

### **“Using Real Images from the Hospital Environment” by Patrick Anderson, GWCC**

This is my third year teaching as an adjunct faculty member of the Radiology program at Gateway Community College. I have found what works best and engages my student fully in our class room discussion is bringing real images from the hospital environment. Each disc I prepare is made anonymous to adhere to the strict HIPPA standards of the health care industry and includes bones or anatomy that is topic for discussion the day of lab. I burn images on each disc that usually include a negative study, a study that may or may not meet the standards of Radiologist and hospital protocols and a study that has a positive finding and sometimes include images that were taken following a positive finding that the patient may have had to go to surgery to have corrected. This allows me the ability to engage all students in evaluating film criteria and looking for the not so obvious positioning errors that are sometimes made in our field of study. They have an opportunity to see good positioning skills and images before they attempt to reproduce the images as a group in the lab setting.

I actually had comments submitted to me last year that they really loved my class and the real life images they got to evaluate. That at the end of a very long day they actually looked forward to coming to my class which was late afternoon. I am proud to say that I had perfect attendance in my class last semester and currently have perfect attendance in this current semester as well. I believe that keeping them engaged makes the time pass quickly and students never seem to mind attending lab. I was even approached this semester by another adjunct faculty member asking if I could burn additional discs as he had students who had previously taken my class and were requesting he provide the same image evaluation for his class.

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### **“Using Due Date Reminders in the Online Classroom” by Sally Bethea, RIO**

**Don't Forget!** Assignment 1 – **Getting Started** Quiz must be completed by this **Saturday, April 16** – the Saturday following your start date. Failure to submit this assignment will result in automatically being **dropped** from the course the following week. So **please** send it in as soon as you can so I can stop worrying 😊.

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### **“Anonymous Pre-Exam Reflection” by Julie Carpenter, PVCC**

I use a modified version of the 1 minute paper. Before my students take an exam, I ask them to fill out a short reflection. There are only two questions for them to answer. What are the most important concepts that you learned from our last lessons on \_\_\_\_\_? and What questions do you still have? I have them take this as a survey through Blackboard. The answers come to me anonymously so the students are free to write what they feel. It gives them a chance to think about what was most important to them and if anything was unclear. Sometimes their questions have to do with going deeper into a topic we discussed which is great to read. I use the results of the reflection to help clarify any questions they have and to help me plan for the following semester.

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**“Using Collaborative Learning Groups to Approach Complex Info” by Christine, RIO**

I am currently an adjunct instructor for both Rio Salado and Phoenix College. I currently utilize an activity that I feel is very engaging, allows for accountability and provides both assessment of students and collaboration as well.

Whenever I teach EDU 221 Intro to Education at Phoenix College, we discuss theories and philosophies of education in relation to how Education has developed today. There are many philosophies that have influenced education. Existentialism, Realism, Idealism, Marxism, Humanism, etc.. The theories are so vast and very elaborate in each unique perspective in regards to education. This is how I approach this lesson:

I break the class into groups, cooperative learning groups. But, I utilize a very explicit approach to collaboration .Each group is comprised of 5 members. Each team member has a specific task within the group. 1) Leader, 2) Time Keeper, 3) Presenter, 4) Errand Monitor 5) Recorder.

I have each student out off from 1 5. The students are assigned a task within their group depending on what number they have been assigned. I describe each role explicitly, so each team and team member is aware of what they are responsible for. This creates accountability and also creates a tone of collaboration. It also lets everyone know who is in charge of what in each group, so that is not left up to interpretation. I then provide each group ONE philosophy. The presenter in each group will present the research to the class in regards to that specific philosophy. Each group has questions pertaining to their specific philosophy and is created prior to the lesson implementation.

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**“Medicine Bundles’ Increase Cultural Awareness” by Joseph A. DePinto, MCC**

I teach SWU 292 Effective Helping in a Diverse World at MCC Southern & Dobson. To increase students' cultural awareness I use an activity called Medicine Bundle. It is based on Native American tradition. Students are required to bring 3 personal items to class that represent their culture and make a 10 minute presentation. Students respond very favorably to learning about their classmates culture. In todays rapidly changing multicultural environment, it's a great activity to increase cultural awareness.

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**“Providing Links to Primary Sources” by Gail Hartman, RIO**

Adding value to online teaching means finding links to outside sources that will support my students learning and creating announcements to assist new learners on how to meet assessment expectations. Teaching world religions I seek out links to films and spiritual leaders which are primary sources for understanding the materials beyond the textbook. The announcement section is used to provide instructions for students who need to have more specific guidelines to follow. In this way I am able to ensure there are learning modifications available to support all levels of students even if I am unable to monitor their learning in a traditional classroom setting.

