**In-Class Activities, Instructor Guide**

This guide complements the final worksheets (and the PowerPoint file), but please have a look at these so you know when you should display certain slides.

**\* Please note that this is one of the busier in-class activity sets, so you should try hard to keep to time. It is most important that students complete the first three Activities in their entirety in class; they can take Activity 4 away with them. \***

**\* Please also note that there are three pages in the ‘Student’ copy/handout of these activities, but there is also a separate handout (Activity 4 Solutions – For Students) that should be withheld until you move on to Activity 4 (or given to students to take away if you have not got that far by the end of the class. \***

**Activity 1 (work alone, 10 min + 5 min for instructor to show solutions, *total time elapsed = 15 min*)**

You should allow **10 minutes** for students to complete Activity 1 and then spend a further **five minutes** showing suggested solutions on the PowerPoint, as well as discussing these with the class.

**Activity 2 (work together, 10 min, *total time elapsed = 25 min*)**

You should allow **10 minutes** for students to complete Activity 2.

**\* Please note that this activity requires students to give feedback on material they should have brought with them from the pre-class activity set (Question 10). If students have not completed the pre-class activities, they will not have a re-written paragraph to share with a partner. In this instance, ask these students to join other groups and give feedback on the paragraphs written by other people. This will still allow them to be part of the activity (they just won’t receive any feedback on a paragraph they have written). \***

**Activity 3 (work alone and then together, 15 min, *total time elapsed = 40 min*)**

You should allow **15 minutes** (or however much time you have remaining) for students to complete Activity 3.

**\* Students that did not bring a paragraph can return to working in the groups of people that did. Again, they will not receive feedback on their written work, but will still be part of the activity and will hear how useful their feedback was in helping others improve their work.** \*

**Activity 4 (as a class, 5 min, *total time elapsed = 45 min*)**

Before students leave, you should distribute the two pages of the other student handouts that show the suggested improvements that could have been made to the abstracts they have been working on. If you have time, you might wish to discuss the suggested solution(s), but as long as students have these handouts they can take them away and see where the improvements should have been made in their own time.