

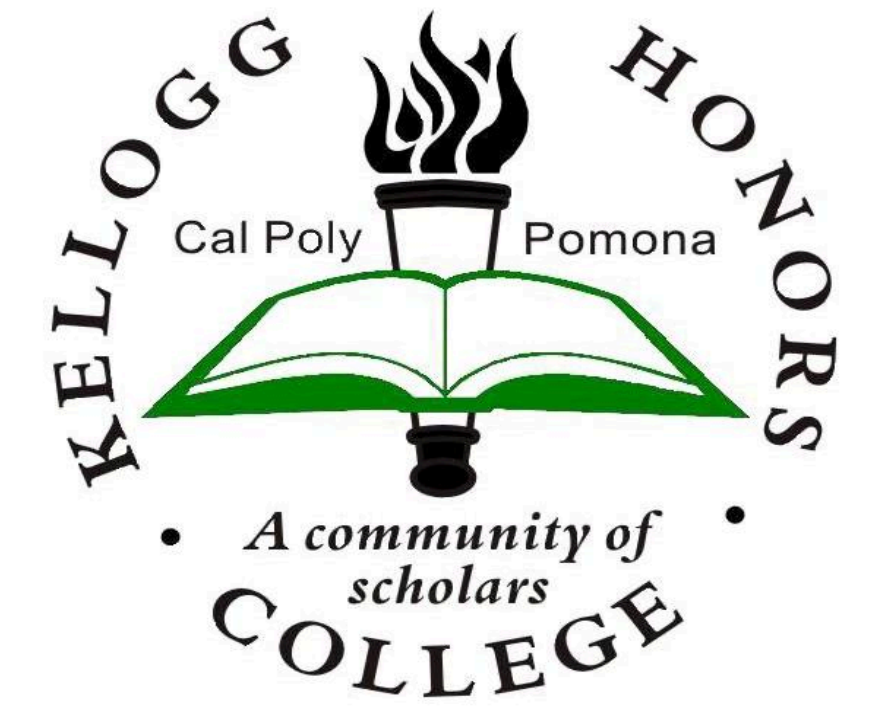
# Best Teaching Methods



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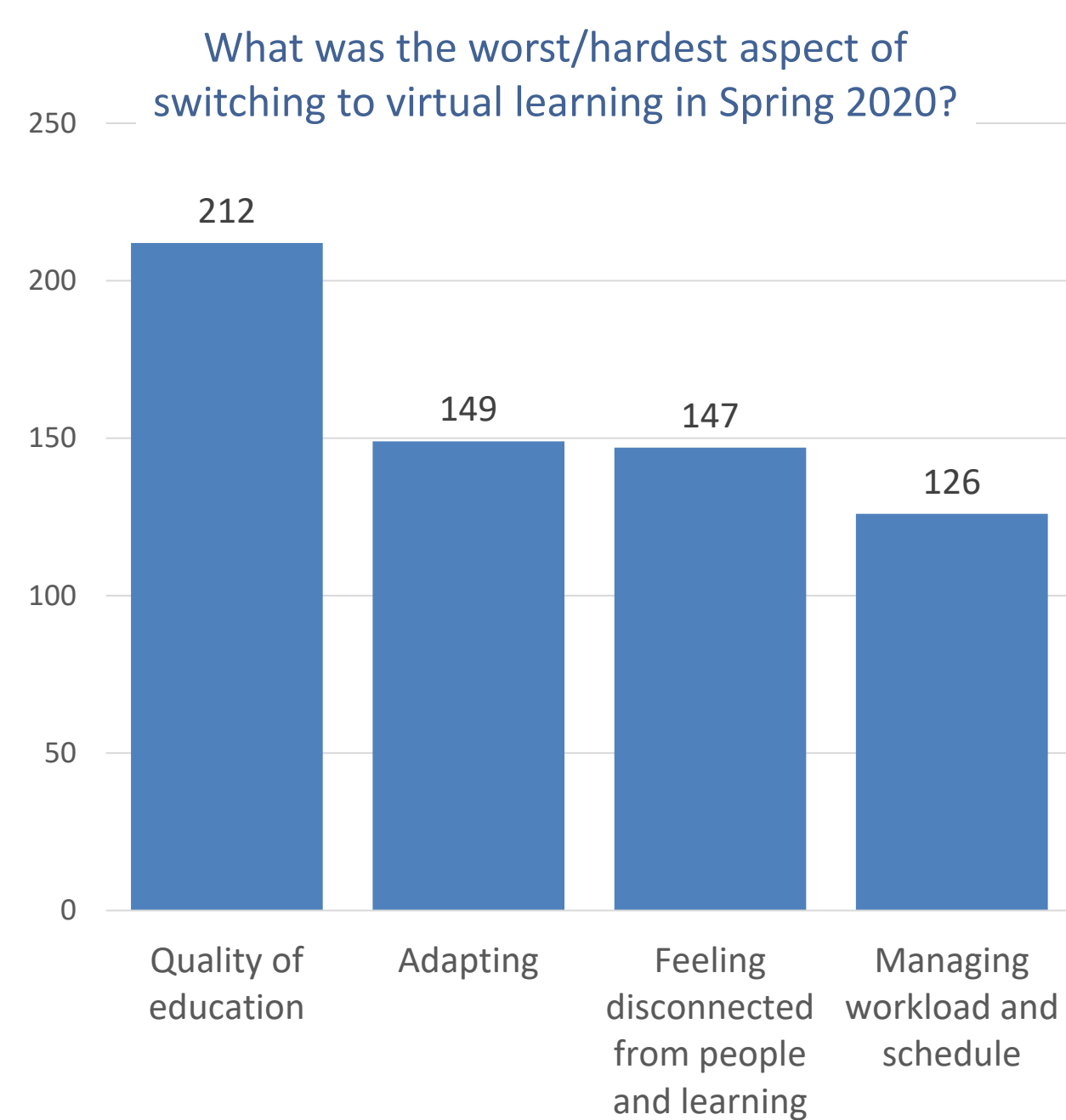
Kellogg Honors College Capstone Project