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**“Using Announcements to Assist New Online Learners” by Gail Hartman, RIO**

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**“Tracking Objectives and Interviewing as Lesson Builder” by Quinn McDonald, GWCC**

Here are some engagement activities I’ve tried with some success (not everything works for everyone):

1. On all-day workshops, there are generally a wide range of abilities in the class. In the beginning of class, I list the objectives. As we complete each objective, I check off the objective and ask the participants how they can use what they learned when they return to work. That allows me to judge if they understood the objective well enough to apply it.
2. At the beginning of class, I have the participants interview each other and introduce each other using a set of questions I supply. (That keeps the interviews focused.) One of the questions is “What one thing do you want to learn today?” The answer to that question helps me choose what to present and manage expectations.

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**“Self-Assessment Tool for the Chemistry Classroom” by Abdellatif Mohamed, PC**

Teaching chemistry is not just making the students gain and retain fundamental chemistry concepts but also building students’ skills to use knowledge gained in solve problems. Students would rather blame the instructor for not understanding the subject and missing on getting their needed grades. Developing a self assessment program helped the students to self assess themselves before coming to an anticipated quiz or exam. The self assessment program is composed of a set of questions that the student has to answer for every chapter. If the student got the right answer from the first trial, he/she will get full credit for the questions. If he/she got the right answer from the second trial he/she will get 80% of the credit. If the student do not know how to solve the problem, the program allows them to ask questions and directs them to the page of the text book in which they can find the answer.

This self assessment tool helped the students determine their own needs of studying, enhanced problem solving skills, and minimized exams anxiety and stress by letting students be well prepared.

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**“The Socratic Seminar Structure for Class Discussion” by Yanira Monreal, RIO**

I love teaching my Dual Enrollment ENG 101/102 course at Arcadia High School. Because my students are considered motivated seniors, one activity we thoroughly enjoy doing is a Socratic Seminar. Basically, everyone helps in forming one huge circle with the desks and then I pose a few questions to the circle. From there, students will analyze and discuss literature and short stories that we've read as homework. It's wonderful to take a step back and allow students to share their ideas and ask questions to each other. It allows me to take a step back as a teacher and really see their clocks tick! One student has said to me about Socratic Seminars: "I always have at least one question about our reading so it's cool that I can ask my classmates. In some classes I don't get that opportunity."

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**“Technologies for Assisting Math Students Online” by Wendi Morris, RIO**

In my online math courses at Rio Salado College, I use Skype's Share Screen to demonstrate problems when students need to see a visual explanation. I can explain steps using the Bamboo Tablet and NotateIt. They can also share their screen, which helps me to see what they are doing right or wrong when graphing. This has really helped students be more successful.

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**“Using the Patient Simulation Lab to Engage EMT Students” by Sandy Nygaard, SCC**

I am an Emergency Medical Technology Instructor at Scottsdale Community College, and in the Health Sciences Division we have a Patient Simulation lab which I use every class. It engages the students with patient care, I am able to give them scenarios and they are able to respond to those medical and trauma scenarios with interaction from the simulation manikins. The students have responded very positively and feel it has helped them to feel comfortable with patient interaction, and to improve their assessment skills.

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**“Improving the Peer Review Process in the Comp Class” by Pamela S. Reay, PC**

As do many instructors of first year composition, I struggled with how to get my students to really attend to peer reviews. I began to make progress when I changed the concept. Previously, I gave a grade to the student author for a submitted draft. Now the draft grade is solely dependent on whether, and to what degree, the peer reviewer provides feedback that could improve the student author's grade. (I still give feedback to the author on the draft.) I facilitate the effort by providing a rubric that methodically leads the peer reviewer through the process. "Editing" is not permitted. Upping the ante "incentivizes" the students to provide more meaningful feedback to one another while learning what to look for when revising their own papers. Furthermore, the rubric form makes the exercise easier for me to grade.

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**“The 1-Minute Paper” by Marianne Smith, EMCC**

One quick and easy formative assessment technique you can use in just about any class is the one-minute paper. Students can do this activity just before they leave, and it is a great way to find out if the material

you presented really “clicked”. Have the students write short answers to one or two questions like “what was the most important concept you learned today?”, or “what was the muddiest point?” The main idea is to keep the questions open-ended so students can’t just answer yes or no, but have to explain their perceptions. This gives you, the instructor, valuable information on things that are working well, such as “Building a model helped me realize there were parts of the process I still had questions about”. It can also identify topics that need clarification, as in “Why is domain such a big deal when you’re finding the inverse of a function?” Rather than waiting for the next exam, you can use this regular feedback to modify classroom instruction while there is still time to make a difference to students’ success. Since many will initially be vague in their responses, it’s important to discuss the papers in class and model the level of specificity you’re looking for. If you ask students to put their name on their paper, you can use it as a periodic attendance check. However, in order to encourage a free flow of ideas it should probably not count for a significant part of the grade. The one-minute paper technique is described more fully in Angelo and Cross, Classroom Assessment Techniques.

