Seven categories of framing approaches

Categories	Your Ideas/Comments
1. Highlighting class structure or format Provide insight into course structure, providing rationale for why you will be running class this way. *E.g., "Traxoline" nonsense words pseudo-lesson or "Here's why we are using clickers"*	
2. Teaching about Teaching and Learning Highlight how people learn (through reference to research base), with aim to increase student understanding of active learning strategies and how the course aligns with those strategies. *E.g., Show the Hake plot and discuss*	
3. Allow students to reflect on their own learning Give students an opportunity to develop insight into how they, personally, learn (i.e., metacognition). *E.g., "Which of these skills is most important to you to learn?"*	
4. Highlighting relevance/importance of content Provide motivation to learn the course content because it will be interesting or useful for career, school, or everyday life. *E.g., "What is physics about? Why are you here?"*	
5. Develop an effective class dynamics/culture Give students a positive experience with interactive learning strategies, generate community, share your experiences, set stage for mutual respect. *E.g., "Let's try an activity." or two-stage review*	
6. Address student affect/attitudes/confidence Solicit or develop positive attitudes towards the course content or structure, discuss negative attitudes, or build confidence. *E.g., "What rumors have you heard about this class?"*	
7. Address student responsibility for learning Develop an understanding of how students are expected to behave in the course, help students prepare or study more effectively. *E.g., Syllabus quiz*	

Based on the work of Stephanie Chasteen et al.
Source work and example materials can be found at http://www.colorado.edu/sei/fac-resources/