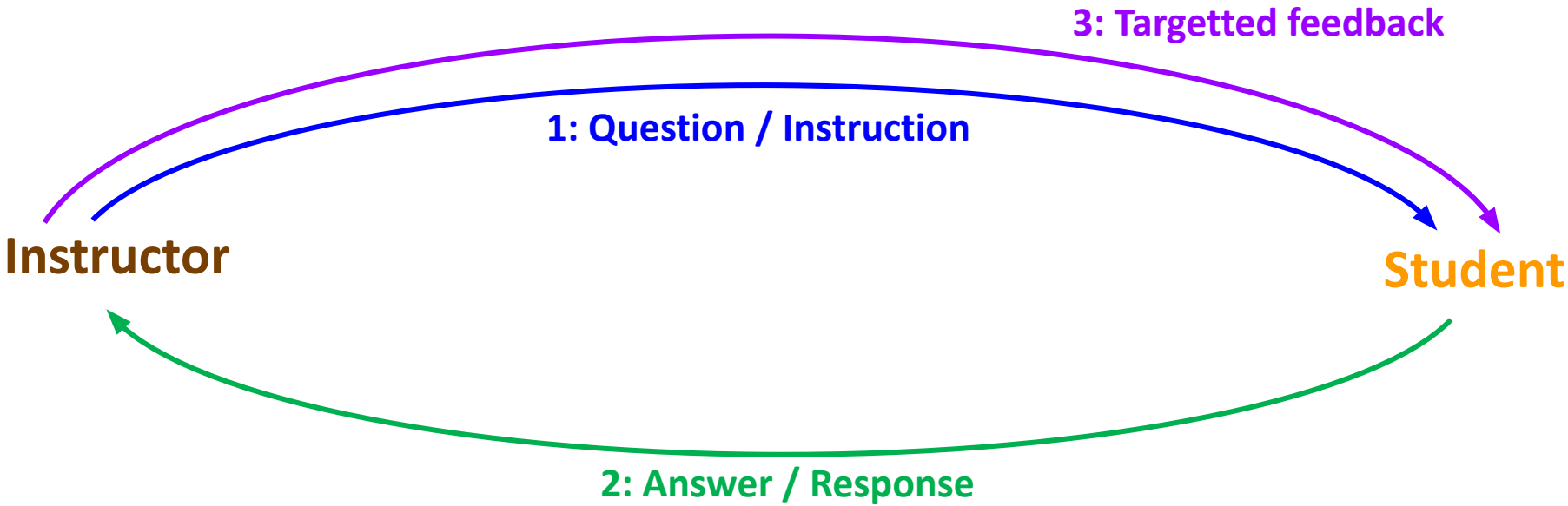
-Quotes pulled from: Medaille and Usinger (2020a and 2020b) and Cooper *et al*. (2018).

Some reasons why students are quiet in class

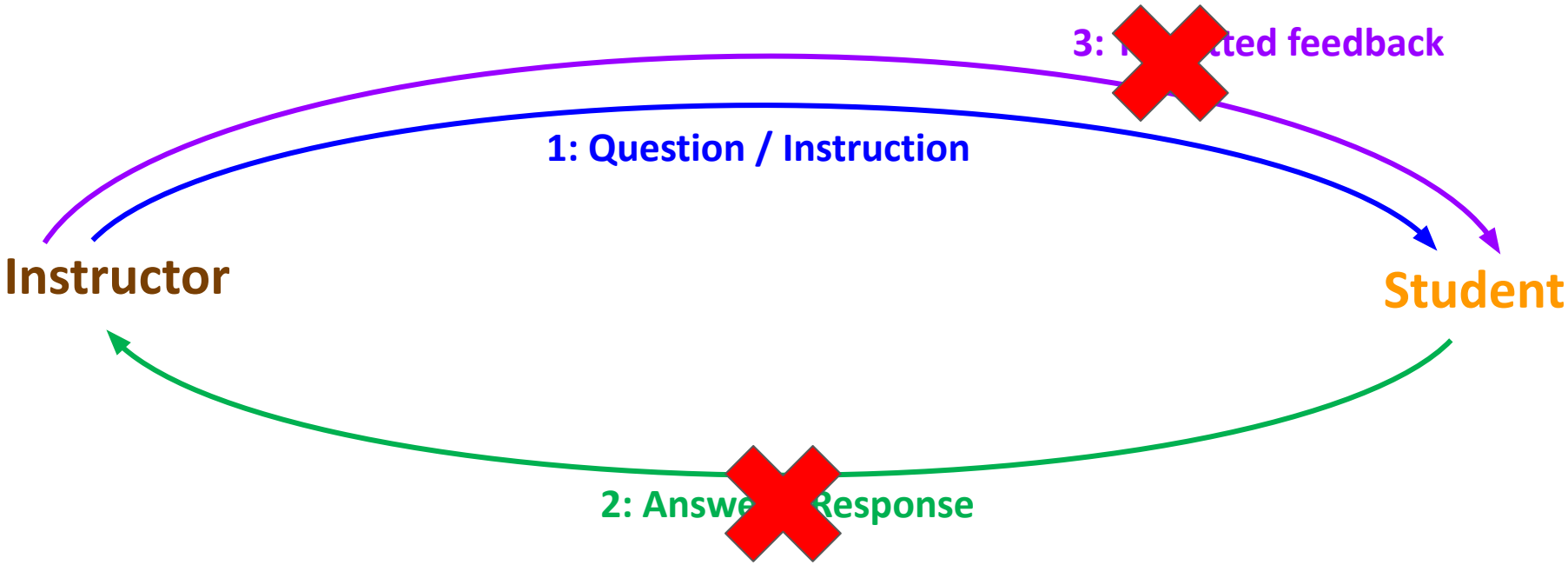
- Student are anxious about:
  - not having the not knowing what to do or how to respond.
  - the value / purpose of what they're doing
  - not having enough time
  - public speaking
  - not knowing the right answer / fear of negative eval from peers
  - language anxiety
- Students desire alternative ways to participate other than verbally in front of the whole class

-Quotes pulled from: Medaille and Usinger (2020a and 2020b) and Cooper *et al*. (2018).

