

Teaching Techniques

Contributed by:
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Teaching Adult Learners class participants
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Liane Beckwith

Subject Area: Anatomy and Physiology

Teaching Technique:

Study Log and Student Knowledge Assessment

The Study Log is used on a weekly basis to determine a student's study habits. They can fill out whatever they wish, however, if they show poor results on exams, quizzes, etc., the study log will help identify problem areas (such as times they study, places they study). The study log allows students to take a good hard look and be honest about their study habits and the time they put in.

The Assessment is done on the first day of class so that I may gauge my audience, and subsequently the material I present. Some material may require more in depth explanation in one class that did not require the detail in another class.

Example: Attached

Suggestions for implementing:

The Assessment is given on the first day of class. I make the study log available on line or by attachment so they can send it to me or print it off and complete it.

Biology 211 Anatomy and Physiology I

Student #: _____

Relate your knowledge or familiarity level to the following terms.
Place a check in the appropriate box. Use the following key:

- A – Never heard of it
- B – Heard of it but don't know much about it
- C – Know something about it, but not enough to explain it
- D – Know enough to explain it to a friend

	A	B	C	D
structural anatomy				
cytology				
histology				
embryology				
pathology				
physiology				
organ systems				
integumentary system				
skeletal system				
muscular system				
lymphatic system				
respiratory system				
digestive system				
nervous system				
endocrine system				
cardiovascular system				
urinary system				
male reproduction				
female reproduction				
metabolism				
excretion				
homeostasis				
receptor				
negative feedback				
positive feedback				
anatomical position				
body planes				
body cavities				
ATP				
element				
atom				
colloids				
chemical bonds				
covalent bonds				
ionic bonds				
acid				
base				
salt				
pH				

	A	B	C	D
organic compounds				
inorganic compounds				
carbohydrates				
monosaccharides				
lipids				
steroids				
amino acids				
proteins				
enzymes				
cytoplasmic organelles				
passive transport				
diffusion				
osmosis				
filtration				
active transport				
phagocytosis				
exocytosis				
membrane potential				
DNA				
RNA				
epithelial tissue				
endocrine glands				
exocrine glands				
adipose tissue				
connective tissue				
cartilage				
skeleton				
fracture				
cranium				
sinus				
vertebrae				
axial skeleton				
appendicular skeleton				
synovial joint				
suture				
tendon				
supination				
arthritis				
sarcomere				

	A	B	C	D
myofibril				
depolarization				
aerobic				
anaerobic				
smooth muscle				
cardiac muscle				
deltoid				
bicep femoris				
neurotransmitter				
afferent				
efferent				
cerebrum				
cerebellum				
cortex				
myelin				
dura				
arachnoid				
dendrite				
autonomic				
sympathetic				
parasympathetic				
adrenals				
epinephrine				
catecholamines				
ganglion				
fight or flight				
mixed nerve				
cornea				
incus, malleus, stapes				
vagus				
olfactory				
rods and cones				
rhodopsin				
adaptation				
vitreous humor				
cochlea				
semicircular canals				
sacculle and utricle				
tympanic membrane				

Productive Study Time Log

Directions:

- 1) Enter any block of thirty minutes or more you spent studying anatomy and physiology today on the form below. If you started at 2 p.m. and ended at 2:40, use the lines next to 2:00 only.
- 2) Make a note of where you were studying as well.
- 3) Make sure to rate the productivity of each half-hour segment in the appropriate column, using the following scale.

1 = Nonproductive	Learning nothing or extremely little
2 = Low Productivity	Learning something but not much
3 = Average Productivity	Learning a fair amount
4 = High Productivity	Learning a great deal

Productivity Rating	Time	Place	Productivity Rating	Time	Place
	8:00 a.m.			4:00 p.m.	
	8:30			4:30	
	9:00			5:00	
	9:30			5:30	
	10:00			6:00	
	10:30			6:30	
	11:00			7:00	
	11:30			7:30	
	12:00 p.m.			8:00	
	12:30			8:30	
	1:00			9:00	
	1:30			9:30	
	2:00			10:00	
	2:30			10:30	
	3:00			11:00	
	3:30			11:30	

Subtotal A: Hours of A&P study rated at Level 1 =

Subtotal B: Hours of A&P study rated at Level 2 =

Subtotal C: Hours of A&P study rated at Level 3 =

Subtotal D: Hours of A&P study rated at Level 4 =

Total hours spent studying A&P today: =

Productive Study Time Log: Follow up questions

1. Look back over the seven days you have logged and recheck your daily subtotals and totals. Once they are correct, add the figures up for all seven days and enter the figures below.

