

## On Not Reinventing the Wheel: Strategies for Engaged Learning

Our interest in engaged learning strategies began in a discussion group of seven faculty members who hoped to learn how to do our jobs better. We began by reading Ken Bain's *What the Best College Teachers Do*, a book both inspiring and intimidating. Bain's stories motivated us to want to become better teachers, but Bain repeatedly stresses the importance of thinking about better teaching not as a collection of tricks and tips but as a conceptual shift. Bain's book encourages us to reconfigure how we think about teaching and learning to make sure that we put student learning first.

That's fair enough and certainly understandable; too many discussions about teaching emphasize what the teacher does and not what the student learns. But we were ready to seek greater student engagement. Is there anything wrong with having a few concrete ideas up our sleeves to help make us better teachers? Couldn't a few strategies help effect the conceptual shift that Bain argues for? After all, conversations about our teaching had provided ample evidence that there was already a great deal of engaged learning going on across campus. We therefore set out to collect some of the good ideas that we knew were already on campus. Frankly, we were especially interested in those ideas that would put practical measures for increasing student engagement into place. Big conceptual shifts are hard to come by, so we were happy to change our teaching around the edges if that increased student engagement. Finding a few strategies that would help our students take more responsibility for their learning could be valuable tools to help push us down the right path. After we sponsored a

## CENTRE COLLEGE ENGAGED LEARNING ACTIVITIES HANDBOOK

faculty retreat on the topic of engaged learning, we invited our colleagues to submit their ideas and practices for increasing student engagement.

What follows are strategies collected from teachers who have made the commitment to improving student learning. Our writers volunteered to implement new strategies, or to think more consciously about tactics they have been employing for a while, and share them with others. We placed no guidelines on format or style, so what follows are the contributions we received. We have been impressed by the breadth of approaches and the ease with which many of these strategies can be adapted and applied across the curriculum. We wish you the best of luck in enhancing student engagement in your own classes.

### Group Activities

1. After coverage (by instructor) of material 45-50 minutes worth, students were divided up into groups of 3-4 and asked to become experts on one part of material—spend 10-15 minutes talking to others in group and becoming an expert. Then, info is disseminated to others via new group composed of one member of each expert group—the expert teaches the others. Then info is put on blackboard by one expert for each section and fact-checked by other experts and by instructor.

Students really liked this approach. It's a great way to prep that material for exam.

2. I used group projects—the students did the reading beforehand and then the class period was spent doing an exercise based upon the reading. Then the groups had to report back to the class on how the exercise connected with the reading using specific terms and examples.

3. Student groups created other worlds in the class Fantasy Worlds in Epic & Film. Group goals were: (a) to introduce 1-2 new (or even newly created) worlds to the class, (b) to teach the class about this world (these worlds) and its (their) creation, and (c) to help the class see how the other world(s) link to the class.

4. A history professor used small group discussion, student presentations, debates, role playing, problem posing, and student paper exchange. The first exercise needs to bring

## CENTRE COLLEGE ENGAGED LEARNING ACTIVITIES HANDBOOK

history alive for the students. Students tend to study history because of its association to personal identity. Additional techniques worth exploring include:

- Brainstorming (walk around the class while this is occurring)
- Reading questions that structure discussion (question and explain why it should be discussed)
- Ask each student to bring to class one discussion question and explain why it should be discussed
- Truth statements (physical line ups)
- Debates
- Role-play and simulations
- Visuals (in reverse, too)
- Critical reading
- Stories & autobiographies
- Games
- Fishbowl on note taking (on use of evidence/interpretation)
- storyboards

5. Students practice their economics graphing skills by drawing key graphs on the sidewalk with colored chalk. This gets them outside and active, and allows me to see where they are making mistakes. The act of drawing graphs on a large scale teaches and reveals much that isn't discovered from tiny chicken-scratch drawings in a notebook. As an added bonus, after the sidewalks are covered with glorious economics graphs, the students can study as they stroll through campus. Some of the chemistry professors have taken up the same active learning exercise to teach molecular structure.

6. I have my students storyboard novels (select the five most important scenes you would put into a film and explain why each was chosen). I've done *Darkness at Noon* and *The Life and Extraordinary Adventures of Private Ivan Chonkin* in my Soviet-post-Soviet class and *The Kite Runner* and *A Thousand Splendid Suns* in my Middle East class at various times. I also had my World Civilization students storyboard *A Thousand Splendid Suns*. On the day the assignment is due, I break the class into groups and have them argue the case for the scenes they have chosen.

