Center for Excellence in Teaching and Learning (CETL)

&

Teaching and Learning Committee (TLC)

at Oakland University

are pleased to share 25 Strategies from

The 1st Annual Instructional Fair

April 1st, 2013

On April 1st 2013, Oakland University hosted its **1st Annual Instructional Fair** cosponsored by the Center for Excellence in Teaching and Learning (CETL) and the Teaching and Learning Committee (TLC). The purpose of the event was to share instructional strategies for faculty to easily implement in their own classrooms to encourage student engagement and to showcase faculty who are creative and innovative in their teaching.

We were delighted to have 25 poster/computer presentations ranging from "Speed Meetings" to "Story-Telling to enhance Science Learning". Strategies included in-class active learning, on-line activities and assignments. We had almost 100 participants walk through the exhibit room, interacting and collaborating with each presenter. It was wonderful to hear the level of energized, positive discussion about teaching and learning. We thank the following presenters:

- Gregory Allar
- Mohammad Basir
- Nic Bongers
- Rebecca Cheezum
- Mary Dereski
- Kristine Diaz
- Terry Dibble
- Joanne Freed
- Laura Gabrion
- Francine Guise
- Laila Guessous
- Kim Holka
- Seth Howes
- Eileen Johnson
- Chris Kobus
- Marjorie Lang
- Shaun Moore
- Barbara Penprase
- Lynda Poly-Droulard
- Leslie Raymond
- Justin Remeselnik
- Amy Sheikh
- Kathleen Spencer
- Diane Underwood
- Christopher Wilson

In addition, we thank the members of the Teaching and Learning Committee, in particular, Julia Rodriguez for taking pictures, and Suzanne Flattery from CETL.

This booklet includes an overview of each of the 25 activities. I hope this will inspire all of us to try something innovative and engaging in our own teaching.

Respectfully,

Judith Ableser- Director
Center for Excellence in Teaching and Learning

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Title of Strategy: Carousel Activity

Type of Strategy: In-class strategy for active learning

Purpose, Goals or Learning Outcomes for Strategy:

- Students process and synthesize information independently.
- By presenting their findings to others, students take ownership of the material they have learned.
- Students have a chance to work in-depth with a single topic or example, but then are exposed to several others as well.

Type of Course: I've used versions of this activity for classes at all levels, from undergraduate to graduate, and it could potentially be integrated into a wide range of different teaching formats.

Typical Number of Students in Course: 35

Ease with which strategy could be modified and/or applied to other courses: Easy

Brief overview of Strategy:

Students work in groups, with each group assigned to a different topic or example. First, they discuss the material assigned to their group, and prepare to present it to their classmates. Then, students form new groups, in which each of the previous groups is represented by at least one member. Within these new groups, students share and discuss their findings, and serve as "experts" on the particular topic or example to which they were originally assigned.

Step-by-Step Instructions of Strategy:

1. Decide on the topics that will be covered in the activity, and prepare any supplementary materials that will need to be distributed to students.
2. (*Optional*) Assign students to groups ahead of time, and inform them of the topic their group will be discussing in the following class. Ask them to prepare by reading an assigned text, researching, or preparing notes on that topic.
3. In class, break students into groups. (The size of these groups can vary from as few as 3 to as many as ten students, depending on the size of the class and the number of topics to be covered. In a large class where few topics will be covered, these groups can also be subdivided at this stage.) Give students time to discuss their assigned topic together, and instruct them that each member of the group will need to be prepared to summarize the group's findings when they are done.
4. Form students into new groups; these new groups will contain at least one member who was assigned to each of the original topics. (If attendance is consistent, you can construct these groups in advance. If not, you will have to improvise.) Instruct students to share what they

discussed in their previous groups, and answer any questions their classmates might have. By the time this phase of the discussion is complete, each student will have in-depth knowledge of one topic or example, and be familiar with all of them in a general way.

Additional comments:

I've used this activity to carry out detailed analysis of literary texts, assigning the same set of questions to all the groups, but tasking each to focus on a different character or section of the text. I've also used it to bring in additional examples when a subject was too broad to cover in our assigned readings (for instance, to bring in many different examples of feminist literary criticism). This strategy could also work well to provide an overview of divergent theoretical positions, or to present a range of case-studies to illustrate a larger point.

I especially appreciate the way this activity balances breadth and depth. Also, the fact that each student will be responsible for sharing the findings of their original group (rather than relying on a single group "secretary" or "reporter") encourages accountability, and prevents students from taking a purely passive role.

Resources, citations, references for strategy

Thanks to the Center for Research on Learning and Teaching at the University of Michigan, and particularly their Preparing Future Faculty summer institute, in which I first learned about this strategy.

Name of course in which the strategy is being implemented: English 303: Fiction

Faculty/Instructor's Name: Joanie Lipson Freed   **Email:** freed@oakland.edu

Oakland University's Instructional Fair- Strategies for Engagement

Title of Strategy: Peer Teaching

Type of Strategy: In-class active learning

Purpose, Goal(s) or Learning Outcome(s) for Strategy: Students learn from fellow students about the course material, promotes high order thinking skills, increases student engagement, and increase use of verbal skills of mastery of course content

Type of Course: Undergraduate, Graduate, Doctorate, and Undergraduate Medical School level

Typical Number of Students in Course: Large classroom setting – 100 students

Ease in which strategy could be modified and/or applied to other courses: Easy

Brief overview of Strategy:

Peer teaching is process by which students learn from fellow students about the subject material. Peer teaching strategies includes breaking students up into small working groups, which helps to break the monotony of a didactic lecture and provides immediate feedback regarding the students' level of comprehension. The use of multiple choice questions (MCQ) and peer teaching strategies in a Flipped Classroom benefit both student learning and instructor assessment of the mastery of course content.

Step-by-Step Instructions of Strategy:

Peer Teaching Using Multiple Choice Questions (MCQ)

Rationale: During class, lecture is interrupted by multiple choice questions (MCQs) and discussion. MCQs are designed by instructors to engage students in higher order thinking skills. MCQs should be thought provoking and NOT a simple recall MCQ.

Strategy:
1. Students individually consider a question from course content and select an answer.
2. In groups assigned at the beginning of class, students discuss potential questions, group selects question, and selects an answer to this question.
3. Student reconvenes into large group and as an entire class, students vote again on the proposed group questions.
4. Large group discussion follows, which is led by student explanations.

Peer Teaching in a Flipped Classroom Session

Rationale: Having pre-assigned video lectures, students are able to active engage in the course material versus passive learning (being lectured to or at), learning at their own pace. Additionally, this strategy promotes higher order thinking skills in the classroom.

Strategy:
1. Record your lecture using programs like Camtasia.
2. Review your PowerPoint for accuracy, maintaining a brief and concise PowerPoint.
    a. Tip 1: Record lecture as if you are talking in front of a class by posing questions every now and then)
    b. Tip 2: Use a pre-written script to prevent awkward pauses and promote continuity throughout lecture.
3. Upload the lecture on to Moodle, giving enough time for students to listen to lecture.
4. In-class use students' reflections on lecture to promote higher order thinking about course concepts. Also, incorporate short answer essays and MCQs and discuss these responses to promote student engagement as well as promote higher order thinking.

Additional comments:

The literature has supported and validated the use of peer teaching to greatly impact the intellectual and moral values of the student by encouraging the student to verbally express oneself, master various concepts, manage time effectively, increase self efficacy of material and establish cooperation and collaboration with peers.

Resources, citations, references for strategy:

Bergmann, J. & Sams, A. (20120). Flip your classroom. Eugene, OR: ISTE.

Goldschmid, B. and M. Goldschmid. (1976). Peer teaching in higher education: A review. Higher Education, 5, 9-33.

Mazur, E. (1997). Peer instruction: A user's manual. Upper Saddle River, NJ: Prentice Hall.

Taylor, V, P. Lawrence, J. Hurley, J. Welch, and F. Shipman. (2007). Peer teachers presentation. Texas A&M Computer Science. Retrieved from: www.cs.tamu.edu.

Tessier, J. (2007). Small group peer teaching in an introductory biology classroom. Journal of College Science Teaching, Jan/Feb 2007, 65-69

Vasay, E.T. (2010). The effects of peer teaching in the performance of students of mathematics. E International Scientific Research Journal. 2(2), ISSN 2094-1749.

Name of Course that strategy is being implemented into: Various undergraduate medical education courses

Faculty/Instructor's Name: **Email:**

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Senthil K. Rajasekaran MD   rajaseka@oakland.edu

Oakland University's Instructional Fair- Strategies for Engagement

Title of Strategy: German History Collaborative Wiki

Type of Strategy: On-Line Tools

Purpose, Goal(s) or Learning Outcome(s) for Strategy:

Type of Course: Undergraduate German, Upper-Division

Typical Number of Students in Course: 15

Ease in which strategy could be modified and/or applied to other courses: Moderate

Brief overview of Strategy: Students collaborate for one class hour per week on historically-oriented Wiki entries, uploaded to Moodle at the end of the class session. Instructor edits for accuracy and clarity; class Wiki then serves as a self-created study guide for students as they prepare for the course's two midterm examinations.

Step-by-Step Instructions of Strategy:

1. Encourage student conversation via email *before* designated weekly class period, to decide on topics and partnerships for work.

2. Remind students that *only* the target language (German) is acceptable for use during Wiki collaboration.

3. Remind students that only webpages in the target language (German) are acceptable as sources, and that *no* use of the German Wikipedia page is allowed.

4. Work with pairs and small groups to clear up questions or help students refine research strategies.

Additional comments:

This requires a great deal of editing, especially in the foreign language context. Making sure content is correct and language use is passable takes a few hours out of the semester, as you edit for typos and ensure framing texts are accurate. However, I believe the activity *does* something that it is extremely difficult to get students to do in an upper-division language class:

> 1) speak with one another,
>
> 2) exclusively in the target language,
>
> 3) in a goals-oriented context, and
>
> 4) without explicit structured input from the instructor.

That students have largely done this each of the Fridays we've worked on this strategy is reward enough, even if this Wiki is not a 'true' Wiki in the sense of being interlinked, spontaneously edited, and added-to over time as students encounter new information.

Resources, citations, references for strategy Moodle provided the Wiki interface, and I improvised the instructional structure around the editing.

Name of Course that strategy is being implemented into: German 340, 20th Century History

Faculty/Instructor's Name: Seth Howes, German (DMLL)   **Email:** howes@oakland.edu

Title of Strategy: "Four Squares"
Type of Strategy: assignment

Purpose, Goal(s) or Learning Outcome(s) for Strategy:
For students to become accustomed to the digital environment as well as increase ability in visual communication.