Subtotals and Total Study Hours for the Seven-Day Period

Subtotal A: Hours of A&P study rated at Level 1 =
Subtotal B: Hours of A&P study rated at Level 2 =
Subtotal C: Hours of A&P study rated at Level 3 =
Subtotal D: Hours of A&P study rated at Level 4 =
Total hours spent studying A&P this week: =

Please give concise, specific answers to the following questions:

2. What did you discover about the amount of time you studied that you find surprising or interesting?
3. What did you discover about the productivity of your studying that you find surprising or interesting?
4. What did you discover about the location(s) of your studying that you find surprising or interesting?
5. Overall, what is the most important thing you learned from this assessment?
6. Given what you have learned from the week you just logged, is there anything you are determined to do differently as you study A&P next week?

Maegan Best

Subject Area: Parent Education

Teaching Technique:

Using Personal Stories to Tie New Knowledge and Ideas Together

Example:

When I teach parents about Positive Discipline, I use several personal experience stories that involve my children and me. Some of these stories illustrate the effective use of positive discipline and others show mistakes and things to avoid in these situations. I find that when adults have some way to connect new learning to old learning that they are more likely to retain the new information. Making things personal for people is also very effective when teaching adults.

Implementation:

When I come to a spot in a lecture that can be illustrated by one of these stories I tell the story and ask if people have had similar or related experiences. Other times, I wait until closer to the end of a concept and tell the stories then.

Demetra Biros

Subject Areas: Psychology, Human Relations, Job Search Skills, Business Communications

Teaching Technique:

First Impressions Exercise

1. On the first day of class discuss First Impressions. How important are they? What do they tell us about a person? How accurate are they? Examples of first impressions that students have had...etc.
2. Hand out a piece of paper that lists a number of different adjectives and ask the students to circle five words that describe the impression they would most like to make when they meet another person for the first time. When they are finished, have them put their paper away.
3. Go on to another lesson, change the subject, take a break or do something else that has nothing to do with "first impressions".
4. Toward the end of the class period, ask the students to pair up and meet each other. Have them find out things like their program of study, hobbies, interests, etc. Spending at least 10 minutes getting to know each other. Option: they could then introduce their partner to the class.
5. Give each person another list of the same adjectives and ask them to circle five words that best describe the impression they got *of their partner*. After they have chosen 5, they should give the list to their partners.
6. Discuss the difference between the impression we *want to* make and the impression we *do* make. Reiterate the importance of first impressions.

Example: See attached

Suggestions For Implementing:

Use it at the beginning of any quarter in a class that emphasizes the importance of first impressions. It must be done at the beginning of the quarter so that people have to "meet" each other during the class.

First Impression Exercise

Circle the five words below that describe the impression you would like to make when you meet another person for the first time.

Adventurous
(daring)

Delicate
(refined)

Progressive
(forward looking)

Alert
(observant)

Dominating
(masterful)

Quiet
(reticent)

Ambitious
(aspiring)

Easing Going
(relaxing)

Reliable
(trustworthy)

Assertive
(strong willed)

Forceful
(aggressive)

Reserved
(self-controlled)

Business like
(efficient)

Fun
(playful)

Sensitive
(perceptive)

Capable
(competent)

Graceful
(agile)

Serious
(solemn)

Caring
(concerned)

Humorous
(witty)

Stylish
(fashionable)

Cautious
(careful)

Intelligent
(bright)

Tolerant
(patient)

Charming
(appealing)

Knowledgeable
(well informed)

Traditional
(established)

Cheerful
(happy)

Mature
(grownup)

Unconventional
(eccentric)

Confident
(self-assured)

Optimistic
(positive)

Vivacious
(lively)

Considerate
(kind)

Organized
(disciplined)

Warm
(very passionate)

Decisive
(firm)

Practical
(down to earth)

Jason Boatwright

Subject Area: Anatomy

Description Of Teaching Technique:

Mnemonics are an excellent way to help students remember information or lists of things that need to be learned in a particular order. It also works well for learning groups of closely related terms.