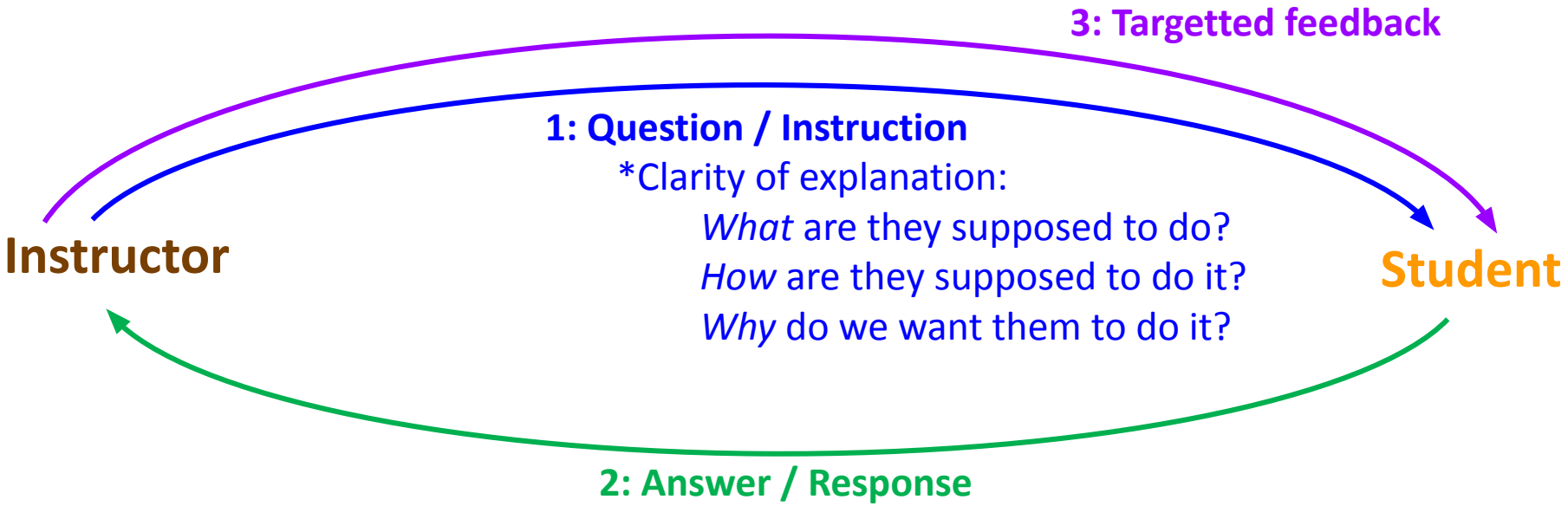
Communication cycle



Communication cycle



Communication cycle



How can I get quiet students to speak up in class?

1. How to hear from quiet students in your class
   a. **Explain** and **facilitate** group work
   b. Make the **value** of the lessons clear to the students
   c. Help students develop a **sense of belonging** in your class/discipline

2. How to re-engage “checked out” students (post-COVID/post-remote learning)
   a. Build in **flexibility** for students who miss class
   b. Give students **credit for attending / participating** in class

How can I get quiet students to speak up in class?

1. How to hear from quiet students in your class
   a. **Explain** and **facilitate** group work (Finelli, 2018; Henderson, 2018)
      - Community norms; Roles; Mix-and-match groups regularly
   b. Make the **value** of the lessons clear to the students
   c. Help students develop a **sense of belonging** in your class/discipline

2. How to re-engage “checked out” students (post-COVID/post-remote learning)
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The value of explaining to students how and why you want them to engage, and facilitating their engagement

- 18 intro engineering courses across US
  - Different schools
  - Different instructors (volunteers)
- Fall 2015 and Spring 2016 semesters
- 1,051 students completed the Student Response to Instructional Practices ("StRIP") survey
  - Most in first- or second-year
  - End of semester

TABLE 1

Course demographics.

Course label	Instructor gender	Institution type	Carnegie classification[a]	Course discipline[b]	# Students (n = 1,051)
1	F	Public	R2	CIVIL	31
2	M	Public	R1	INTRO	17
3	F	Public	R1	CBME	131
4	M	Public	R1	DESIGN	51
5	M	Public	M1	ME	27
6	M	Public	R1	EECS	117
7	F	Private	M1	CBME	65
8	F	Public	R1	CBME	41
9	F	Public	BACC	DESIGN	28
10	M	Public	R1	CBME	98
11	F	Private	R2	IDISC	32
12	M	Public	M1	INTRO	162
13	M	Public	M1	ME	26
14	F	Public	R2	CBME	40
15	M	Private	R2	INTRO	94
16	M	Public	BACC	MAT	28
17	F	Private	M1	INTRO	52
18	M	Private	M3	EECS	11

Finelli CJ, Nguyen K; DeMonbrun M, Borrego M, Prince M, Husman J; Henderson C; Shekhar P, and Waters CK. "Reducing Student Resistance to Active Learning: Strategies for Instructors." Journal of College Science Teaching. May 2018; 47(5): 80-91.