Type of Course: required undergraduate class
Typical Number of Students in Course: 20

Ease in which strategy could be modified and/or applied to other courses: ?

Brief overview of Strategy:
The student must make six different compositions in Photoshop that use exactly four black squares each. The compositions must convey six concepts, one per composition: bold, congested, increase, playful, tension, and order. Through demonstration of the software, students are familiarized with the digital workspace of Photoshop, one of many tools (the rectangle tool), and a variety of simple transformation possibilities (scaling, rotation, position). They must then repeat six times the process of creating the digital file, building effective compositions with simple means, and saving the file. As with most studio art projects, production is followed by critique. This allows students to learn from each other through dialogue about the work. Grouping the compositions by concept for review reveals the shared language of visual communication.

Step-by-Step Instructions of Strategy:
Create six different compositions with Photoshop which use four black squares each against a white background to convey the following concepts:

1. bold   2. congested   3. increase   4. order   5. playful   6. tension

tools to be used: rectangle tool, move tool, layers, transform, rotation, scaling

canvas size: 2550 x 2550 pixels (8.5" x8.5" at 300ppi)

a total of six (6) files should be saved and uploaded to moodle as .jpegs using the following naming convention: Martinez_bold_4squares_W13SA104.jpg

(use your own last name at the beginning and substitute each of the six concepts for "bold" depending on the content of each composition)

grading criteria:
- how well it meets the basic requirements of the assignment
- level of creativity in expression of each concept
- level of clarity in communication of each concept
- technical merit and quality of the overall presentation

Additional comments:
Learning through repetition afforded by this assignment insures that those who are just beginning will gain proficiency through practice in the digital environment. The compositional challenge is addressed in tandem with-- and even drives that acquisition of-- the technical. Those who already know the digital component remain challenged by the compositional aspect of the project.

Name of Course that strategy is being implemented into: SA104 Foundations of Media Art

Faculty/Instructor's Name: Leslie Raymond
Email: lraymon2@oakland.edu; elray@potterbelmar.org

Oakland University's Instructional Fair- Strategies for Engagement

Type of Strategy: An Active Learning Approach: Flipped Classroom

Purpose, Goal(s) or Learning Outcome(s) for Strategy:

Purpose: To demonstrate to the audience how to flip their class using in-class active learning blended with on-line instruction.

Learning Outcomes for Strategy:

- o Utilization of innovative teaching learning strategies that reflects adult learners' style of learning for the accelerated baccalaureate nursing program.
- o Address the needs for students to grow in critical thinking and application of concepts within content area
- o Encourages team-development and peer learning which is essential once students graduate and become professionals

Type of Course: (i.e. undergraduate, lab, capstone, on-line, F2F, hybrid, etc.):

Undergraduate course taught first semester face-to-face

Typical Number of Students in Course: Approximately 65 students

Ease in which strategy could be modified and/or applied to other courses

The strategy can be applied easily to course materials, but it is time consuming when developing the course content for the first time. The flipped classroom strategy usually is developed slowly over two or three semesters utilizing the information you presently teach.

Brief overview of Strategy:

The essence of Flipped Classroom is to switch traditional delivery of course content to a more active learning style. Flipped classroom simply means that your students review the video lectures before coming to class which is basically the same presentation you would be using in class but now have moved online. Classroom periods the focus on the integration of knowledge from the lectures students had reviewed. Active learning engagement activities include activities such as: case scenarios, simulation, small group discuss related to specific content area and dialogue related to the more difficult course concepts. The lecture posted on-line can be done in a variety of ways such as voice over in PowerPoint Presentations, Panopto, Camtasia, etc.

Step-by-Step Instructions of Strategy: (list as many steps as required ....1, 2, 3,):

- o Prepare slides for course in PowerPoint or other presentation programs.
- o List detailed information in the notes section on each PowerPoint which will use as the instructor's "script"
- o Begin with only one lecture or topic and then build on this throughout the academic year.
- o Training in Camtasia from E-Learning is required in a specially designed room, or your department may have copies available for you to use on your own desktop.

- o Develop the video through Camtasia and do extensive editing to assure fluidity of lecture and decrease time of content that is posted. Video clips should be in blocks of 15-20 minutes.
- o Post video blocks on Moodle.
- o Develop learning activities that will guide the learning in the class. For example, simulation was used to assist the students in learning about the cardiovascular system and the content related to acute coronary syndrome.
  - Other examples are case studies, brain teasers questions, chapter reviews, questions and answer session of which the students develop and then the entire class participation in the discussion.

Additional comments: (if applicable include reflection, personal comments, results, cautionary tale, etc.)

It is important to note the in classroom activities are essential to the success of Flipped Classroom learning. The activities have to engage students in critical thinking, problem-solving and team building for the students to be able to apply the content learned to the scenario.

Student evaluations are important after the class period to understand the effectiveness of the learning activity, as well as qualitative evaluations at the end of the semester (outside of what the school expects).

Resources

Bergmann, J., & Sams, A. (2012). *Flip your classroom: Reach every student in every class every day.* Eugene, Oregon: International Society for Technology in Education.

Bull, G., Ferster, B., & Kjellstrom, W. (2012). Inventing the flipped classroom. *Learning & Leading with Technology, 40*(1), 10-11. doi: 10.2307/1511136

Gardner, E. A., Deloney, L. A., & Grando, V. T. (2007). Nursing student descriptions that suggest changes for the classroom and reveal improvements needed in study skills and self-care. *Journal of Professional Nursing, 23*(2), 98-104. doi:10.1016/j.profnurs.2006.07.006

Saulnier, B. M., Landry, J. P., & Wagner, T. A. (2008). From teaching to learning: Learner-centered teaching and assessment in information systems education. *Journal of Information Systems Education, 19*(2), 169-174. Retrieved from http://www.clark.edu/tlc/documents/TeachingtoLearningCurrentBarrandTagg.pdf

Name of Course that strategy is being implemented into:
NRS 380: Comprehensive Adult Nursing I

Faculty/Instructor's Name/Email:

Lynda Poly-Droulard, MSN, MEd, RN   polydrou@oakland.edu
Barbara Penprase, PhD, RN   penprase@oakland.edu

Title of Strategy: GROUP RESEARCH AND GROUP PRESENTATION

Type of Strategy: GROUP ASSIGNMENT

Purpose, Goal(s) or Learning Outcome(s) for Strategy: THIS STRATEGY IS DESIGNED TO INTRODUCE STUDENTS WHO MIGHT NOT BE BUSINESS MAJORS TO THE GLOBAL BUSINESS MARKETPLACE.

Type of Course: UNDERGRADUATE INTRODUCTORY BUSINESS – CONDUCTED IN A CLASS ROOM

Typical Number of Students in Course: 20

Ease in which strategy could be modified and/or applied to other courses: MODERATE

Brief overview of Strategy: Oakland University requires that general education courses be "writing intensive". Hence this strategy is also designed to comply with this requirement. Management 110 is taught by several professors and upon coming to OU, I was intrigued with Professor Coppin's Tour of the World group presentation. I have adapted my own "Tour of the World" to include a written paper and a group presentation which requires extensive research by the student teams. This research should focus on how business in done in the county which the team is profiling. Teams should present something unique to the culture of the country, for example students have brought food to the presentation for the audience to sample; another set of students showed a promotional video of the country which they were profiling. Additionally, my students develop their teams around the concept of electing or volunteering as the team manager, whose responsibility is to coordinate all of the research and duties among the student team members. All team members report into the team manager similar to what happens in the real business marketplace. The addition of a team manager is designed to allow those students who have leadership ability the chance to test out what it is really like to be a manager in a business enterprise. Additionally, the balance of the team members also obtain experiential learning by being team members in a work group with a specific task to accomplish similar what might have in the real world of business. The manager is also responsible for team performance and/or nonperformance, if he or she has team members who are not participating. The manager's responsibility is to secure performance from the recalcitrant team member. If the manager is not successful, his or her responsibility is to then contact me and inform me of whether or not he and his team wish to have the recalcitrant team member removed. I then handle the removal appropriately and the team completes the project with the balance of the team members. The group presentation is usually scheduled toward the end of the semester, giving the students ample time to meet, research, revise and resubmit (if they choose), rehearse, and draft the final paper.

Step-by-Step Instructions of Strategy: (list as many steps as required ....1,2,3,)

1. Discuss with students on why having a global prospective in business is crucial;
2. Schedule a private library session with the business librarian in order for students to obtain Instruction on special research techniques for locating global business research; i.e. CIA World Fact Book;

3. Post (or give paper copies) the Tour of the World Guidelines on Moodle;
4. Post (or give paper copies) of the Tour of the World rubric;
5. Post a "war room" chat room on Moodle for the team's communication utilization;
6. Schedule the date for the presentation on course calendar;
7. Student teams give their presentation and deliver electronically their APA formatted paper to the instructor.

Additional comments: (if applicable include reflection, personal comments, results, cautionary tale, etc.)

Most students have indicated that they found the Tour of the World assignment very interesting. Several of the teams brought in food of the country they profiles and several performed roll play of a business scenario between a business person of the country which they team profiled and a business person from the US. One thing I might advise students about early on is that there is not much information available on very small and/or mostly unknown countries. So students might want to keep this in mind when choosing a country or region to focus on for their Tour of the World presentation.

Resources, citations, references for strategy (i.e. where you got your idea from or where others can find more information on this strategy if applicable) I used the idea of a comprehensive paper which is designed to fulfill OU's writing intensive requirement from Professor Miree-Coppin. Additionally, I did literature reviews of:

1. Brown, G., & Atkins, M. (1988). *Effective teaching in higher education.* (p. 245). New York: Routledge, Chapman & Hall.

2. Tucker, M. L., Gullekson, N. L., &   McCambridge, J. (2011). Assurance of learning in short-term, study abroad programs. *Research In Higher Education Journal, 14,* 1-11

3. Angelo, T. A., & Cross, K. P. (1993). *Classroom assessment techniques: A handbook for college teachers.* (2nd Ed.). San Francisco: Josey-Bass An Imprint of Wiley.