Example:

When learning the organization of the Brachial Plexus a mnemonic is very effective for remembering the order, and the names of each part.

<u>NAME</u>	<u>MNEMONIC</u>
<u>R</u> oots	<u>R</u> un
<u>T</u> runks	<u>T</u> o
<u>D</u> ivisions	<u>D</u> rink
<u>C</u> hords	<u>C</u> old
<u>B</u> ranches	<u>B</u> eer

Suggestions For Implementing

Use mnemonics when the subject requires material to be learned in a specific order. First give the students the material then teach them the mnemonic. Make sure that they are able to see the connection between the material and the mnemonic.

Ken Brown

Subject Area: Engineering Graphics

Teaching Technique:

Technical Employment Preparation

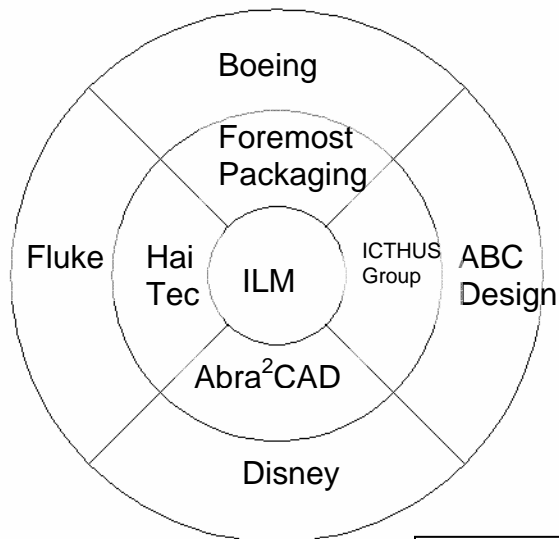
A “Target Company Chart” is a student led research and organization tool. It is intended to assist the student in narrowing their job-search focus from the myriad employers to the “Best Match” group of employers.

Each student researches geographically and technical-need appropriate companies. They generate a non-prioritized list of companies that they would REALLY like to work for.

After completing their list, each student creates a chart consisting of a set of concentric circles divided into segments with a lone center circle. (Similar to a Dart Board –see example below)

Students then fill-in the segments of the diagram with the names of the companies on their list, taking care to place their highest priority choice in the center and working out from the center with the rest of the list.

EXAMPLE:



Target Company Chart

SUGGESTIONS FOR IMPLEMENTING:

Provide lots of encouragement of the student to “Dream BIG” during this process. They need to turn off their “logical filters” and list companies that may seem impractical or even “impossible”.

Students should be encouraged to refer back to this list during their Job Search process and to work from the center out and not the other way around.

Bree Callahan

Subject Area: Student Development

Teaching Technique:

Shadowing

Example:

In the Student Development Office we have quarterly interns from the Social and Human Services program. To assist in their skill building of intake and advising we have them “shadow” each advisor in the office to view all the various styles and techniques used by each of us. This gives them an opportunity to find a variety of ways to approach or handle various needs of their clients/students or patients when they enter the workforce.

Implementation:

Each student is required to “shadow” as many drop in advisors as they can and we break up their schedule to help insure a constant variety. When a student come in for advising the interns sit off to the side and watch the body language, clarity in description and knowledge of resources presented to the advisee. Upon completion of the advising session we ask the intern for feedback on what they saw in terms of how we handles ourselves, addressed the students need and either resolved the problem or referred the student. We then address any questions that the intern developed through out the advising session.

For a Class Room Setting:

This may be a more appropriate technique for customer service or work experience classes but the idea of “shadowing” can be used in any problem solving curriculum. Each student will have a slightly different way of handling a variety of situations and students can learn a lot from each other especially in a environment that is designed for workforce training.

Sonny Campbell

Subject Area: Psychology

Teaching Technique:

Review Game Quiz

Students are formed into groups of three and assigned topics of psychology that have been covered in the course. They are asked to create a ten question quiz with questions of medium difficulty.

