# Best Teaching Methods



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# Cal Poly Pomor • A community of control cont

**Relationships & Interactions** 

To increase belonging, faculty can...

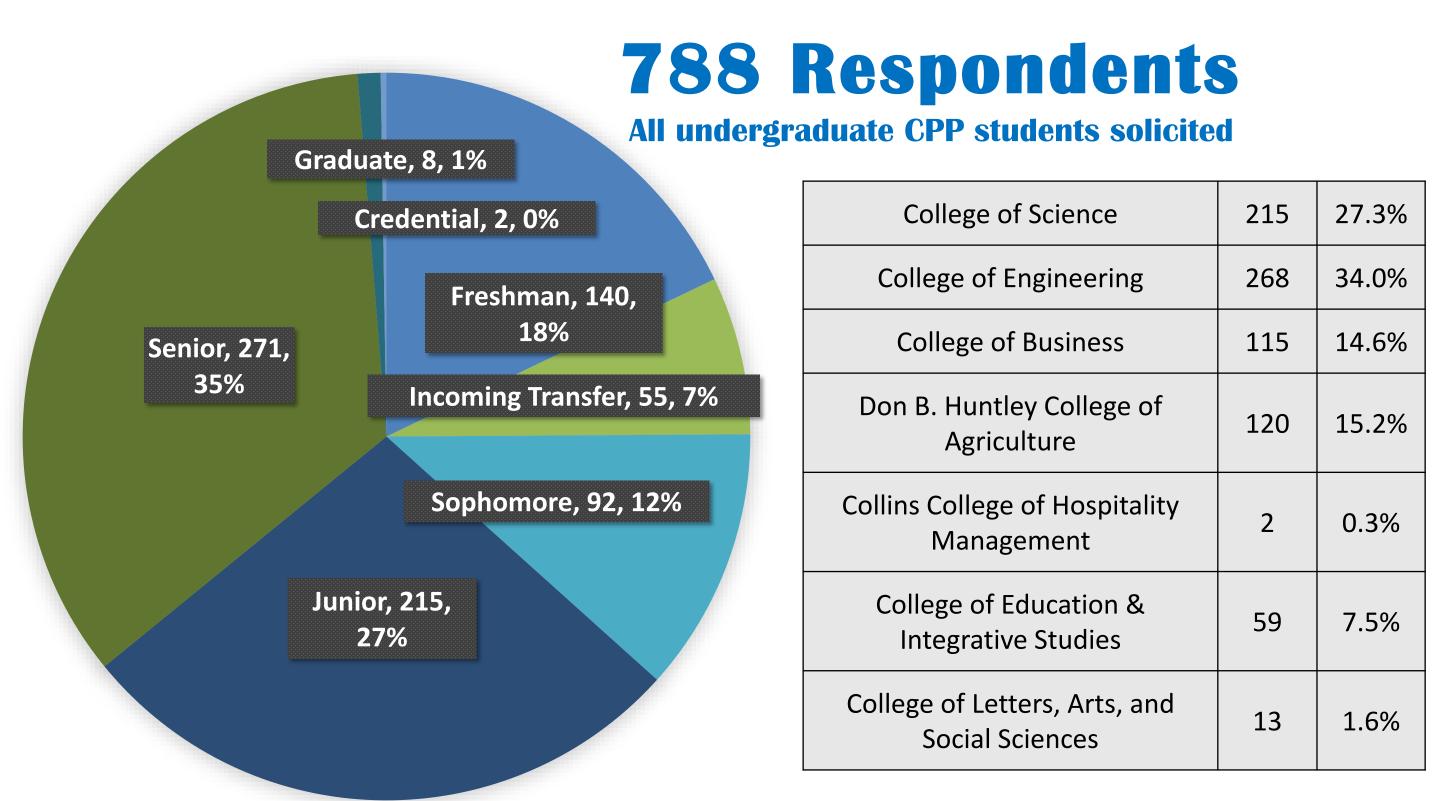
1. Focus more on learning rather than just performance

