



Idaho State
University

Active Learning Made Simple: Using Nearpod to Drive Student Participation

Don Hastings EdD

Assistant Professor

School Psychology and Educational Leadership

College of Education

November 7, 2025

<https://app.nearpod.com/?pin=weg8u>



ROAR



Self-Determination Theory (SDT)

- SDT highlights three universal needs that promote intrinsic motivation:
 - **Autonomy**
 - **Competence**
 - **Relatedness**
- When these needs are met, motivation and engagement soar!

ROAR



DETERMINANTS OF MOTIVATION



ROAR



What is Self Determination Theory?

Belonging



Choice

Matching Pairs

- **Autonomy:**
 - The need to feel choice, control, and ownership over one's actions.
 - "I'm doing this because I choose to, not because I have to."
- **Competence:**
 - The need to feel effective, capable, and successful in meeting challenges.
 - "I can do this, and I'm getting better at it."
- **Relatedness:**
 - The need to feel connected, valued, and supported by others.
 - "I belong here and what I do matters to others."

Rank from most to least important. Why?

^ Instructions



Collaborate Board

Rank from most to least important. Why?

Open Ended Question

Create a memory device to remember SDT.

How the Brain Learns: Integrated Summary Table

Technique	Learning Theory	Theorist	Cognitive Mechanism	Classroom Application
Using Color	Dual Coding Theory / Cognitive Load Theory	Allan Paivio / John Sweller	Enhances encoding through both visual and verbal channels; draws attention and supports schema	Use color-coding to highlight key concepts, group related ideas, or signal transitions (e.g., red for
Connecting Pictures	Dual Coding Theory / Constructivism	Paivio / Piaget / Vygotsky	Integrates visual imagery with verbal content, improving elaborative encoding and retrieval	Have students create concept maps or visual analogies linking images to text or key terms
Applying Information	Experiential Learning / Constructivism	David Kolb / John Dewey	Deepens understanding through active engagement and transfer; strengthens neural connections	Use simulations, case studies, or real-world problem-solving tasks that require applying classroom
Evaluating by Rank Order	Metacognitive Learning / Bloom's Taxonomy	Benjamin Bloom / Flavell	Promotes higher-order thinking, comparative analysis, and evaluative judgment	Ask students to rank options, ideas, or evidence based on defined criteria (e.g., 'Rank the effectiveness
Multiple Exposures	Cognitive Load Theory / Information Processing Theory	Sweller / Atkinson & Shiffrin	Strengthens memory through spaced repetition and rehearsal in working and long-term memory	Revisit core ideas across lessons, using quizzes, discussions, and varied contexts to reinforce recall
Mnemonic Devices	Information Processing Theory / Cognitive Psychology	Atkinson & Shiffrin / Ebbinghaus	Supports encoding and retrieval through association and chunking	Teach acronyms, acrostics, or imagery-based memory aids (e.g., 'PEMDAS' for math order of

Summary Reports

Report POLL Participation	OPEN- ENDED Q. Participation	OPEN- ENDED Q. Participation	POLL Participation	DRAG & DROP Participation
87%	87%	87%	80%	87%
✓	✓	✓	✓	✓
✓	✓	✓	⊖	✓
✓	✓	✓	✓	✓
✓	✓	✓	✓	✓
✓	✓	✓	✓	✓
⊖	⊖	⊖	⊖	⊖
✓	✓	✓	✓	✓
⊖	⊖	⊖	⊖	⊖
✓	✓	✓	✓	✓
✓	✓	✓	✓	✓
✓	✓	✓	✓	✓

Collaborative Report



Answer the following about tonight's class. Be detailed!

