

Lesson Plans

Write a lesson plan for a graduate seminar on teaching in higher education focusing on how to teach with discussions

Title: Teaching in Higher Education: Facilitating Effective Class Discussions

Objectives:

- To explore the benefits and challenges of using discussions as a teaching tool in higher education
- To provide practical strategies for planning, facilitating, and assessing effective class discussions
- To encourage participants to reflect on their own experiences with facilitating discussions and identify areas for improvement

Materials:

- Whiteboard and markers
- Handouts with discussion prompts and guidelines
- Articles and case studies on using discussions in higher education
- Laptop and projector for multimedia resources

Activities:

I. Introduction (10 min)

- Introduce the topic and objectives of the seminar
- Ask participants to share their experiences with facilitating discussions in their own classes
- Use a whiteboard to generate a list of benefits and challenges of using discussions in higher education

II. Benefits and Challenges of Discussions (20 min)

- Divide participants into small groups and provide each group with an article or case study on using discussions in higher education
- Ask each group to discuss and identify the benefits and challenges presented in their article
- Have each group share their findings with the larger group and facilitate a discussion on the common themes

III. Planning Effective Discussions (20 min)

- Provide participants with guidelines for planning effective discussions, including setting clear goals and objectives, selecting appropriate discussion prompts, and establishing ground rules for participation
- Ask participants to work in pairs or small groups to plan a discussion for a hypothetical class they are teaching, using the provided guidelines
- Have each group share their discussion plan with the larger group and receive feedback from peers

IV. Facilitating Effective Discussions (30 min)

- Provide participants with strategies for facilitating effective discussions, including active listening, asking open-ended questions, and managing group dynamics
- Use multimedia resources, such as videos or simulations, to demonstrate effective and ineffective facilitation techniques
- Ask participants to practice facilitating a brief discussion on a provided prompt and receive feedback from peers

V. Assessing Discussions (20 min)

- Provide participants with guidelines for assessing discussions, including establishing clear criteria and providing feedback to students
- Ask participants to work in pairs or small groups to develop an assessment rubric for a discussion they have planned or facilitated
- Have each group share their rubric with the larger group and receive feedback from peers

VI. Reflection and Conclusion (10 min)

- Ask participants to reflect on their own experiences with facilitating discussions and identify areas for improvement
- Provide resources and recommendations for further learning on facilitating effective discussions in higher education
- Summarize the key takeaways from the seminar and ask participants to complete a brief evaluation form

Assessment: Participants will be assessed based on their participation in group discussions and activities, as well as their development of a discussion plan and assessment rubric. Participants will also be asked to complete an evaluation form to provide feedback on the seminar.

Can you be more specific about assessment?

Sure, here are some specific assessment criteria and methods for the seminar:

1. Participation in Group Discussions and Activities:

- Criteria: Active participation, engagement with peers, contribution of ideas and insights
- Method: Observation and note-taking during group discussions and activities

2. Discussion Plan:

- Criteria: Clarity of goals and objectives, appropriateness of prompts, alignment with course objectives, creativity and originality
- Method: Review of discussion plan and feedback provided by peers

3. Assessment Rubric:

- Criteria: Alignment with course objectives, clarity and specificity of criteria, appropriateness of feedback, validity and reliability
- Method: Review of assessment rubric and feedback provided by peers

4. Seminar Evaluation Form:

- Criteria: Thoughtful and constructive feedback, identification of strengths and areas for improvement, usefulness and relevance of the seminar
- Method: Review of evaluation form responses

Overall, the assessment will be formative, focusing on providing feedback to help participants improve their skills in facilitating effective discussions in higher education.

Write a lesson plan for a 50 minute undergraduate class session on Tablets 1-6 of the Epic of Gilgamesh, focusing on the learning objectives 1. Identify the major characteristics of the Mesopotamian understanding of the Nature of Civilization 2. Articulate the ambivalence of Kingship in ancient Mesopotamia Include specific use of the text.