## Relationships & Interactions

To increase belonging, faculty can...

1. Focus more on learning rather than just performance
2. Provide feedback on assignments before assessments
3. Initiate effective communication
4. Create effective groups with guidelines regarding individual contribution and accountability
5. Notice and appreciate student effort



## Cheating & Fairness

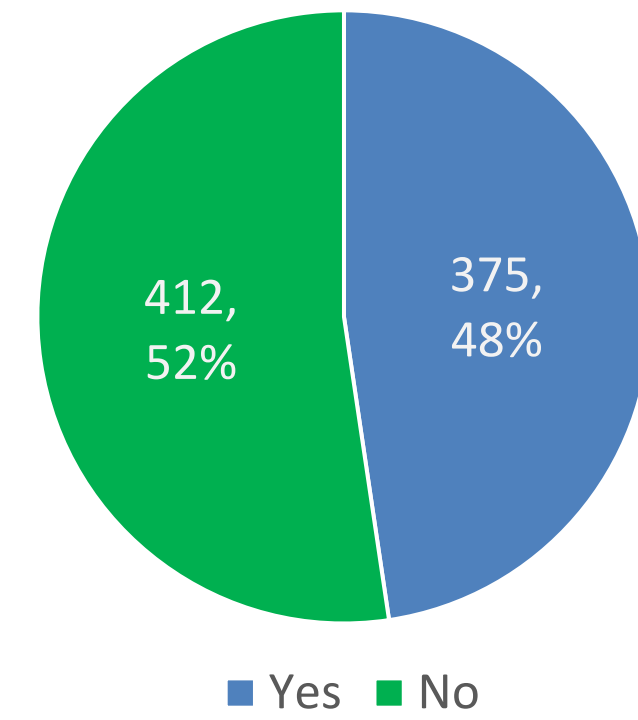
"[The focus on cheating] makes me overly cautious of my work and makes me more nervous to complete my work. Even though I do not cheat, I still feel like I am not trusted which makes me feel unwelcome in the course."

Recommendations to reduce cheating and increase fairness:

1. Allow students to demonstrate their knowledge through performance tasks
2. Use new, creative assessments (do not reuse old exams)
3. Give partial credit for correct work
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