Name of Course that strategy is being implemented into: Mgt 110 Contemporary World Business

Faculty/Instructor's Name: Francine Guice   Email:guice@oakland.edu

Oakland University's Instructional Fair- Strategies for Engagement

Title of Strategy: **Form, Storm, Norm & Perform (Tuckman's model of group development)**

Type of Strategy: **Semester Team Project or Team Research Assignment**

Purpose, Goal(s) or Learning Outcome(s) for Strategy: **The purpose of this strategy is threefold: 1) Allows the instructor to utilize the opportunity to incorporate a team project which may be time flexible, multi-stage development and/or combined with other assignments, 2) becomes a tool in which the instructor can assist and educate students how to work in teams and obtain maximum results, 3) most importantly upon completion of assignment the instructor can introduce the 4 Stages of team development and have an inner class discussion on pros, cons and techniques of managing teams (all qualities irrelevant of degree will be helpful in the future).**

One of the best ways to build team effectiveness is to have a clear understanding of the typical stages of team development.

Type of Course: **Undergraduate /Graduate**

Typical Number of Students in Course: **Students are paired into teams of 3 – 5; thus a class of 50 or less is ideal; however larger classes will suffice.**

Ease in which strategy could be modified and/or applied to other courses: **Easy, multi-disciplinary**

Brief overview of Strategy: **Team Building is an essential skill for many if not most in the workforce. It is crucial for college graduates to understand the pros of being able to work in a team setting and maximize team skill sets.**

*Graduates with the skill to work and communicate effectively within teams will have a strategic advantage upon graduation.

As educators we have the ability to formulate good team building skills through team activities and foster the understanding of team formation.

Step-by-Step Instructions of Strategy: By integrating team projects - typically 2 or 3 - within my course outline I am able to randomly assign students to groups of 3- 5 members. Initially I allow them adequate time to get together during class, meet, exchange names and numbers and briefly discuss ideas concerning their project. I then have set deadlines which force them to move along through the 4 stages of team development. e.g., within a week I have the team turn in a proposal of their project along with a list of assigned roles. Early on it may become evident that there is more than 1 'Leader' in the group or that someone is a 'freeloader.' I stress during class that no matter what the situation each team member will receive the same grade at the end. Inevitably I receive emails expressing frustration that 1 or more individuals never return messages, turns in incomplete work, or doesn't participate at all. This is my opportunity to explain that this is expected and allows them the opportunity to 'practice' and acquire communication skills beneficial after graduation. I discuss ways in which they plan to handle the situation and guide them appropriately. Through encouragement most are able to work through the 'storming stage' and become a high performing team member. However, not all teams build trust and produce quality work.

Secondly, I then have a second project which either is a continuation of the first or completely new. By maintaining the previously assigned groups the members can continue where they left off or may regress and go through the storming phase again. Either way they typically reach the performing stage where they see a better 'product' and have mutual understandings of each members' contributions. If the class is set up to have a third project then I give them the option of maintaining their team or branching off and self-selecting a new team. After the final team project is submitted I then have a class discussion about what everyone learned by

working in group - what are the pros and cons. I share, unanimously of course, some of the feedback and issues which arose during the team assignments. I also explain Tuckman's Model of Small Group Development. The student's find this very interesting and you see them sitting there and really thinking about their experience. Many of them tell me how beneficial the understanding of team formation has been and how working in a cohesive team enforces the concept of - "The whole being greater than the sum of its parts."

Additional comments: **After the first project if I find a team which is unable to advance past the storming or norming phases I rearrange groups for subsequent projects. This enables the members to compare the difference between a performing team and a non-performing team.**

Resources, citations, references for strategy :   Bruce Tuckman's stages of group development

The Forming – Storming – Norming – Performing model of group development was first proposed by Bruce Tuckman in 1965, who maintained that these phases are all necessary and inevitable in order for the team to grow, to face up to challenges, to tackle problems, to find solutions, to plan work, and to deliver results. This model has become the basis for subsequent models.

Name of Course that strategy is being implemented into: **QMM240/241 Statistical Methods for Business**

Faculty/Instructor's Name: **Amy Lee Sheikh**   Email: **asheikh@oakland.edu**

Oakland University's Instructional Fair- Strategies for Engagement

Title of Strategy: Active learning development of a research-based abstract
Type of Strategy: Think-Pair-Share, learning communities and online engagement
Objectives for session: The small group sessions will address "best practices" in developing and presenting an abstract for presentation of scientific research including:

- To gain knowledge on how to develop an abstract for research findings;
- To experience how to deliver and receive constructive peer feedback on the effectiveness of a structured abstract for presentation; and
- To gain experience in development of an abstract that represents the current state of their Capstone research project.

Type of Course: Capstone Research Project for Medical Students
Typical Number of Students in Course: 50-75
Ease in which strategy could be modified and/or applied to other courses: Easy
Brief overview of Strategy:

      All medical students must complete a Capstone research project during their four years at Oakland University William Beaumont School of Medicine. During this time they are required to develop their research project, implement the research methods, analyze their data and present their research findings. The purpose of the research abstract development session is to allow the students to produce a structured abstract and obtain immediate feedback from an abstract partner (think-pair-share). This was accomplished in one class session (1.5 hours). At the end of the class period, the students posted their completed abstracts onto the Moodle course website. Additional student peers provided online feedback through a Moodle forum (learning communities). The faculty and staff facilitating the think-pair-share class session provided feedback to the students on their submitted abstracts and on the quality of feedback submitted to the forum (online engagement).

Step-by-Step Instructions of Strategy:

In Class Timeline
(1 hour and 30 minutes)

Amount of Time	Activity
5 minutes	Find your abstract partner
10 minutes	Go through PowerPoint abstract instructions and sample abstract on Moodle with your think-pair-share partner.
25 Minutes	1. Open the pdf abstract form provided 2. Complete all fields of the abstract form
20 minutes	Discuss your draft abstract with your partner
10 minutes	Make your final changes to your own abstract
10 minutes	Submit your completed abstract to the Moodle forum
10 minutes	Complete session survey

Student Survey: Students were asked to provide feedback on the session on various items including:
clarity of objectives; usefulness of PowerPoint information; activity engagement; identification of the best and least desirable aspect of session; and suggestions for further sessions.
Name of Course that strategy is being implemented into:
Capstone Research Program for Medical Students
Faculty/Instructor:
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Associate Professor
Department of Biomedical Sciences
Oakland University William Beaumont School of Medicine   **email:** dereski@oakland.edu

Oakland University's Instructional Fair- Strategies for Engagement

Title of Strategy: <u>Moral muscle circuit training</u>

Type of Strategy: Active learning

Purpose, Goal(s) or Learning Outcome(s) for Strategy: Students will have the opportunity to discuss questions in small group. These questions are designed to not have a clear right or wrong answers. As students go through the "circuits," they are able to see how different groups may have answered the questions differently.

Type of Course: Undergraduate, capstone

Typical Number of Students in Course: 40

Ease in which strategy could be modified and/or applied to other courses: Easy, but questions must either be very complex with different ways to approach a solution or have several correct answers.

Brief overview of Strategy:

This class activity was inspired by a boot camp fitness class where there were different circuit stations, in each of which a different muscle group was exercised. For this class activity, I had five different "circuit stations" located around the room. Each station was a different ethical dilemma to be discussed. Over the class period, students rotate through all of the circuits, answering the questions and seeing how other groups answered the questions.

Step-by-Step Instructions of Strategy:

1. Prepare and set up each station in advance. Each station will include a blue, yellow, and red folder. The blue and yellow folders each contained at least five blank copies of the problem worksheets for that station. (It is helpful to have extra blank copies in the blue folder so all group members can read the question.) The problem worksheets included an ethical dilemma and a series of questions related to the material for that class. The red folder was empty.
2. Students counted off by five and went to the circuit station corresponding to their number.
3. Round 1: Students were instructed to open their blue folders and work through the worksheet, as a group. They had about ten minutes to complete this task. When they had completed the worksheet, they were asked to put it in the yellow folder.
4. Round 2-4: Students then moved clockwise to the next station. They repeated the activity, by taking a worksheet out of the blue folder and working on that worksheet as a group. After 10 minutes, the groups removed from the yellow folder and reviewed the sheet completed by the previous group, comparing it to what their own group had written. On a blank worksheet from the yellow folder, they described any differences and similarities between the two groups and then put the sheet describing your similarities and differences into the RED folder. They then put their group's and the preceding groups' answers back in the yellow folder. After each round (about 10-15 minutes), the group moved on to the next circuit.

5. For the fifth and final round, the groups repeated the activity. After reviewing all completed sheets in the yellow folder AND the red folder they prepared to report out to the entire class what you saw in the worksheets, including what answers were given and what disagreements were there between the groups.
6. Each group reports out the differences observed between groups' answers. The instructor/facilitator may relate these differences to different concepts covered in class.

Additional comments: (if applicable include reflection, personal comments, results, cautionary tale, etc.)

This activity gave groups a chance to come to their own conclusions, without influence from other groups. This led to different groups having very different discussions about the topic. This activity also enabled groups to see the different conclusions to which other groups had come.

Students do not always like moving around the room, but the movement did keep them engaged.

Name of Course that strategy is being implemented into: HS450: Laws, Values, and Healthcare

Faculty/Instructor's Name: Rebecca Cheezum   **Email:** cheezum@oakland.edu

Title of Strategy: Panel discussion entitled
"Ethical issues in medical malpractice: a discussion to foster compassionate patient care"

Type of Strategy: Moderated Panel discussion

Purpose, Goal(s) or Learning Outcome(s) for Strategy: Panel discussion entitled "Ethical issues in medical malpractice: a discussion to foster compassionate patient care"

At the end of this activity, students will be able to describe:
- The four components of a malpractice suit
- The connection between medical ethics and medical malpractice
- The association between mandated reporting of mistakes and quality of care.
- How "I am sorry" practices impact law suits
- Systems to support or guide professionals to prevent mistakes or malpractice (e.g., standards of practice, licensing requirements, super

Type of Course: Health Sciences capstone, writing intensive course, with focus on ethics; Nursing courses in community nursing and a professionalization course

Typical Number of Students in Course: Up to 40 per class; combined audience of 130.

Ease in which strategy could be modified and/or applied to other courses: Easy

Brief overview of Strategy:

   This panel was jointly planned by instructors from the Schools of Nursing and Health Sciences. The audience consisted largely of undergraduate students in the health sciences (pre-physical therapy, pre-med, pre-dentistry, pre-pharmacy, exercise science, nutrition, medical laboratory science, nuclear medicine, radiation therapy, and holistic medicine) and students from the School of Nursing who are currently taking community nursing and/or a nursing professionalization course. After opening the panel up more broadly, it was also attended by doctoral students in physical therapy.
   There were four experts on the panel: a defense attorney, a plaintiff's attorney, a hospital risk assessment expert, and a former chair of a hospital ethics committee. An instructor from the school of health sciences who is also an attorney served as moderator. The panel discussion was video recorded and will be made available to students in other classes or future semesters.