Title: Understanding the Nature of Civilization and Kingship in Mesopotamia through the Epic of Gilgamesh, Tablets 1-6

Class Level: Undergraduate

Class Size: 30

Class Duration: 50 minutes

Learning Objectives:

- Identify the major characteristics of the Mesopotamian understanding of the Nature of Civilization
- Articulate the ambivalence of Kingship in ancient Mesopotamia

Materials:

- The Epic of Gilgamesh, Tablets 1-6
- Whiteboard and markers
- Handouts with discussion questions and excerpts from the text

Activities:

I. Introduction (10 min)

- Introduce the learning objectives and the focus on Tablets 1-6 of the Epic of Gilgamesh
- Provide an overview of the historical and literary context of the text
- Ask students to share their initial impressions and questions about the text

II. Nature of Civilization (20 min)

- Use a whiteboard to generate a list of major characteristics of the Mesopotamian understanding of the nature of civilization
- Provide students with excerpts from the text that highlight the themes of civilization, such as the description of the city of Uruk in Tablet 1
- Ask students to discuss and analyze these passages in small groups, using provided discussion questions
- Have each group share their findings with the larger group and facilitate a discussion on the common themes and their significance in the Mesopotamian cultural context

III. Ambivalence of Kingship (20 min)

- Provide students with examples of the ambivalence of kingship in ancient Mesopotamia, as depicted in the Epic of Gilgamesh
- Use multimedia resources, such as images or videos, to demonstrate the complex and sometimes conflicting roles of kingship in Mesopotamian society
- Ask students to analyze and discuss the examples provided, using provided discussion questions and specific passages from the text that highlight the ambivalence of kingship
- Have each group share their findings with the larger group and facilitate a discussion on the significance of the ambivalence of kingship in Mesopotamia and its portrayal in the Epic of Gilgamesh

IV. Conclusion and Reflection (10 min)

- Ask students to reflect on their learning and share one key takeaway from the class
- Provide resources and recommendations for further learning on the Epic of Gilgamesh and Mesopotamian culture
- Summarize the key takeaways from the class and ask students to complete a brief evaluation form

Assessment: Students will be assessed based on their participation in group discussions and activities, as well as their ability to analyze and interpret the text and cultural context of the Epic of Gilgamesh. Assessment criteria include active participation, engagement with peers, contribution of ideas and insights, and accurate use of the text to support their arguments.

Provide some three small group discussion questions focusing on kingship in Epic of Gilgamesh tablets 1-6.

1. How is kingship portrayed in the Epic of Gilgamesh? What are some examples of the responsibilities and limitations of kingship in ancient Mesopotamia?

2. What is the relationship between the people of Uruk and their king Gilgamesh? How does this relationship reflect the ambivalence of kingship in Mesopotamian culture?
3. How does the character of Enkidu challenge and transform Gilgamesh's understanding of kingship? What does this transformation reveal about the role of kingship in Mesopotamian society?

Takeaways:

1. Good at scheduling “modules” (rather than single activity)
2. Good at including small group and whole class activities
3. Instructor needs to supply most of the “content” (e.g., readings, text references)
4. Need to prompt ChatGPT for details, e.g., discussion questions
5. Tends to lead with didactic “Introduction”
6. Repetitious

Multiple Choice Questions

See [biology example](#)

Write an understanding level multiple choice question about Christian thinker Arius

Who was Arius and what was his significance in Christian history?

- A) Arius was a philosopher who rejected the existence of God
- B) Arius was a mathematician who developed the formula for pi
- C) Arius was a Christian thinker who believed in the concept of the Trinity
- D) Arius was a theologian who emphasized the unity of the Father and Son in the Holy Spirit

****Correct answer: C) Arius was a Christian thinker who believed in the concept of the Trinity**

Write an understanding level multiple choice question about Christian heretic Arius and his teaching about the trinity

What was Arius's teaching about the Holy Trinity and why was it considered heretical in the early Christian church?

- A) Arius taught that the Son was equal to the Father in nature and therefore the Trinity was three separate gods
- B) Arius taught that the Holy Spirit was the Son and was subordinate to the Father
- C) Arius taught that the Father, Son, and Holy Spirit were one in essence and that the Son was inferior to the Father
- D) Arius taught that the Father and Son were the same person and that the Holy Spirit was not a distinct entity

****Correct answer: A) Arius taught that the Son was equal to the Father in nature and therefore the Trinity was three separate gods.**

Write an understanding level multiple choice question about Christian heretic Arius' teaching about the trinity

What was the primary teaching of Arius about the Holy Trinity and why was it considered controversial by the early Christian church?