Student Response to Instructional Practices ("StRIP") survey

- Previously developed and piloted in four classes (DeMonbrun et al., 2017)
- 1-5 pt Likert questions

Two types of teacher strategies:
1. **Explanation** (purpose clear, instructions clear, that it will help students)
2. **Facilitation** (encouraging students, inviting students to ask questions, walk around the room, etc.)

Two types of student responses:
1. **Affective** (do students think their effort on the activity is worthwhile? Do they enjoy the activity?)
2. **Behavioral** (do students try their hardest? Do students distract themselves or others?)

TABLE 2

Descriptive statistics of strategies to reduce resistance and student response.

	M	*SD*
Strategies to reduce resistance		
Explanation[a]	*4.06*	*0.82*
Clearly explained the purpose of the activities.	4.05	0.93
Discussed how the activities related to my learning.	4.01	0.95
Clearly explained what I was expected to do for the activities.	4.13	0.90
Facilitation[a]	*3.64*	*0.85*
Encouraged students to engage with the activities through his/her demeanor.	3.99	1.05
Invited students to ask questions about the activities.	4.03	1.06
Walked around the room to assist me or my group with the activity, if needed.	3.74	1.30
Confronted students who were not participating in the activities.	2.92	1.28
Solicited my feedback or that of other students about the activities.	3.51	1.20
Affective response		
Value[b]	*3.82*	*0.93*
I felt the time used for the activities was beneficial.	3.59	1.16
I saw the value in the activities.	3.78	1.08
I felt the effort it took to do the activities was worthwhile.	3.46	1.14
I planned to give the instructor a lower course evaluation because of the activities.[r]	1.58	1.02
Positivity[b]	*3.72*	*0.88*
I enjoyed the activities.	3.19	1.16
I disliked the activities.[r]	2.22	1.14
I felt positively toward the instructor because of the activities.	3.58	1.15
I complained to other students about the activities.[r]	2.06	1.25
I felt the instructor had my best interests in mind when asking me to do the activities.	4.12	1.01
Behavioral response		
Participation[b]	*3.96*	*0.81*
I tried my hardest to do a good job with the activities.	3.76	1.12
I gave the activities minimal effort.[r]	2.10	1.12
I participated actively (or attempted to) in the activities.	3.90	1.01
I did not actually participate in the activities.[r]	1.75	0.97
Distraction[b]	*2.16*	*0.76*
I surfed the internet, checked social media, or did something else instead of doing the activities.	2.05	1.16
I distracted my peers during the activities.	1.72	0.99
I pretended to participate in the activities.	1.85	1.06
I talked with classmates about other topics besides the activities.	2.83	1.16
I rushed through the activities.	2.35	1.04
Evaluation[c]	*3.55*	*1.11*
Overall, the instructor was an excellent teacher.	3.66	1.19
I would recommend this instructor to other students.	3.56	1.29
Overall, this was an excellent course.	3.40	1.22

Results

Most

Least

[a] In this course, when the instructor asked you to do in-class, non-lecture activities (e.g., solve problems in a group during class or discuss concepts with classmates), **how often did the instructor do the following things? 1 = almost never (<10% of the time); 5 = very often (>90% of the time).**

[b] In this course, **when the instructor asked you to do in-class, non-lecture activities (e.g., solve problems in a group during class or discuss concepts with classmates), how often did you react in the following ways? 1 = almost never (<10% of the time); 5 = very often (>90% of the time).**

[c] Please rate **your level of agreement with the following items (1 = strongly disagree; 2 = disagree; 3 = neutral; 4 = agree; 5 = strongly agree.**

Initial conclusions (Finelli, 2018)

- Students perceive teachers *explaining* activities more frequently than they *facilitate* them
    - Survey also given to the 18 instructors, which confirmed student responses
- Students reported that they **valued** the in-class activities, were **positive** about them, and were seldom **distracted**
- Students evaluate the classes highly (3.55/5)

→ What is the relationship between instructor strategies and student responses?

Correlation between strategies used and student responses

TABLE 4

Pearson correlation between strategies to reduce resistance and student response.

		Stategies to reduce resistance		Affective response		Behavioral response	
		1	2	3	4	5	6
Strategies to reduce resistance							
1	*Explanation*	–					
2	*Facilitation*	0.59	–				
Affective response							
3	*Value*	0.48	0.55	–			
4	*Positivity*	0.51	0.58	0.86	–		
Behavioral response							
5	*Participation*	0.26	0.30	0.56	0.54	–	
6	*Distraction*	–0.22	–0.25	–0.43	–0.46	–0.60	–
7	*Evaluation*	0.39	0.43	0.54	0.60	0.27	–0.27

$p \leq .001$ for all correlations.

- All relationships statistically significant
- Range of correlation coefficients indicate low to high strength
- Both explanation and facilitation correlate positively with students thinking the activity is valuable and enjoying it.
  - Facilitation correlates a bit higher.
- Both explanation and facilitation have negative correlations with distraction.

Relationship between teacher strategies and student evaluations

TABLE 6

Average evaluation score within each explanation and facilitation quartile.