Step-by-Step Instructions of Strategy:

- Identify objectives of the panel
- Identify, contact panelists
- Develop questions for panel, provide to panelists (or broad areas for discussion)
- Coordinate space, recording logistics
- Identify moderator, support for panel
- Panel discussion:
    - Introduction by moderator and co-facilitators
    - For 1 hour, moderator asks questions and panelists respond. Moderator uses objectives and preplanned questions to insure that all objectives are reached.
    - Q&A from audience
    - Closing and thank you
- Prepare DVD from video

Additional comments:

- By jointly planning the activity with School of Nursing and School of Health Sciences instructors, we were able to tap into multiple professional networks, leading to a diverse panel of experts on the topic.
- Students appreciated hearing from experts in the field who could discuss real-world examples.
- Having a diverse audience led to a particularly engaging question and answer period.

Name of Course that strategy is being implemented into:

<u>School of Health Sciences</u>

HS450 Law, Values, and Health Care

Physical therapy doctoral students

<u>School of Nursing</u>

NRS 216 Health Promotion I

NRS 280 Introduction to Professional Nursing Practice

NRS 426 Community Nursing

NRS 473 Nursing Synthesis Clinical

NRS 485 Nursing Synthesis Clinical

NRS 613 Advanced Health Assessment

NRS 648 Pharmacology for Advanced Nursing Practice.

Faculty/Instructor's Name: Rebecca Cheezum, Marjorie Lang, Kim Holka

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EXS 215
Strengths, Weaknesses, Opportunities, Threats (SWOT) Analysis

At the end of this document you will find links to three web pages, each one of which gives basic information about SWOT analysis. Generally, SWOT analysis is applied to strategic planning for a firm of some kind. Here, you are working on a strategic plan for completing this course. The idea is to analyze yourself with respect to your academic strengths, academic weaknesses, opportunities for achieving your goals, and threats to achieving your goals. Be thoughtful and succinct in your responses. Your responses should be in sentence format.

This assignment is best completed when you can be alone and spend time giving each area some deep thought.

You are expected to turn in your SWOT analysis; you can either write it in outline form or use a matrix as shown in some of the Web pages. The matrix (table) below is provided as an example; you can use it as a template if you would like.

Strengths (internal factors)	Opportunities (external factors)
- What are you really good at? - What skills and talents do you have that will assist you in being successful in this course? - What do you do better than anyone else? - What do others see as your strengths?	- What Oakland resources are available to facilitate your success in this course? - What other resources are available to you to facilitate your success in this course?
Weaknesses (internal factors)	**Threats (external factors)**
- What skills and talents do you lack that may hinder you from being successful in this course? - What personal behaviors/traits do you have that may hinder your success? - What do others see as your weaknesses?	- What do you see as threats to completing this course? - What is your greatest challenge from external factors in completing this course?

In addition to completing the SWOT analysis answer the following questions:

1. How can you use the strengths you have identified to overcome your weaknesses?
2. What are some strategies you can develop to minimize or overcome the threats you have listed?
3. How can the opportunities you have listed enhance your success in the class?
4. State one goal you would like to accomplish this semester. It can be related to this course or not.
5. Explain how you will achieve this goal.

You may be ready to begin writing your SWOT analysis now. However, if you would like more information about SWOT analysis before you begin to write, you may find the following links useful.
1) http://www.mindtools.com/pages/article/newTMC_05.htm
2) http://www.mycoted.com/creativity/techniques/swot.php
3) http://www.stfrancis.edu/ba/ghkickul/stuwebs/btopics/works/swot.htm

Title of Strategy: Strengths Weaknesses Opportunities and Threats (SWOT)Analysis

Type of Strategy: Class assignment

Purpose, Goal(s) or Learning Outcome(s) for Strategy: The purpose of this assignment is to prepare the students for the upcoming semester.

Type of Course: I have students in all of my courses complete this assignment.

Typical Number of Students in Course: 30-40

Ease in which strategy could be modified and/or applied to other courses: The questions can be easily modified to fit the situation or course.

Brief overview of Strategy: The intention is to get the students to starting thinking about how they are going to be successful in their academics.

Step-by-Step Instructions of Strategy:

1. On the first day of class I explain the SWOT analysis to the students. This is an assignment they complete at home so I have it posted on Moodle.
2. There are 4 areas they examine and address specific questions regarding the strengths and weaknesses they bring to the class. They also examine the opportunities and threats that will facilitate or hinder their success in the class.
3. In addition to the 4 areas there are an additional 3-5 questions that the students must address to assist them in using this tool to be successful.
4. For my on-line courses they must post a discussion regarding the process. The in-class portion we will have a class discussion

Additional comments: this has been an assignment I have used for the past 7-8 years. The students find it a very worthwhile assignment to start the semester. I have included a comment from one of my students that is a typical response.

I found the SWOT analysis a really interesting assignment. It had me think very deeply about myself. I do not recall the last time I sat down to think about my strengths and weaknesses. It was actually quite refreshing and challenging at the same time. The reason I say it was refreshing is because on a daily basis I don't really think about the negatives and positives about myself. It was nice to gather my thoughts and really think about some of my skills and talents and how they affect me as a person. The reason I thought it was challenging was only because I've never been one to sit and think so deeply and evaluate my pros and cons. It took me some time to really think about how my strengths and weaknesses identify who I am and overall it was a successful assignment.

Resources, citations, references for strategy This idea came from the corporate world. I have made modifications to better address the student's needs.

Name of Course that strategy is being implemented into: All my courses except HS201

Faculty/Instructor's Name: Terry Dibble   Email: dibble@oakland.edu

Title of Strategy: Speed Meeting

Type of Strategy: Ice breaker for WHP 315 students

Purpose, Goal(s) or Learning Outcome(s) for Strategy: The intention of the speed meeting is to get the students comfortable with interacting with other students and meeting new friends.

Type of Course: WHP 315 is called Laughter as a Therapeutic Modality. It is an undergraduate writing intensive course.

Typical Number of Students in Course: Each section I will have 45-50 students.

Ease in which strategy could be modified and/or applied to other courses: This is a very simple ice breaker to complete. The biggest challenge is having the space to complete it. The students are up moving around.

Brief overview of Strategy: The main idea is giving the students 30 seconds to learn something about their classmates. This will be about a 20-25 minute process. Depending on class size and time constraints, they will not meet everyone in the class.

Step-by-Step Instructions of Strategy:

There are two parts to the speed meeting process.

1. Have students line up in two rows facing one another. Depending on the size of the class I make two separate groups so you will have 4 rows of students. Usually about 10 per row.
2. The students will be given 30 seconds to introduce themselves and tell their partner something about themselves. Then they reverse roles so the other student has 30 seconds. I manage the time and tell them when to stop and go.
3. After both students have had the opportunity to meet each other you shift the students so they have a new partner. (This is always a fun part because they usually don't get it right the first time so I make several jokes about it).
4. I do this portion for about 10 minutes.
5. The second part I call Super Speed Meeting.
6. The students are to get a piece of paper and writing utensil. They have 10 minutes to complete this portion of the activity.
7. They are told to meet as many students as possible in the class in the 10 minutes.
8. They must write down the student's name and 3 things about that student.
9. At the end of the 10 minutes they write down the total of students they met and turn in the paper to me.
10. I tally the scores and give a reward to the student(s) that have the most names. I also give a reward to the student that has the least but I do not tell them this in advance.

Additional comments: The students really enjoy this activity. I complete it on the second day of the semester. It really reduces the anxiety of the students about meeting other students.

Resources, citations, references for strategy: This idea is based off of the speed dating concept.

Name of Course that strategy is being implemented into: WHP 315, Laughter as a Therapeutic Modality.

Faculty/Instructor's Name: Terry Dibble   Email: dibble@ Oakland.edu

Title of Strategy: Maintaining Rigor while Increasing Critical Thinking through Collaborative Testing

Type of Strategy: Collaborative testing

Purpose, Goal(s) or Learning Outcome(s) for Strategy:
1. To encourage critical thinking among students.
2. To encourage team building relationships.
3. Integrating active learning into the classroom.
4. Lowering stress related to taking exams.
5. Giving immediate feedback to student related to performance on examines.

Type of Course: Face-to-Face Medical Surgical nursing course in the first semester

Typical Number of Students in Course: Approximately 60 students

Ease in which strategy could be modified and/or applied to other courses: Very easy

Brief overview of Strategy:
- After students complete individual examinations they then form into small groups and take the same examination as a small group where they can discuss the questions and rationale for the answers.

Step-by-Step Instructions of Strategy: (list as many steps as required ....1,2,3,)
1. Develop Examinations, only need one copy of each examination. Will use the same examination for the individual and group test.
2. Develop groups, 5-6 students per group. Students can either self-select group members or faculty can assign groups. If students self-select, faculty then has the right to add students to groups that are not full to make sure that groups are evenly distributed.
3. Students take individual examination on their own using their own scantrons (traditional method of taking examinations). After completing examination, students' hand in their scantrons with an "I" (individual) on the top, leave the examination on their own desk face down, and wait in hall until the individual examination period is complete.
4. Students return to classroom when faculty designates, takes their own examination and a new scantron to an identified location in the classroom for their small group. On the top of the scantron they put "G" (group).
5. Students begin to take examination as a group when faculty states it is time to begin and are given a designated time (usually an hour) to complete the examination. Each student can fill out the scantron with any answer they select; they do not have to choose what the group agrees upon.
6. After completing the group examinations, as a group they hand in their scantrons and then wait until all participants have completed the group examinations. The students keep their examinations at their desks again face down.
7. After the allotted time and all scantrons are handed in, the faculty then reviews the answers to the examination so all the students have immediately feedback on their performance. I stress that I still need to grade the examinations and will review using point-by-serial. If a question is deemed unclear and misleading, I throw the question out. Thus, their grade maybe higher than what was indicated during the review.

