Center for Excellence in Teaching and Learning

Instructional Fair Booklet

Wednesday, April 3, 2019

Banquet Room B, Oakland Center

Organized by the Center for Excellence in Teaching and Learning

Co-sponsored by the Senate Teaching and Learning Committee

Learn more about the annual OU Instructional Fair.

View photos from the 2019 event.

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01 - Digital Storytelling

Active learning assessment tool

Adina Schneeweis, PhD, Communication and Journalism, schneewe@oakland.edu

Learning Outcomes

The purpose of this assignment is to create a digital story to inform about the diversity of the campus community. The exercise allows students to document life experiences, ideas, and feelings, express their creativity through a powerful story, to think of a wide audience, and to present their ideas and knowledge of storytelling in a meaningful way. As a result of the exercise, students:

- Develop an understanding of, and learn how, storytelling can be powerful;
- Identify benefits of using technology to tell stories of diversity;
- Learn how using one's own voice, artwork, photographic images, and video can be combined to tell a compelling story;
- Appreciate the potential of digital storytelling to help share experiences, raise awareness, and as a healthy form of self-expression.

Overview

This is a collaborative project across units and disciplines as a result of a Faculty Development Institute on digital storytelling and diversity. The group created a set of project instructions that can be adapted to different classroom environments, with the purpose of gathering and sharing digital stories about our campus diversity (then published on www.storytellingdiversity.com), as well as teaching the significance of storytelling across disciplines and formats. For example, in my journalism class, students tell stories through text and photos, audio, or video projects around topics such as family, identity, one's journey, or diversity. As a class assignment, this is a culminating exercise in writing and telling a story differently than the common narratives we see in media and journalism (and which we critically explore in class throughout the semester). Other examples will be shared by Sheryl Ruszkiewicz (of Writing and Rhetoric) and T.J. Jourian (of Organizational Leadership).

Step-by-Step Instructions

Assignment instructions are given out about half way through the semester, and the digital stories are due in week 12 (of 15). The following steps must be completed:

- Choose a member of the Oakland University community (faculty, student, staff, alumnus) whose life has been deeply affected by an area of diversity such as, but not limited to, race, ethnicity, gender, disability, sexuality, religion, immigration, and/or social status.
- Post the choice of interviewee in a forum on Moodle for instructor approval.

- Choose the medium for the digital story: Audio story (2-4 minutes), video (2-4 minutes), or story with a photo (400-600-words; photo must be original and captioned in AP style).
- Choose one or more topics to talk about with the interviewee (journey, family, object, identity and place, diversity and inclusion) and select 4-8 questions to ask from a suggested sample, though other questions can be included.
- Obtain permission/consent and sign interviewee form.
- Upload media to SoundCloud/Anchor (for audio stories) or YouTube/Vimeo (for video) and post the link on your website/blog, along with a blurb (100-word paragraph summarizing the gist of the story). Alternatively, post the story with a photo on your website/blog.

Course Information

I implement this assignment in JRN 3290, which is a writing intensive, general education, and U.S. diversity course with sophomores, juniors, and seniors, capped at 19 students. Faculty from other units have so far implemented this course in media design, introductory writing, nursing, public speaking, and higher education courses.

Ease of Application to Other Courses: MODERATE

Additional Comments

While the application of the assignment involves a certain level of creativity across different disciplines, in our Faculty Development Institute group we have discussed a variety of possible formats and changes that are very doable - and therefore there is a lot of flexibility in implementing the exercise.

Resources

"Diversity talk: My life, my story," Penn State, (URL: https://news.psu.edu/story/449335/2017/02/06/diversity-talk-my-life-my-story)

"The changing story," Linda Buturian, (URL: http://www.cehd.umn.edu/the-changing-story/)

"What is digital storytelling," Silver Stories, (URL: http://arts.brighton.ac.uk/projects/silver-stories/how-can-we-understand-digital-storytelling)

Digital Storytelling at OU

02- Connecting to Diversity Topics through Storytelling

Caryn Reed-Hendon, Ph.D., Oakland University William Beaumont School of Medicine - Diversity & Inclusion, cyreedhe@oakland.edu

Organized Narrative

Learning Outcomes

- Utilize personal experiences to better understand diversity and inclusion definitions, topics and concepts such as equity, justice, microaggressions, macroaggressions and micro affirmations as a part of Human Resource Development (HRD)
- Identify and compare alternate strategies vs. actual outcomes in diversity-related discussions in human resources
- Utilize dialogue and other tools to prevent exclusionary behaviors, policies and structures in the community
- Identify and change any embedded bias or unintended negative impact on members of marginalized groups

Overview

Storytelling or organized narratives allow student learners to connect to difficult topicsand engage in diversity-related subject matter. Organized narratives give the opportunity to students to share their lived experiences as well as explain perspectives shown in media. Viewed as a safe space, storytelling also entrusts students to inquire about topics they may have been curious but was unsure of how to ask. Based off of the Socratic method, it gives the students a foundation to ask and answer questions to spur critical thinking and draw out ideas to combat unconscious bias, discrimination and harassment.

Step-by-Step Instructions

1. Introduce topic to the class
2. Show real-world examples connected to the topic at hand
3. Ask the class if they have any experiences they would like to share that can serve as an example of the topic being discussed

Course Information

Cultural Diversity in the Workforce
Oakland University School of Education and Human Services, Department of Organizational Leadership

HRD 3530, CRN 11436, Winter 2019, 4 credits

Course description: Identifies relevant culture-specific issues related to race, gender, ethnicity, socioeconomic status, sexual orientation, disabilities and religion. Examines historical context of culture-specific issues (knowledge). Facilitates awareness of values and their significance in helping relationships (self-awareness). Presents an ecological framework for developing effective practices (skills). Satisfies the university general education requirement in U.S. diversity.

Ease of Application to Other Courses: **EASY**

Additional Comments

Utilizing storytelling, there are moments when it can get sensitive in the room. I remind students often that our classroom is a safe space that allows for individuals to speak to their experiences. There have been times after class when students have come to me privately afterwards to share their emotions about the topic and to thank me for being willing to have the challenging discussion.

Resources

The Foundation for Critical Thinking, (URL:https://www.criticalthinking.org/pages/socratic-teaching/606)

Renate Prins, Lucy Avraamidou & Martin Goedhart (2017). Tell me a Story: the use of narrative as a learning tool for natural selection, *Educational Media International*, 54:1, 20-33, DOI: 10.1080/09523987.2017.1324361

Rymes, B. R., & Wortham, S. (2011). Concepts and Methods for Using Narrative in Teacher Education. Retrieved from http://repository.upenn.edu/gse_pubs/233

L. Rex and M. Juzwik (Eds.), *Narrative discourse analysis for teacher educators: Managing cultural difference in classrooms*, 37-54. Cresskill, NJ: Hampton Press, 2011.

Connecting to Diversity Topics through Storytelling
Caryn Reed-Hendon
PRESENTER

03 - Six-Word Story on Diversity

Ellen Gajewski, School of Nursing, emgajews@oakland.edu

In-Class Transformational Active Learning Strategy

Learning Outcomes

- Illustrate attitudes, perceptions, and feelings about different aspects of diversity in their lives.
- Share their individual perspectives in a candid manner
- Increase their level of awareness of cultural competence

Overview

One of the goals of higher education is to create diverse and welcoming campus communities for all students. Diversity in higher education enriches the educational experiences and helps prepare the student for a diverse workforce. In nursing education, nurses need to meet the needs of an increasingly diverse population. Diversity awareness is the acknowledgement and appreciation of the existence of differences in attitudes, beliefs, thoughts, and priorities of different populations. The purpose of this assignment is to allow the student to self-assess their individual perspectives on diversity in order to emphasize the identification of strengths, as well as areas of growth in the individual.

Step-by-Step Instructions

1. Students are provided the definition of a six-word story. (Telling an entire story in only 6 words)
2. Students are given the instructions for writing a six-word story on diversity. (Use 6 words to tell a story. Represents a chain of events. Leave the story open to interpretation, parts of the story are implied. Use precise, deliberate word choice. You may choose to write in one or more sentences.)
3. Students are provided with examples of six-word stories. (Brown skin boy. White family. Loved)
4. Six-word stories are collected without names on stories.
5. Stories are arranged on a collage poster and displayed for students to read.

Course Information

This strategy was implemented with accelerated second-degree undergraduate nursing students in the Health Assessment course and basic undergraduate nursing students in the Fundamentals of Professional Nursing Practice course. The story can supplement topics on diversity including cultural competency. The six-word story can be adapted to other topics by developing a prompt that describes the topic of the story.

Ease of Application to Other Courses: **EASY**

Although projects like these lend themselves well for topics especially in business, social sciences, and education, there are certainly applications for the sciences and arts as well. For example, cross-cultural virtual teams for professional skills development have been used in engineering (Brewer, Mitchell, Sanders, Wallace, & Wood, 2015) and health care (Goldberg, 2014).

Additional Comments

The stories speak for themselves. The students put a lot of thought and meaning into their stories.

Resources

Fishelov, D., (2019). The poetics of six-word stories. *Narrative, 27*(1).

Six-Word Story on Diversity
Stories About Diversity
Ellen Gajewski
School of Nursing
Ellen Gajew
PRESENT

04 - Structured Reflection

Michelle Hammond, Management and Marketing, michellehammond@oakland.edu

Active learning and Assessment

Learning Outcomes

As a result of this assignment, students will be able to:

- Demonstrate an understanding of course material;
- Relating to the course material to their own lives;
- Appreciate the applicability of course material to their lives.