Explanation	*Facilitation*			
	First quartile (n = 343)	**Second quartile (n = 231)**	**Third quartile (n = 209)**	**Fourth quartile (n = 269)**
Fourth quartile (n = 254)	3.76 (n = 17)	3.98 (n = 31)	4.02 (n = 60)	4.25 (n = 146)
Third quartile (n = 196)	3.63 (n = 29)	3.70 (n = 63)	3.72 (n = 45)	3.72 (n = 50)
Second quartile (n = 336)	3.21 (n = 128)	2.99 (n = 89)	3.15 (n = 74)	3.90 (n = 45)
First quartile (n = 266)	2.70 (n = 169)	2.99 (n = 48)	3.15 (n = 30)	3.77 (n = 19)

[“Quartile” corresponds to student perception of instructor use of strategies.]

Conclusions: Tell your students *what* they are doing and *why*

- **Explanation** (in which instructor describes purpose and value of activity before students start) and **Facilitation** (in which an instructor interacts with and encourages students during an activity) are both effective to get students to engage and participate in activities and discussions.
  - → *Facilitation* seems to be under-used

- **Most common response to student activities was to feel "instructor had the students' best interests at heart"**

Make the rules of engagement clear

1. Establish **community norms**, ideally developed in collaboration with students, to establish usual and acceptable behaviors in the classroom.

Common group norms include:

- Everyone here has something to learn.
- Everyone here is expected to support their colleagues in identifying and clarifying their confusions about course material.
- Ideas shared during class will be treated respectfully.
- Listen actively and attentively.
- Do not interrupt one another.
- Critique ideas, not people.
- Challenge one another, but do so respectfully.
- Do not offer opinions without supporting evidence.
- Build on one another's comments, work towards a shared understanding.
- …

Make the rules of engagement clear

2. Assign **roles** for group work, for example:

- Facilitator: makes sure all voices in the group are being heard and keeps an eye on the clock
  - “I think we need to focus on _____ so we complete this section on time.”
  - “We have _____ minutes before we need to discuss this. Let’s get this done.”
  - “[Name], what do you think about....?”
  - “I would like to hear what you think, [name].”
- Presenter: Presents the group's conclusions to the class, and ensures that everyone in the group agrees or has contributed before presenting.
- Recorder: Records the names and roles of the group members and the important aspects of group discussions, observations, insights, etc.
- Reflector: Observes group dynamics and behavior with respect to the learning process, and tries to ensure that everyone in the group is participating and listening carefully to each other and being patient and respectful of each other.

Make the rules of engagement clear

3. Have students develop and sign a group contract

- A group contract is created by a group to formalize the expectations of group members.
- Should contain the following:
  - Group members' names (and contact info)
  - 5 - 7 ground rules regarding preparation for and attendance at group meetings, and behaviours that will be expected of all group members
  - Assignment of specific tasks, roles, and responsibilities along with due dates.
  - An agreed-upon method for peer feedback during the project so that problems can be addressed before the project ends.
  - A place for each group member to **sign**, indicating their agreement to the contract.
  - From Portland State University:
    - Start by asking each student to list 1-4 specific things that they will want to do in their group;
    - 3 things that they have experienced in groups that they DON'T want to happen; along with how you think it can be prevented;
    - Finish this sentence… "I function best in groups when…"
    - Finish this sentence… "I really hope our group can…"

Let's practice

A. Pick either a set of community norms, roles+instructions, or a contract you might want to use in your class.
B. Spend a few minutes drafting community norms *or* instructions or roles (when doing group work) that

...might assuage student concerns about not being able to contribute

…minimize student anxiety about being negatively evaluated by their peers

…clarify the instructions for how you want your students to engage in class

…help all your students feel like they belong in your classroom

Common group norms include:

- Everyone here has something to learn.
- Everyone here is expected to support their colleagues in identifying and clarifying their confusions about course material.

Common roles include:

- Facilitator
- Presenter
- Recorder
- Reflector

How can I get quiet students to speak up in class?

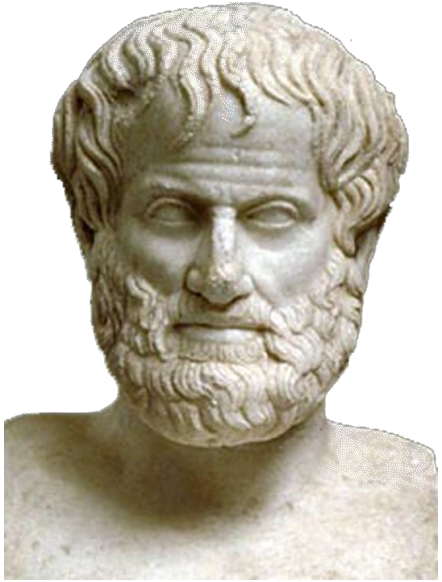
1. How to hear from quiet students in your class
    a. **Explain** and **facilitate** group work
    b. Make the **value** of the lessons clear to the students
        - Tell them *or* have them tell you (Harackiewicz et al, 2016 and 2018)
            - “Muddiest point” writing activities
    c. Help students develop a **sense of belonging** in your class/discipline
2. How to re-engage “checked out” students (post-COVID/post-remote learning)
    a. Build in **flexibility** for students who miss class
    b. Give students **credit for attending / participating** in class

Make the value of the lesson/activity clear to our students

1. Tell them
    a. There are two types of motivation:
        i. “Intrinsic” worth: Why will the skills they learn here be important for the rest of their lives, regardless of whichever professions they choose?
        ii. “Extrinsic” worth: grades/success in school
        iii. → To shift students from extrinsic to intrinsic motivation, we often need to teach them the content and why the content matters to them (outside the walls of the classroom)

Google's Project Aristotle

Examined what makes a great Google manager



Found that "the seven top characteristics of success at Google are all soft skills: being a **good coach**; **communicating and listening well**; possessing insights into others (including others' **different values and points of view**); having **empathy** toward and being supportive of one's colleagues; being **a good critical thinker and problem solver**; and being able to **make connections across complex ideas**."