Grading:

1. Grade the individual students' grade on the examination.
2. Grade the group grade for the student on the examination.
3. If the student receives 78% or better on the individual examination, they are eligible for the group examination grade.
4. Group examination grade is the average between the individual grade and the group grade.
5. It is important to note that students MUST pass the class on their own individual grades for the examinations (70% overall) before any group grades are considered. They cannot pass the class because of group grades, but they can receive a better grade in the class because of the group grade so rigor is maintained while encouraging the objectives mentioned above.
6. If an individual grade is higher than a group grade, the individual grade is the final grade. There is no negative consequences for taking group examinations and I rarely have student refuse to participate in the examination

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Name of Course that strategy is being implemented into: NRS 380: Comprehensive Adult 1

Faculty/Instructor's Name: Email:

Barbara Penprase, PhD, RN   Penprase@oakland.edu
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Marla Scafe, PhD   mscafe@walshcollege.edu

Title of Strategy: **CONNECTIONS CLASS**

Type of Strategy: In-class discussion

Purpose, Goal(s) or Learning Outcome(s) for Strategy: Improving faculty-student interactions

Type of Course: Any course, but initially aimed at 1st and 2nd year engineering/STEM courses

Typical Number of Students in Course: 10-120 (implemented in EGR courses of varied sizes)

Ease in which strategy could be modified and/or applied to other courses: Easy

Brief overview of Strategy: Connections Classes are designed to enhance faculty-student interaction in 1st and 2nd year engineering/STEM courses. Faculty spend 15-20 minutes during one class period sharing information about themselves, their research, their career path, their interests, how they decided to become a professor, and/or any other information they feel comfortable sharing with the class. Students can ask questions and the dialogue is intended to be informal and open.

Step-by-Step Instructions of Strategy:

1. Select one class period, preferably in the first third of the semester
2. Reserve the last 15-20 minutes for a Connections class
3. Announce to the class that you are going to stop the class lecture early in order to focus on something different then proceed to share information about yourself, your research, your interests, how you decided to become professor, etc.
4. You can get the discussion started by prompting students to ask you any questions about yourself, you career, or any topic that you are comfortable discussing with them.
5. If possible, bring a snack such as cookies to class (not necessary). This will create a more social, engaging and fun atmosphere and will make students feel even more comfortable. The goal of a Connections class is to humanize the faculty member and improve faculty-student interactions.

Additional comments: Three faculty members have implemented this initiative in their EGR courses in Winter 2013. Student survey results show that **92.7%** of the student respondents agree or strongly agree that there is value in having a 'Connection Class' in their engineering classes. Student comments were overwhelmingly positive and indicated that students felt more comfortable approaching the faculty member after the class. Results at other institutions point to similar results.

Resources, citations, references for strategy: This strategy is being tested in SECS through a mini-grant from the NSF-funded ENGAGE program (http://engageengineering.org).

Name of Course that strategy is being implemented into: Introduction to Thermal Engineering (EGR 250). It was also implemented in EGR 240 and EGR 141

Faculty/Instructor's Name: Laila Guessous   Email: Guessous@oakland.edu

Oakland University's Instructional Fair – Strategies for Engagement

Title of strategy: Intertextual Instruction

Purpose, goal(s) or learning outcome(s) for strategy: Helping students to better understand the course content by showing its relationship to texts in a variety of different media.

Type of course: Undergraduate **Typical number of students in course:** 50

Ease in which strategy could be modified and/or applied to other courses: The strategy is particularly well suited to courses in the humanities, although it can be applied to other types of courses, as well.

Brief overview of strategy: Research suggests that student learning improves when course content is taught intertextually. In other words, rather than just teaching students about a single text (a book, a film, an artwork, etc.), it is beneficial to encourage students to engage with numerous texts across several media platforms (literature, painting, sculpture, television, film, music, etc.), emphasizing their relationships both in homework assignments and in class discussions. For example, when teaching the Surrealist writings of poets like André Breton and Malcolm de Chazal in my Modern Literature class, I ask students to engage with Surrealist artworks (including works by Man Ray, Max Ernst, and René Magritte), Surrealist films (such as Luis Buñuel and Salvador Dali's *Un Chien Andalou*), and even relatively modern works inspired by Surrealism (e.g. Mark Romanek's music video for the Nine Inch Nails song "Closer"). This approach helps students to obtain a deeper understanding of Surrealism as a political and aesthetic movement, and it also keeps students engaged. (For example, a number of students who initially had little interest in poetry suddenly became involved when they saw the influence this movement had on modern music videos.)

Step-by-step instructions of strategy: (1) When teaching a given text or concept, think of other texts that connect to the assigned content in interesting ways. (It is often helpful to look for texts that are more accessible than the course material itself.) These may include artworks, viral videos, magazine ads, TV commercials, or any other works that are illustrative or useful. (2) Incorporate the additional text(s) into lectures, class discussions, homework assignments, etc.

Additional comments: Students are often quite adept at making intertextual connections themselves. Encourage them to do so, and feel free to borrow their ideas for future sections of the course. For example, after teaching *A Clockwork Orange* in my Modern Literature class (I teach both Anthony Burgess's novel and Stanley Kubrick's film adaptation), one student encouraged me to watch a recent episode of *South Park* that had alluded to a scene in Kubrick's film, while another directed to an episode of *The Simpsons* with a similar homage. I thanked the students for their perceptiveness, found the relevant clips online, incorporated them into PowerPoint presentations, and used them in future classes.

Resources, citations, references for strategy: Nora Shuart-Faris & David Bloome (eds.), *Uses of Intertextuality in Classroom and Educational Research* (Charlotte, NC: Information Age Publishing, 2004); Carmen Luke, "Pedagogy, Connectivity, Multimodality, and Interdisciplinarity," *Reading Research Quarterly* 38.3 (2003), 397-403; Ulrike H. Meinhof & Jonathan Smith (eds.), *Intertextuality and the Media: From Genre to Everyday Life* (Manchester: Manchester UP, 2000); David Bloome & Ann Egan-Robertson, "The Social Construction of Intertextuality in Classroom Reading and Writing Lessons," *Reading Research Quarterly* 28.4 (1993), 304-333.

Name of course that strategy is being implemented into: ENG 111 (Modern Literature)

Faculty/Instructor's name: Justin Remeselnik **Email:** remeseln@oakland.edu

Oakland University's Instructional Fair
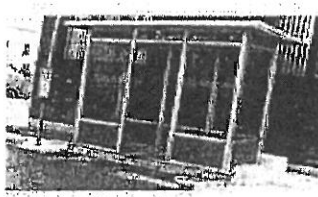
Title: Public Transportation Primer or Nurse Practitioners

Type of Strategy: On-line learning activity, assignment, case-study

Purpose: To help Nurse Practitioner (NP) students understand the challenges their patients face in their efforts to travel to health care appointments. In their practice, NPs will order diagnostic tests, therapies, and require patients to attend appointments. Insight into the problems of public transportation informs the NP about organizing the patients' care; and the physical demands, risks, and costs of travelling to appointments without 'easy' transportation.

Type of Course: NURSING 521 Diversity and Social Issues., online. This activity would work well with in-class and hybrid as well.

Typical Number of Students: 35-45 graduate students in Nursing

Ease in which strategy can be modified or applied to other courses: This strategy would be appropriate for all undergraduate and graduate students in the helping and social sciences.

Step by Step Instructions of Strategy: In this assignment, the student will "stand in the shoes of the patient".

Part A: Imagine you are a patient in the "population of interest" that you have identified for Module II.(ex. Low socio-economic pregnant teen; unemployed Mexican immigrant, etc.) Next, choose an address for the patient at random. You may use a map, city guide, phone book, Mapquest, GPS, etc. to choose a random address in the county you have selected. The address must be at least 5 miles from the clinic or health care facility where the patient will visit. The patient does not have a car, cannot get a ride from family, friends, etc., and must take public transportation. Plan how your patient will get to an appointment at the health care agency. Use bus/train schedules, walking routes, etc. to plan your trip. Use whatever resources are available in the community. Since this is a "virtual" trip, the student can use Mapquest, GPS, Google Earth street-mapping, etc. to identify the route. Be specific! Include locations for the bus stops and bike paths, etc. (whatever is pertinent). Your patient does not have access to these mapping technologies.

Write a brief discussion (no longer than 350 words) about your patient's experience getting to the appointment, and post it on the Moodle Discussion page. Use data and citations and be specific so another person could follow the same route between Point A and Point B. Include in your discussion:

1. Delineate the exact route you used (bus or train routes, what "stops" used, etc.). Include all transfers. Use the exact bus route numbers, etc.
2. What was your patient's appointment time? How would the route have varied if the patient had an 8 o'clock, noon, or a 4:30 appointment time?
3. What were some of the barriers? If your patient used a bicycle or wheelchair, how did the public transportation accommodate these? If the patient used a walker, cane, crutches, etc., what were the special challenges? Did your patient have to carry anything such as portable oxygen, specimens or a back pack?
4. What was the cost of transportation? Be specific about all fees.
5. Did the patient bring a companion? How did this affect the experience?
6. What was the overall travel time? Did you have to add time for delays? Did the patient make it to the appointment on time without excess waiting?
7. Was the patient's safety jeopardized at any point? Why?

Part B

Read one of the other student's posts and comment on it. Write one or two paragraphs making a recommendation about how an Advance Practice Nurse may have been able to facilitate the patient's ease of attending the appointment. Would the APN need to make any "systems" changes to make access to health care easier for the patient? This is a time you should be thinking practically and creatively as an advocate for the patient.

Additional Comments: 36 students answered a survey about this assignment:

- 33/36 said they'd never used public transportation before outside of vacations.
- The time spent on this assignment ranged from 1 – 6 hours.
- The assignment was worth 10% of the class grade, which students thought was appropriate.
- When asked if the assignment should be an actual trip vs. virtual, 32/36 said NO due to safety concerns.
- Students said they highly valued reading each others' virtual patient stories
- Most students said the most challenging part of the assignment was trying to connect bus schedules
- Before the course was completed, students said that they were implementing this knowledge with patients: planning care differently, printing out bus schedules and routes for patients, finding alternate transportation for patients, etc.
- Students thought this activity should be required in future NRS 521 courses.

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Peer Reviews in the Composition Classroom

Title of Strategy: Variations on Peer Reviews

Type of Strategy: This employs both in-class an online assessment of and response to a peer's work.

Purpose, Goal(s) or Learning Outcome(s) for Strategy: The purpose of this strategy is to get students to critically read and constructively respond to essays written by their peers. The exercise is two-fold as both the peer and the reviewer benefit from refocusing upon the assignment's criteria.

Type of Course: Undergraduate/hybrid

Typical Number of Students in Course: 22

Ease in which strategy could be modified and/or applied to other courses: Easy

Brief overview of Strategy: In WRT 150 and WRT 160, since the writing process is valued, students turn in both draft and final copy. Part of the growth from draft to final copy involves a peer review. This presentation provides faculty with a few variations on a common practice.