Overview

Psychological research has shown that humans attend to self-relevant information much more than we do other information that we don't believe to be relevant to who we are or what we know. Because of this, it's important to try to relate the material in some way to areas of one's life that are currently important or to show how information will be relevant in students' futures. Learning increases when the students make a personal connection with the material. I use structured reflection in most of the classes I teach as a way to encourage students to relate course material to their lives. I require students to submit regular (usually weekly or bi-monthly) journals on how they are relating to the course material. These reflective journal assignment promote deeper thinking about the material, stimulate thought about the material outside of class, highlight the relevance of course material to everyday working life, provide an opportunity for me to gauge and correct, if required, students' understanding of the material and clarify confusion before the exam, and to provide students with additional examples if students feel comfortable sharing. These assignments are especially useful following internships and co-op experiences to help students reflect on and own the experiences they had.

Step-by-Step Instructions

I ask students to submit via Moodle reflections in which they choose a topic covered in class and to write about how it relates to yours or others' experiences:

1. I usually limit them to two paragraphs/one page. The first paragraph is a description of the event. I tell them they should pick a specific event or interaction and describe it in enough detail so that your subsequent discussion will make sense to someone who was not there. The second paragraph describes how the specific topic is relevant to this event. The discussion should address some (but not necessarily all) of the following questions:
   - How can the concept you have chosen be seen in this interaction?
   - How does your current awareness of this concept change the way you interpret what happened during this event?
   - If you (or others) had been aware of research about this phenomenon during the event, how might the outcome of the interaction have been changed?

   - How will your learning about this phenomenon influence your attitudes/behavior/perceptions in the future?
   - What questions do you now have after considering the event in light of this theory?

2. Students usually get full credit for thoughtful reflections that accurately describe the course material at hand. I will take points off when they have not put much thought or effort or if they have an inaccurate presentation of the material. I use these opportunities to correct students understanding.
3. I find it also useful to use examples in class to review previously covered material and foster discussion. What has worked best is for me to read them in class removing any identifying information (name of student, workplace, etc.). I ask students that if they do not want their entry read in class to indicate on the top of the assignment that it is not for sharing and I respect those wishes.

The assignment can be catered to different levels of students. Especially for upper-level undergraduates and graduate students, I would encourage students to provide not only a description of what happened and how it was an example of a concept or theory from class (application) but also how the theory or concept helps explain the details of an event or example (analysis and interpretation). I also find it useful to ask graduate students to reflection on how course material is sitting with them – did anything stand out or challenge their understanding?

Course Information

Reflective journals should work across a variety of classes. I have used them in undergraduate and graduate classes across several different topics. I allocate 10-20% of the final grade for this type of assignment depending on how many I require or how extensive I create them to be. Grading is usually quite quick on these when they are structured.

Ease of Application to Other Courses: EASY

The hardest part of this approach is being able to field questions on the fly. Although faculty say they want student participation, actually having it isn't for all instructors. Lecturing is much less stressful for many instructors. I also found it more difficult to implement in highly quantitative classes like statistics. It worked, but students had to be prodded much more than in economics classes.

Additional Comments

Most students enjoy these assignments because they are short and they are personal to them. However, there are a few that don't feel comfortable with self-reflection. I encourage students to find something from their own life to use in the journal assignments, but if they are struggling or they do not feel comfortable sharing, I allow them to use current events or TV/movies as examples. Whereas I would love students to do this weekly, it can be time intensive for me to read and grade each assignment. Once or twice a month tends to work as well. Students have commented to me that they find studying the material for exams much easier on topics they have written on in their reflective assignments.

Resources

Helyer, R. (2015). Learning through reflection: the critical role of reflection in work-based learning (WBL). *Journal of Work-Applied Management*, *7*(1), 15-27.

Oyserman, D. (2015). Identity-based motivation. *Emerging trends in the social and behavioral sciences: An interdisciplinary, searchable, and linkable resource*, 1-11.

05 - Open Educational Resources

Caterina Pieri, Modern Languages and Literatures, pieri@oakland.edu

Course materials

Learning Outcomes

Same as established by your syllabus, but without the cost of publishers' materials.

Overview

In the past 15 years, the worldwide Open Educational Resources (OER) movement has been challenging the status quo by creating and sharing free educational materials, passing the one billion dollar mark in 2018 in savings to students in the USA and Canada. We will discuss the financial and pedagogical benefits for the students, and how instructors can renew their passion and creativity by setting themselves free from traditional publishers' materials.

Step-by-Step Instructions

1. Book searches start at the library, not with book reps: your library liaison will present you with your options tailored on your course
2. Adopt or modify existing resources, and/or create your own
3. Avoid copyrighted materials
4. Verify accessibility
5. Share on Moodle + Print on demand at OU print shop

Course Information

All levels of Italian language and culture classes are taught with OER since fall 2017.

Ease of Application to Other Courses

OER adoption is **EASY**, adaptation is a little bit harder, and creation is **moderately DIFFICULT.**

Resources

The College of Arts and Sciences OER Task Force prepared a report that led to an OU Senate resolution in winter 2018: "*To encourage faculty members to use quality, affordable textbook alternatives, such as Open Educational Resources (OER), when available, and to encourage the university to develop an affordable textbook initiative that would provide incentives and institutional support.*"
The Affordable Course Materials Initiative (ACMI) is presently in its initial stage. For more information or to get involved contact
Caterina Pieri, pieri@oakland.edu
Julia Rodriguez, juliar@oakland.edu

06 - Leading The Discussion: A Group Activity

Jaclyn Gaule, Communication, jaclyngaule@oakland.edu

Active Learning

Learning Outcomes

Preparation and completion of this activity enables students to:

- Demonstrate thorough understanding of course readings
- Create questions that encourage discussion
- Engage students in the course readings and concepts

Overview

Having small groups of students become ‘experts’ on one chapter from the text encourages them to thoroughly read and completely understand the chapter they are leading the discussion on. Their development of discussion questions shows their ability to grasp the content of the chapter and the course concepts. Likewise, the remaining students are graded on their participation in the discussions which encourages them to know the content for the day’s discussion.

Step-by-Step Instructions

1. Divide the class into groups of three.
2. Have each group sign up for the day/chapter they want to lead the class discussion.
3. The class is presented with tips for writing discussion questions.
4. Each group member needs to come up with three discussion questions as well as answers based on the chapter they are discussing. Group members need to coordinate so that they are not asking the same questions.
5. The group needs to turn in a hard copy of their questions the day of their discussion.
6. Each day of class, after the lecture, the group will have 25-35 minutes to lead the class discussion. Only one chapter is covered per class.
7. I turn the class over to the group where they ask their questions and field answers.
8. The group is graded on being able to write open-ended questions that encourage discussion of the chapter and course concepts as well as their facilitation of the discussion.
9. During the discussion, I make note of the students who are answering questions so that they can be graded on their participation at the end of the semester.

Course Information

I use this in Com 2403, Group Dynamics. The section I teach meets once a week. Students are assigned groups early in the semester and work with the group for the duration of the course.

Ease of Application to Other Courses: EASY

Additional Comments

- Though it is not required, the groups will often have a slideshow with their questions on it which makes it easier for the class to follow the questions and participate in the discussion.
- While the group is leading the discussion I write down comments on their copy of the questions, I note what they did well and areas they could improve on. The most common praise students receive is that they had good questions and did a nice job of being able to provide an answer/example to help when the class seemed confused about a question. Additionally, the most common constructive criticism I give is to not become combative/argue with a person’s opinion or example, especially if that is what the question was asking for.
- Students tend to take the assignment seriously both from the discussion leader perspective and as the ones answering the questions.
- Students report having a new appreciation for leading a class discussion. They realize how frustrating it can be to present a question and see a lot of gaze avoidance! Through this is not the purpose of the assignment, I do get most groups mentioning this to me during their discussion or just after.
- There are a lot of ways to modify this activity such as; the amount of questions, length of the discussion, not grading the activity, having more or less students be the discussion leader, or having the discussion take place on Moodle rather than in the classroom.

Resources

Stanford University has a great website that provides some guidelines for developing discussion questions.
(URL:
https://teachingcommons.stanford.edu/resources/teaching/student-teacher-communication/designing-effective-discussion-questions)

Group Discussion Leader
PRESENTER
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07 - The Use of Student Collaboration and Problem-Based Learning to Develop Critical Thinking Skills

Joanna Hernandez, DNP, RN, AGACNP-BC, School of Nursing, jhernandez@oakland.edu

In-Class Collaborative Case Studies

Learning Outcomes

At the end of the assignment, students will be able to:

- Analyze given clinical data to identify a relevant patient plan of care.
- Develop the decision-making skills necessary to manage patient care.
- Differentiate the different aspects of the nursing process including assessment, diagnosis, planning, intervention, and evaluation.

Overview

Developing critical thinking skills is essential to improve the clinical reasoning and judgment that are necessary to have as a graduate nurse. The use of non-traditional pedagogies is relatively new in the arena of nursing education, however, elements of active learning, have been used and been found to be quite successful. As nursing education has made gains over the years, there is still a significant gap between education and clinical practice. It has become difficult for educators to meet the demands of new ways of learning. (Benner, Sutphen, Leonard, & Day, 2010). Nurse educators are slowly incorporating problem-based learning (PBL) methods as a means to help students develop critical thinking skills, which are necessary to increase confidence. Shin and Kim (2013) analyzed studies 22 studies of PBL and the impact of such practices on students' performance and self-reported satisfaction with the method. After analysis of effect scores they concluded that PBL is more effective than traditional methods in terms of both learning and student satisfaction. They also found PBL positively affected development of cognitive, affective, and psychomotor skills, all of which are fundamental skills of nursing.