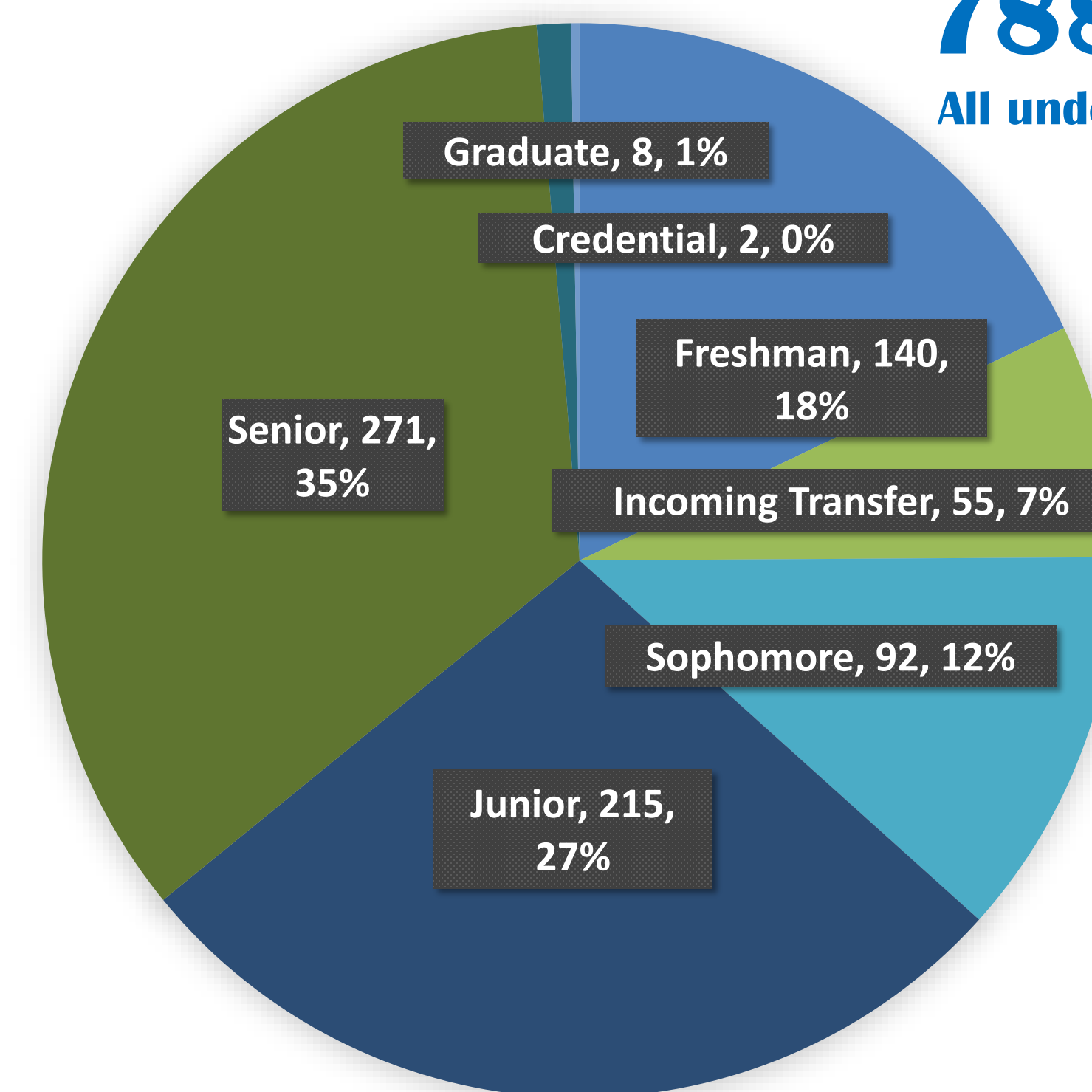
Do you feel part of the campus community?

- Yes  
 No



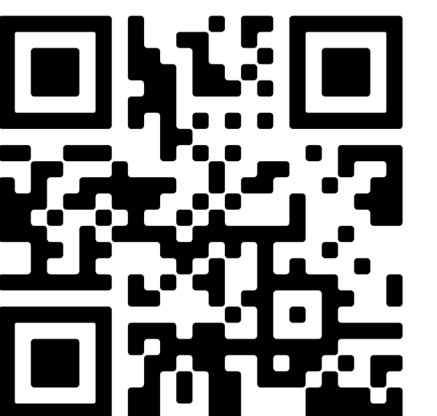
## 788 Respondents

All undergraduate CPP students solicited



College	Count	Percentage
College of Science	215	27.3%
College of Engineering	268	34.0%
College of Business	115	14.6%
Don B. Huntley College of Agriculture	120	15.2%
Collins College of Hospitality Management	2	0.3%
College of Education & Integrative Studies	59	7.5%
College of Letters, Arts, and Social Sciences	13	1.6%

Scan to see the full data!