Step-by-Step Instructions of Strategy:

1. Students submit a draft (whether to Moodle or physically in class)
2. Each student chooses a draft to peer review
3. Peer review questions are supplied in class or in Moodle
4. Students answer the questions and submit them
5. Each student is then able to read and consider the criticism provided by his or her peer

Additional comments: I find that students love to do something different each time. If I present the same peer review format over and over, they begin to automatically respond without really looking at the opportunity to provide constructive criticism.

Resources, citations, references for strategy: Some of the strategies have been borrowed and modified from other teachers; some of the strategies have been modified from suggestions made on the NWP website.

Name of Course that strategy is being implemented into: These strategies are used amply in WRT 150 and WRT 160

Faculty/Instructor's Name: Laura Gabrion   **Email:** gabrion@oakland.edu

Title of Strategy: Engagement and Professional Socialization of the Undergraduate Student through Poster Presentation Exhibit

Type of Strategy: Exhibit Hall and Poster Presentation

Purpose, Goal(s) or Learning Outcome(s) for Strategy:
1. Socialize the students to behaviors expected during peer interaction at a professional research exhibition including demeanor, dress, professionalism, content, and presentation skills
2. Provide a forum for relationship-building between faculty, administrators, graduate students, and undeclared students interested in content area/major
3. Provide external motivation for efforts on developing presentation/poster content as students must be cognizant of their audiences

Type of Course: Undergraduate, Classroom-Based, Pre-Healthcare (PT, OT, Nursing, Medicine, etc)

Typical Number of Students in Course: 30

Ease in which strategy could be modified and/or applied to other courses: Moderate

Brief overview of Strategy: Students are divided into small groups to research a clinical specialty in physical therapy and then orally present their poster/PowerPoint to the class. A Poster Presentation Exhibit is scheduled for students to present posters in an open forum where professors, graduate and undergraduate students, and other interested parties are invited to view completed posters and to participate in a discourse on topics presented. Students are graded on professional dress, professionalism, and ability to respond to queries and comments in a positive manner.

Step-by-Step Instructions of Strategy:
1. Divide students into small groups of 4-5 and select a topic of interest related to course content
2. Utilizing self-directed study, clinical experts' guest lectures, and visits to clinics to interview a physical therapist and a patient, students develop a poster and PowerPoint presentation over a series of weeks.
3. 3-4 weeks before the exhibit hall, advertise exhibit hall through emails, flyers, student clubs (ex. Pre-PT clubs) to students, faculty, and external audiences.
4. Order punch, cake, and cookies and secure easels and central meeting space (atriums work great!)
5. The exhibit hall lasts approximately one hour and posters are set up in a traffic pattern to allow for mingling and participant travel from poster to poster
6. Certificates are awarded for "Most Creative", "Most Informative", and "Best Overall"

Additional comments:
- Try not to schedule during finals week or other busy times so adequate audience is assured
- Helpful to have "buy in" from faculty to attend personally and coordinate classroom breaks to allow other students to attend.
- If other students/grad assistants need a service learning project, they can be engaged to help facilitate, set up, market, and vote on the awards

Resources, citations, references for strategy: Wetzel JL. Presenting Research to the Cardiovascular and Pulmonary Section During the APTA Combined Sections Meeting. *Cardiopulmonary Physical Therapy.* 2000; 11: 140-144.

Name of Course that strategy is being implemented into: PT 302 – Physical Therapy as a Profession

Faculty/Instructor's Names: Chris Wilson, Deb Doherty, Kris Thompson, Sara Maher

Email: wilson23@oakland.edu; kathomps@oakland.edu

Title of Strategy: Sympathy for a Serf

Type of Strategy: On-line internet assignment

Purpose, Goal(s) or Learning Outcome(s) for Strategy:

Type of Course: Undergraduate Course – International Studies Program

Typical Number of Students in Course: 36

Ease in which strategy could be modified and/or applied to other courses: Easy

Brief overview of Strategy:

Create a song with melody and lyrics which expresses the life of a serf or peasant in 19th century Russia. You can use one of the photos included (I provide several different scenes from peasant life) as inspiration for your composition.

Step-by-Step Instructions of Strategy:

- Your song must include at least 20 lines of lyrics of which 8 of those lines can be a repeating refrain.
  - *Lyrics (4 lines)*   **OR**   *Lyrics (8 lines)*
    - *Chorus (4 lines)*   *Chorus (4 lines)*
  - *Lyrics (4 lines)*   *Lyrics (8 lines)*
    - *Chorus (4 lines)*
  - *Lyrics (4 lines)*
    - *Chorus (4 lines)*
- You will need to upload the melody of your choice either as an .mp3 or .wav file, or provide me with a YouTube link to the song being performed. I need to hear the melody/beat that will accompany your lyrics, for example, Blink 182 *"A New Hope"*.
- All musical styles are acceptable!
- Post your response and attachment to the Forum entitled "Melodies and Lyrics". This will allow everyone to review your work.

Resources, citations, references for strategy: Attended a session at a recent Lilly Conference at which the presenters discussed how they used "songs" to reinforce symptoms when diagnosing various illnesses and diseases in their classes for graduate students in the School of Veterinarian Medicine.

Name of Course that strategy is being implemented into: Introduction to Russia (IS 260)

Faculty/Instructor's Name: Gregory Allar   Email: allar@oakland.edu

Title of Strategy: Google Earth

Type of Strategy: On-line internet assignment

Purpose, Goal(s) or Learning Outcome(s) for Strategy: To familiar students with overall geography of Russia and, indirectly, the various different ethnic populations that inhabit the country.

Type of Course: Undergraduate Course – International Studies Program

Typical Number of Students in Course: 36

Ease in which strategy could be modified and/or applied to other courses: Moderate

Brief overview of Strategy:

Your first internet assignment for this course will be to create two virtual field trips; one involves West-East travel via the Trans-Siberian Railway, while the other involves a North-South cruise on the Volga River. This assignment uses Google Earth to introduce you to the vast geographic area which Russia occupies.

Step-by-Step Instructions of Strategy:

Download Google Earth 6.0 (Free)

There are a number of video tutorials as well as step by step instructions for using the various features of Google Earth. These guides are located in the "Start-up Tips" found in the drop down "Help" tab. The links below will take you directly to tutorials which you need to complete the Landmass Assignment.

Navigating in Google Earth

Once you understand how to navigate in Google Earth, I encourage you to spend some time just exploring. Locating places which one has visited or read about can provide hours of entertainment.

Landmass Assignment

You will need to create two virtual field trips. One involves West-East travel via the Trans-Siberian Railway, while the other involves a North-South cruise on the Volga River. You will use Google Earth to complete this assignment.

The Placemarks and tours link explains how to create and edit place markers, how to include individual markers in a folder, and lastly, how to send your .kmz file to me.

Trip #1 - West-East travel via the Trans-Siberian Railway (RED place marker)

The Trans-Siberian Railway represents the longest network of railways that connects European region of Russia starting in Moscow to Vladivostok, in the Asian region of Russia.

This railway incorporates stops in the following list of cities: Moscow, Vladimir, Nizhny Novgorod, Kirov, Perm, Yekaterinburg, Tyumen, Omsk, Novosibirsk, Krasnoyarsk, Irkutsk, Chita, Birobidzhan, Khabarovsk, Ussuriysk, and Vladivostok.

Instructions:
- In addition to Moscow and Vladivostok, you are to locate ten (10) of the cities from the above list and mark each one on a Google map using a **RED** "pushpin/thumbtack".
- Type the name of the city
- Using "Wikipedia" find an interesting fact for each city, **AND** include it in the "description" box. (The "description box" also accepts HTML tags i.e., links to URLs and images.) [**HINT**: To include a link to a picture/graphic in the "description" box. When you add an image from the web to the description box of the placemarker, follow the procedure listed below:
  - click on the tab "Add Image"
  - find the image you want
  - "right click" on the image and select "Copy image location"
  - paste this URL link in the "Add Image" box and click save [same line as Add URL and Add image]
  - add any additional comments and save your work again [Lower right hand corner]
- Once you have marked all twelve cities, put the cities for the tour *in sequential order.*
- Create a folder entitled "Trans-Siberian Railroad" under **My Places** and move all of your cities into this folder.
- Save your work in **My Places**

Trip #2 – Cruising on the Volga River (YELLOW place marker)

The Volga River is one of the most spectacular rivers in Russia. Cruises on the Volga River attract many Russians and tourists from around the world. Cruises go in one of two (2) directions, to the north or to the south, often using Moscow as its starting point. Your virtual cruise, however, begins in St. Petersburg and ends in Astrakhan. In addition to St. Petersburg and Astrakhan, your cruise will pass through the following cities: Kizhi, Goritsy, Yaroslavl, Uglich, Moscow, Nizhny Novgorod, Cheboksary, Kazan, Saratov, and Volgograd.

Instructions:
- In addition to St. Petersburg and Astrakhan, you are to locate eight (8) of the cities listed from the above list and mark each one on a Google map using a YELLOW "pushpin" or thumbtack" icon. Type the name of the city
- From this point same instructions as with Tran-Siberian Railway

Additional comments:
I typically ask students to find an "uncommon" landmark, one that is NOT readily associated with one of the cities on the two (2) tours AND a graphic (.jpeg or .gif) that represents this landmark. I request that they send me this "uncommon" landmark to me via email. I compile these unusual facts and graphics and put together a "scavenger hunt" for the next class.

Name of Course that strategy is being implemented into: Introduction to Russia (IS 260)

Faculty/Instructor's Name: Gregory Allar   Email: allar@oakland.edu

Oakland University's Instructional Fair- Strategies for Engagement

Title of Strategy: Storytelling to Enhance Scientific Lectures

Type of Strategy: In-class active learning, on-line active learning

Purpose, Goal(s) or Learning Outcome(s) for Strategy: To increase retention of the material

Type of Course: Undergraduate or graduate, on-line or traditional

Typical Number of Students in Course: 15-40 (but not limited to that!)