Step-by-Step Instructions

1. Develop a problem that will engage student interest and require them to make decisions based on facts. Students must be able to rationalize their answer. The problem should be complex enough that it requires collaborative effort to answer it. The question should be open-ended.
2. Encourage students to prepare for the upcoming assignment. They must complete the required online lectures and reading to be able to fully participate and engage in their ideas.
3. Divide students into groups of four. If groups are larger, then not all students are able to participate.
4. Discuss ways for the students to share their knowledge. They are able to use any resources they can find for the assignment. The only caveat is they cannot "divide and conquer." They need to work through each question as a group.

5. Make expectations of the assignment clear from the start. If students know what they are looking for, they will be more successful on the assignment. A copy of the grading rubric is given to them in the syllabus.
6. Give students ample time to work together and make decisions. Typically, case studies take up to an hour to an hour and a half.
7. Review the case study after it is collected. While students may come up with the correct answer to the problem, their rationale is often different. This leads to very interesting classroom discussion.

Course Information

As part of its baccalaureate programs, the school of nursing offers an accelerated second-degree (ASD) track for students who already have bachelor's degree. This program admits three times a year with 50 - 60 students in each cohort, in which they will receive their bachelor of science in nursing (BSN) degree after completion. Within this program, they must take two didactic medical-surgical courses, each lasting seven weeks. These courses may be considered the "meat and potatoes" of the curriculum as this is when students are introduced to the disease processes within the human body and how the nursing process is applied. Students are assigned in groups and work on three case studies throughout the semester.

Ease of Application to Other Courses: **MODERATE**

Additional Comments

Students commented they did not like being assigned to groups. However, they were more receptive when the frequency of working collaboratively in the clinical setting was explained to them. Students were offered the opportunity to form their own groups, but some of the peers ended up being left out of a group and needed to be assigned. Overall, they reported the case studies and other forms of problem-based learning helped them improve their critical thinking skills and they were able to apply what they learned in the clinical setting.

Resources

American Association of Colleges of Nursing. (2008). The essentials of baccalaureate education for professional nursing practice. Retrieved from: http://www.aacn.nche.edu/education-resources/BaccEssentials08.pdf

Benner, P., Sutphen, M., Leonard, V. and Day, L. (2010) *Educating nurses: A call for radical transformation*. Jossey-Bass: San Francisco.

Duch, B. J., Groh, S. E., & Allen, D. E. (2001). *The power of problem-based learning*. Stylus Publishing: Sterling, VA.

Kavanagh, J. M. & Szweda, C. (2017). A crisis in competency: the strategic and ethical imperative to assessing new graduate nurses' clinical reasoning. *Nursing Education Perspectives, 28*(2), 57-62/ doi: 10.1097/01.NEP.0000000000000123

Lee, J., Lee, Y., Gong, S., Bae, J., & Choi, M. (2016). A meta-analysis of the effects of non-traditional teaching methods on the critical thinking abilities of nursing students. *BMC Medical Education, 16*(1), 240.

Roehl, A., Reddy, S. L., & Shannon, G. J. (2013). The flipped classroom: An opportunity to engage millennial students through active learning. *Journal of Family and Consumer Sciences, 105*(2), 44.

Shin, I. S., & Kim, J. H. (2013). The effect of problem-based learning in nursing education: a meta-analysis. *Advances in Health Sciences Education, 18*(5), 1103-1120.

Smith, L., & Coleman, V. (2008). Student nurse transition from traditional to problem-based learning. *Learning in Health and Social Care, 7*(2), 114-123.

Stevenson, E. L., & Gordon, H. A. (2014). Students as active learners and teaching partners in the clinical setting. *Nurse Educator, 39*(2), 52-53.

Joanna Hernandez
PRESENTER
OAKLAND UNIVERSITY
The Use of Student Collaboration and Problem-Based Learning To Develop Critical Thinking Skills.
Joanna Hernandez, DNP, RN, AGACNP-BC
Overview
What is problem-based learning?
Why should I incorporate PBL in my classroom?
Contact Information
What are the steps of PBL?
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In conclusion...
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Joanna Hernandez, School of Nursing
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08 - Facilitating Successful Graduate Assistant Experiences

Chris Stiller, PhD and Kris Thompson, PhD, Department of Human Movement Science
cstiller@oakland.edu, kathomps@oakland.edu

Mentoring and Experiential Learning

Learning Outcomes

1. Identify factors contributing to successful graduate assistant (GA) experiences for both the GA and the faculty supervisor.
2. Describe the relationship between factors that lead to a successful GA experience.
3. Identify strategies to facilitate a successful GA experience.

Overview

A graduate assistantship can be defined as an opportunity to gain professional experiences, which enhance graduate instruction and research, while contributing financial assistance to the successful completion of a graduate degree. GA teaching responsibilities may include: Teaching or teaching-related duties, such as teaching lower level courses, developing teaching materials, preparing and giving examinations, grading examinations or papers, leading seminars, and providing laboratory, practical and field experiences. GA research responsibilities may include: Research or research-related duties, such as literature searches, research preparation, data collection, data entry, data transcription, platform and poster preparation, and writing for publication. Examples of GA administrative responsibilities include advising, coordination, planning and clerical support. GA responsibilities are variable and are dependent on a number of factors such as type of institution and degree program, discipline, abilities and experience of the GA, and faculty supervisor needs, roles, and responsibilities. The literature shows that there are benefits for GAs such as mentoring, professional development, work experience and skill acquisition related to GA responsibilities. GAs also face challenges including unclear expectations, inadequate preparation, stress, time management, burnout and role ambiguity related to being a teacher, student and employee all at the same time. There are strategies, provided in this handout, to facilitate a successful GA experience for both the GA and the faculty supervisor.

Strategies for Success: Step-by-Step Instructions

Orientation

- University and department expectations, roles, and responsibilities
- GA policies and procedures
- Campus resources (e.g. Library, Teaching/Learning, Research Office, Grad Student Organization)

Training

- Faculty –supervision, mentoring, realistic goals, responsibilities, determination of GA skill set
- Student – specific tasks and responsibilities, update skill set to match responsibilities
- Teaching, research and administrative policies and procedures
- Differentiation between GA and student role

Communication

- Establishment and clarification of expectations
- Regularly scheduled meetings/on-going feedback and goal setting
- Alignment of responsibilities with interests and skill set

Facilitation of Professional Behaviors

- Strong work ethic
- Initiative, flexibility, organization and time management
- Excitement/interest in assigned tasks
- Collegial relationship between faculty supervisor and GA; teamwork and networking

Course Information

These strategies are applicable for GAs who have teaching, research, and/or administrative responsibilities. Providing GAs with an orientation and training, establishing regular communication and facilitating professional behaviors will benefit both the faculty supervisor and the GA. Orientation should begin prior to or at the beginning of the academic year, while regular communication and feedback should be on-going. Expectations for professional behaviors should be established and both the GA and the faculty supervisor have a responsibility for developing a professional relationship.

Ease of Application to Other Courses

The strategies to facilitate a successful experience may range from **EASY**, such as identifying on campus resources, to **DIFFICULT**, such as addressing and facilitating professional behaviors. Initial and regular meetings with GAs to identify and clarify expectations are easily applicable to all graduate programs.

Additional Comments

Faculty who work with GAs benefit by having assistance with teaching, research and administrative responsibilities and may enjoy the role as a mentor who contributes to the GAs professional development. However, faculty also face challenges in working with GAs such as a lack of training,unclear expectations regarding GA supervision and issues with GAs who may lack initiative, motivation, or a skill set required for the responsibilities. Employing strategies as suggested in this handout will benefit both the GA and the faculty member and will more likely lead to a successful experience for both.

Resources

Oakland University Graduate Catalog. (Available at http://catalog.oakland.edu/)

Park C. The graduate teaching assistant (GTA): Lessons from north american experience. *Teach High Educ*. 2004;9(3):349-361.

Gimbel, P., Cole, R. The Graduate Research Assistantship: Perceptions of a Young Program. *Journal of Faculty Development*. 2009; 23(3):20-23

Brown-Wright DA, Dubick RA, Newman I. Graduate assistant expectation and faculty perception: Implications for mentoring and training. *J Coll Dev*. 1997;38(4):410.

KA Thompson, CH Stiller. Perceptions of Doctor of Physical Therapy Students and Faculty About Graduate Assistantships. *Journal of Physical Therapy Education, 32* (3), 218-225.

Student Collaboration and P
To Develop Critical Thinki
Joanna Hernandez, DNP, RN, AGAC
Chris Stiller
PRESENTER
FACILITATING SUCCESSFUL GRADUATE ASSISTANT EXPERIENCES
OAKLAND UNIVERSITY
Kris Thompson
PRESENTER
Facilitating Successful
Graduate Assistant Experie
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09 - "Teach and Learn": A Win-Win Approach to Teaching Medical Histology

Inaya Hajj Hussein, Ph.D., Department of Foundational Studies, hajjhuss@oakland.edu
Kathleen E. Doyle, M.Ed. Instructional Designer, Dept. of Educational Information Technology

Active Learning

Learning Outcomes

Students will be able to:

- Gain and master the fundamental knowledge in medical histology by actively participating in a well-structured interactive team teaching activities.
- Engage and articulate positively in small group discussions.
- Improve their confidence, interpersonal, communication, and teamwork skills
- Self-study, prepare, present, teach and deliver their assigned activities with their individual team and, therefore, develop lifelong learning skills.