The quiz includes five multiple choice questions with four possible answers (one of the answers has to be an intended correct response), three true or false questions, and two fill-in-the-blank questions.

The students give the quizzes to me so that I can check them to ensure that they are appropriate and that the responses they expect to be correct are, in fact, correct.

The groups receive the quizzes they created and one group is asked to start the game by asking a question from their quiz to any of the other groups. A correct response is met with the awarding of a quiz point and a short review of the material to ensure that everyone understands the question and why the response is correct. The group that gave the correct response continues the game by selecting any group and asking them a question.

In the unlikely event that a group gives an incorrect response, the group loses one quarter point and must select another group to ask them another question. They keep selecting groups to ask them questions until they give a correct response to a question (So far, the record for the number of consecutive incorrect responses by a group has been seven).

Points earned in the game are added to cumulative quiz points for the course as extra credit. All members of each group receive the same total number of points earned by their group.

Suggestions for Implementing:

The game provides an opportunity for students to review material covered in class as they create the quiz and then again as they play the game. They have fun with the game and even friendly rivalries are created between some of the groups as the scores are close and the game nears the end of a class session (This is when some difficult questions surface from somewhere).

Students also get a feel for how much studying they still need to do and an idea of what the exam will be like because I use the same types of questions on the exam and often use some of the questions from their quizzes.

I am provided the opportunity to clear up concepts and to ensure that the students have a good understanding of the course material. I use the game for both the midterm and final exam review.

Mary Carothers

Subject Area: Job Search Basics

Teaching Technique:

Using a PowerPoint slideshow and student discussion the following questions are asked and answered by the student for his or her personal job search needs.

Things to Consider:

- Current Labor Market
- Geography
- Industry
- Occupation
- Pay /Benefits
- Hours
- Large or Small Company

Narrow in on your Occupation or Industry:

- Research the Industry (informational interviews, the library, the Internet)
- Research the Occupation (WOIS, Department of Labor and the above resources)
- Labor Market Outlook (With the changing job market-what is the
- long-term view of the occupation or industry that you are interested in?)
- Prevailing wage
- Turnover rate
- How do your skills fit into their needs?
- Prove it- on paper and in person

Where Do You Find the Jobs?

- Newspaper ads
- Networking (Seek out the non-traditional methods as well such as trade shows that specialize in the area you may be interested in.)
- Temporary Services
- Library
- Internet
- Washington Work Source (<http://www.wa.gov/esd/employment.html>)
- Professional Associations
- Create your own position!

Resumes

Your resume will never get a job-HOWEVER-it should land you an interview

- **Appearance is Important!**
- Make it easy to read
- Does it pass the 10 second scan?
- Make your points jump out

- Pick a style that highlights your skills and experience (There are multiple formats for this ranging from the traditional resume to an electronic portfolio)

The Content Should Sell Them!

- Keep it creative and yet professional
- Back up your design with solid job skills-not theory!
- State what you need – without excess verbiage
- Keep it to the point
- Proof read it!
- Have someone else also check it-don't rely exclusively on spell-check!

Interviewing:

- Be prepared-practice makes perfect
- Have questions ready- have you researched the company?
- Know where you are going (be focused)
- Learn about the business and what their goals and needs are. How can you fill those needs?
- Thank the Interviewer
- Follow-up!- Make the sale

Know where you can or can't compromise and when to ask:

- Money (negotiation)
- Benefits
- Vacation Schedule
- Hours/Days
- Travel
- Overtime

Some of this information can be found on the company website or literature. Other questions will have to be answered by other means

Students discuss what their job search has been like and share methods as to what worked and what didn't. The teacher acts as a facilitator in this guided discussion-using the questions that the PowerPoint has raised as a springboard.

Suggestions for Implementation:

The students first introduce themselves and state what type of work they are looking for-and might be possibly interested in. Since students are at all phases of job search-the answers will vary widely to wanting to stay in the same field, possibly going back to school, and switching out of their previous field entirely. Each student brings experience in the job search arena-and through guided discussion is encouraged to share their story with the class so that all participants may benefit from it.