Ease in which strategy could be modified and/or applied to other courses: Easy/moderate

Brief overview of Strategy: Wrap interesting anecdotes into your lesson plan, perhaps a historical anecdote regarding an important figure of the past, or the story of the coming of an important technology. The more interesting and personal the anecdote, the more it will capture the thoughts of the student, the more it will engender an emotional response (right brain) that will help retain information (left brain)
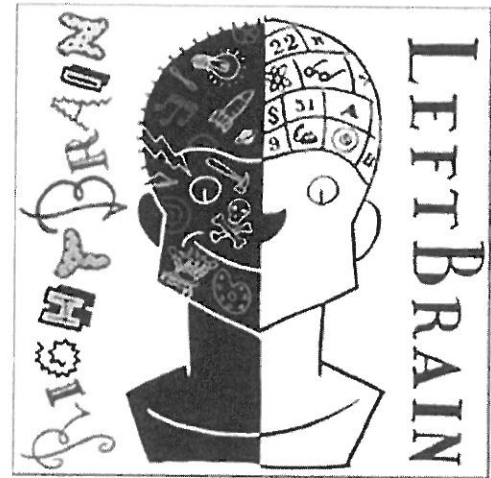
Step-by-Step Instructions of Strategy:

1. Research some history on the topics in your course
2. Find through your research interesting personal stories, anecdotes of people that made a knowledge contribution in your subject area.
3. Find an interesting way to convey the anecdote to your students. Perhaps there is a short biography of the person or event that you can find that was produced by the History Channel, or Discovery Channel, or can be found on YouTube or similar sites.
4. Perhaps the story is best told in a traditional verbal style with select illustrations shown throughout.
5. Perhaps a guest speaker.
6. Tie in the anecdote to your lesson, either as an introduction to the topic or as a footnote along the way.

Resources, citations, references for strategy:

Much archival literature, but this story is a good start: http://lifehacker.com/5965703/the-science-of-storytelling-why-telling-a-story-is-the-most-powerful-way-to-activate-our-brains

Name of Course that strategy is being implemented into: K-12 workshops, Alternative Energy Systems

Faculty/Instructor's Name: **Chris Kobus**   Email: cjkobus@oakland.edu

Title of Strategy: Teaching Elementary Science as Discourse Practices

Type of Strategy: Community of learners

Purpose, Goal(s) or Learning Outcome(s) for Strategy: Making connection between pre-service teachers in order to learn from each other.

Type of Course: Hybrid

Typical Number of Students in Course: 25

Ease in which strategy could be modified and/or applied to other courses: moderate

Brief overview of Strategy: In this project, pre-service teachers are engaged in two inter-connected projects:

- Students are independently do a science project, video tape it, and share the video with other for open discussion
- Students also turn that science project to a lesson, teach it to other students, and then generate a reflective video about what they learn

Step-by-Step Instructions of Strategy:

Doing Science:

I.   Doing independent science project
II.   Videotaping what they did and share it with other on YouTube and Facebook
III. Watching the video online and making comments on the video

Teaching Science

I.   Turning the science project and teach it to other students in the course
II.   Making a reflective video about what they learned about teaching science
III. Sharing the video with other on YouTube and Facebook for comments and discussion

Additional comments:

You should negotiate with students and be flexible for asking students to videotape themselves and put the video on YouTube

Course that strategy is being implemented into: SCS 105

Faculty/Instructor's Name: Mohammad Basir   Email: Basir@ oakland.edu

Title of Strategy: Jigsaw

Type of Strategy: In class active learning strategy

Purpose, Goal(s) or Learning Outcome(s) for Strategy: To maximize exposure to a variety of texts (or other content) while minimizing time

Type of Course: Any

Typical Number of Students in Course: This strategy works best with small to medium class sizes

Ease in which strategy could be modified and/or applied to other courses: Easy

Brief overview of Strategy: A Jigsaw is an active learning exercise in which a general topic is divided into smaller, interrelated pieces. Each member of a team is assigned to read and become an expert on a different piece of the puzzle. Then, after each person has become an expert on their piece of the puzzle, they teach the other team members about that puzzle piece. After each person has finished teaching, the puzzle has been reassembled and everyone in the team knows something important about every piece of the puzzle.

Step-by-Step Instructions of Strategy:

1. Divide students into groups of 4-5. (Expert team)
2. Assign each group a different "piece of the puzzle" (e.g., a portion of a chapter, an article, etc.)
3. Give groups time to read their assigned piece and discuss what they think are the key elements or main ideas. The idea is for each member of the group to become an "expert" in that piece of the puzzle.
4. Re-assign students into groups of 4-5, with the new groups being comprised of one or more members of the previous group. Each group should have a representative of each original group. (Sharing team)
5. In the new group, each student teaches the rest of the group the key elements or main ideas of his/her piece of the puzzle.

Additional comments: Note that each student should still have access to all "puzzle pieces" (e.g., all articles, portions of text, etc.).

Resources, citations, references for strategy:
http://www1.umn.edu/ohr/teachlearn/tutorials/active/strategies/index.html

Name of Course that strategy is being implemented into: All

Faculty/Instructor's Name: Eileen Johnson   Email: johnso10@oakland.edu

Title of Strategy: Concept Mapping

Type of Strategy: In-class active learning technique

Purpose, Goal(s) or Learning Outcome(s) for Strategy: To have students think critically and make connections across information, concepts, etc.

Type of Course: Any

Typical Number of Students in Course: Could be used in any course, but might be best suited to small-medium courses (e.g., 15 – 40 students)

Ease in which strategy could be modified and/or applied to other courses: Easy

Brief overview of Strategy: A concept map is a way of illustrating the connections that exist between terms or concepts covered in course material. Developing a concept map requires the students to identify and organize information and to establish meaningful relationships between the pieces of information.

Step-by-Step Instructions of Strategy:

1. Review the terms and/or concepts relevant to the activity
2. Have students get into small groups of 3-5
3. Using chart paper, white boards, or even technology (such as laptops or iPads), have students create a map that integrates and demonstrates the relationship among the terms and/or concepts of interest. While some sources discuss concept maps as depicting relationships through lines connecting networks, concepts maps can also include other visual depictions such as diagrams, icons, text, etc.
4. Each group identifies a spokes-person to explain the group's map to the rest of the class. Discuss the similarities and differences among the student-generated concept maps, making corrections to misunderstandings or elaborate on interesting results as appropriate.

Additional comments: I find students work best with this activity if they feel free to really explore. Therefore, it is important to provide adequate time as well as to refrain from being overly prescriptive as to what the end result should look like.

Resources, citations, references for strategy:

http://www.inspiration.com/visual-learning/concept-mapping

http://images.search.yahoo.com/search/images?_adv_prop=image&fr=yfp-t-621-s&va=concept+mapping+vs.+mind+mapping

Name of Course that strategy is being implemented into: All

Faculty/Instructor's Name: Eileen Johnson   Email: johnso10@oakland.edu

Type of Strategy: Online active learning strategy.

Purpose, Goal or Learning Outcome for Strategy: To provide a mechanism for group collaboration in a course. This method also increases the efficiency of collaboration.

Any Type of Course • Any Number of Students in Course • Easy Strategy

Brief Overview of Strategy:

The instructor creates Google documents that are shared with students in the course. Similar to the Wiki tool in Moodle, this gives the students a collaborative workspace. Google has the additional benefit of allowing real-time collaboration. Google Drive is built into the OU email, so no additional accounts are required. Full version histories are saved so faculty can go back and see who did exactly what for the project.

Step-by-Step Instructions of Strategy:

(upper left corner of webmail)

1 Login to OU webmail at **http://webmail.oakland.edu**

2 Click on the **Drive** link at the top to open Google Drive.

3 Click the red **Create** button and select the type of file you want to create. Document is like a Word document, Presentation is like PowerPoint, Spreadsheet is like Excel, and Form will allow them to create surveys.

4 Click on **Untitled document** in the top left and name the document, such as Group A then click the blue **OK** button.
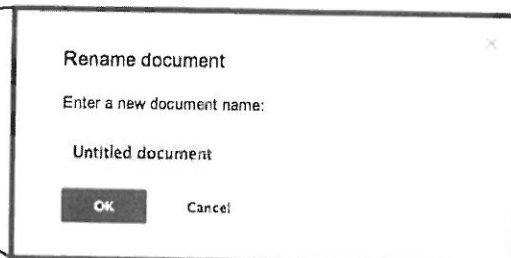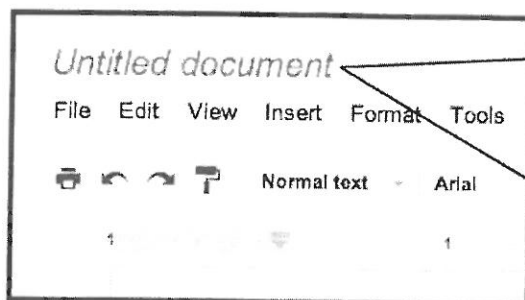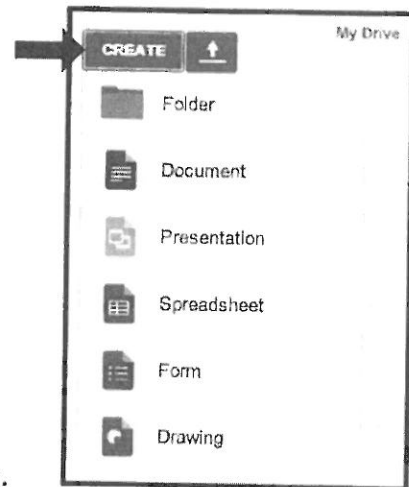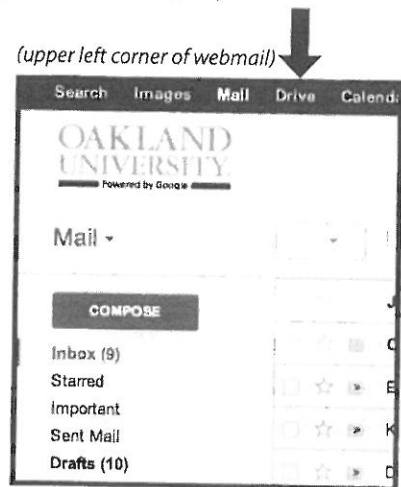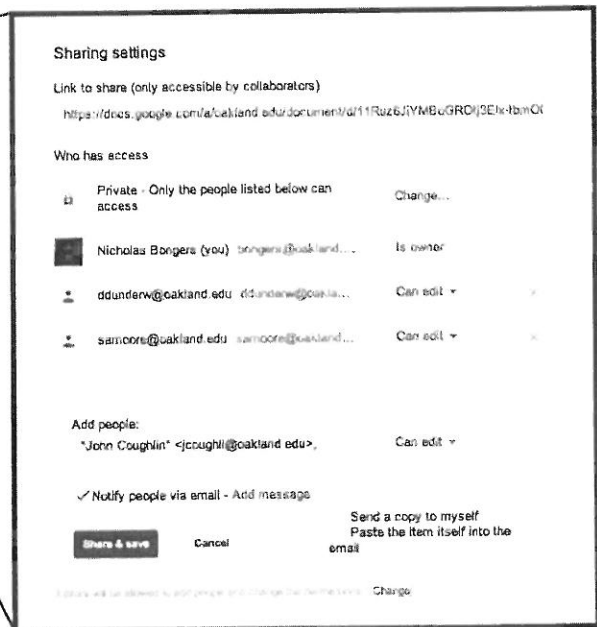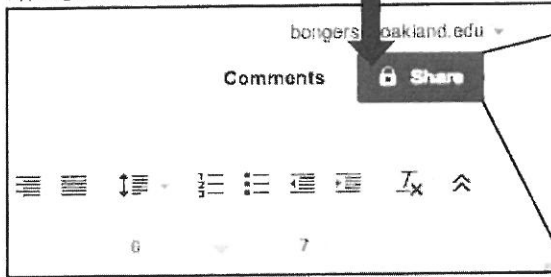
5 Click the blue **Share** button in the top right. Under the Add people box, type in the email addresses of the students in Group A, then click the green **Share & save** button, then the **Done** button.