Overview

Medical education constantly strives to find innovative strategies that implement efficiently integrated medical school curricula, especially those focusing on students' critical thinking, active participation and self-directed learning. Learning by teaching is a long-established concept that has been consistently recognized to be effective and can be utilized in medical education, more specifically in peer education among medical students. However, efficiently channeling the efforts of peers in a structured team approach has been a challenge. At Oakland University William Beaumont School of Medicine, we used online histology modules coupled with "Teach & Learn" as means to enhance peer teaching and group discussion, maximize students learning and promote a collaborative learning environment.

Step-by-Step Instructions

- Histology modules for all the organ system courses were created via the software SoftChalk. The modules included pre and post tests, instructor's narrative, 5-7 activities, links to virtual images, photo album, clinical correlations, definitions, cases to foster critical thinking, a Score Center to collect responses and a student survey.

- Before the laboratory, a handout will be posted on the school's Course Management System, "Moodle" prior to the lab session. It included instructions and activity assignments. The class was divided into groups consisting of 5-6 students each following the Team Based Learning (TBL) group pattern.

- Each student in every group will be assigned one of the 5-7 activities from the module to self-study, prepare, present, teach and discuss with their individual team during the laboratory. All groups will cover the same activities using the respective module for that laboratory session.

- During the lab session, students sat in their TBL group and the "teacher-students" taught the assigned material to their peers in their designated group. Students spent no more than 10 minutes presenting what they have learned about their assigned topic. They were encouraged to be creative in their preparation and presentation, coming up with innovative ideas for delivering the assigned activities and incorporating conceptual questions in their lectures.

- After the completion of the activities, each student provided constructive feedback to their peers in the corresponding group.

Course Information

Medical histology discipline is devoted to the study of the microscopic structure of cells, tissues and organs of various systems of the human body in year one and two of medical school. The discipline is primarily concerned with the relationship between microscopic structure and function. Clinical correlations are also highlighted to demonstrate relevance to future clinical situations.

Ease of Application to Other Courses: **EASY**
We followed the Team Based Learning (TBL) group pattern.

Resources

Brown PC, Roediger HL III, McDaniel MA. (2014). *Make it stick: the science of successful learning.* Cambridge, MA: Harvard University Press

Black VH and Smith PR. (2004). Increasing active student participation in histology. *Anat. Rec.,* 278B: 14–17. doi:10.1002/ar.b.20017.

Heather PW, Edward B, Marty E, David GF, Kristen LH, Erik DM, and Deepti V. (2015). Practical Team-Based Learning from Planning to Implementation. *American Journal of Pharmaceutical Education*: Volume 79, Issue 10, Article 149.

Rakesh K, Brian F, Gary MV, and Patrick JDP(2006). Integrating Histology and Histopathology Teaching in Practical Classes Using Virtual Slides. *The anatomical record* (part b: new anat.) 289b:128–133.

[SoftChalk Cloud Author Ware](https://softchalkcloud.com) (https://softchalkcloud.com)

", A Structural Team Approach in Histology Using Online Modules
Inaya Hajj-Hussein, Ph.D., Kathleen E. Doyle, M.Ed.
of Foundational Medical Studies, Oakland University William Beaumont School of Medicine, Rochester, MI, USA.
Module Design & Process
Resources
Objectives
PRE - TEST
Links to SlidePath
Labeling Exercise
Case Studies with Questions
Step by Step Instructions cont.
Results and Conclusion
References
Kathleen Doyle
PRESENTER

10 - Supporting Students in Reading Scholarly Articles

Joanna Thielen (jthielen@oakland.edu) and Amanda Nichols Hess (nichols@oakland.edu), OU Libraries

Active learning in-class activity AND Self-enrollable, asynchronous online tutorial

Learning Outcomes

As a result of these learning experiences, students will be able to:

- Differentiate between the kinds of information they will find in scholarly and popular articles
- Identify the sections of a scholarly article as well as the kinds of of information they can expect to find in each section
- Explain strategies to read scholarly articles intentionally, and pick strategies that will be most useful as they read scholarly articles in their discipline

Overview

Students across academic disciplines struggle to read and understand the research-based literature, especially scholarly articles. While academic librarians often provide instruction on finding this kind of information, they can also support students as they develop strategies to make sense of scholarly information. At OU Libraries, there are two options this kind of instruction:

1. For faculty in the biological and physical sciences, their librarian (Joanna Thielen) offers in-class active learning exercises to engage students with these concepts.
2. More generally, the Libraries offer a three-lesson online tutorial that teaches students across disciplines about effectively reading scholarly articles. In this tutorial, students have formative opportunities to check their understanding and can earn the Reading Scholarly Articles badge (similar to the badge for the Using & Citing Sources tutorial).

Step-by-Step Instructions

1. For biological and physical sciences faculty who want an in-class presentation: Contact Joanna Thielen, liaison librarian (jthielen@oakland.edu), to set up a time for her to visit your course.
2. For all faculty -- including biological and physical sciences faculty: Access the **Reading Scholarly Articles online tutorial**.
3. Review the content and determine if it fits in your course
4. Assign the e-learning resource for students as a graded or ungraded course activity
    a. If graded: Set a due date and include instructions for students on how to share their badges with you

Course Information

This activity was initially developed for Biological Sciences capstone courses: The liaison librarian provided in-class instruction on how to read scholarly articles, which included an active learning exercise, Poll Everywhere questions, and a short presentation that addressed important strategies in reading scholarly content. In the hands-on class activity, students compared and contrasted characteristics of popular and scholarly articles on the same topic, and the poll questions collected anonymous, in-the-moment assessment data. Based on the Biological Sciences faculty's enthusiasm for this kind of instruction, the Biological Sciences liaison librarian and e-Learning librarian developed a broader self-enrollable tutorial on reading scholarly articles from all disciplines. In this resource, undergraduates and graduate students alike can get hands-on practice reading scholarly literature in their discipline. There are active learning activities, assessment, and opportunities for students to self-reflect on their learning -- just like in the face-to-face learning experience.

Ease of Application to Other Courses: **EASY**
The self-enrollable, asynchronous e-learning module is designed to be integrated across face-to-face, blended, and fully online courses.

Additional Comments

Both the presentation and e-course take about 20 minutes.

Initial comments from students who have participated in the face-to-face session, enrolled in the e-course as an assignment, or found the e-course independently have been very positive. Both undergraduate and graduate students have indicated this resource helped them understand how scholarly articles are structured in their discipline and develop strategies for approaching the scholarly literature in their field.

Comments or questions about the tutorial can be emailed to Joanna Thielen (jthielen@oakland.edu) or Amanda Nichols Hess (nichols@oakland.edu).

Resources

Pain, E. (2016). How to (seriously) read a scientific paper. *Science*. Retrieved from http://www.sciencemag.org/careers/2016/03/how-seriously-read-scientific-paper

Ruben, A. (2016). How to read a scientific paper. *Science*. Retrieved from http://www.sciencemag.org/careers/2016/01/how-read-scientific-paper

11- A Few of My Favorite Accessibility Things

Christina Moore, Center for Excellence in Teaching and Learning, cmamoore@oakland.edu

Learning Outcomes

As a result of these resources, faculty and students will streamline document and slide creation process, and increase access to educational materials.

Overview

Digital accessibility are standards for creating computer-based content that is easier to navigate, format, and access in different forms. While the Web Content Accessibility Guidelines (WCAG) are defined with certain impairments in mind (related to vision, hearing, cognition, and mobility), we all stand to benefit by accessible content. As I have lived and breathed digital accessibility practices for more than a year, here are some accessibility tools that make my life easier and my academic material better.

Favorite Accessibility Things

All of these are listed in the Digital Accessibility for Faculty eSpace, which can be found at oakland.edu/cetl/virtual.

Accessible APA Template

By starting in a Google Doc, this template can be easily shared with students, who can save it to their Google Drive and download it in Word or PDF. It saves some repetitious formatting work, and provides APA guidelines. Its use of heading styles makes it easy to navigate and accessible to the visually impaired who cannot visually see section headings. Created by CETL.

Accessible OU-Themed Slide Presentations

By starting in Google Slides, this template can be easily shared with students, who can save it to their Google Drive and download it in PowerPoint or PDF. It builds in accessibility through use of slide titles, text boxes, font size, and hyperlink protocol, plus additional accessibility instructions. Created by CETL.

PDF Conversion with Online OCR

Since PDFs can be created from many types of documents, accessibility can be tricky. This free web-based tool can convert some text PDFs into plain text, which allows you to share in a format that students can more easily annotate or access on a variety of devices (Google Doc, Word Doc, Moodle page). Online OCR is at onlineocr.net.

12- Engage Students with Free Interactive Content - Created in H5P

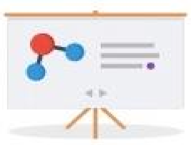
Nic Bongers, e-Learning and Instructional Support, bongers@oakland.edu

Overview

H5P, or HTML5 Package, consists of over 35 different content types for creating engaging instructional material. It is free and open to anyone at H5p.org, but activities can be made directly in Moodle. You can download existing content like YouTube videos or easily create any type right from within the Moodle activity with text, images or videos. Almost all of the H5P content is accessible (more at h5p.org/documentation/installation/content-type-accessibility). You may choose to share any content you create as well. Moodle has an H5P activity, or you may embed into websites, LMS, CMS.