-Washington Post

Strauss. (2017, December 20). *The surprising thing Google learned about its employees — and what it means for today's students*. https://www.washingtonpost.com/news/answer-sheet/wp/2017/12/20/the-surprising-thing-google-learned-about-its-employees-and-what-it-means-for-todays-students/

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      iii. → To shift students from extrinsic to intrinsic motivation, we often need to teach them the content and why the content matters to them (outside the walls of the classroom)
2. Ask them to tell us
   a. Utility-value activity: students are given 10-15min to write about how the course topics are relevant to their own lives or useful for themselves or others.
   b. In a communal utility-value variation, students are given 10-15min to write about how the course topics/skills could help them address communal goals (i.e., helping others, working with others).
   c. These kinds of utility-value activities allow students to connect their coursework with personal goals through a process of reflection by giving them a platform for exploring how their coursework can help them achieve important personal goals.
   d. Writing about how a class has value uses the "saying is believing effect" (the tendency to endorse messages that one has freely advocated).

“Utility-value” example assignment

“Select a concept or issue that was covered in lecture and formulate a question. Write an essay addressing this question and discuss the relevance of the concept or issue to your own life. **Be sure to include some concrete information that was covered in this unit, explaining why this specific information is relevant to your life or useful for you. Be sure to explain how the information applies to you personally and give examples.** Select the relevant information from class notes and the textbook, and write a 1–2 page essay.”

-Harackiewicz et al, 2016.

Results:

- Increased course performance for all students and particularly for first-generation, underrepresented minority students, as well as students with low prior GPAs and students with high motivation to help others
- Increased course performance and major persistence

-Harackiewicz et al, 2018.

Make the value of the lesson/activity clear to our students

3. Build in opportunities for student metacognition to help them recognize and value what they're learning.

- Can end every class by spending a few minutes asking students to write down:
  - What is the most important thing you learned today, and why?
  - What from today's class surprises you most, and why?
  - What from today's class are you most confused about?

Strategies to **prevent** student resistance

1. Decrease social distance between you and your students, increase "instructor immediacy."
2. *Be explicit with your students about the reasoning behind your teaching choices*
3. Structure student-student interactions to promote fairness:
   - Decrease group size
   - Decrease project scope
   - Provide mechanisms for peer evaluation
4. Use grading rubrics and make them public

Strategies to **address** student resistance when it arises

1. *Collect student feedback*
2. *Share the feedback you receive with the class, openly discuss how to address student concerns with them*

(Seidel and Tanner, 2013.)

Table 3. Methods for collecting evidence about students' concerns

Assessment mode	Sample queries	Potential benefits
In-class clicker question	Has this activity/assignment been . . . A. Very useful for your learning B. Sort of useful for your learning C. Not so useful for your learning D. I did not do the assignment.	• Is anonymous • Requires little in-class time • Generates quantitative data • Provides immediate results that *can* be shown to students
Minute paper/index card	To what extent do you agree with the statement: "I feel that the teaching approaches used in this course are improving my understanding of biology." Circle agree/disagree and explain your choice below.	• Provides option for anonymous or named feedback • Allows students to take a stand (agree/disagree) and then explain their reasoning. • Produces open-ended responses
Online assignment/reflective journal	Write ≥300 words evaluating what about this activity/assignment most supported your learning and/or least supported your learning.	• Requires no in-class time • Gives students extended time to reflect and be metacognitive about their learning • Produces open-ended responses
KQS: Keep, Quit, Start cards (Center for Teaching Development, 2013)	To support your learning in this class, please propose one thing you would suggest that I (the instructor) *Keep* doing, one thing to *Quit* doing, and one thing to *Start* doing.	• Creates an opportunity for both positive and negative constructive feedback about the classroom environment from every student in the class • Produces open-ended responses

- Which of these approaches have you tried, might you try in your classes?
- What are the pro's and con's of any of these strategies to hear from students?

(Seidel and Tanner, 2013.)

Student Engagement vs Student Anxiety (in a science class)

Table 2 Factors that influence student anxiety about clicker questions

	Timing	Grading		Understanding of science concepts		Understanding how science knowledge compares to others	
	Student does not have enough time	Points awarded for completion	Points awarded for accuracy	Student confirms what concepts they do/ do not understand	Student clarifies understanding	Student realizes other students struggle with concepts	Student realizes they know less than other students
Effect on student anxiety	↑	↓	↑	↓	↓	↓	↑

↑ indicates a factor that increases student anxiety; ↓ indicates a factor that decreases student anxiety

Table 3 Factors that influence students' anxiety about group work

	Relationship with working partners		Understanding of science concepts		Understanding how science knowledge compares to others	
	Student is comfortable with work partner	Student is uncomfortable with work partner	Student confirms what concepts they do/ do not understand	Student clarifies understanding	Student realizes other students struggle with concepts	Student realizes they know less than other students
Effect on student anxiety	↓	↑	↓	↓	↓	↑

↑ indicates a factor that increases student anxiety; ↓ indicates a factor that decreases student anxiety

(Cooper et al, 2018.)

Are any of these trends surprising?

How do you address timing, grading, and the fear of knowing less than their peers?

Reducing student anxiety about limited time

1. Give them longer.
2. Tell them you're not giving them enough time, and that they shouldn't worry about it. It's ok if they don't have enough time to fully answer the question and you're just asking to hear their initial thoughts and responses.

