



# Maximizing Learning with Audience Response Technology

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## Evaluate Current Practices – What missed opportunities exist in your current classroom?

Does Your Classroom Have This Problem?	Circle One	Write Short Notes or Answers
1. Classroom time focused too much on covering material; not enough on critical learning interactions.	keep as is make better	
2. Lectures can push students into a role of passive reception, as opposed to active engagement.	keep as is make better	
3. Learners can fail to understand what is most important.	keep as is make better	
4. Learners can have difficulty knowing how well their learning is progressing, thus failing to take corrective actions.	keep as is make better	
5. Instructors can fail to notice when their learners don't fully understand the concepts being taught.	keep as is make better	
6. Learners can think and learn in isolation—failing to benefit from other viewpoints and critical discussions.	keep as is make better	
7. Instruction can fail to help learners remember information for important future retrieval situations.	keep as is make better	
8. Instruction can fail to engage ALL learners in mathemagenic (learning-creating) cognitive processing.	keep as is make better	
9. Instructor can take a “font-of-all-wisdom” role that dampens learner responsibility for critically engaging the learning.	keep as is make better	
10. Instruction can focus on what is true and what is not true, as opposed to helping learners understand how “truth” is constructed through inquiry, exploration, data-gathering, hypothesis-testing, and social negotiation.	keep as is make better	

## Action Planning – What can I do differently?

Recommendations	Why Important?	Circle One	Write Short Notes or Answers
1. Begin slowly, adding a few questions. Focus on the learning gaps, not technology.	You will have a learning curve, so it's best to start slowly based on classroom needs.	Done Done Well	
2. Start some topics with a question.	Gets learners thinking. It's also different, engaging.	Done Done Well	
3. Get your learners talking with each other. Ask them to listen, to try to persuade.	Pushes learners deeper, asks them to build and retrieve knowledge, reinforcing it.	Done Done Well	
4. Present realistic scenarios to learners, ask them to decide what to do.	These will be relevant, will engage learners, and will enable future remembering.	Done Done Well	
5. Focus on the most common myths or conceptual problems your learners have.	Learning involves changing faulty mental models. Target these to squash them.	Done Done Well	
6. Keep learning. Try things. Make changes. Share what you learn with others.	A job aid can only touch the surface of all the possibilities. Read, discuss, experiment.	Done Done Well	

Use this job aid to understand, benchmark, and improve your current practices. Consider posting this at your desk. Also visit [www.AudienceResponseLearning.org](http://www.AudienceResponseLearning.org)