2. Provide feedback on assignments before assessments

# **Cheating & Fairness**

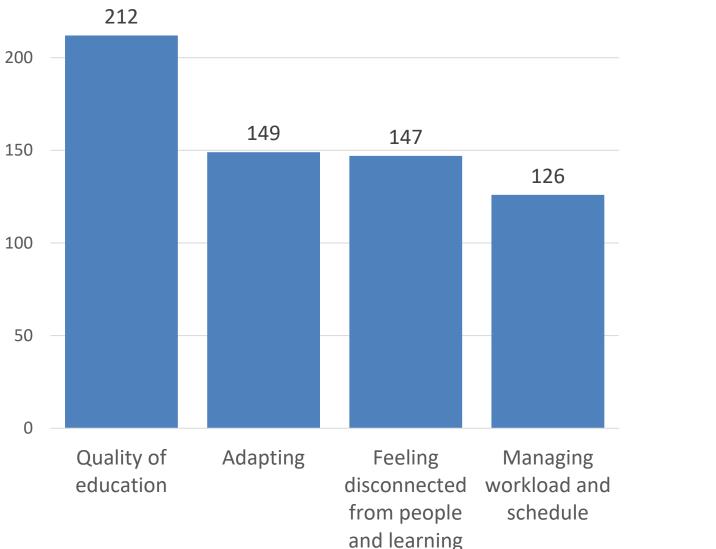
"[The focus on cheating] makes me overly cautious of my work and makes me more nervous to complete my work. Even though I do not cheat, I still feel like I am not trusted which makes me feel unwelcome in the course."

Recommendations to reduce cheating and increase fairness:



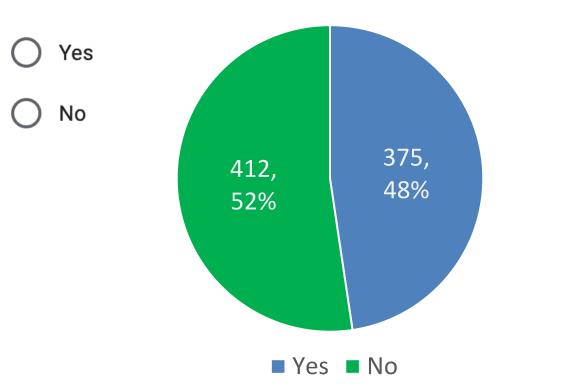
- 3. Initiate effective communication
- 4. Create effective groups with guidelines regarding individual contribution and accountability
- 5. Notice and appreciate student effort

#### What was the worst/hardest aspect of switching to virtual learning in Spring 2020? 250



- Allow students to demonstrate their knowledge through performance tasks
- Use new, creative assessments (do not reuse old exams) 2.
- Give partial credit for correct work 3.
- 4. Provide a variety of assessments
- 5. Assign journal entries that ask, among other things, how students are doing in their personal life and in the course

Do you feel part of the campus community?





**Application of Theory & Collaboration** 

- 1. Teach students the importance of the knowledge they are learning and how it may be used in their careers
- 2. Participate in interdisciplinary collaboration
- 3. Incorporate diverse styles of teaching and allow students to appreciate and apply the

# Belonging

# **Student Comments**

"I don't personally cheat, but when the people around me do it brings down my learning experience. It's very unpleasant, for example, to potentially get a curve and then not in a difficult class because half the class cheated on the tests. Also, I try harder when I think what I do matters. If people are getting away with cheating, what I do or don't do feels less valuable."

"The time allowed to take a test has significantly shortened in order to prevent 'cheating'. I do not have enough time to think about the questions and will make a lot of mistakes because of it. Some of my teacher[s] also don't give us enough time to submit the test if we have to hand write it. This creates additional stress during the test."

"My professors have all taken an open-note stance on test taking, which I think overall has led to me taking better notes, helping me learn a lot of the material better... I feel like the loosening of restrictions has helped shift the focus of the courses away from "I need to pass this one test" to, "I need to take good notes, understand the material, so I can pass the test", which I think is a more helpful focus."



**Real-World** 

Application

# theory they are learning to many fields

# **Organization & Transparency**

Best Teaching

# **Course Organization**

- 1. Keep due dates consistent & provide a course calendar
- 2. Schedule assessments following assignment due dates
- 3. Provide transparent assignments, due dates and directions with explicit instructions

# 1. Set clear expectations for what students need to do (rubric) and when they need to do it

- 2. Expect that students have technology issues and challenges outside of their control
- 3. Assign more meaningful, less frequent assignments to allow students to turn in higher quality assignments that accurately reflect their understanding of the material

# **Expectations**

- Students are expected to submit clear, legible work and professors are expected to post good quality videos that are easy to follow.
- Students are expected to put effort into assignments and professors are expected to put effort into reviewing and grading student's work.
- Students are expected to turn in assignments on time and professors are expected to grade assignments and provide feedback in a timely manner.