7. I sometimes turn four or five lectures over to students (I usually give them 30-40 minutes) in upper-level classes. I think this is a good opportunity for the students, but it does take away time that I'd like to have for myself. Usually the presentations are good, and some are very good (I select what are likely to be good students). Initially, I tried to have everyone in the class do a brief presentation—that doesn't work because it takes

## CENTRE COLLEGE ENGAGED LEARNING ACTIVITIES HANDBOOK

up too much time. Those who do the oral presentations are exempted from one of the papers.

8. In my Lifespan Developmental Psychology class students are required to complete 12 hours of community service and then write a paper on how what they observed in human interactions fit or do not fit with the concepts covered. For example, there are different styles of play described by one psychologist. The students often observe these different types of play in their community service. Observing these real-life interactions for themselves helps the student to understand and appreciate the concepts so much more.

9. For a first-year studies course, students worked in groups of two designing their “ideal” yard, based on what we had discussed with respect to environmental concerns and aesthetic preferences. The written part of the project required them to define 1) the specific priorities they would have for using their own yard—Entertainment? Sports? Play area for children? Wildlife habitat? Etc., 2) their preferences for how the lawn area should look (including amount and type of yard art), 3) the degree of lawn care they were willing to provide, and 4) the degree of environmental friendliness they thought was important. They then had to decide if there any potential conflicts among these goals and explain how they would resolve them. For instance, if they valued a lush weed-free lawn, but also felt it was important to limit pesticide use, what sort of tradeoff would they be willing to make? The yard design itself was created using VisioPro software. I sent certain conditions regarding size of the lot and size of the house, but within those they could do what they wanted. At the end of the term, each group did a PowerPoint presentation showing their yard design and explaining why they made the choices they did.

10. Last semester, in an effort to encourage better methods for studying and group cooperation, I asked my Advanced Spanish Grammar students to organize into small study groups (3-4 students/group) to prepare for their final exam. I provided each group with a topic and asked them to create an exercise that could pass for a section of the final exam in that course—as though they were the instructors testing the class. Students were given specific guidelines (such as: do not use the same verb twice; be sure to incorporate both regular and irregular forms; include a variety of tenses; etc.) and each group had a different topic with which to work. At the end of the hour, I told the groups that I would select the two best exercises coming out of their class and the best two coming from the other class and these four would appear on the final exam. This forced students to take the exercise seriously in the small groups, but it also encouraged them to communicate with their peers in the two classes and to work through the questions and answers together.

## CENTRE COLLEGE ENGAGED LEARNING ACTIVITIES HANDBOOK

11. This week, in my Intermediate Spanish class, I was conducting a large-group, oral drill on preterite tense verb forms and the majority of my students clearly had not mastered the material. So, rather than hold up a verb and listen to a full class choral recitation (my normal practice), I instead handed one verb to each student and sent each and every student to the board to write down the forms for his/her assigned verbs. Then, I normally would have followed up by standing in front of each verb and, one-by-one, explaining why it was correct or incorrect. This time, however, I decided to tell my students that it would be their responsibility as a class to ensure that all forms were correct—that this would be a group quiz, so-to-speak. Students were to close all books and notes, pretend that I was not present in the room, and work together to ensure that they had all of the correct answers. The motivating factor was that my students were told that they would be getting the same grade based on the percentage of correct answers on the board. This exercise worked fabulously. They struggled through the material together, discussed the various options, and in the end, corrected all the errors and produced all of the correct verb forms. I was extremely pleased with their level of participation and cooperation. I definitely plan to do this more in the future.

12. I asked the PHI 454 to present one of their papers to the class as if they were at a conference. We set up at one of the conference rooms in the library, and they either read or did a PowerPoint presentation on their work. They had 20 minutes for their work and a 10-minute question and answer period. As part of their preparation, we went on a field trip to University of Louisville for an undergraduate conference. Some of the students submitted their work to the conference but none were accepted this year. Nevertheless, several of us went to the conference and they had a chance to interact with a larger philosophical community and to see peers present their work. The seminar presentations worked fairly well and I plan to incorporate the requirement for my upper-level courses.