Examples

Over 30 examples for each content type. These are the main ones we recommend trying out:

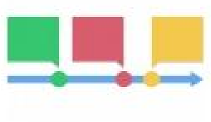


Course Presentation

Create a presentation with interactive slides

Virtual Tour (360)

Create interactive 360 environments



Timeline

Create a timeline of events with multimedia

Documentation Tool

Create a form wizard with text export

Branching Scenari...

Create dilemmas and self paced learning

Interactive Video

Create videos enriched with interactions

Interactive Videos

- Engage website visitors.
- Liven up lecture videos with questions.
- Guided video tours with questions.

Branching Scenarios

- Create something similar to a “choose your own adventure” type content for websites, where users can navigate around areas based on what they pick.

- Create in-depth simulations for courses where users can see how their choices affect real-world scenarios.

Timelines

- Add an interactive timeline to your website about your institution, or an event.
- Create detailed timelines complete with text, pictures, and video for a course on any subject.

Virtual 360 degree Tours

- Create a virtual campus tour for your website.
- Guided, interactive tours of anything or anywhere
- Great for classes that use images, such as art history, to look at sites or pieces in a more comprehensive way.

H5P.org Community

- H5P Community Forums
  - When you sign up for a free account, you're automatically a member
  - Help each other
  - Share examples
- H5P & Loom
  - Record a Loom video/upload and add hotspots/quizzes
  - Syllabus quiz
- H5P and YouTube
  - Upload YouTube video and add hotspots/quizzes
- H5P and 360 Cameras (360 photos)

Engage Students with Free Interactive Content Created in H5P
12

13 - Virtual Reality in Education

Matthew Switlik, e-LIS, switlik@oakland.edu

Technology Tool

Overview

Over the next year e-Learning & Instructional Support will be rolling out a 20-seat VR lab. Our goal is to find faculty interested in integrating VR technology into their class with the goal of improving retention of information through immersive educational experiences.

Course Information

The types of courses that could benefit from VR are many. Language learning courses can take advantage of many of the social VR platforms. Google Earth gives you the chance to take a class almost anywhere on the globe. Simulations run the gambit from teaching cooking steps to performing surgery. Lots of 360 video would be of interest to Life Sciences.

Ease of Application to Other Courses: **DIFFICULT**

Additional Comments

Cost and complexity has kept VR just out of reach for most educators. But 2019 will be a big year for a drop in total cost of ownership. We want you to be more than ready. We want to be ahead of the game.

Resources

Steam VR Store (URL: https://store.steampowered.com/steamvr)
Oculus (URL: https://oculus.com/)

14 - Using a Lightboard to Create Engaging Instructional Videos

Dan Arnold, e-Learning and Instructional Support, arnold23@oakland.edu
Clarisse Mikami, The Tutoring Center, mikami@oakland.edu
Ahmad Awada, The Tutoring Center, aawada@oakland.edu

Learning Outcomes

- Describe lightboards and how they could be useful for creating instructional videos.
- Discuss different use cases for the lightboard.
- Plan next steps for creating your own lightboard video.

Overview

Have you ever used a chalkboard or markerboard? Why not try out a lightboard! You do not need to be an expert in video production to create a lightboard video. This presentation will give an overview of lightboards and provide examples of lightboard videos created by the Supplemental Instruction (SI) Leaders and Peer Tutors in Oakland University's Tutoring Center. Using OU's e-Learning & Instructional Support's lightboard studio, Student Leaders created a library of lightboard video content ranging from physics to calculus to music theory. Learn how to create engaging instructional videos easily and quickly simply by re-imaging the way you use an already familiar tool.

Step-by-Step Instructions:

1. The lightboard is a piece of ultra-clear glass that is edge lit with LED strip lights. The presenter writes on the lightboard with a neon marker. The light bounces around inside the glass until the light hits the neon marker writing and then exits the glass through the marker. This makes the writing really pop out against the black backdrop.
2. Plan ahead of time. Make a sheet of the topic you want to cover, so you plan out how much room you need on the board. It always looks better if you are not referring to any sheets or papers while recording.
3. Don't wear clothing with text on it (it will look reversed).
4. Speak clearly and slowly so that the viewer can follow along with what you are doing. Try not to get off topic and confuse the viewer from your video's key points. Repeat important notes that you want the viewer to take away from your video.
5. Try to write as legibly and as straight as possible.
6. Try not to stand behind the text.
7. Use all of the different colors.

Course Information

It can be used to create instructional videos for your online and face-to-face courses. Video and audio is recorded while you teach your lesson on the lightboard, much like you would do on a markerboard in class. Any subject where you can use a marker board can benefit from a lightboard video. Currently, OU Tutoring Center Student Leaders have recorded videos in: Math - up to Calculus I, Biology, Economics, Music, Physics, and Chemistry.

The OU Tutoring Center's videos are housed in their YouTube channel, website, and on course-specific tutoring websites. You can view/use videos for free and embed them into your own courses.

Additional Comments

The presenter faces the camera, thus the audience, in a lightboard video. Students can now see the tutor's face instead of the back of their head like when using a traditional markerboard. In a way it adds a human element to the videos that was not available in their previous videos. This form of teacher presence is often referred to in online learning, specifically the Community of Inquiry framework.

Testimonials

How Was Your Lightboard Experience? Using the Lightboard was a great experience. It was a new way to portray information to students. The Lightboard's sleek design and contrasting black to neon colors makes the instructional video eye catching to anyone watching. It allowed me to deliver content on a single board, meaning I had to make the video short enough to fit on one board and I had to sum up the content in a way where I deliver my message on one board as well. The one thing that can be improved and is always a work in progress is the lighting, the erasing, and the other technical aspects which may seem like little details but make a huge difference in the overall final product.

Did Your Students Like the Lightboard Videos? Yes, I have posted the links to my videos on my social media and the feedback is outstanding. I have students at other universities benefiting from them and saying that this is a cool and unique way to learn topics fast and in a short video. I have some professors that have commented on my posts and said that it was a great use of technology and a new way to learn, so in general the feedback has been great and I really enjoy using the lightboard.

Resources

Garrison, D. R., Anderson, T., & Archer, W. (2000). Critical Inquiry in a Text-Based Environment: Computer Conferencing in Higher Education. *The Internet and Higher Education, 2*, 87-105.

15 - Just Google Meet Me

Melissa St. Pierre, Writing and Rhetoric, stpierre@oakland.edu

Learning Outcomes

- Use Google technology to attend a meeting
- Stay in touch with instructor in case of absence or for clarification
- Make explanations simple

Overview

Using Google Meet helps students meet with faculty when a face to face meeting is not ideal (i.e. not a class meeting day, weather related travel concern)

Step-by-Step Instructions

1. Log into Google account using Oakland University email
2. Click on “Meet”
3. “Start a new meeting”
4. **Must have camera and microphone set up and connected**
5. “Start meeting”
6. Email meeting code to participants

Course Information

Used for conferences in WRT 1050 and WRT 1060

Ease of Application to Other Courses: EASY

Additional Comments

Google Meet is also a free app if users have difficulty with computers. This keeps phone numbers anonymous as well. This allows a face to face meeting with students when a meeting on campus is not possible. Google Meet allows for students and faculty to answer questions, clarify points, and hold conferences. This tool is free and available to all OU faculty and students with existing email accounts.

Just Google It with Google Meet
15

16 - Building Bridges: Linking Old to New with Background Knowledge

Melissa Vervinck, ESL Institute, vervinck@oakland.edu

Learning Outcomes

Students will be able to:

- use critical thinking skills to identify what they know and do not know about a particular topic.
- connect new ideas to background knowledge and build curiosity for new information.

Overview

Learning occurs when new ideas and concepts are integrated and linked to what one already knows. According to Lent (2012), background knowledge is the glue that helps make connections between what one already knows and new information. Students in university classrooms may have very different life and learning experiences; thus, they have differences in their background knowledge on any given topic. Prior to teaching a new idea, it is important to ascertain what students know and what gaps they may have while activating students' background knowledge and curiosity about a new concept or idea.

By activating background knowledge, professors can better understand the students in their classroom, including students' beliefs, attitudes, sureties, and misconceptions. When professors know their students, lessons which are focused and which target the students' learning needs move students forward when comprehending new information.

Step by Step Instructions

Anticipation Guides

Students are asked to *agree* or *disagree* with statements concerning new concepts being taught. The guides are not graded but are collected for the professor to review. Then, the guides are returned to the students. After reviewing the responses, instructors can use the information students have provided to discern what background knowledge students have or do not have and what gaps may exist. A discussion of the responses can provide additional information about the choices students have made.

Questions on the guide can be used to highlight specific concepts and ideas that the instructor wants to emphasize. As new information is learned, students can assess their responses and make changes, if necessary. At the end of a unit, students can be asked to submit new statements for the creation of an anticipation guide for the next class.

Quick Write

Students are given a topic and are asked to write as much as they know about the topic in a specified time, which is usually limited to three to ten minutes. While writing, students are encouraged to include any background knowledge, or lack thereof, that they have or think that they have. (While students are writing, professors can write, too.) Possible prompts are:

- What do you already know about…
- Explain _______________ to someone who has never heard about it.
- What questions do you have about…
- Define [academic vocabulary word] and what it means to you.