#### **Dr. Selco's CHM 1210 Blackboard Site - Synchronous Dr. Jellyman's Physiology Blackboard Site - Asynchronous**

Module 2: What's the Matter? - Jan 27-Feb 3 🛇 🗚							
Periodic Table due Wednesday 27 January by 9:59 am.							
First Group Quiz Monday 1 February, due by 9:59 am.	<b>Due dates listed clearly</b>						
Making Molecules due by Monday 1 February by 9:59 am.	outside module folders.						
Journal 1 Due 1 February by 11:59 pm.							
ALEKS Prerequisite Review due Wednesday 3 February by 11:59 pm.							
_							
	A variety of assignments allow	for					

Module 5	5: Skeletal Muscle		18	
	Activities in this Module 🗚			
	Step 1: Watch the video and complete the engagement activities in the "Engage!" folder. This counts for your grade.		Vallage-gold Pre-synaptic	
	Step 2: Complete the module activities in the "Read, Watch and Learn" folder.	Clear and simple	Calt ion Channels	urotrans
	Step 3: Post any questions that are relevant to the whole class in the Discussion Board.	steps listed.		- Synaptic Vesicle
	Step 4: Complete the summarizing activities in the "Practice and Reflect" folder. This counts for your grade.	steps nateu.		(art)
				1

# **Rubrics**

# Module 7: Practice and Reflect Assignment

### What is the assignment?

This assignment is a puzzle. You will cut out the puzzle pieces and put the puzzle together in the correct sequence that describes the events of the cardiac cycle.

#### Does this assignment count for my grade?

Yes. The assignment is worth 2% of your final grade. It will be graded using the following

Rubric Description	
Answers are correct.	2

Module 3: How Much Matter? - Feb 5-15 🖤 🗚 ALEKS Homework 1 due Friday 5 February by 11:59 pm Second Group Quiz Monday 8 February, due by 9:59 am. Journal 2 Due 8 February by 11:59 pm

students to demonstrate their understanding of the material and collaborate with their classmates.

ALEKS Homework 2 due Monday 15 February by 9:59 am (recommendation - do this earlier!)

Exam 1 due Monday 15 February by 10:50 am (contact me if you are having problems - I'll be on Zoom)

## Activities in this Module 💿 🗚

Friday 5 February

Step 1: Read Textbook 4.1

#### Step 2: Participate in class discussion

Step 3: Submit ALEKS Homework 1 by 11:59 pm Practice problems for EXAM 1 will become available Monday 8 February

Steps for each day are listed to help students prepare for class and stay on track.

Solutions to practice problems become available

Step 4: Read Text 3.1, 3.2, 4.3

Step 5: Submit Group Quiz 2 to Gradescope by 9:59 am (before class)

Step 6: Participate in class discussion

Engage! At

Open this folder to find out how topics in this module fit in with the big picture of what the class has been learning. The engagement activity will help you to start thinking about what we will be learning in the module. This counts for your grade. A list of learning objectives is provided so it is clear what you will be able to do at the end of the module.

# **Important points are highlighted!**

<u>Read, Watch, and Learn</u> 🗚

Open this folder to view the learning resources that introduce and teach you about the topics in this module. You can expect to find a variety of learning resources including readings, click-and-learn activities, videos and practice questions. Skeleton notes with focus questions are provided to guide you through the learning materials.

#### Practice and Reflect

Open this folder to complete the summarizing activities and finish the module. Summarizing and reflection activities may include practice quizzes, case studies, written questions and personal reflections. A link to submit the summarizing and reflection activities is found in this folder. This counts for your grade.



There is a mix of correct and incorrect answers. The assignment is incomplete or missing

#### Why are we doing this?

The goal of this assignment is to help you put together what is happening in the different parts of the heart during the different periods of the cardiac cycle. It is also a useful tool to use for selfassessment when you study this topic for the Midterm exam

#### How do I do this?

Since this assignment is an opportunity to practice what you have learned in Module 7 then you can use your notes to help you complete the questions. You can work together in your learning communities. If you have questions, you can come to office hours to ask for help. Instructions for the puzzle are found on the next page.

#### Will the answers be available?

The answers will be made available after the due date.

Rubric Description	
The assignment is complete with answers that are detailed, well thought-out and justified.	2
Answers are mostly correct.	
Some questions in the assignment contain minimal detail or lack a clear explanation. There is	1
a mix of correct and incorrect answers.	
The assignment is incomplete, or most answers contain minimal detail.	0