Some students took the presentations seriously and did a fantastic job. They were nervous and the Q & A was hard on some of them, but they managed very well. Some students were not prepared even when their papers were quite good. They may have been surprised by the audience reactions when they were presenting or they may not have felt safe enough. I'm not sure yet. I did give students the chance to teach a class rather than present their paper, since that is part of what professional philosophers do. Only one student chose to do a class and did quite well.

My other upper level class found out about what we had done and asked to have a similar chance. It was the last week of the term, so we could not do a colloquium like we did for PHI 454. Instead, those students had a shorter time to present their work, and we had to do too many presentations in 3 hours (final exam time). I prefer the more formal style used in PHI 454.

## CENTRE COLLEGE ENGAGED LEARNING ACTIVITIES HANDBOOK

13. In Chemistry 117, a chemistry course for non-science majors, I divided the class of 31 students into eight groups. Each of the groups was assigned a presidential candidate—either Barack Obama or John McCain—and specific policy area from the cap and trade program to climate change. Each student wrote a paper, and their group gave a 12-15 minute presentation on their findings.

All of the students were expected to read the literature provided by the campaign and then probe other **legitimate** sources for the validity of that information. The presentation presented the ideas, but moreover these presentations explained a lot of the science behind each of the proposals. Students also discussed whether or not they thought the goals of the candidate were feasible. For example, if wind energy was the topic, the following questions were answered. How many kilowatt hours does a turbine produce in an average day? How does this compare to a coal fired power plant? What about an entire field of wind turbines?

14. Engaged-learning Strategy: POGIL – process-oriented, guided-inquiry learning  
From the POGIL website (<http://new.pogil.org/>):

“Process Oriented Guided Inquiry Learning (POGIL) is a research based learning environment where students are actively engaged in mastering course content and in developing essential skills by working in self-managed teams on guided inquiry activities. In addition to learning, understanding, and applying new concepts, students also develop important process skills in the areas of information processing, critical thinking, problem solving, teamwork, communication, management, and assessment.

A POGIL classroom or lab consists of any number of students working in small groups on specially designed guided inquiry materials. These materials supply students with data or information followed by leading questions designed to guide them toward formulation of their own valid conclusions - essentially a recapitulation of the scientific method. The instructor serves as facilitator, observing and periodically addressing individual and classroom-wide needs. POGIL is based on research indicating that a) teaching by telling does not work for most students, b) students who are part of an interactive community are more likely to be successful, and c) knowledge is personal; students enjoy themselves more and develop greater ownership over the material when they are given an opportunity to construct their own understanding. We have found that a discovery-based team environment energizes students and provides instructors with instant and constant feedback about what their students understand and misunderstand. Students quickly pick up the message that logical thinking and teamwork are prized above simply getting "the correct answer." This emphasizes that learning is not a solitary task of memorizing information, but an interactive process of refining one's understanding and developing one's skills.”

## CENTRE COLLEGE ENGAGED LEARNING ACTIVITIES HANDBOOK

POGIL is an NSF-funded project. On the POGIL website, there are many useful links including an instructor's guide ([http://new.pogil.org/resources/pogil\\_ig.php](http://new.pogil.org/resources/pogil_ig.php)), writing guide for activities and rubrics, ([http://new.pogil.org/resources/writing\\_guides.php](http://new.pogil.org/resources/writing_guides.php)), curriculum materials specific to the various chemistry subdisciplines (analytical, organic, biochemistry, physical, and inorganic) (<http://new.pogil.org/materials/>), and an assessment handbook (<http://new.pogil.org/resources/assessment.php>).

### Activities Using Technology

1. Combined JITT and PI methods of engagement The Just-in-Time Teaching (JITT) method employs reading assignments coupled with (usually three) online short answer questions to be completed by each student prior to each class. These questions probe each student's understanding of key topics in the reading and require thoughtful answers. One of these questions typically invites the students to address any confusion or particular interests they had with the reading. Since answers are electronically submitted, I can review every response just hours before class (hence, Just-In-Time). Getting a feel for the students' understanding before class allows me to tailor the class discussion to particularly challenging and interesting topics. During class, I will sometimes share students' responses (anonymously) to answer a question or provoke a discussion. This technique has a number of advantages. I receive feedback from all students, even the shy ones. I can personalize my classes, embark on interesting tangents that the students themselves generate, and spend more time explaining subtle ideas rather than waste precious class time reciting simple definitions that are easily learned from the reading. Students develop critical reading and analysis skills, and this development is enhanced when they see examples of high-quality responses from their peers. Most importantly, the student-driven nature of the technique encouraged them to take responsibility for their learning. I believe there is a palpable difference in the attitude of the students since they are acting more like independent learners instead of simply being spoon-fed the material. As a result, the atmosphere in the class is more cooperative and certainly more inquisitive.

