My plan for implementing FACTs into my daily routine is to one, become more familiar with the FACTs and their specific purpose when it comes to getting the responses that I can use. As I get better with this, my hope is to be able to weave them into lesson so that it appears to be part of the concept. Secondly, I can dedicate more time to ensuring understanding. If I incorporate more time for them to work through conceptual issues, maybe they wouldn’t need more time to do the assignment. Third, I can hopefully increase student motivation.

By becoming more familiar, it allows me to better transition back and forth between them or be able to combine multiple FACTs in order to obtain more information from my students at once. This takes the pressure off of the students having to get the “right answer” and allows me to get “an answer” so that I can push them in the direction that they need to go so that they can be more successful.

Time is a limited quantity. If I can figure how to more efficiently use FACTs, it will save me instructional time and allow me to get more information into and out of a lesson. With an increase in information that I receive from the students together with an increase of information that I can give to the students, I will have more trust that the students can complete the assignments on their own. Increased trust will hopefully breed increased responsibility, which would allow for more of the things the students have expressed a desire to try in class. Mixing student desires with teacher desires and increased time is a win-win.

Lastly, motivation is a big factor. If I can motivate the students with the increased time and incorporating more “fun” I think I can get a better “vibe” for the class. I can only do so much without student effort. A better buy-in is required. Having something to look forward to is that buy-in, and I am hoping that it comes from FACTs.