Jessica Chin

Subject Area: College Strategies

Teaching Technique:

Using Mind Map to Memorize the Text

Example:

When I taught College Strategies a few years, one of the techniques I introduced to my students was mind-map. I asked students to pick a chapter from their textbooks. It could be any subject they were taking, such as Biology, History, Psychology and etc. Titles, sub-titles and main ideas are connected and illustrated in a sequential order. Some turned out to be like a tree, some like a chart. One student was very creative and she used a shoe-box.

Implementation:

I asked each student to present his/her mind-map in front of the whole class. They told me this technique helped them memorize the text better because it was visual and they were involved.

Dr. Jeanetta Chrystie

Subject Area: Information Technology/Web Design

Teaching Technique:

How to Critique a Web Site Presentation

Peer critiques of student-created web sites allows students to practice their critical thinking skills—toward their classmates' web sites ideas and implementation and gives students other's viewpoints on their own web sites, improving the quality of both.

Previously the students have been provided with a list of items and techniques that they are to incorporate somewhere in the web site design. The list included the purpose of each item and its associated point value, such as: Use of a Table – 40 points, Background graphic – 5 points, E-mail Link – 10 points, 3 External Links – 15 points, Data Input Form with 3 Types of Elements – 45 points, An Example of each 3 types of Lists – 15 points, and an Image Map – 40 points, and so on. Extra items such as using sound or extensive topic research do not receive points but are encouraged to improve their responses to their web site at peer critique time.

Students are also provided with a list of criteria against which their web sites will be judged—before they start their web site term project. Items include effectiveness judging criteria such as Clear Purpose of Web Site, Graphics Enhance rather than Distract from web site message, and Text is Easily Readable on the student's chosen background.

Students are directed to critique four other web sites, listed after their name on the class web site. Students near the end of the list are to wrap up to the top of the list to obtain names of their four web sites to critique. This provides an even number of critiques for each student to receive from their peers after instructor review of those critiques.

Points are given for the effective and thorough critiques that each student does, not for the responses received on one's own web site. Only the instructor assigns points to web site projects.

Students are given a list of “rules” for doing critiques:

1. Complete each question on the critique form, selecting a rating from 1 to 5, and stating WHY you selected that rating—giving DETAILS to support your opinion.
2. Any student who marks only a rating without explaining why they felt that way will only receive one-fifth of the available points for those critiques.
3. In the Overall Impressions area, explain why you feel you reacted to this web site in the way you did. Such as: it seemed too crowded, the colors overpowered the text, the links did not work correctly or were confusing to locate on some pages, or the look and feel of the site was inconsistent.
4. Remember the Critique Sandwich! Say something good, suggest something to improve, conclude with something good.
5. Students may do extra critiques, after they have completed and turned into the instructor their assigned critiques. These additional critiques do not receive points but allow them to give feedback to other student's web sites they particularly liked.

Example:

- ✓ The instructor first demonstrates an example of doing a critique using an example web site created for this purpose.
- ✓ Students are then asked to do a verbal critique (following the critique form) on another example web site created by the instructor for this purpose.
- ✓ The instructor then “acts out” a recipient’s reactions to the students’ critique words, to drive home the point that critiques need to be kind and constructive if they are to be of true value to recipients.
- ✓ Finally, students are allowed lab time to critique their four assigned web sites (and any others they wish) to turn in to the instructor before leaving.

Suggestions for Implementing:

- _____ 1. Create a checklist for the web site project.
- _____ 2. Create a critiques how-to instruction sheet.
- _____ 3. Create critique forms for students to use at critique time, so all desired items are included.
- _____ 4. At critique time, demonstrate a critique and allow students to try it verbally.
- _____ 5. Give the students a chance to see potential reactions to their words.
- _____ 6. Suggest better words to use in sharing their critique opinions with each other.
- _____ 7. Allow student ample time to complete thorough critiques.
- _____ 8. Grade and distribute the critiques to the web site creators.
- _____ 9. Allow for class question and answer time in discussing the student critiques.

Mihaela Cosma

Subject Area: ESL (English as a Second Language)

Teaching Technique:

How Much Do You Know about this Class? Quiz

The "*How much do you **know about this class?***" quiz is a Strategies-Based Instruction (SBI) technique, a relatively new addition to the classroom teaching options. It is based on the understanding/recognition of the fact that besides the subject of study, students need to be taught learning strategies in order to become autonomous and successful learners.