2. Whereas the JITT method lays the groundwork for a highly-engaged class before the class even starts, the Peer Instruction (PI) method seeks to maintain that engagement during the class. Periods of lecture, discussion, or demonstration are interrupted several times during the class for ConcepTests (CT), otherwise known as "clicker" questions. ConcepTests are carefully designed questions that query each student's understanding of the ideas. Students respond simultaneously and anonymously to these questions through electronic responses systems (clickers) with each question, I receive immediate feedback about the students' comprehension of the topic. If almost all of the class answers correctly, I can move confidently to the next idea for discussion. If everyone is not on the same page, I tell the students to turn to their neighbors and discuss the

## CENTRE COLLEGE ENGAGED LEARNING ACTIVITIES HANDBOOK

question. The level of engagement at this point can be staggering. More impressively, this “peer instruction” can be surprisingly effective. In the span of a minute or two, nearly the whole class can come to a consensus on the correct answer. This is verified by a second vote using the clickers. If there is still some lingering confusion, we spend another few minutes addressing this confusion in class. The advantages are clear. Those struggling with a concept are not left behind. I immediately know when a topic needs more attention, and the student discussions help me figure out what misconceptions I need to address. A struggling student realizes that he or she does not struggle in isolation, since there are other classmates grappling with the same issues. And most importantly, this technique forces students (in a fun way) to wrestle the ideas during class time rather than simply transfer notes from the board to their paper, perhaps without ever passing through their brain. In my opinion, the peer instructions method complements the JITT method very well, since both methods allow us to skip the easily comprehended topics and focus more attention to the conceptual nuances.

3. The other day I read in *Science* an article about how he uses clickers in his physics class at Harvard. He makes them answer a question and doesn't tell them the right answer. Then he gives them a few minutes to discuss the question and has them answer the question again. I tried it in my chemistry for nonmajors class today. On the second vote many more students had the correct answer. They were discussing Bohr's theory and it helped them figure it out!

### Activity Assignments

#### **1. Role Play/Character Studies:**

I have students develop a believable, but fictional, historical character for brief presentation in class. For example, in my modern France class, I asked students to “construct” a “character” that experienced the Second World War in France. The assignment asked them to develop that character's personality, back story, and reaction to the war and its promises or difficulties. This character had to be historically believable. At the same time, I wanted the students to have fun with this assignment; to use their imaginations and the parameters of historical knowledge to construct a character that is believable, informative, and entertaining. To make it easier for me to grade, they had to describe this character in 3 to 5 pages of writing and be prepared to discuss her or him during class on that due date. (Those 3-5 pages could be creative as well, or they could be in essay format. That choice was theirs. Regardless of the choice, this assignment had to explain why the character thinks and acts as she or he does!)

## CENTRE COLLEGE ENGAGED LEARNING ACTIVITIES HANDBOOK

To make this easier, I gave them the type of character (i.e., some social and political characteristics – aristocrat, Parisian actress, aide to General de Gaulle, government official at Vichy, etc.) and a set of questions.

- Characteristics of your character: age, marital status, children, occupation, education, hobbies, etc.
- Feelings and actions before the war: political affiliation, general attitudes
- Experiences during the fighting: evacuated, fought, POW
- What do you think of the defeat? Who is to blame?
- How has the war changed your life?
- Is the war a positive development? If so, what are you doing to make the most of it?
- What do you think of Pétain's National Revolution?
- What do you think of de Gaulle's actions?
- Is the war a hardship? What are you doing to survive?
- What constitutes collaboration? What constitutes resistance?
- What hopes do you harbor for France's future? Are you doing anything to bring that about?

### 2. Museum Exhibit Proposal:

In the past, I have also asked students to create a proposal for a museum exhibit on a specific event/development. This is meant to be a collaborative project, with each student researching and writing up one aspect of the exhibit, and then designing the entire exhibit and presenting it in class. In the example below, I made sure that the exhibit had a point – that the students were meant not only to present information, but also to try to create an exhibit that prodded the viewers to think in a certain way.