- A) Arius believed that the Father, Son, and Holy Spirit were three separate beings with different levels of divinity.
- B) Arius believed that Jesus Christ was subordinate to God the Father and not equal in divinity.
- C) Arius believed that the Holy Spirit was not divine and did not have a place in the Trinity.
- D) Arius believed that Jesus Christ and the Holy Spirit were the same being and distinct from God the Father.

Correct answer: B) Arius believed that Jesus Christ was subordinate to God the Father and not equal in divinity.

write multiple choice question of bloom's taxonomy level remembering about the Christian heretic Arius

Which of the following best describes Arius?

- A) A Christian saint who was known for his miracles
- B) A heretic who rejected the divinity of Jesus Christ
- C) A Roman emperor who persecuted early Christians
- D) A theologian who wrote the Gospel of Thomas

****Correct answer: B) A heretic who rejected the divinity of Jesus Christ**

Write a multiple choice question bloom's taxonomy level understanding about the Nicene Creed

What was the purpose of the Nicene Creed and what was its significance in the early Christian church?

- A) The Nicene Creed was a statement of faith that affirmed the divinity of Jesus Christ and the Holy Trinity
- B) The Nicene Creed was a liturgical document that provided instructions for conducting worship services
- C) The Nicene Creed was a historical record of the teachings of the apostles and early Christian leaders

D) The Nicene Creed was a philosophical treatise that explained the nature of God and the universe

Correct answer: A) The Nicene Creed was a statement of faith that affirmed the divinity of Jesus Christ and the Holy Trinity

My edited version:

What was the significance of the Nicene Creed in the early Christian church?

A) The Nicene Creed affirmed the divinity of Jesus Christ and the Holy Trinity

B) The Nicene Creed provided instructions for conducting worship services

C) The Nicene Creed recorded the teachings of the apostles and early Christian leaders

D) The Nicene Creed explained the nature of God and the universe

Correct answer: A) The Nicene Creed affirmed the divinity of Jesus Christ and the Holy Trinity

Write a multiple choice question bloom's taxonomy level application about the Nicene Creed

How did the Nicene Creed resolve the controversy over the nature of Jesus Christ in the early Christian church?

A) By emphasizing the importance of baptism and the forgiveness of sins

B) By affirming the unity of the Father, Son, and Holy Spirit in one divine being

C) By rejecting the concept of the Trinity and promoting the oneness of God

D) By establishing a hierarchical structure within the church and granting authority to bishops

Correct answer: B) By affirming the unity of the Father, Son, and Holy Spirit in one divine being.

Write a multiple choice question Bloom's level remembering about Martin Luther's teaching on sacraments

What was Martin Luther's teaching on sacraments in the Protestant Reformation?

A) That there were six sacraments, including baptism and the Eucharist

B) That there were only two sacraments, baptism and the Lord's Supper

C) That sacraments were unnecessary for salvation and should be abolished

D) That the number of sacraments was unimportant and should be left up to individual interpretation

Correct answer: B) That there were only two sacraments, baptism and the Lord's Supper.

Write a multiple choice questions Bloom's level remember about Martin Luther's teaching on Baptism

What was Martin Luther's teaching on Baptism in the Protestant Reformation?

A) That baptism was only necessary for children and not for adults

B) That baptism was a symbolic act of commitment to Christ and had no effect on salvation

C) That baptism was necessary for salvation and was a means of receiving God's grace

D) That baptism was unnecessary and should be abolished from Christian practice

Correct answer: C) That baptism was necessary for salvation and was a means of receiving God's grace.

Try that again with a more specific question stem

Sure, here's a more specific multiple choice question:

According to Martin Luther's teaching, what is the significance of baptism in the Christian faith?

A) It is a symbolic act of commitment to Christ and has no effect on salvation.

B) It is necessary for salvation and is a means of receiving God's grace.

C) It is a sacrament that confers special blessings and benefits to the recipient.

