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## Planning an Effective Class Session

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## Planning an Effective Class Session

Criteria	Meets	Beginning, Middle and End
<p><b>Selection of technique</b></p> <p><b><u>Beginning:</u></b></p> <ul style="list-style-type: none"> <li>• Ensure accurate information is presented first</li> <li>• Use an engagement trigger</li> <li>• Design start-of-class work</li> </ul> <p><b><u>Middle:</u></b></p> <p>* I do, we do, you do</p> <p><b><u>Ending:</u></b></p> <p>*Facilitate a student-led summary</p> <p>*Use a One-Sentence Summary</p>	<p><b>Technique is from the module and new to you</b></p> <ul style="list-style-type: none"> <li>• The idea of an engagement trigger is interesting to me.</li> <li>• Additionally, I like the idea of a ritual to begin class, “start of class work”.</li> <li>• I always endeavor to “ensure accurate information is presented first”, reviewing class session objectives, review last class etc.</li> <li>• Love, the simplicity, but course enhancing-“I do, we do, you do”</li> <li>• Facilitate a student-led summary</li> <li>• Use a One-Sentence Summary</li> <li>•</li> </ul>	<p>In my <i>Intro to Theatre</i> course large lecture course) I begin the class typically the same way every class session:</p> <ul style="list-style-type: none"> <li>• Greeting</li> <li>• Catch up with the class for a few minutes</li> <li>• Review of course objectives, class assignments, upcoming projects, deadlines etc.</li> <li>• Lastly, I review for about 10 minutes what we covered in our last session, in case of absences and/or any confusion.</li> <li>• I ask if there are any questions, if there are, I attend to them and move to the day’s agenda.</li> </ul> <p>I decided to change things up last week and did do all of the above, but instead of immediately going into a rather long lecture on theatre spaces and the directors who use them, I immediately jumped into a high energy activity-</p> <p><u>An engagement trigger</u></p> <p><u>I incorporated the: I do, we do and you do:</u></p> <ul style="list-style-type: none"> <li>• <b>I do</b>, by reviewing the past lecture and answering questions and reminding of upcoming assignments, but instead of waiting for about 30/40 minutes to do an activity, I did it at about the 12-minute mark, what screenwriters like to call the inciting incident.</li> <li>• <b>We do</b>-I randomly picked 15 students to come up in front of the class, they all obliged. I then demonstrated how a proscenium space appears to an audience, and then I asked an additional 6 students to come up and act as audience members.</li> <li>• I then moved on to creating theatre in the round and asked an additional 10 students to come up in front of the class and become additional audience members.</li> <li>• The students who were the first participants, were instructed to move around the space, with music in the</li> </ul>

		<p><b>Beginning, Middle and End cont.</b> background to demonstrate that it's important for an audience, no matter the space to enjoy the visual elements of a show</p>
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<p><b>Support for the choice</b></p> <ul style="list-style-type: none"> <li>• I am often concerned, that in a big lecture I am playing hall monitor with phones, laptops and talking.</li> <li>• If I can keep them engaged with a stimulating, interactive activity, which goes along with my lecture, my students may want to attend class more and be connected the entire time.</li> </ul>	<p><b>Explains how the technique is connected to your concerns, challenges, or goals for the class or your professional goals</b></p> <ul style="list-style-type: none"> <li>• I desire to improve listening skills.</li> <li>• Discussion comprehension.</li> <li>• Appreciation of the topic and goals at hand</li> <li>• Help me be a more engaging and student based instructor.</li> </ul>	<p><b>Summary and Professional Growth</b></p> <ul style="list-style-type: none"> <li>• I believe greeting the class and setting the tone of the day in an organized manner is fine, but can be lacking in excitement for a student.</li> <li>• Attempting something new can be frightening if you are use to doing the same lecture over and over again, but it may keep the students attention and retention if you try a new approach.</li> <li>• In a big lecture class, it is always challenging keeping the students completely attentive for 70 minutes, starting off strong, giving them a middle which is mixed with content and activity and reviewing at the end, could prove to be a successful recipe for active learning and better comprehension.</li> <li>• After the two examples of theatre spaces had been completed, the students who remained sitting in the house clapped for their classmates.</li> <li>• We all had a good laugh and enjoyed the process.</li> <li>• I then reviewed the two spaces and how a director must always be mindful of the audience.</li> <li>• We ended the class with a student led question, summarizing the day with one sentence that each student addressed.</li> <li>• "What is one challenge for a director when staging in a Proscenium and/or Round Theatre Space?"</li> </ul>
<p><b>Successes and/or challenges encountered</b></p> <ul style="list-style-type: none"> <li>• A few students were shy to come up in front of the class, but no one declined.</li> </ul>	<p><b>Describes and provides an explanation for either successes or challenges encountered</b></p> <ul style="list-style-type: none"> <li>• At first the students didn't know what I was trying to</li> </ul>	

<ul style="list-style-type: none"> <li>Once the participants witnessed their fellow classmates having fun, they joined in actively.</li> </ul>	<p>accomplish, until they saw their fellow classmates in motion and we had a class discussion, reviewing what was happening.</p>	
<p><b>Impact of your use of the technique on student learning and/or engagement</b></p> <ul style="list-style-type: none"> <li>I could tell after the activity the students had a much clearer understanding of the two spaces,</li> <li>The pros and cons of both.</li> </ul>	<p><b>Describes observed evidence of student learning and/or engagement</b></p> <ul style="list-style-type: none"> <li>Many students began to tell a story with their actions, talking as if they were a character in a play.</li> <li>They moved around the space with purpose, using the space like a set and engaging in the use of props</li> </ul>	<p><b>Overall impact on student learning and engagement</b></p> <ul style="list-style-type: none"> <li>Overall, it was clear to me, that I need to mix-up my instruction more often and include more engaging activities into my lectures.</li> <li>The students laughed, observed moments of creating a character, using a set, and props, with music setting the tone, in two different theatre spaces.</li> <li>Having the students participate as either an actor or an audience member increased their understanding more than a lecture has done in the past.</li> </ul>
<p><b>Plans for refinement</b></p> <ul style="list-style-type: none"> <li>I will not wait so long to use this type of activity again.</li> <li>I want to think of how to engage all of my students to be part of the environment we create together.</li> </ul>	<p><b>Specifies how you will use and/or adjust this technique or other techniques from the module</b></p> <ul style="list-style-type: none"> <li>I am going to continue to base all of my classes on the I do, we do, you do.</li> <li>I am excited to have students end the class!</li> </ul>	<p><b>Adjustments, refinements and the future</b></p> <ul style="list-style-type: none"> <li>I am excited to continue this new path of engagement.</li> <li>I enjoy the idea of student led learning.</li> <li>I believe the combination of guiding, then blending and empowering your students to review, sets the tone for successful comprehension, retention and excitement in learning.</li> </ul>