## Student Comments

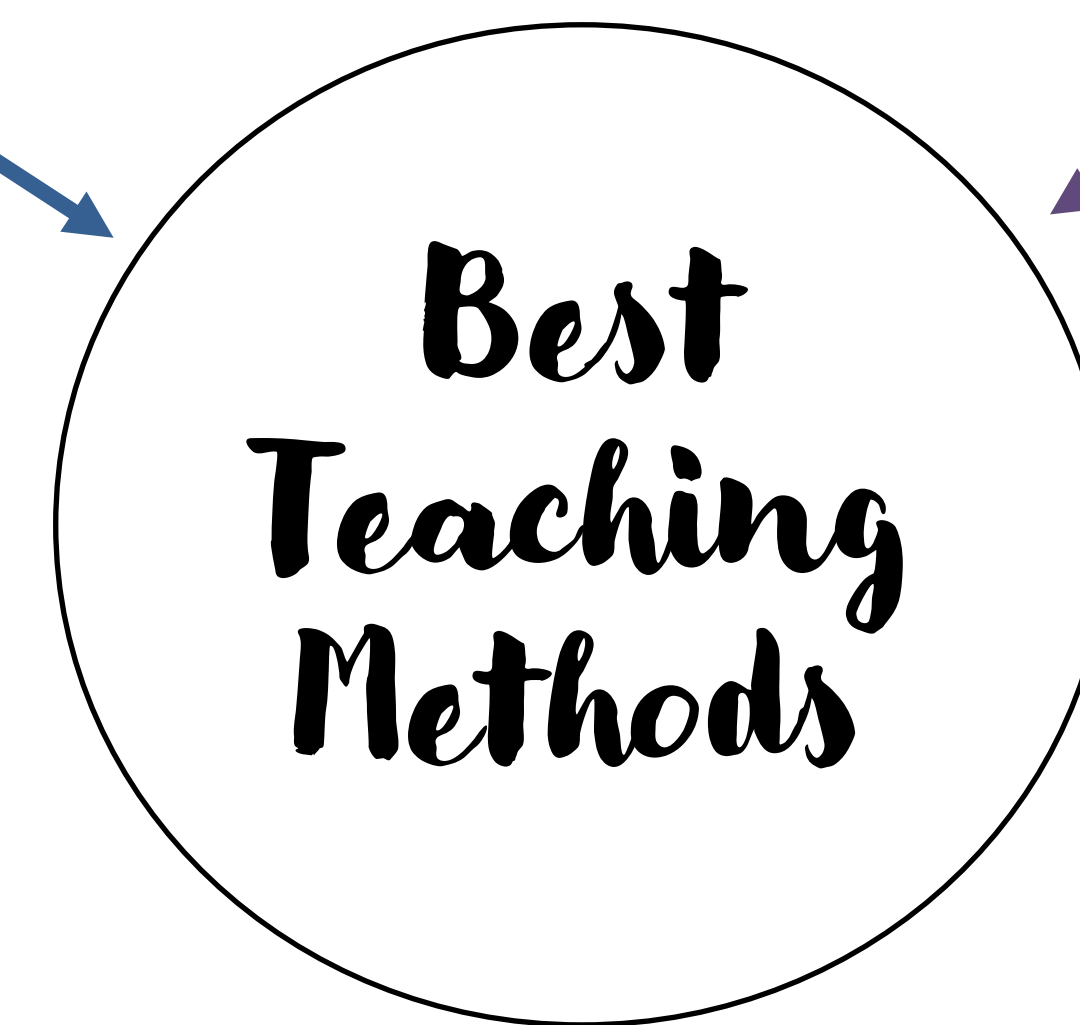
"I don't personally cheat, but when the people around me do it brings down my learning experience. It's very unpleasant, for example, to potentially get a curve and then not in a difficult class because half the class cheated on the tests. Also, I try harder when I think what I do matters. If people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

**Belonging**

**Real-World Application**



## 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 theory they are learning to many fields

## Organization & Transparency

### 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

### Expectations

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

- 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

**Due dates listed clearly outside module folders.**

**A variety of assignments allow for students to demonstrate their understanding of the material and collaborate with their classmates.**

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

## Dr. Jellyman's Physiology Blackboard Site - Asynchronous

**Clear and simple steps listed.**

**Important points are highlighted!**

**Consistent structure**

**Draw-along videos included in lesson to review important concepts.**

## 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:

Rubric Description	Points
Answers are correct.	2
There is a mix of correct and incorrect answers.	1
The assignment is incomplete or missing.	0

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