D) It is an outdated ritual that should be abandoned in favor of a more personal faith experience.

Correct answer: B) It is necessary for salvation and is a means of receiving God's grace.

Write a multiple choice questions Bloom's level application about Martin Luther's teaching on Baptism

How did Martin Luther's teaching on baptism affect the practice of baptism in the Protestant Church?

A) Protestant churches stopped performing infant baptism and only baptized adults who had made a personal commitment to Christ.

B) Protestant churches continued to perform infant baptism but emphasized the importance of personal faith and commitment in the sacrament.

C) Protestant churches abolished the sacrament of baptism altogether and replaced it with other rites and rituals.

D) Protestant churches began to require baptism as a prerequisite for membership and participation in church activities.

Correct answer: B) Protestant churches continued to perform infant baptism but emphasized the importance of personal faith and commitment in the sacrament.

Takeaways:

1. Follows good “rules” for structure of multiple choice
2. Watch out for incorrect information (you can edit, or “regenerate response”)
3. Unimaginative question stems at the “remembering” level
4. Often combines two questions in one (especially at the “understanding” level)

Writing Prompts

Kings or princes do not always live up to what is expected of them. Write a paragraph each about Gilgamesh, Saul, Achilles, and Arjuna in terms of what their shortcomings or transgressions reveal as a cautionary tale for people in their culture. In a concluding paragraph, make a case for which leader changes most through his quest.

Gilgamesh, the king of Uruk in ancient Mesopotamia, is often depicted as a cautionary tale for the dangers of hubris and overreaching ambition. Despite his strength and power, Gilgamesh's quest for immortality ultimately leads to his downfall, as he realizes that true immortality can only be achieved through the legacy one leaves behind.

Saul, the first king of Israel, serves as a cautionary tale for the dangers of disobedience and lack of humility. Despite being chosen by God to lead the Israelites, Saul's pride and disobedience ultimately leads to his downfall and replacement by David.

Achilles, the great warrior of Greek mythology, serves as a cautionary tale for the dangers of pride and the destructive power of anger. Despite his immense strength and skill in battle, Achilles' pride leads to his own downfall, as well as the deaths of many of his comrades.

Arjuna, the warrior prince of the Indian epic Mahabharata, serves as a cautionary tale for the moral and ethical dilemmas that arise in war. Despite his great skill as a warrior, Arjuna's reluctance to fight his own kin and his questioning of the morality of war ultimately leads to a deeper understanding of the true nature of duty and the importance of moral principles in war.

Out of these four leaders, Arjuna seems to change the most through his quest. Arjuna's internal struggle and questioning of the morality of war reveal a deep inner moral compass, and ultimately leads him to a deeper understanding of his duty and the importance of moral principles.

Kings or princes do not always live up to what is expected of them. Write a paragraph each about Gilgamesh, Saul, Achilles, and Arjuna in terms of what their shortcomings or transgressions reveal as a cautionary tale for people in their culture. In a concluding paragraph, make a case for which leader changes most through his quest. Include specific references to the texts.

Gilgamesh, the king of Uruk in ancient Mesopotamia, is often depicted as a cautionary tale for the dangers of hubris and overreaching ambition. Despite his strength and power, as described in the Epic of Gilgamesh, Gilgamesh's quest for immortality ultimately leads to his downfall, as he realizes that true immortality can only be achieved through the legacy one leaves behind. He learns this lesson from his journey with Enkidu and the death of his friend, which forces him to confront his own mortality.

Saul, the first king of Israel, serves as a cautionary tale for the dangers of disobedience and lack of humility. Despite being chosen by God to lead the Israelites as described in the Bible, Saul's pride and disobedience ultimately leads to his downfall and replacement by David as described in the First Book of Samuel.

Achilles, the great warrior of Greek mythology, serves as a cautionary tale for the dangers of pride and the destructive power of anger. Despite his immense strength and skill in battle, as described in the Iliad, Achilles' pride leads to his own downfall, as well as the deaths of many of his comrades, specifically his best friend Patroclus.