Students should be encouraged to use opinion words to generate predictions about a topic. Once completed, students can share their information with a partner or a small group or a whole class discussion can be facilitated by the instructor.

Course Information

Throughout the semester, these activities can be used when introducing new ideas and concepts in all course content areas. I have used these techniques, and others, in English as a Second Language (ESL), linguistics and English courses.

Ease of Application to Other Courses: **EASY**

Additional Comments

No two classes are the same, and even though I may be teaching similar ideas and concepts each semester, I adapt what I am teaching to the students who are sitting in front of me during that particular time period. I take time to assess what my students already know and to ask questions to help students make connections between their background knowledge and the new information I am teaching. This also helps me to reset each semester. By this, I mean, that it helps me to remember that each semester I have new students who do not know the material I am teaching. These new students need me to begin at the beginning, get to know them, and help them learn the concepts I am responsible for teaching them. Plus, it makes it a lot more interesting for me because no two semesters are ever alike.

Resources

Echevarria, J., Vogt, M., & Short, D. (2008). *Making content comprehensible for English learners: The SIOP model*.

Lent, R. C. (2012). Overcoming textbook fatigue: 21st century tools to revitalize teaching and learning. ASCD.

Reddy, C. (2015). “The teacher curse no one wants to talk about.” *edutopia*

Roessing, L. (2017). “Before-Reading Preview Response.” *AMLE Magazine*, 5(3), 42–44.

Steffensen, M. S., Joag-Dev, C., & Anderson, R. C. (1979). “A cross-cultural perspective on reading comprehension.” *Reading research quarterly,* 10-29.

University Writing Council, UPEI. (2011). The Quickwrite: A Brief Introduction.

17 - Encouraging Better Writing: Publishing Student Work as a Motivational Strategy

Lily Saari, Red Douglas, Caitlyn Ulery, Oakland University Writing Center

Active Learning Tool

Learning Outcomes

- Foster student interest in writing
- Encourage best writing practices in undergraduate writing intensive courses
- Develop students' personal confidence in their writing
- Open avenues for student publishing, whether formal or informal

Overview

Publishing student work is strongly related to increased student motivation to write as well as increased confidence in writing (Stellmack, Sandidge, Sippl, & Miller, 2015; Bromley & Mannix 1993; Maguire, 1989; Blessinger, 2012). Though publishing student writing and its relation to student success is not a new topic (studies dating to the mid-1980s, for example), the application of this pedagogical technique has been resurrected in the modern era. With the introduction of online blogging, forums, and other means of formally and informally publishing student writing, today's technological advances have paved the way for instructors to capture the magic of this technique in ways that are not overly-burdensome.

Traditional review-revise-resubmit procedures have shown to have a less-than-substantial impact on student writing confidence and quality (Stellmack, Sandidge, Sippl & Miller, 2015); however, as a confidence building strategy, displaying and publishing student work conveys to students that their writing is meaningful and worthwhile (Maguire, 1989). This promises to have long-standing impacts on students' writing abilities. According to Blessinger (2012), publishing student work is a powerful tool that allows students to engage in an interactive and collaborative learning environment and transcend the traditional learning style where information is "fed to them through lecture and textbooks," encouraging them to be "active co-creators of knowledge" (pp. 5-6). Publishing student writing is a flexible, multi-disciplinary pedagogical technique that can be adapted to any course level (undergraduate or graduate), format (in-person, blended, or online), and can be applied in any class-size.

Our poster and presentation will include the following secondary research/data: a visually appealing literature review highlighting information and conclusions from prior research on this topic, instructions for professors on how to start a blog/forum, ideas for formal and informal publishing, and examples of Oakland University courses where this pedagogical technique has been successfully employed in the past. Primary data collected via voluntary online survey will be analyzed and presented.

Step-by-Step Instructions

Blogging can be done through Moodle using a forum-based format (discussion boards or a built in blogging capability) that gives all students and faculty the ability to create a blog directly connected to their Moodle page. Using Moodle would be the most practical since it is already a format that students and faculty are familiar with, but there are additional resources such as Wix, Squarespace and WordPress that are specifically tailored to blogging that can be more personalized, but do have an annual fee for domain ownership.

Creating a Blog

1. Sign into Moodle and go to your profile tab on the top right hand corner
2. On your profile, the blog entries tab will be under Miscellaneous. Click this tab to start a new entry.
   a. **This is not currently active on OU's Moodle page for students*

Utilizing the Moodle Forum to Create Blog Posts

1. Students would be selected by their professor each week to have their work highlighted
2. The student would send their work to the professor through a Moodle dropbox, and the professor would post it to Moodle in the form of a forum post
3. Other students in the class would have an opportunity to view the work and make comments on it in the forum setting

Having a Separate Website for Class-Related Submissions

1. Professors or the university could invest in yearly subscriptions to blogging websites
2. Student work would be published directly to the website
3. Professors would be able to share the website link with peers, fellow faculty members, or friends, making the student's work more public

Course Information

- Research shows that providing avenues for student writing to be featured, whether they are formal or informal, has a positive outcome on their learning, by helping to build their confidence and motivation with regard to writing.
- Student publishing is an immensely flexible tool for motivating student writing and building writing confidence. It can be used at the undergraduate and graduate level, and can be utilized in a variety of settings, including face-to-face, blended, online, etc. (Blessinger, 2012).
- This technique can be applied in any writing intensive course, to any discipline
- It can be applied throughout the semester at any time
- This technique can be used selectively or en masse to reach any defined number of students in the class, per the instructor's discretion

Ease of Application to Other Courses: **EASY** - **MODERATE**

Student Testimony

"For Professor Trumbore's course, International Relations through Film, he asked each student to sign up for a film at the beginning of the semester, and the week that we watched said film, the student would write a blog post about how that movie related to political science concepts.

Each post was featured on Professor Trumbore's personal blog, which he would then advertise to others via Facebook and personal interactions. This gave each student incentive to compose a well-written argument, and I personally was very proud to see my own work posted on a college professor's blog; that recognition made me feel more confident in my ability to compose papers and arguments for the remainder of the class."

Blog and Website Builders

- Square Space: free to start (30 days);~ $12 monthly subscription thereafter
- Wix: free to start (30 days); ~ pricing starts with $11 monthly subscription thereafter
- Word Press: free to start (30 days);~pricing starts with $4 monthly subscription thereafter

References

Blessinger, P. & Wankel, C. (2012). Increasing student engagement and retention using online learning activities: Wikis, blogs and webquests. *Cutting-edge Technologies in Higher Education*, 6A, 3-16. doi doi:10.1108/S2044-9968(2012)000006A003

Bromley, K. & Mannix, K. (1993). Beyond the classroom: Publishing student work in Magazines. *The Reading Teacher, 47*(1), 171-172. Retrieved from https://www.jstor.org/stable/20201222

Bromley, K. & Mannix, K. (1993). Beyond the classroom: Publishing student work in newspapers. *The Reading Teacher, 47*(2), 171-172. Retrieved from https://www.jstor.org/stable/20201222

Jackson, E.A. (2015). Impact of MOODLE platform on the pedagogy of students and staff : Cross-curricular comparison. *Education and Information Technologies, 22*, 177-193. doi 10.1007/s10639-015-9438-9

Maguire, F. (1989). Eleven strategies for building self-confidence in student writers. *The Clearing House, 62*(6), 265-258. Retrieved from https://www.jstor.org/stable/30188401

Princely, I., Pyke, J., & Anwar, A. (2018). Business undergraduates' perceived use outcomes of Moodle in a blended learning environment: The roles of usability factors and external support. *Telematics and Informatics, 35*, 93–102. Retrieved from https://doi.org/10.1016/j.tele.2017.10.001

Stellmack, M., Sandidge, R., Sippl, A., & Miller, D. (2015). Incentivizing multiple revisions improves student writing without increasing instructor workload. *Teaching of Psychology 42*(4), 293-298. doi 10.1177/0098628315603060

Virtue, D. (2017). Increasing student interaction in technical writing courses in online environments. *Business and Professional Communication Quarterly, 80*(2), 217-235. doi 10.1177/2329490617689880

18 - Life Coaching for Student Conferences

Jessica Rico, Writing and Rhetoric, jrico@oakland.edu

Learning Outcomes

- Utilizes life coaching concepts to help students identify learning goals
- Encourages self-reflective thinking and metacognition
- Helps students overcome challenges and achieve learning goals

Overview

Life coaching is a modality of therapy that is focused not on the past, but the future. Life coaching entails identifying problems or areas needing improvement, creating a plan of concrete steps to make progress, self-reflecting on the progress and ultimately, making positive changes.

Using these tenants, it is easy to use one on one student conferences with a professor as mini life-coaching lessons, which help students focus on a particular academic struggle or goal within their course or program of study and codify steps to improve.

Step-by-Step Instructions

Overview the course or program goals to identify an area of concern for them, importance for you or the course, or even the goal that you plan to work on them with at that point of their progress.

1. Set up appointments to meet with students individually (this works best earlier in the course, such as midterms, but could also be used to advise students through their program).
2. Before the conference, ask students to prepare for the conference by coming up with answers to some questions (this could also be done as a homework, in class writing or Moodle assignment):
    - ❏ What is the biggest challenge you are facing in this course?
    - ❏ If you could do or have anything to help you in overcoming this challenge, what would it be?
    - ❏ What are the biggest roadblocks that are standing in the way?
3. During the conference, go over with the student (ideally face to face):
    - ❏ The biggest challenge that they identified. (At this time, you can help them to try to come up with a concrete goal or to simplify their goal).
    - ❏ Identify 2-3 steps towards the goal and how and when they can achieve it OR you can use the SMART goal model: goals that are Specific, Measurable, Achievable, Relevant and Time-bound.

