

1046-A0-222

David J. Pengelley*, New Mexico State University. *How to beat the lecture/textbook trap! An active classroom via advance student reading and writing.*

I see a vicious cycle: our students don't read the textbook because they know we will lecture on it, and we lecture on the textbook because we know they haven't read it, despite our exhortations. What a waste of precious classroom time; couldn't students be actively engaged in higher level work in the classroom, rather than merely in passive first contact with new material? But how to cut the cycle? Creating an alternative to the typical lecture/textbook paradigm has been my hardest challenge ever in reinventing myself as a teacher. I will explain and show my methods for beating this trap, no matter whether the principal written learning material is a textbook, primary historical sources, or projects. The results? Surprise, my students CAN learn a lot from advance reading, always before first classroom contact with new material, and I can find alternatives to lecturing, but only if I design the process right! (Received August 20, 2008)