

## Group 1: Intentional mistakes

Give students a worked problem that contains some mistakes. Have students, as a class or in small groups, find mistakes and then make the corrections.

Purpose (Why is this a helpful technique? What will students gain from it?):

Follow-up (How will you wrap-up your conversation and make sure everyone is on board?):

Example (For what types of problems/concepts would this be useful?):

## Group 2: Pro/Con Grid or Ranking alternatives

For a given scenario, everyone thinks up as many alternative courses of action (or explanations of the situation) as possible. Students list out the pros and cons for each approach, and/or rank them by preference.

Purpose (Why is this a helpful technique? What will students gain from it?):

Follow-up (How will you wrap-up your conversation and make sure everyone is on board?):

Example (For what types of problems/concepts would this be useful?):

### Group 3: Picture Prompt

Show students a complex image with no explanation, and ask them to identify/explain it, or to name the processes and concepts shown. Let students explore all options before intervening.

Purpose (Why is this a helpful technique? What will students gain from it?):

Follow-up (How will you wrap-up your conversation and make sure everyone is on board?):

Example (For what types of problems/concepts would this be useful?):

## Group 4: Blank-page review

Instruct students to write as much as they can remember about a topic or section of the lecture within a defined period of time (3-5 min). Do this at the beginning of class, with notes away, encouraging students to write the whole time.

Purpose (Why is this a helpful technique? What will students gain from it?):

Follow-up (How will you wrap-up your conversation and make sure everyone is on board?):

Example (For what types of problems/concepts would this be useful?):

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