Instructions

Collaborative Report Board:

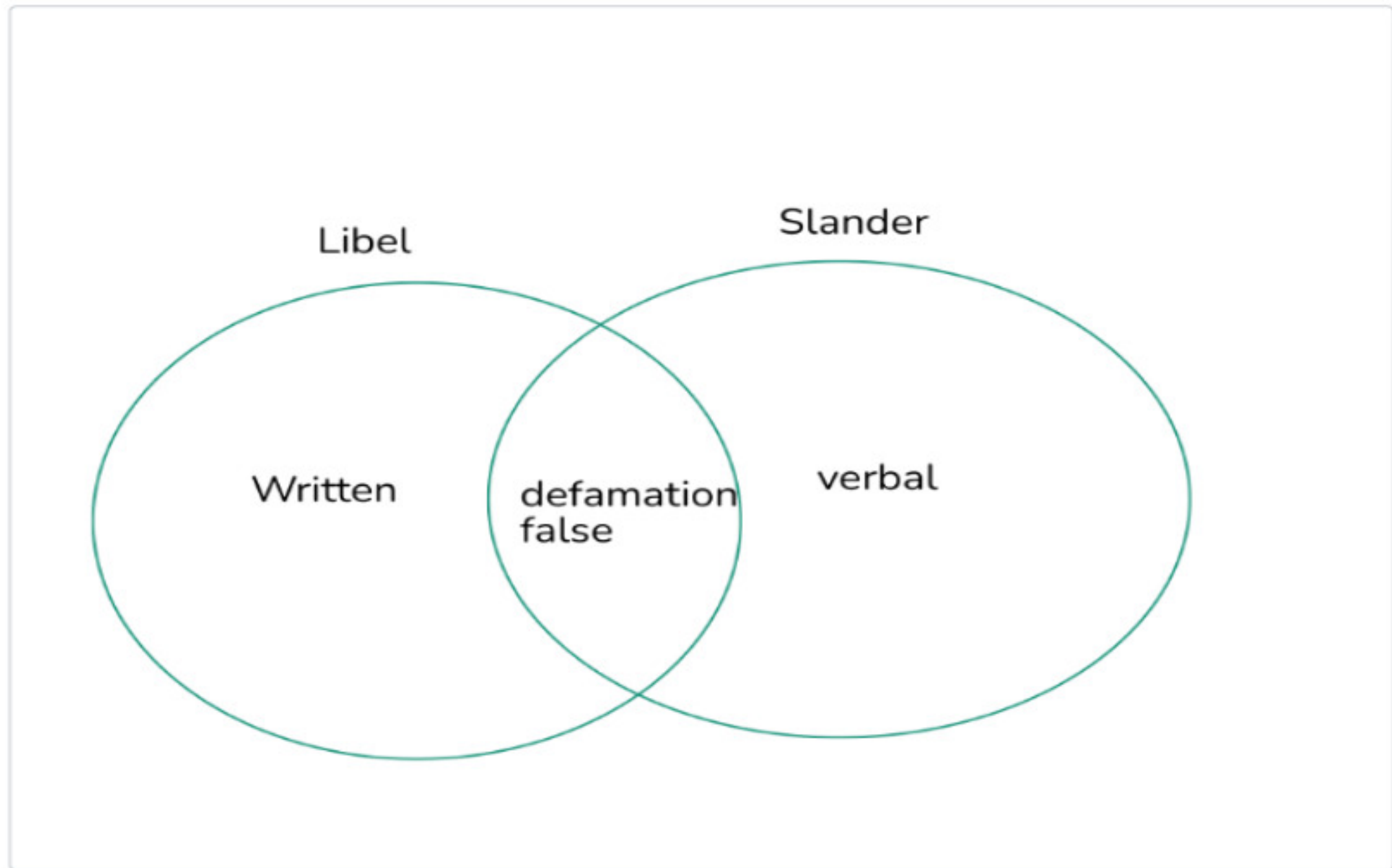
- Square:** Avoid doing a strip search.
- Sq:** Strip searches are a no-go even if they are legal.
- Circle:** Who would think kids being striped would be okay? I would not be okay with my child or student being searched that way.
- Triangle:** Tinker test extends to staff. Off campus issues that can create on campus problems can be disciplined in the name of SAFETY. You must have reasonable suspicion to complete a search.
- Square:** Legalties guiding when we can search students are important to know and go by.
- Question:** SpEd and the law. This is a tricky one.
- Circle:** Who would think kids being striped would be okay? I would not be okay with my child or student being searched that way.
- Square:** Never strip search
- Square:** consistent, district driven policy is a must
- Beneficial to remember:** Documenting reasonable suspicion. Always refer to district policy.
- Triangle:** "Tinker Test": "true threat" doctrine: reasonable suspicion standard
- Triangle:** Students athletes can be randomly drug tested
- Square:** Protect yourself first.
- Square:** Students should never be strip searched. For liability and safety students should remain clothed. When in doubt here, contact an SRO with the situation.
- Circle:** Why would cops force a confession?
- Something I learned:** knowing the legalities to guide decisions is important and definitely, no strip searches! Don't worry so much about off campus issues until they create problems in the school and then discipline is completely legal.
- Circle:** who the heck would ever strip search a child
- triangle:** it is possible to have a policy that drug tests student athletes
- Triangle:** Never do a strip search, Tinker test, and drug testing student athletes
- Question:** If you're taking pictures for documentation, what's the best way to do that for work purposes?
- Circle:** Search objects not people, guiding reasonable suspicion, and Doe case
- Three points:** 1. we should care more about our moral responsibilities and social media 2. be cautious with purple 3. use your building with the community
- Sq:** Reasonable suspicion; Tr: I'll never do a strip search; Ci: It's overwhelming how much there is to try to remember.
- Circle:** Why would anyone strip-search a student..
- Tr:** understand reasonable suspicion, understand district policies, know the tinker test
- Square:** the importance of what you do and don't post on social media
- Square:** That no one has permission to jeopardize someone else's education due to behavior. Circle: The cell phone/social media conundrum is highly unresolved and eventually will warrant legal intervention; I wonder when?
- Triangle:** 1- The Tinker Test, does it disrupt the school process; 2- Don't do strip searches; 3- Protect their rights.