Again, I did this in the modern France course:

Your group has been commissioned by the US Holocaust Memorial Museum to design a proposal for a temporary exhibit on the Dreyfus Affair. In particular, the Museum's curator and board are interested in a "statement" on what the Affair has to teach us about the nature of democracy in turn-of-the-century-France and the lessons that remain relevant for us today. **So, you must design an exhibit that conveys the extent to which you think the Dreyfus Affair reflects French particularity, the extent to which it reflects the inherent challenges of democracy, and the lessons that we should draw from this.**

Questions to Consider:

- To what extent was the Dreyfus Affair a reflection of French society and politics (i.e., the French political model)?
- To what extent does it reflect the challenges that face all democratic societies? How so?

## CENTRE COLLEGE ENGAGED LEARNING ACTIVITIES HANDBOOK

- What factors are most important in explaining the causes and development of the Affair?
- What lessons should we draw from the Dreyfus Affair? Are these lessons primarily historical or do they have policy implications?

**Individual Assignments:** There are two individual assignments that will assist your group. The first focuses on interpreting the Dreyfus Affair and its causes. During your first meeting, each of you will choose a causal context to research (such as anti-Semitism, parliamentary politics in the Third Republic, military culture, the role of political “leagues” and the development of mass politics, the rise of nationalism, the French legal system, etc.). You will write a 5-7-page paper that explains how that context influenced the history of the Affair. In other words, this paper should not be descriptive, it should analyze. By now, it should be very clear that you should not re-tell the story of Alfred Dreyfus. Instead, explain how the topic you have researched illuminates our understanding of the Affair. (“The Affair cannot be understood unless you take into account X. X shaped the Affair in the following ways...”)

The second assignment focuses on the lessons that we should draw from what you’ve analyzed. You will present these in a 2-3-page paper. You will submit each of these assignments to me and the members of your group.

### 3. Microorganisms You Should Know

#### **MYSK Presentation**

**Name:** \_\_\_\_\_

**BIO 340 Microbiology  
Spring 2009  
Microorganisms You Should Know (MYSK)**

**Objective:** Scientific information is meaningless if you can’t communicate this information to different audiences. It is particularly important in today’s society that scientists communicate effectively with non-scientists because these non-scientists have to make important decisions that are based their understanding of science: if they understand the science underlying these decisions, then they’ll make better decisions. Scientists have the responsibility to explain science so that non-scientists understand it. **MYSK** (pronounced “misk”) will help you sharpen your writing and presentation skills so that you can communicate accurately and effectively with a non-scientist audience. MYSK will also give you an appreciation for the diversity and importance of microorganisms in our world.

**How to do a MYSK:** This is an optional project. If you choose to do a MYSK, you will sign up to research one microorganism that will be discussed at some point during this course. Find out about this organism’s taxonomy, morphology, metabolism, and its ecological role in our world. Prepare a brief written summary of information that is appropriate and engaging for an audience

## CENTRE COLLEGE ENGAGED LEARNING ACTIVITIES HANDBOOK

of college-educated non-scientists. ***This summary should be entirely in your own words!*** Present this summary to the class (which will be a proxy for your target audience) on the assigned day (see attached schedule). Your presentation should ***last no more than 5 minutes*** (I will be ruthless on time) and will occur at the beginning of the class (class starts at 11:30 a.m.; if you are not ready to go at 11:30 then you will forfeit your presentation). You will hand in to me your written summary and your sources of information (bibliography) upon completion of your presentation. Also, **at least one day in advance** of your presentation you should provide me with one or two digital images of your organism in the form of a PowerPoint slide that can be displayed while you are giving your presentation—make sure that the URL for each image is on the slide.

**Evaluation and Credit:** Your presentation, written comments, and image(s) will be evaluated on a 10 point scale. All points that you earn will be **added** to your next exam. For example, if you get a 96% on your next exam and get a “7” on your MYSK, then your exam score will be changed to a 103%. Also, your MYSK will factor into the discretionary component of your grade, so although you have the option of doing a bad job on your MYSK, I don’t recommend that course of action. **If you do not turn in your sources of information with your text, then you will get a “0” on your MYSK.** For good advice on how to give a good presentation, please refer to <http://ctl.centre.edu/learning/software/presentation.html>.

**Resources:** You can use any *legitimate, scientifically accurate* source of information. This includes your textbook, appropriate web sites (including links that are on the Bio 340 webpage), books, encyclopedias, journal and newspaper articles, and materials on reserve in the library. **Do not use Wikipedia or any other user-edited source.** Your sources should include print sources—do not rely solely upon Internet sources.