Additional comments:
Using Google Drive allows instructors to stay mobile by not needing to carry around a thumb stick or flash drive. It also allows students to collaborate in real time with each other.

Once you've created and shared the document with your class, your students will be able to click on the link in their email to access it. Multiple users can access the same document at the same time for real-time collaboration. All changes are automatically saved. Version histories are available in the document by going to top menu and selecting **File > See revision history**. Clicking on the times and dates on the right will show that version, and you can click on the **Restore the revision** link to have that restored.

You can also save a copy on your local computer afterwards. This will allow students to use specific citation formating (APA, MLA) after they've collaborated with their group. To do this, go to the top menu and select **File > Download as >** and choose the type of file you want, e.g., **Microsoft Word (.docx)**.
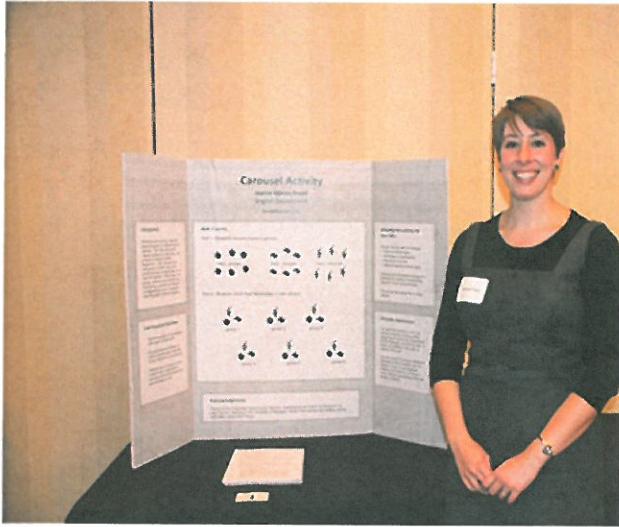
Name of Course that strategy is being implemented into:
This strategy has been used in Shaun Moore's WRT 150 course

Faculty/Instructor's Name:
Shaun Moore - samoore@oakland.edu
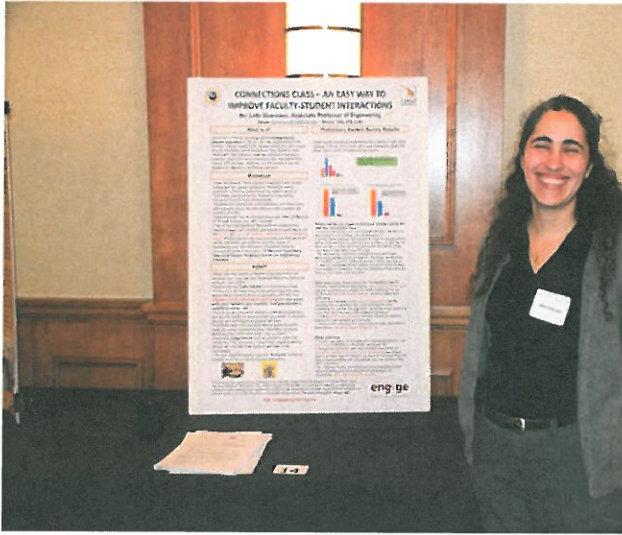Nic Bongers - bongers@oakland.edu

Joanne Freed

Chris Kobus
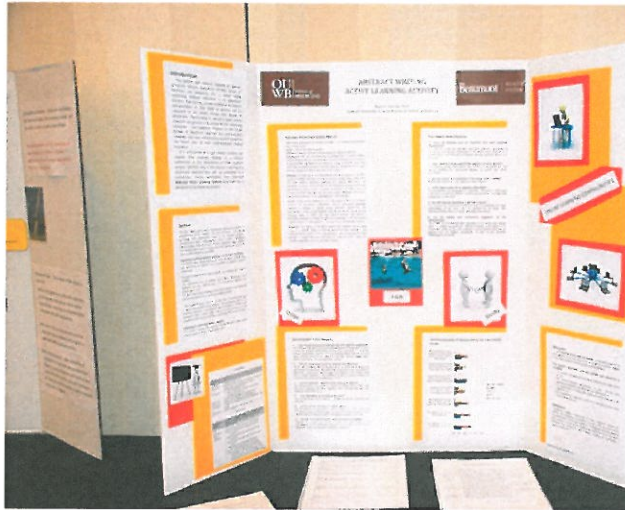

Christopher Wilson

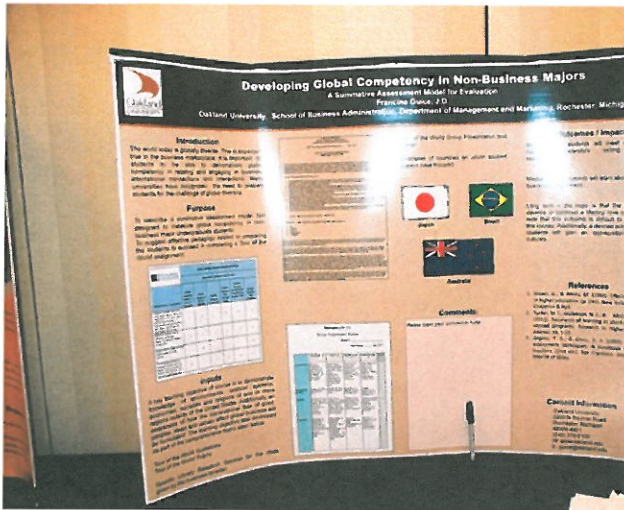**Barbara Penprase**

Laila Guessous
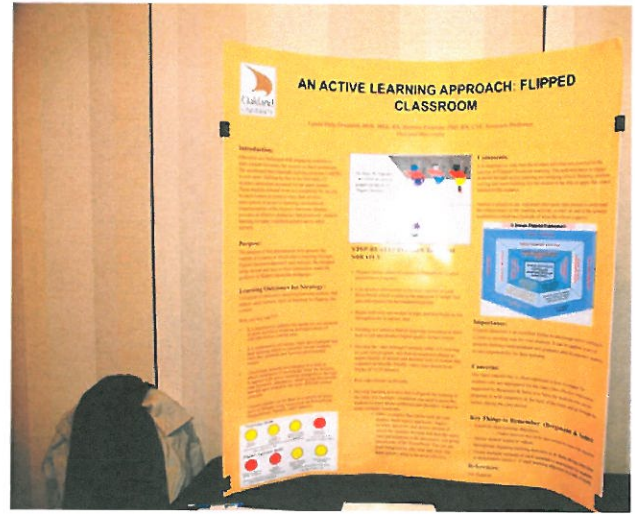

Rebecca Cheezum and & Marjorie Lang

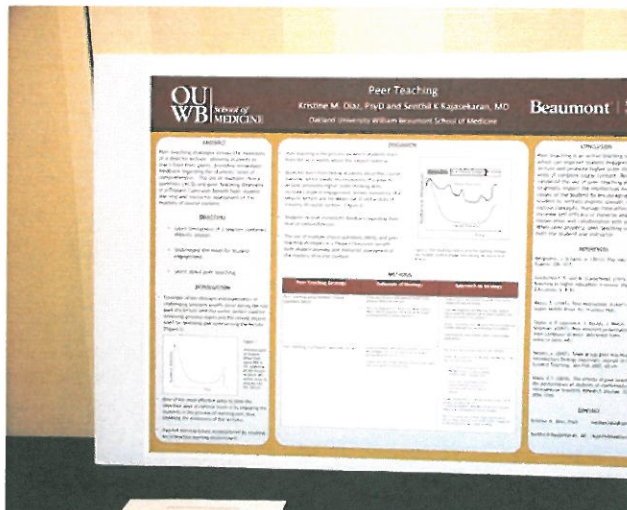Mary Dereski's poster presentation

Amy Sheikh

Poster presentation by Francine Guice

Poster presentation by Lynda Poly-Droulard

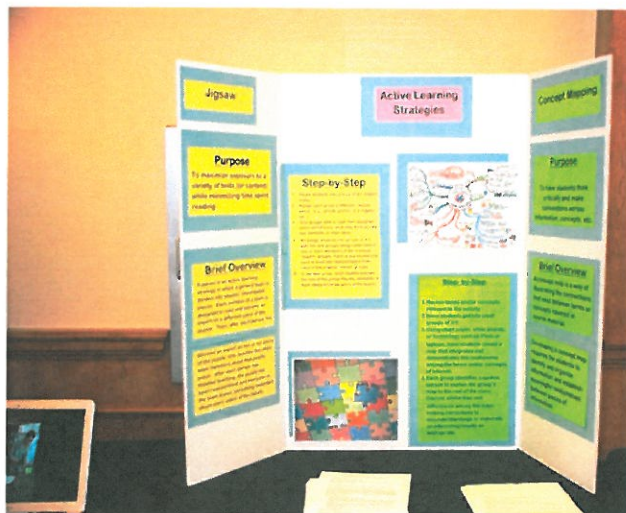Poster presentation by Kristine Diaz

Interacting at the Instructional Fair

The Instructional Fair

The Instructional Fair

Poster presentation by Eileen Johnson

Nic Bongers, Shaun Moore, Diane Underwood &
Judy Ableser