Drag and Drop Report

Reasonable	Not Reasonable
Discovery of contraband.	"Fishing expeditions."
Direct observation of prohibited items.	Appearance of belongings.
Credible tips.	Search of an entire group.
Suspicious behavior.	Rumor or simple hunches.
A student appears impaired.	Using a drug-sniffing dog.
Smell of illegal substances.	

Reasonable	Not Reasonable
Smell of illegal substances.	Rumor or simple hunches.
A student appears impaired.	Search of an entire group.
Using a drug-sniffing dog.	"Fishing expeditions."
Suspicious behavior.	Appearance of belongings.
Direct observation of prohibited items.	
Discovery of contraband.	

Drawing Report



3 of 13

Open Ended Report

ANSWER

There has to be bullet proof "reasonable suspicion" (no pun intended) to warrant a search. The reasonable standard is such that the majority would agree there was proof.

I would say avoid it if possible, make sure there are multiple people in the room and that there is probable suspicion

Reasonable suspicion. Can't be random.

Never do a strip search... Always have evidence backing up your reasoning for the search.

Make sure you have reasonable suspicion, not just a hunch or a trail based on a rumor. Your suspicion must be a violation of a school rule or law. Consider the value of what you're looking for.

⊖ No answer

Make sure to have probable suspicion that will be easy to document

Never do it alone, always consider your case law even if it is hard to remember, always consider safety first then dignity second, when in doubt call upwards for advice


⊖ No answer

NEVER strip search, get reasonable suspicion reasons written behind your desk, and know the guiding court cases

⊖ No answer

Chart Report

Answer Distribution

ANSWER	% CHOSEN
A. Agree	53%
B. Disagree	7%
C. Sometimes	13%
D. No Opinion	13%
 No answer	13%