### Sources on Closed Reserve in the Library:

***A Field Guide to Bacteria*** by Betsey Dexter Dyer

***A Field Guide to Germs*** by Wayne Biddle

***Microbial Inhabitants of Humans: their ecology and role in health and disease*** by Michael Wilson

***Garden of Microbial Delights : a practical guide to the subvisible world*** by Sagan & Margulis

***Magnificent Microbes*** by Bernard Dixon

***Microbes and Man*** by Bernard Dixon

***Power Unseen : how microbes rule the world*** by J.R. Postgate

***The Outer Reaches of Life*** by J. R. Postgate

***The Surprising Archaea : discovering another domain of life*** by John Howland

***Bergey’s Manual of Systematic Bacteriology Vols 1-4*** (1984)

***Bergey’s Manual of Systematic Bacteriology Volume 1*** (2001)

***Bergey’s Manual of Systematic Bacteriology Volume 2*** (2004)

***Bergey’s Manual of Determinative Bacteriology*** (1974)

**BIO 340**

**Microorganisms You Should Know--2009**

## CENTRE COLLEGE ENGAGED LEARNING ACTIVITIES HANDBOOK

Name	Date Covered	Student
<i>Paramecium</i> spp.		
<i>Epulopiscium fishelsoni</i>		
magnetotactic bacteria		
<i>Bacillus anthracis</i>		
<i>Neisseria gonorrhoeae</i>		
<i>Thiobacillus acidophilus</i>		
<i>Vibrio fischeri</i>		
<i>Salmonella</i> spp.		
<i>Staphylococcus aureus</i>		
<i>Streptomyces</i> spp.		
<i>Cephalosporium</i> spp.		
<i>Mycobacterium tuberculosis</i>		
<i>Chlorobium</i> spp.		
<i>Enterococcus faecalis</i>		
<i>Escherichia coli</i>		
<i>Rickettsia prowazekii</i>		
<i>Methanococcus</i> spp.		
<i>Sulfolobus</i> spp.		
<i>Deinococcus radiodurans</i>		
<i>Treponema pallidum</i>		
<i>Bordetella pertussis</i>		
<i>Helicobacter pylori</i>		
<i>Clostridium tetani</i>		
<i>Corynebacterium diphtheriae</i>		
<i>Trichomonas vaginalis</i>		
<i>Dictyostelium discoideum</i>		
<i>Gonyaulax</i> spp.		
<i>Claviceps purpurea</i>		
<i>Amanita phalloides</i>		
Smallpox virus		
Yellow fever virus		
SARS Virus		
Coconut cadang-cadang viroid		

MYSK Score (to be added to your next exam): \_\_\_\_\_

### 1. Content

- Accurate?
- Organized, logical flow of information?
- Up-to-date information?
- Effective use of time?
- In own words?

### 2. Delivery

- Material properly introduced?

## CENTRE COLLEGE ENGAGED LEARNING ACTIVITIES HANDBOOK

- Indicative of an understanding of the topic?
- Clear and understandable?
- Lively and enthusiastic about topic?

### 3. References

- Scientifically accurate?
- Reliable sources?
- Sufficient number of sources?
- Images (proper citation? effective?)

### 4. Overall presentation skills

- Tone of voice/projection
- Eye contact with audience
- Distracting verbal or physical mannerisms?

### 5. Additional comments:

## 4. Connecting Theory to Practice

In an effort to more effectively engage Educational Psychology students in the connections between our class and the world beyond the classroom, I developed this task.

Description: Options: A. Meet with a principal, guidance counselor, or other member of the education community to discuss a policy or practice related to educational psychology that you question. May be completed in pairs.

B. Apply a museum or zoo exhibit (or similar demonstration) of outside the school classroom learning to what you have learned in this class. May be completed in pairs.

C. Student groups (composed of up to 4 students) will use role play to model classroom settings or practices to demonstrate classroom issues and their resolution.

Individual students or group members will facilitate discussion with the class for each option. Proposals due no later than two weeks into the term.