Example: (see attached)

The quiz can be administered during the first week of class, after previous discussions about the course outline and requirements, and student/teacher expectations. It should take no longer than 5 minutes, and it can be a combination of multiple choice questions, short comments, etc. It checks understanding of class requirements, rules, and expectations, and therefore lays the foundations for a clearly defined class environment, minimizing/eliminating misinterpretations and/or miscommunication.

Suggestions for Implementing:

The quiz can be collected and scored by instructor for immediate feedback, or it can be used as a self-evaluation tool by students (they check their answers against the course outline, which creates additional opportunity to familiarize with course requirements). In ESL especially, we use it so that students

- Take responsibility for their learning.
- Don't depend on the teacher for everything.

Dave Cunningham

Subject Area: Group Study

Teaching Technique:

Charting – a method for cooperative learning:

Purpose and rationale:

This technique enhances cooperative learning and encourages an in-depth group study of a paper or section of work. There are four main activities involved.

1. Each student scans or reads the paper and creates their own summary chart of the author's thinking
2. The whole group shares their charts and the instructor guides them to create one common summary chart.
3. The instructor guides a reflective discussion on what the author is saying. The discussion draws on the existential experience of the students, their reflections and insights as a result of sharing their experience and views with the whole group and it also draws on the thinking of the author.
4. The fourth and final step is where the students write down what the next steps are for them with respect to the subject under discussion.

Step One – creating individual summary charts:

Each student is asked to follow the following procedures:

1. Number the paragraphs.
2. Go thro the paper quickly scanning rather than reading and circle key words and phrases in each paragraph.
3. Identify paragraphs where there is an indication of a shift in the author's thinking.
4. Mark these shifts.
5. Create a chart on paper (landscape) by creating the same number of boxes as there are paragraphs.
6. Divide the boxes where you found a shift in the author's thinking.
7. Write on your chart the key words in each sub section that you have created.
8. Looking at the words and phrases you have identified, pick a name for each sub section.
9. In looking over the sub-sections, see where you might divide the paper in two sections.
10. Name each section.
11. Pick a title for the whole paper.

2. As a whole group – under guidance of the instructor - create a common chart on the white board or sticky wall.

3. Once the common chart has been created, lead a brief reflection on the chart.

1. As you look at this chart, what do you notice?
2. What does this chart tell us about the structure of the author's thinking?
3. What are some of the main points that the author is making here?
4. Which section is given the most emphasis by the author?
5. Which section caught your attention?
6. Which one would you like to drill into in more depth?

4. Drill into the chart and ground the author's thinking in the life experience of the students.

1. Choose one section that has caught the class interest?
2. Let's go through this paragraph by paragraph?
3. Ground some key sentences or points as follows;
 - 1) Where in your experience have you encountered what the author is saying here?
 - 2) The author claims 'such and such' can you agree with that?
 - 3) What is the author getting at when she/he says "....."?
 - 4) The author suggests that because X is true, therefore Y must follow? Is this a fair assumption?
Continue through the paper, pushing the students to check the author's claims with their own experience or belief sets.
4. Finish by asking for some visual images or graphics that may capture the essence of what the author is saying.
5. Put these images on the chart.

Final wrap-up:

Lead the group in an evaluative reflection of the group study, as follows:

1. What do you remember being said in the course of this study?
2. What was easy/hard/enjoyable (three questions)
3. What is more clear to you about.....(subject of the paper)
4. If you could meet with the author what would you like to ask him/her?
5. What is the next step for you on this subject?

Final comment:

By taking an existential approach the students are encouraged to affirm their own life experience as valid and significant and this tends to build self confidence. It opens awareness to the value of learning from the life experience of others and

provides an in-depth examination of the author's thinking patterns, assumptions, philosophical or political biases – all of which provide a student a useful context for developing critical thinking skills.