- ❏ Identify a deadline where you will check on with them on their goal progress (depending, this could be a week, month, semester, etc.) so that they will have accountability towards achieving the goal.

4. Shortly after the conference (this could be done as a homework or Moodle assignment)
    - ❏ Have them fill out a SMART goal sheet or other goal tracker handout (you could make your own, or there are many templates online) OR have them write a reflection on how they plan to make progress towards change.
    - ❏ Alternately, ask them to download Strides (a goal tracker app) and share their results with you.

5. At a later date, check in with the student to see if they met their goals, how and why they did or didn't etc. Tying some points to this assignment may help motivate them.

Course Information

WRT 1060 is a first year writing course that the majority of students have to take early in their academic career at Oakland University. This strategy, and conferencing in general is part of a sequential writing approach for a research essay.

Ease of Application to Other Courses: EASY

Additional Comments

As a certified life coach, I find that the basic tenets of life coaching work very well with helping students to identify their short term goals, reflect on their progress, and make positive changes during conferences and in the classes.

Resources

Oakland's student success resources: OU student success resources
Oakland's Advisor Program: OU advising
What Smart goals are: SMART goals by Mindtools
Smart Sheet's goal tracker handout: Smartsheet
Stride's goal tracker app: Strides app

Life Coaching for Student Conferences
PRESENTER
Oakland University
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19 - “Chat with Your Professor” Builds Instructor-Student Rapport

Helena Riha, Linguistics & International Studies, riha2@oakland.edu

Active learning activity

Learning Outcomes

Students will:

- build trust and a positive emotional bond with their instructor to achieve learning goals
- feel valued by their instructor and more eager to learn in the course
- be receptive to course material by understanding “where the instructor is coming from” in terms of his or her views and teaching style

Overview

Studies show that building a positive rapport with students is a critical aspect of effective teaching. Indeed, in *The Courage to Teach*, Lowman (1998) argues that “the ability to stimulate strong positive emotions separates the competent from the outstanding college professor.” I have created an after-class activity called “Chat with Your Professor” that gives me an excellent chance to build rapport with students. I share a Google document sign-up sheet with students in my face-to-face courses to give them an opportunity to select 10 to 15-minute appointment slots after class to chat with me. In large classes, students self-select to sign up for appointment times; in small classes, all students are placed on the schedule in random order. Before each chat with a student, I read that student’s online student questionnaire, submitted on Moodle at the beginning of the semester, to learn about the student and make a mental list of interesting topics to chat about. Chats with students enable me to learn about students’ interests, goals, and struggles, and they give students a chance to ask my opinion about various issues related to their learning and future careers.

Step-by-Step Instructions

1. Create a Google spreadsheet with the date of each class when you are available for a chat. Share the spreadsheet with your class using each student’s OU e-mail address.
2. Discuss the purpose of the chats with your students and show them the Google sign-up sheet in class. E-mail students a link to the sign-up sheet as a Moodle announcement and include an introduction to the chats in the sign-up sheet.
3. Place a link to the sign-up sheet in the current module of your course and move the link each time you change to a new module to ensure that students will remember the activity.
4. In large classes, ask students to sign up in the Google doc on their own. (You will be surprised how quickly the slots fill up!) In small classes, assign each student to a date; tell students they can change their date if needed. In the Google doc, highlight the name of the student whose turn it is to chat on a particular day to emphasize that it is their day to chat with you.
5. Send each student a reminder on the day before or the day of their chat to let them know you are looking forward to talking with them. This also indicates to students that you genuinely want them to participate in this activity.

6. If you need to cancel a chat, let the student know ahead of their chat time and proactively reschedule their chat for the next available day on the schedule.

Course Information

I use this activity in my large and small General Education courses, ALS 1101 and LIN 1180. It has been so successful that I plan to use it in my graduate courses and undergraduate courses for majors as well. I suggest you implement this activity starting from the first week of the semester or after the add-drop period.

Ease of Application to Other Courses: **EASY**

Additional Comments

- This activity works best if you know some facts about the student before the chat. I learn about students by asking them to fill out an online student questionnaire with questions that give them an opportunity to discuss their interests and aspirations. I print out each student's questionnaire and highlight interesting points to discuss during our chat.
- When I have chats with students after class, I want them to be relaxed when they talk with me. I make sure to sit down for the chat, and I ask the student to sit down as well.
- I do not initiate a discussion of students' course performance during after-class chats. I reserve that discussion for office hours. Rather, I focus on unique points from the student's questionnaire to learn about each student as an individual.
- I assign all students in small classes to the schedule in random order. I use an online randomizer tool to create randomized lists of names. (Reminder! Never enter full names into the site to be randomized.) I let the students know that their names have been placed in random order – I don't want to give the impression that I am playing favorites! If there is time in class, I even show students the randomizer tool for fun.
- If there are empty slots on the schedule, I remind students that they should sign up for a chat and that I would welcome an opportunity to chat with them a second time.

Resources

Palmer, P.J. (1998). *The courage to teach: Exploring the inner landscape of a teacher's life.* San Francisco: Jossey-Bass.

Random.org. List randomizer. Retrieved from https://www.random.org/lists/

20 - Textual Analysis: An Active Learning Project

Felicita Arzu Carmichael, Writing and Rhetoric, carmichael@oakland.edu
Students: Robert Brown, Connor Burke, Uniq Jeter, Shefic Khoury, Olivia Micale, Trinity Munoz

Active learning assignment

Learning Outcomes

Having completed this activity, students will be able to:

- develop critical reading skills
- assess their own reading practices
- transfer their reading and analytical skills to the major inquiry-based research project

Overview

Analysis is one of the most important skills that students practice in their courses. It is also one of those skills that many students find challenging to transfer to other academic situations. This textual analysis project hones students' critical reading and analytical skills and prepares them to transfer those skills to a larger inquiry-based research project in the course. This project asks students to read and analyze a text and ask questions about the rhetorical choices the authors make. It also asks students to pay attention to their own reading practices.

Step-by-Step Instructions

This project is the first in the course. It prepares students for the second project, which is an inquiry-based research project. For this first project, students:

1. Find an editorial or opinion column that interests them (I offer suggestions by providing them with links to online newspapers such as *USA Today*, *Washington Post*, *New York Times*, *The Week*, etc.)
2. Respond to a set of critical reading and analysis questions:
    a. Who is the author?
        - What is the author's qualification to discuss this topic?
        - How much do you know about the author's assumptions, beliefs, and experiences?
        - How does the author appeal to Kairos[1]?
3. What does the author want readers to do as a result of reading this text?
4. What reasons does the author offer in support of his or her ideas? Are any perspectives left out?
5. What kinds of sources (scholarly books and articles, statistics, interviews, articles from other newspapers and magazines) does the author rely on? What media (text, images, video, graphics, sound) does the author use to support his or her reasons?
    a. What kinds of appeals – appeals to logos, ethos, pathos – do the sources make? Do the appeals seem appropriate given the text's rhetorical situation?
6. What objections might be raised to this argument?
7. How open to persuasion are you with this topic? Why?

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[1] Kairos refers to the ability to respond to a rhetorical situation in a timely or appropriate manner.

We spend the first three weeks of classes working on this project. At the end of the three weeks students share their findings with the class through a PowerPoint presentation. Students have shared that they enjoy the presentations because they get to learn more about their classmates based on the editorials they choose.

Course Information

I implement this project in my WRT 1060 Composition II course. However, this project can also be assigned as a rhetorical analysis assignment in WRT 1050 Composition I. My WRT 1060 is partially online, but I plan to also implement this project in my fully online WRT 1060 course.

Ease of Application to Other Courses: **MODERATE**

Additional Comments

There are a number of strengths to this project. First, it invites students to draw connections between their previous composition course and this course. Most students in WRT 1060 Composition II have taken WRT 1050 Composition 1. In WRT 1050 they were introduced to some of the concepts that emerge within this project (ethos, pathos, logos, and Kairos); thus, students are able to make connections between their previous composition course and this course. Second, students see how this first project prepares them for the second, which also demonstrates that they are not engaged in "busy work." The editorial or opinion columns students choose is based on topics in which they are interested, so some students propose their inquiry-based research project on that same topic. I encourage those students to also use the same text they analyzed in this project as one of their sources for the second project. That way, not only do the skills transfer to the second project, but sources and content transfer, too. Finally, through this project, students also learn about their own reading processes. Shortly after completing this project, students write a learning log where they reflect on their learning and experiences that week. In that log, students reflect on questions that the project raised for them as readers. For example, some students share how this project made them realize how much more they can learn about a text and its argument through the kinds of critical reading questions they ask. By paying more critical attention to a text, students also identify writing strategies that they can adopt for their own writing and research projects.

Resources

Ede, L. (2017). *The Academic Writer: A Brief Rhetoric*. (4th ed.). Bedford/st. martin's: Boston.

21 - Making Great Skills Courses

Kieran Mathieson, DIS, mathieso@oakland.edu

Learning Outcomes

Skill courses teach things like programming, statistics, and technical writing, where students learn to do tasks independently. What helps students learn skills?