Reducing student anxiety about negative evaluations

1. Rather than evaluating student responses for correctness, give them credit for participating and sharing their ideas, regardless of whether they are 100% correct or not.
2. Acknowledge how hard the work everyone is doing, and that the classroom is a safe space for intellectually stretching and trying out new ideas and skills, and there's no expectation that everyone will get every question right the first time.

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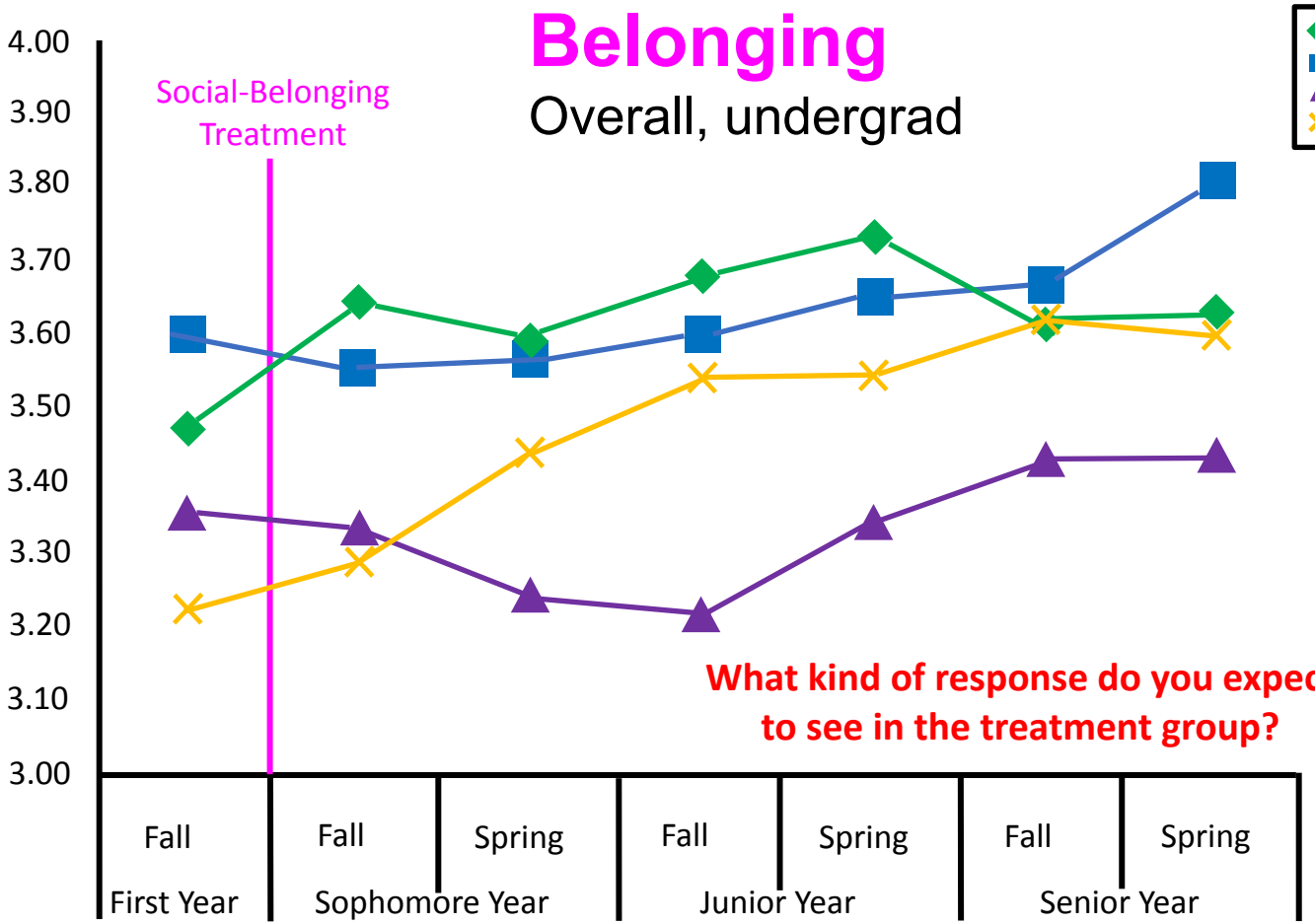
   a. **Explain** and **facilitate** group work
   b. Make the **value** of the lessons clear to the students
   c. Help students develop a **sense of belonging** in your class/discipline (Walton and Cohen, 2011 and 2015)
      - Incorporate small-group work to lead up to whole class discussions
2. How to re-engage “checked out” students (post-COVID/post-remote learning)
   a. Build in **flexibility** for students who miss class
   b. Give students **credit for attending / participating** in class

Belonging

Overall, undergrad



Treatment:

Purpose: social adversity is **common** and **transient**

Two-Step Method:

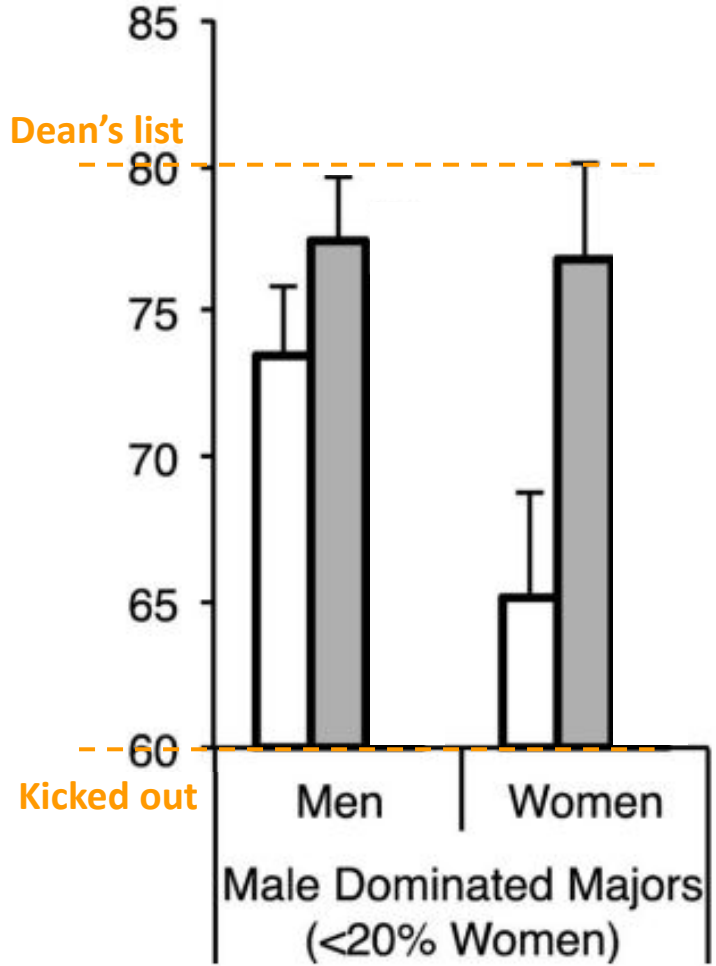
(a) participants read a report of a survey of JRs and SRs at their school, which indicated that most of them had worried about whether they belonged in college during the difficult first year but grew confident in their belonging with time.

(b) wrote an essay describing how their own experiences in college echoed the experiences summarized in the survey.

Walton GM and Cohen GL. "A brief social-belonging intervention improves academic and health outcomes of minority students." Science. 2011 Mar 18; 331(6023): 1447-51.

Belonging

Engineering, grad school



Control Condition
Social-Belonging Intervention

Social-belonging intervention conveyed that adversities and worries about belonging are:

(a) normal at first in engineering and

(b) dissipate with time

Walton GM *et al*. "Two Brief Interventions to Mitigate a 'Chilly Climate' Transform Women's Experience, Relationships, and Achievement in Engineering." Journal of Educational Psychology. 2015, 107(2): 468 – 485.

In academia, lower socioeconomic status hinders sense of belonging

12 OCT 2022 • BY KATIE LANGIN

SHARE:

Minute paper

Take a minute and write down a 1 or 2 ways that you can help your students feel like they belong in our class.

After a few minutes, share the approaches you wrote down with your neighbors.

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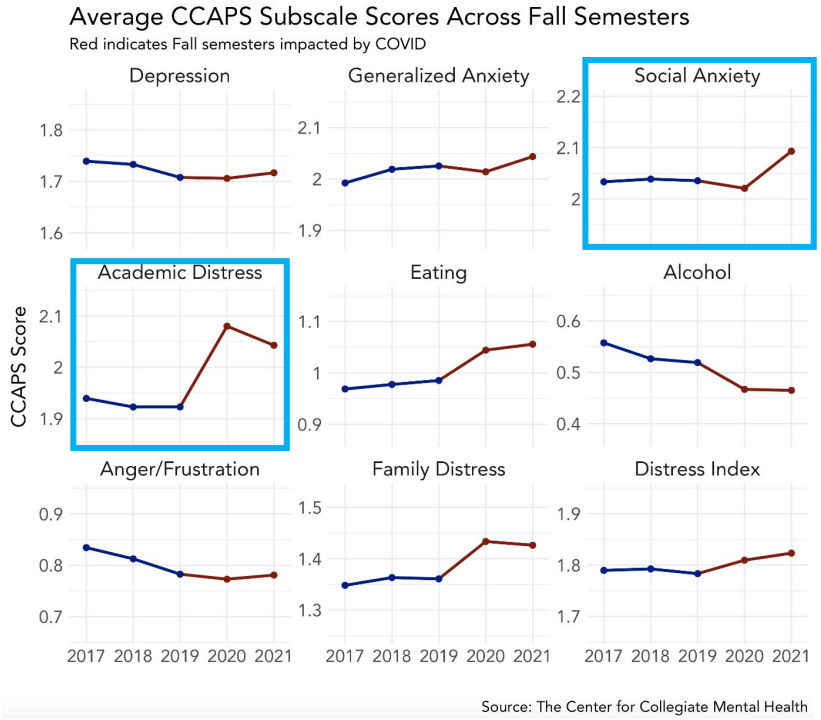
2. How to re-engage “checked out” students (post-COVID/post-remote learning)
   a. Build in **flexibility** for students who miss class (build in a few no-excuse drops; try to use more frequent, smaller-stakes assignments rather than less-frequent, higher-stakes exams)
   b. Give students **credit for attending / participating** in class (clickers, muddiest points, etc)