Handbook for adjunct faculty Chapter 2

'Perspectives on the adult learner'																													
Effective Approaches for today's students															The theoretical foundations														
Today's Students					Androgogy										Diversity				Bloom				MOT		Maslow				
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30
Consumer mindset Self-directed Demanding Life experience Immediate gratification Medial influnced Fantasies Calls for active strategies Internet research Charts, videos etc More motivated					Facilitator of learning 6 pillars: <ul style="list-style-type: none"> • Need to know • Self concept • Learner's experience • Readiness to learn • Orientation ro learn • Motivation Confident/secure/problem solve Social environment Teacher as partner Feedback? Communication? Collaboration? Needs?										Challenges Gift General guide Social differences Opportunities to see social differences				Cognitive Affective Psychomatic Focus on competencies				Many Basis Variety		The primary place setter Focus on esteem and self actualization thro' Organization Testing means Etc Need to succeed Expectations Positive reinforcement Structured interaction Plan to increase enhanced self-esteem Flexibility				
					Learning styles: <ol style="list-style-type: none"> 1. 4 mats 2. Imagination 3. Analysis 4. Common sense 5. Dynamic Variety of activities																								

Suzanne Dalgarn

Subject Area: Practical Nursing

Teaching Technique:

Puzzle Maker and Go Fish



The purpose of these two techniques is to provide immediate feedback on learning to the learner and instructor utilizing a game format. These fun and engaging games give the student the opportunity to practice critical thinking and small group process in a fun, minimal stress atmosphere. These techniques offer visual, auditory and kinesthetic learning strategies. In the nursing program, the skills lab is both concept and process oriented. The puzzle maker is a game to assess comprehension of a process, while "Go Fish" is a game to assess comprehension of concepts.

Example:

After a process is introduced and demonstrated, small groups are formed and given a "puzzle" to put together. The "puzzle pieces" are individual components of the process all mixed up in a pile of paper slips. The goal of the group is to work together to organize the slips of paper into chronological/sequence order. The group to complete the puzzle with greatest speed and accuracy gets candy.

In the second game, pairs or small groups of students are given "Go Fish" playing cards. General rules of "Go Fish" are explained. During lecture, instructor frequently breaks to assess understanding asking for feedback or asking questions on content just covered. Students are randomly chosen to answer the question/or offer feedback. If the correct answer is given the pair or small group can go "fishing" for a matching card. At the end of class time (or earlier) the pair or small group with the most "books" wins candy or a positive verbal "well done".

Suggestions for implementing:

The puzzle maker works best when using a process of 10 steps and longer that must be followed a certain way, with no gray areas as to what step comes next. Type up the process using a font size 32. Cut into pieces unevenly. Use a stop watch if handy. Explain expectations of the collaborative effort. Go Fish can be played during any lecture; it is a great way to lighten up and elicit laughter. You will need 2-3 card decks, either true "Go Fish" cards or any other kind of playing cards.

Irene Danaraj

Subject Area: Life Skills

Teaching Technique:

First-Day Introductions

Students who are coming back into a school situation as adults are uncomfortable with the classroom. They may look at the teacher as having “power” and themselves as “powerless”. This can affect a student’s attitude and ability to open up and communicate in the class.

I let my students know that I believe that we are all each other’s teachers and each other’s students. Of course, I also give them the old “you get out of class what you put into it” speech.

Example:

On the first day I like to reinforce the idea that we are all teachers and that the students have something valuable to add to the class. I like to have a fun way for them to introduce themselves. So I ask the students to tell the class: 1) their name, 2) tell about some experience when they taught something to someone else and 3) who they would like to be for a day.

Suggestions for Implementing:

On the first day I like to reinforce the idea that we are all teachers and that the students have something valuable to add to the class. By sharing examples of a teaching experience the students feel more comfortable about talking about themselves. The students have fun talking about someone who they would like to be for a day. Again this is a fun, non-threatening way to talk about themselves. This can set a fun tone for the class.

Sherry Darrow

Subject Area: Graphic Design

Teaching Technique:

Student Sharing

Assignment: Classroom Practices

I believe that a teacher should be an educational facilitator - not the sole source of information. Our classrooms are filled with wonderfully diverse and talented individuals that bring many skills and varied ways of thinking that should be shared with the class and its teacher. The teacher should seek out the differences and the experiences and use them to teach the subject matter.

In my MMDP classes I find that my adult students come from extremely varied backgrounds:

- Some have worked for printing firms which have gone out of business;
- Some worked in the industry years ago before the tools went digital, took a different type of job, and now want to return to graphics;
- Some have worked in narrowly defined production positions wishing to upgrade and increase their skills;
- Some students come with strong interests in other areas (cars, computers, hobbies) that carry over into their artwork; Some come with fine arts' expertise; and
- Some just come in and surprise you with unique thinking methods and approaches to projects and learning.