- Focused content, written to stay within human cognitive limits.
- A sequence of hands-on exercises, slowly increasing in complexity.
- Personal formative feedback for every exercise.
- Students get individual help when they get stuck.
- A supportive social environment, with encouragement, and positive monitoring.

Skilling allows "unbundling" of course responsibilities.

Course authors

Authors write content and exercises using Skilling's authoring tools. Content includes worked examples, schemas, and other learning objects. Exercises include rubrics, used by the grading system (see below).

Authors could be faculty (an individual, or a small group), or faculty working with an instructional designer. Skilling includes learning patterns, that is, content templates that fit learning research guidelines.

Instructors

Instructors run flipped or online courses, using the Skilling website created by authors. Instructors help students when they get stuck, encourage students, and monitor student performance. Instructors could be full-time faculty, adjuncts, or graduate students.

Graders

Graders give personal formative feedback to students, using rubrics created by authors. Skilling's *awesome* grading system helps graders assess thousands of exercise submissions. Graders could be former students, place-bound workers, or casual workers.

For more information, go to https://skilling.us. That's "skilling us."

22 - Reflective Activities using VideoAnt

Gregory Allar, International Studies Program, allar@oakland.edu

Active Learning

Learning Outcomes

- to promote reflective practices
- to connect the theoretical with real world examples
- to engage students in course content

Overview

I am piloting the use of short videos this semester in select units in my “Issues in Global Health” class. Once I am confident that students have a basic understanding of the unit’s topic, I use VideoAnt software to embed reflective questions to which students provide [annotate] their responses. This approach encourages students to apply it their new knowledge to the real world and. where relevant, to her/himself. I then collate their responses to use as a point of departure in a subsequent class discussion.

Step-by-Step Instructions

“VideoAnt is a web-based video annotation tool for mobile and desktop devices. Use VideoAnt to add annotations, or comments, to web-hosted videos…. VideoAnt supports authentication (sign-in) through University of Minnesota Internet ID, Google and Facebook…. The first time you login you must accept the Terms and Conditions to continue.”

“To add a new Ant, click the “New Ant” button on your dashboard or the plus icon in the menu.

If you have signed-in with Google, you can either upload a link to a YouTube video or a direct link to a video file on the web.”

For further information, please refer to VideoAnt documentation
[https://ant.umn.edu/documentation]

Course Information

Applicable to any course. Currently I am piloting this software in my “Issues in Global Health” (IS2005). There are 24 students in this class.

Ease of Application to Other Courses EASY - MODERATE

Resources

I first heard about VideoAnt at an eLis *LunchBytes* session earlier this semester. I was intrigued by the potential this software offers, especially with respect to its ability to facilitate reflective activities that apply course content to the real world.

Ideas for Instructors from VideoAnt documentation

23 - Exam Wrappers

Lisa Garver, Psychology (garver@oakland.edu)
Krista Malley, Office of Student Success (khmalley@oakland.edu)
Metacognition Tool

Learning Outcomes

As a result of this activity, students are able to:

- See a correlation between studying time and grade outcomes
- Note their study strategies used
- Calculate their Psychology grade

Overview

In the Fall of 2018, PSY1000 was part of the Gateways to Completion (G2C) initiative. It was during this semester, that Instructor Garver implemented exam wrappers for her PSY1000 course. The exam wrapper was used as a metacognition tool to identify what each student did in preparation for the exam, such as did you take notes, rewrite notes, how many hours did you study the week before, and what do you expect to get on the exam.

Step-by-Step Instructions

The Part 1 of the exam wrappers for both exam one and exam two were the same questions asked:

- How did you prepare for the exam (checklist of study strategies were listed for students to check all that apply)?
- How much time did you study the day/night before the exam?
- How much time did you study the week of the exam?
- What do you think you earned on the exam?

Part 2 of exam one was given to students the following class period after exam one. Students received their exam wrapper and were asked to then write what they earned on the exam and what strategies they would implement to earn a better grade if they wanted a better grade (some students were fine with the grade they earned).

Part 2 of exam two, students were asked to calculate the grade for their second exam, calculate the grade they were getting in the course overall and how their grade would change if they did extra credit.

Course Information

Introduction to Psychology 1000; 150 students with approximately 75% of these students taking this course as freshmen and remaining 25% are sophomores and above. Timing of this metacognition tool is the first and second exam that take place within the first 8-weeks of the semester.

Ease of Application to Other Courses: EASY

Additional Comments

Originally all exam wrappers were hard copy then after using the exam wrappers for one semester, the format was changed. For the following semester, Part 1 of the exam wrapper was hard copy and part 2 was put on Moodle as a survey that the students were able to answer within a specified time. This is making the data collection easier and more effective. This is also saving time since instructor didn't have to hand back all of the exam wrappers in class and take up class time.

Krista Malley
PRESENTER
PSY1000 Exam Wrapper 1 Example
Instructor Garver
G2C Initiative with Krista Malley
Exam Wrappers
2019 Instructional Fair
Oakland University
Lisa Garver, Psychology
Krista H. Malley, Office of Student Success
DELL
Lisa
PSY1000 EXAM WRAPPER 2 EXAMPLE

24 - Share a Teaching Tip

Jennifer Coon, Dept of Writing and Rhetoric, coon2@oakland.edu

Every week, the Center for Excellence in Teaching and Learning at Oakland University regularly creates and shares a Weekly Teaching Tip. Weekly Teaching Tips are sent to participating faculty every Monday with a quick, easy-to-implement strategy. These strategies are created by faculty from OU and beyond. Browse more than 130 past teaching tips, sign up to receive teaching tips, and submit your ideas at oakland.edu/teachingtips. They are also shared on Facebook and Twitter.

Share your idea. Write a brief description (300-600 words) of something you do that works well in the classroom. CETL will email it to over 500 faculty subscribers and post it online.

For questions or comments regarding these resources, contact Christina Moore, CETL Virtual Faculty Developer (cmamoore@oakland.edu).

TIPS
Share Your Teaching Tip
Jennifer Coon, Writing and Rhetoric
Contact me about Teaching Later

25 - Role-Playing in a Senior Capstone Biology Class

Fay Hansen, Biological Sciences, hansensm@oakland.edu

Learning Outcomes

As a result of this activity, students will:

- Effectively communicate scientific information to an audience of one's peers
- Demonstrate fundamental oral communication skills
- Appreciate how biology and science affect society.

Overview

In BIO 4970 students are typically asked to prepare one or more oral scientific presentations based on research topics they have chosen. In my class I use an overarching theme of "food" because it offers such a diverse range of topics (ranging from cell biology to pathology, ecology, and agriculture). In this my section we build the reading/research/communication skills through a step-wise sequence of activities in which student play different roles requiring varying levels of expertise. The activities are built around typical events scientists and non-scientists might find themselves together in.

Step-by-Step Instructions

Everyone in the class is given a role, as speaker (or speaker teams) and as audience members over the course of the semester. Audience members function as a peer-reviewers in each case, demonstrating a key process in science, but they also function in their assigned role during the talks.

1. Journal Club: Students are "new graduate students" explaining a research article to others in the lab (10 minutes). Audience members are also "graduate students."
2. Local Research Forum: Students are now "experienced grad students representing their lab at a regional Forum in the specialty of the theme the class is using, ie, experimental models of obesity) for their reports (10 minutes). Audience members are now "faculty experts" in the field.
3. National Research Symposium: Students are now the principal investigator of a major research lab and respected "experts in the field". Audience members include people knowledgeable in the field, competitors, potential grant reviewers.
4. Trainer/Educator: Students are now "extension agents" or similar community education professionals who are trained to give "field walks" and other informal talks to communicate/translate the impacts of new research findings on farming or health care practices. Audience members are practitioners not trained in research or current methods.
5. Policy Forum: Forum is based around a book or film on a controversial topic (Genetically modified Crops, Meat, Health, Environment, etc). Students are now presenters of information and positions represented in the book. Audience is assigned to various roles: elected official, academic scientist, industry scientist, regulatory scientist, consumer advocate, etc.

Course Information

The senior capstone biology class (BIO 4970) is designed not only to reinforce overarching scientific principles, particularly scientific research methods and communication, but to also “integrate..life sciences with a variety of non-scientific fields…and social and ethical issues” and to develop “collaborative abilities and critical thinking skills.” Often the major thrust of these classes tends to be predominantly on scientific communication within the sciences more than between scientists and society. These role-playing exercises are designed to develop students’ ability to “talk science to non-scientists” but also to listen critically as both scientist and non-scientist and to demonstrate that even in science, professional roles my impact both aspects of communication. Multiple sections of this course are offered every term by several different instructors. Classes typically have 14-20 students.

Ease of Application to Other Courses: EASY
Suitable for individual or team activities.

Additional Comments

Students enjoy this progression as it allows them to develop confidence in their oral communication and associated presentation skills over time. Having a role to play seems to help make the experience less stressful. The audience members tend to relish their assigned roles as well, while also being critical listeners for our regular peer review of each talk. In the latter two activities it is not uncommon for students to dress the part of their role (including sometimes straw hats and overalls in #4) and to take on critical, adversarial roles in #5, resulting in new insights for all concerned.

Resources

Shapiro, S. and L. Leopole (2012). A Critical Role for role-Playing Pedagogy. *TESL Canada Journal 29*: 120-130.
Errturk, E (2015). Role Play as a Teaching Strategy.
How to Teach Using Role-Playing. https://serc.carleton.edu/introgeo/roleplaying/howto.html