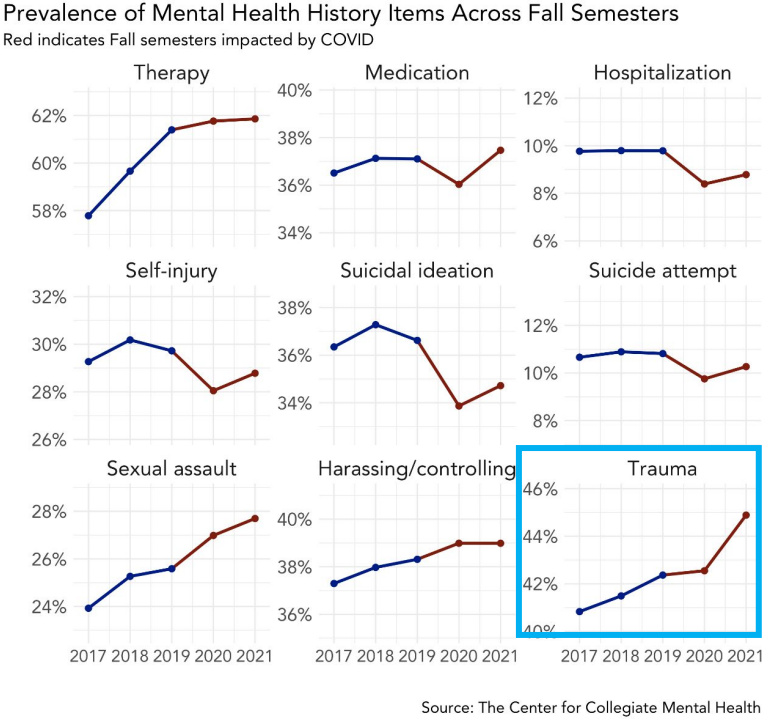
“There was this expectation to finally be back to normal. And you were like, Well, I don’t really know what that is,” she continued. “What is the normal college experience?”

-Maci Lyman (a junior)

McMurtrie, B. (2022, April 5). “A ‘Stunning’ Level of Student Disconnection.” The Chronicle of Higher Education. https://www.chronicle.com/article/a-stunning-level-of-student-disconnection

Pandemic-related student stress and exhaustion





Data from 243,694 students seeking services from 85 college counseling centers complete the Counseling Center Assessment of Psychological Symptoms (CCAPS).

(Fall 2021: COVID-19 Impact on College Student Mental Health, n.d.)

Trying to return to normal

- 2 years of shifting among online, hybrid, and in-person classes, many students have suffered deaths in their families, financial insecurity, or other pandemic-related trauma. That adds up to a lot of stress and exhaustion.
- It’s easy for both us and the students to feel “defeated,” “exhausted,” and “overwhelmed.”
- Students have lost their sense of purpose in attending.

Teach students “how to college”

April Yee

The Unwritten Rules Of Engagement: Social Class Differences in Undergraduates' Academic Strategies

Research has shown social class differences in undergraduate engagement, yet we know little about the reasons for these differences. Drawing on interviews and participant observation with undergraduates at an urban, public comprehensive university, this ethnographic study investigates the academic engagement strategies of students from different social class backgrounds during their first two years of college. I find that first-generation and middle class students expend strenuous efforts to succeed, with first-generation students employing independent strategies and middle class students employing interactive, as well as independent, strategies. But because middle class students have a broader repertoire of strategies, which include those that are visible and valued by university faculty and staff, they are advantaged in the college context, or field, relative to their first-generation peers. This research shows how culture in the form of social class shapes undergraduates' academic strategies and contributes to their unequal outcomes. It also points to the role of institutions in defining the implicit rules of engagement, such that middle class strategies of interaction are recognized and rewarded while first-generation strategies of independence are largely ignored.

Keywords: social class, student engagement, first-generation students

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Middle-class students: “Work the system”

- Office hours
- Extensions
- Letters of recommendation
- Rewrite papers
- Extra help

First-Generation students: “Do it alone”

- Attend class, study, take notes alone
- “Be stricter with myself”

Strategies for engaging quiet students in learning

1. Consider other forms of class participation than speaking aloud. (E.g., have students share their thoughts through written responses.)
2. When asking students to speak in front of the whole class, give them time to formulate their responses before requiring them to speak.
3. Use technologies to encourage and redefine what it means to participate in classes.
4. Ask discussion questions that promote critical and creative thinking.
5. Ask questions that invite participation from those with a broad range of experiences
6. Encourage students to communicate with instructors outside of class time.
7. Consider when it is appropriate to assign class presentations.
8. Use group work to help students learn different perspectives.
9. Put structures in place for group work or make some recommendations for successful group functioning.
10. Share strategies for productive discussion, communication, and problem-solving in group work.
11. Give careful consideration to how groups are formed.
12. Encourage students to form study groups outside of the classroom.

Adapted from Medaille, Ann, and Janet Usinger. “Engaging Quiet Students in the College Classroom.” College Teaching 67.2 (2019): 130–137.

How can I get quiet students to speak up in class?

1. How to hear from quiet students in your class
    a. **Explain** and **facilitate** group work (Finelli, 2018)
        - Community norms; Roles; Mix-and-match groups regularly; Group contracts
    b. Make the **value** of the lessons clear to the students (Seidel and Tanner, 2013; Cooper et al, 2018.)
        - Tell them *or* have them tell you (Harackiewicz et al, 2016 and 2018)
            - "Muddiest point" writing activities
    c. Help students develop a **sense of belonging** in your class/discipline (Walton and Cohen, 2011 and 2015)
        - Incorporate small-group work to lead up to whole class discussions
2. How to re-engage "checked out" students (post-COVID/post-remote learning)
    a. Build in **flexibility** for students who miss class (build in a few no-excuse drops; try to use more frequent, smaller-stakes assignments rather than less-frequent, higher-stakes exams)
    b. Give students **credit for attending / participating** in class (clickers, muddiest points, etc)