Lecture/Discussion Facilitation Template

The attached template was distributed at the 2017 Lilly Evidence-based Teaching & Learning Conference held in Bethesda, MD June 1 - 4, 2017. Use it during lectures as a low-stakes, largely anonymous method to gauge students’ understanding, as a pop quiz or survey, or to keep track of in-class group activities.

The template can improve student participation and engagement by minimizing their fears of low (or even “too high”) performance before their classmates, and it provides a demonstrable, measurable, observable, and active way to gain a sense of how well students are “getting it,” beyond the glint in their eyes.

<table>
<thead>
<tr>
<th>Symbol</th>
<th>Meaning</th>
</tr>
</thead>
</table>
| ![Cross](image) | "I got it! Move on to the next concept!"  
"I’m confident I know the answer."  
"I’m ready to answer! Call my name!"  
“Our group is finished with the assigned task."  
“Our group knows the answer.”  
True  
Option A |
| ![Stop Sign](image) | "I don’t get it. Please explain again."  
"I’m confident that I DON’T know the answer.”  
"I can’t answer the question. Please don’t call my name.”  
“Our group is still working on the assigned task.”  
False  
Option B |
| ![Triangle](image) | "I think I’ve got it, but could use another example."  
"I might have the answer, but I’m not sure.”  
"I’m willing to try to answer. It’s okay to call my name.”  
“Our group is nearly finished with the assigned task.”  
Unsure  
Option C |
| ![Question Mark](image) | "I have a question."  
"I have something important to add to the conversation.”  
"I have a big idea to share with the class.”  
“Our group has a question about the assigned task.”  
"I'm confused.”  
Option D |

Before class
1. Print template in color on white or light-colored paper.
2. Cut in half to achieve two templates.
3. Make sure each student or each group gets a template.

In class
• With the template facing out, have students fold it in half horizontally and again vertically, so that they can display only one of the symbols at a time by holding it up or propping it up on their desks.
• Explain what you want the symbols to mean before each use.