### Proposal Form

DATE:

NAME(S):

OPTION: A (Interview/Discussion)

B (alternative setting)

C (role play)

## CENTRE COLLEGE ENGAGED LEARNING ACTIVITIES HANDBOOK

Description (include any details available): I(We) propose to  
 Date proposed for class discussion/facilitation (must be a date other than a PPT presentations day, exam day, or day with guest speaker) and why this date was selected:

### Connecting Theory to Practice Scoring Guide

<b>Criteria</b>	<b>A</b>	<b>B</b>	<b>C</b>
Approval	<ul style="list-style-type: none"> <li>• Approved;</li> <li>• Submission by due date</li> </ul>	<ul style="list-style-type: none"> <li>• Approved;</li> <li>• Submission by due date</li> </ul>	<ul style="list-style-type: none"> <li>• Approved;</li> <li>• Delayed submission</li> </ul>
Educational Psychology connection	<ul style="list-style-type: none"> <li>• Clear connection to course topic</li> </ul>	<ul style="list-style-type: none"> <li>• Slight connection to course topic</li> </ul>	<ul style="list-style-type: none"> <li>• Vague or unclear connection to course topic</li> </ul>
Connected to readings/discussion	<ul style="list-style-type: none"> <li>• Relevant/clear/specific connection(s) to readings/discussion;</li> <li>• Multiple connections/examples or one exemplary connection</li> </ul>	<ul style="list-style-type: none"> <li>• Relevant but moderate/slight connection(s) to readings/discussion;</li> <li>• Limited or appropriate connections/examples</li> </ul>	<ul style="list-style-type: none"> <li>• Somewhat relevant/undefined/minimal connection(s) to readings/discussion;</li> <li>• Limited or irrelevant examples</li> </ul>
Presentation	<ul style="list-style-type: none"> <li>• Creative/interesting ideas and clear/enthusiastic presentation;</li> <li>• Engaging (questions), well planned &amp; executed;</li> <li>• Speaks clearly;</li> <li>• Provokes thought (questions) on a deep level;</li> <li>• Attempt to engage entire class;</li> <li>• (Use of technology)</li> </ul>	<ul style="list-style-type: none"> <li>• Interesting ideas and clear/enthusiastic presentation;</li> <li>• Engaging (questions), satisfactorily planned &amp; executed;</li> <li>• Speaks clearly;</li> <li>• Provokes thought (questions) on a meaningful level;</li> <li>• Attempt to engage entire class;</li> <li>• (Use of technology)</li> </ul>	<ul style="list-style-type: none"> <li>• Dull ideas and minimal enthusiasm;</li> <li>• Questions lacking and minimal preparation evident;</li> <li>• Speaks unclearly or reading from notes with no eye contact;</li> <li>• Minimal attempt to engage entire class;</li> <li>• (Use of technology)</li> </ul>
Discussion facilitation	<ul style="list-style-type: none"> <li>• Well organized and open-ended questions engage class;</li> <li>• Relevant class questions answered or discussed (almost a dialogue);</li> <li>• Motivates participation</li> </ul>	<ul style="list-style-type: none"> <li>• Some questions engage class;</li> <li>• Some class questions;</li> <li>• Attempt to motivate participation;</li> </ul>	<ul style="list-style-type: none"> <li>• Low-level questions;</li> <li>• Minimal class engagement;</li> <li>• No attempt to motivate participation;</li> </ul>
Participation	<ul style="list-style-type: none"> <li>• All group members actively and enthusiastically</li> </ul>	<ul style="list-style-type: none"> <li>• Majority of group members actively and enthusiastically</li> </ul>	<ul style="list-style-type: none"> <li>• One group member actively and enthusiastically</li> </ul>

## CENTRE COLLEGE ENGAGED LEARNING ACTIVITIES HANDBOOK

	contribute (No spotlight hogs!); <ul style="list-style-type: none"> <li>• All members prepared, knowledgeable, interested;</li> <li>• All members fulfilled a role in the preparation and presentation</li> </ul>	contributes (No spotlight hogs!); <ul style="list-style-type: none"> <li>• Majority of members prepared, knowledgeable, interested;</li> <li>• Majority of members fulfilled a role in the preparation and presentation</li> </ul>	contributes (A spotlight hog!); <ul style="list-style-type: none"> <li>• One member prepared, knowledgeable, interested;</li> <li>• One member fulfilled a role in the preparation and presentation</li> </ul>
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### Connecting Criteria: An “A” Assignment

- Was approved (with a proposal presented by due date)
- Is clearly related to an educational psychology topic
- Includes thoughtful connections to class readings/discussion
- Was presented on the scheduled date (unless an excused absence prevented)
- Engaged the class in interesting (and lively) discussion of the issue, policy, or practice
- All members of a group contributed to the facilitation of class discussion