Sticky Teaching: What they couldn’t forget if they wanted to

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Your task as you sit down with lunch:
1. Introduce yourself to your tablemates.
2. Think about a “wow” moment in your education; an activity or event or class that remains memorable both for the activity and for the learning that coincided with it.
3. Share that story with your table.
7 Principles for Good Practice in Undergraduate Education
by Chickering and Gamson (1987)

Good practice in undergraduate education:
1. Encourages student-faculty contact.
2. Encourages cooperation among students.
5. Emphasizes time on task.
6. Communicates high expectations.
7. Respects diverse talents and ways of learning.
What’s missing?
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Engagement
Engaging Students

What can you do to elicit the engagement of your students?

What contributes to “wow” moments?

How do you make learning “stick”? 
Successful Engagement

Simple
Unexpected
Concrete
Credible
Emotional
Stories
Successful Engagement

Simple
Unexpected
Concrete
Credible
Emotional
Stories

Made to Stick
Why Some Ideas Survive and Others Die
Chip Heath & Dan Heath
Simple – distill your idea to its essence
Find the big picture, and determine what is important and what is not.
“Simplicity isn’t about dumbing down: it’s about prioritizing.”
What is the core message of Cardio Pulmonary Resuscitation instructions?
Can CPR be distilled to a core message in compact form?

Hands-Only™ CPR:

1. Call 911
2. Push hard and fast in the center of the chest

Call then try
Our working memory capacity is limited
Our brain can only process several discrete pieces of information at one time.
SUCCESS
Simple
Unexpected
Concrete
Credible
Emotional
Stories
Successful Engagement
Unexpected

gain and maintain

the attention of

your audience
create a mystery

what did the wreckage of the Titanic reveal about the cause of its sinking?
What do we know “for sure” about the relationship between sugar and hyperactivity in children?
Explore a Counterintuitive Finding

REAL, FAKE

BOTH CAN CURE
Ground your idea in sensory detail

- Have students use their senses
  - Why talk about something that can be EXPERIENCED?
- Collect data
- Listen
- Smell
- See
- Move
- Explore and Experience
Simple
Unexpected
Concrete
Credible
Emotional
Stories
Successful Engagement
Sell and support your idea

- Something credible is something believed.

- “see for yourself”
  - Activities that push students to learn something directly
  - 2005 Nobel Prize in Physiology/Medicine

- Add details to examples
- Expose relationships
Simple
Unexpected
Concrete
Credible
Emotional
Stories
Successful Engagement
“A credible idea makes people believe. An emotional idea makes people care.”
We remember what we care about
Most motivation theories describe two components to student motivation:

- Activities that are valued
- Some expectancy of success

Emotion

= Student Motivation
“The most basic way to make people care is to form an association between something they don’t yet care about and something they do care about.”

- Made to Stick
Questions that may help you reveal your students values

• This course will be a success for me if...
• The biggest challenge I see in this course is...
Successful Engagement

Simple
Unexpected
Concrete
Credible
Emotional
Stories
Stories

vivid
compelling
real life
Storytelling is a powerful pedagogical tool in any discipline.
How do **YOU** do this??

- What are ways you can make YOUR class or activity more engaging?
  - What was the one thing that most resonated with you this afternoon?

- **What stories can you add? How can you make your class more emotionally engaging?**

- Troubleshoot activities/assignments you are not satisfied with.
  - Ask for ideas; brainstorm.
<table>
<thead>
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Thinking of making your course stickier? TLTC does free one-on-one consultations.

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