Arjuna, the warrior prince of the Indian epic Mahabharata, serves as a cautionary tale for the moral and ethical dilemmas that arise in war. Despite his great skill as a warrior, as described in the Bhagavad Gita, Arjuna's reluctance to fight his own kin and his questioning of the morality of war ultimately leads to a deeper understanding of the true nature of duty and the importance of moral principles in war, as the god Krishna teaches him.

Out of these four leaders, Arjuna seems to change the most through his quest. Arjuna's internal struggle and questioning of the morality of war, as described in the Bhagavad Gita, reveal a deep inner moral compass, and ultimately leads him to a deeper understanding of his duty and the importance of moral principles, as taught by the god Krishna. His transformation from a warrior with doubt and reluctance to one who acts with a sense of duty, clarity and purpose.

In our readings from Homeric Greek culture (Odyssey), Hebrew culture (Amos), and Chinese culture (Analects), we have seen various visions of what constitutes a JUST society. Discuss what each of these texts think about a just social order: what is justice, who upholds it, what are major threats to it? In a final paragraph, state what you think the Furies would say about the just social order reflected by Confucius, Amos, and Odysseus.

In Homer's Odyssey, justice is presented as a virtue that is upheld by the gods and the rule of law. The just society is one in which the laws are respected, and individuals are held accountable for their actions. However, justice is threatened by the actions of individuals who act with hubris and disregard for the laws and customs of society.

In the Hebrew prophet Amos' vision of a just society, justice is characterized by the fair treatment of the poor and the marginalized. A just social order is one in which the powerful do not oppress the weak and vulnerable, but rather work to uplift and support them. The major threat to justice in Amos' view is the corruption and greed of the powerful.

In the Analects of Confucius, justice is closely tied to the concept of "ren" or benevolence. A just social order is one in which individuals act with compassion and concern for the welfare of others. The major threat to justice in Confucius' view is the lack of virtue and the prevalence of selfishness and greed.

The Furies, the goddesses of vengeance in Greek mythology, would likely view all three visions of a just social order with skepticism. They would likely question whether justice is truly being upheld, and whether the powerful are using their positions to benefit themselves at the expense of others. The Furies would likely demand accountability and punishment for those who have

violated the principles of justice, and would insist on greater efforts to ensure that justice is upheld for all members of society.

Takeaways (what might we learn about how students might respond to a writing prompt?)

1. Adheres closely to prompt – my students have trouble with this
2. Lacks textual evidence – students may need extra prompting, rubric, etc.

Bonus: Student Recommendations

Write a 300 word student recommendation for Michael Geeser for a historical archives internship that stresses his attention to detail, work ethic, and interest in archival work.

I am delighted to write this recommendation for Michael Geeser for a historical archives internship. During his time as a student in my **history** class, I have observed his outstanding work ethic, attention to detail, and passion for archival work. These qualities, coupled with his enthusiasm for history, make him an excellent candidate for the internship.

Michael has consistently demonstrated an exceptional level of attention to detail in his work. He meticulously researches topics, takes comprehensive notes, and ensures that all his work is accurate and thorough. This is a crucial attribute for any intern working in archival settings, where accuracy and **attention** to detail are of the utmost importance. Michael's ability to pay close **attention** to detail ensures that the materials he works on are correctly recorded and preserved, and that the information he gathers is useful to future researchers.

Michael has also displayed an excellent work ethic throughout his time in my class. He is reliable, punctual, and never hesitates to ask for help or clarification when needed. Additionally, he has consistently demonstrated his ability to manage multiple tasks and priorities, ensuring that all his work is completed on time and to a high standard. His diligence and dedication make him a valuable asset to any team, and I am confident he will continue to excel in an internship setting. Finally, Michael has a genuine interest in archival work and history, which is evident in his enthusiasm for learning and researching historical topics. **He has expressed his desire to work in an archival setting and has already begun to develop his skills in this area.** I have no doubt that he will thrive in an internship that allows him to further develop his knowledge and skills in archival work.

In conclusion, I highly recommend Michael Geeser for a historical archives internship. His exceptional attention to detail, work ethic, and passion for archival work make him an excellent candidate for any internship program. I am confident that he will make a significant contribution to the **organization** and excel **in any task he is given.**