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### **“Using a Game Show Theme to Study For Exams” by John Stebbins, SCC**

The one of the last activities we do in the class prior to taking a test is use a game show theme to engage the students in learning. The most popular, and therefore the most frequently one used is Family Feud. The class is divided into two teams. Each team is to create 12 - 15 questions that they think might be on the test, but also might "stump" the other team. By setting those parameters, I hope they focus on what might be the more difficult test questions. I have the teams alternate asking questions. Although they will only ask the other team 10 questions, I have them create the additional questions because often there are duplicate questions, and that will give them back up questions. One point for each right answer. Although there is no prize (other than pride), it does get very competitive. The students enjoy it, they learn, and they now have 20 questions with the answers that they can use as an additional study guide.

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### **“A Personal Motto Essay in Lieu of a Resume” Norma-Jean Strickland, GWCC**

In addition to teaching traditional community college students, my classes include Early College High School students (“ECHS”). I teach Microsoft Office 2007 so all my classes involve lecture demonstrations and hands-on labs. For the ECHS students, I start them in Microsoft Word with an assignment to write a short essay on their personal motto. Since they’re too young to write a resume (which I assign older students), I then have the ECHS students take the topic of their motto to prepare a corresponding PowerPoint slideshow. If they have trouble coming up with a motto, I suggest they choose something personally meaningful for them, such as a hobby or family and friends. This captures their attention while allowing them creative freedom to explore and learn the various features of the Microsoft Office applications. Some students get so excited about their finished piece that they want to show it to the entire class!

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### **“Relating Basic Information to Future Careers” by Eric Thompson, RIO**

Teaching in biology I think one of the biggest challenges is getting students to understand how basic information relates to the careers they want to enter. Therefore I always add a section to the lesson that I call, "The Next Step." In this I illustrate ways the materials could be useful in medical practice (e.g. for pH and chemistry I introduce them to the Bohr effect on blood binding oxygen, for organelles I introduce them to research on organelles specific to disease causing trypanosomes).

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### **“An Online Art History Activity” by Kimberley A. Wagner-Hemmes, EMCC**

In my ARH101: Prehistoric through Gothic Art classes, I like to incorporate computer games as a way of building community in the classroom and helping to bridge the gap that often exists between ancient and modern cultures. These activities are also fun ways to teach critical thinking, writing, and teambuilding skills.

For example:

In ancient Egypt, an essential part of every human being was its spirit or life force (ka). The ka lived on into the afterlife following the death of its body, continuing to engage in activities it had enjoyed during its lifetime. A sculpted likeness of the individual (e.g., a sarcophagus) would provide a vessel for the ka to live in after its original form had expired.

Now it's your turn to practice the ancient Egyptian process of mummification. Visit the Mummy website with your partner (<http://oi.uchicago.edu/OI/MUS/ED/mummy.html>), embalm the mummy, and answer the following questions.

1. Why did the ancient Egyptians believe the body of the deceased needed to be preserved, and what was this process called?
2. How was the brain removed?
3. What four vital organs were removed and stored in jars and what is the name of the container used to store these vital organs?
4. Who protects these containers?
5. Why isn't the heart removed?
6. What substance is used to dry out the body and how long does this process take?
7. What is the body packed with and what substance is used to coat the body?
8. What is the body covered with after it's been coated?
9. What four amulets are placed on the body after it has been wrapped?

10. Once the body has been wrapped a second time, what is placed on the mummy's head and why are the "eyes of Horus" painted on the side of the coffin?

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**"Using a 'Thought for the Day' to Begin a Lesson" by Jane Way, GWCC**

Our day begins with a "Thought for the Day". It is generally relevant to the group or the topic for the day's lesson. I teach seniors (55+) a class on Computers & Microsoft Office. They are learning how to write resumes, cover letters, using the Internet, etc. Some have no computer knowledge. For example, "I am a part of all that I have met." Alfred Tennyson, is used when we discuss the scope of their experience and how that might translate that into a meaningful list of qualifications and accomplishments. It is included in the daily PowerPoint presentation (PPT) and includes a picture downloaded from the Internet of the individual who is quoted. PPT is used as a teaching tool on a daily basis. Their "Final" consists of a PPT on what they have learned in the class and how they intend to use this newly acquired knowledge. This repetition gives them repeated exposure to and familiarity with the presentation software and its applications.