Each student brings with him/her a set of skills with expertise that in an area that should be shared with the students in their classes.

Example 1- Sharing expertise from the "outside."

Roger worked on a large printing press. The press and his job are now history. During his spare time on the job he would watch and learn from the prepress Photoshop experts. Roger's approach to Photoshop is very different from what is usually taught in Photoshop I because his knowledge is specific to a 4-color press environment and to a shop that had standardized methods of handling retouching. After watching Roger work through some of the projects assigned to him I asked him to share the following with the Photoshop I class:

Working in CMYK rather than RGB mode in Photoshop. Any RGB document must be converted to a CMYK document for printing on a four color press. I have my

students work in RGB because all of Photoshop's tools are available in this format whereas in CMYK many are unavailable. The usual procedure is to convert a project from RGB to CMYK, color-match, and send it off to the printer. Roger - being the end-use receiver received converted files, or files he had to convert. Any changes made thereafter were done in CMYK mode so that the color would remain true and consistent.

Roger will also share his color correction expertise. Using the eyedropper tool and the info palette, Roger will show how to correct colors "by the numbers" instead of by eyeballing it. I will advise that students use both methods - but when they are having a hard time getting a color perfect they should look at the numbers.

Roger also has a couple of interesting and effective retouching techniques that I have never seen before that he will demonstrate- retouching using two layers, the clone tool, and the healing tool. These techniques are very effective and blew me out of the water!

Roger may not have other Photoshop techniques mastered, but he has confidence that he will master them as well as the ones he mastered on the job. Having him demonstrate these techniques to the class is good for Roger's ego, wonderful information from years of experience demonstrated from a viewpoint other than the teacher, and is a demonstration of collaboration between students and the teacher showing that we all work together toward a common end - acquisition of marketable skills.

Example 2 - Sharing Critical Thinking Skills

I assigned a tough but fun retouching assignment due last week. As I expected, the results ranged from unacceptable to excellent. I had lectured on several retouching techniques for this assignment and had assigned smaller projects in class to practice before the large project.

For the project, I took a digital picture of each student and assigned each picture a number. I walked around the classroom and assigned two random heads per student. Each head was to be divided in half and each half was to be joined to another head half. The assignment was to end up with a seamless joining of the heads. This involved color correction, shape manipulation, compositing, and hopefully some kindness!

I have about 23 students in the class. Of the 23, 22 attacked the project using the skills learned from the most recent lecture. The 23rd student used earlier acquired masking skills along with the recent skills. His method proved to be the easiest and most effective.

After I saw this, I asked the class to please assemble around the student's computer and watch his method. He demonstrated a method that no one else had

thought to use and the entire class learned from him. Again, successful student collaboration.

Annie Davis

Subject Area: Computer Applications

Teaching Technique:

Various Levels

In the Computer Lab we get a large variety of students. First quarter students that are struggling with naming files and finding them, students from the graphics programs working on Mac's and PC's, and "the others" that are writing code that is over my head, and want help figuring out why it isn't compiling. I have developed a variety of techniques I use, depending on the subject and skill level.

All Students:

With all the students I try to get them to define the problem. Explain to me what isn't working? What are you trying to do? Show me the problem. Often in explaining to me what they are trying to do, they answer their own questions. By getting them to define the problem I can very quickly access their skill level and my approach to answering their questions.

Before I help a student, I save and rename their work with an "a" at the end. That way if I accidentally destroy their work, they have the original to fall back on. Also, this way I can toss out my version, if I find I am doing all the work and the student is just watching, thus they don't get credit for my work.

New Students:

With new students I use a more structured approach. I show them the answers. I will take control of the mouse and visually show them how to do it, while talking them through the problem. Next I hand them the mouse and have them redo it while I talk them through it. Then I watch while they show me how. Lastly I walk off and try to get them to do it on their own.

When I work with new students I will spend more time building up their confidence level and overcoming their intimidation of the computer. I tell them stories of how my grade school kids helped me with my homework, when I first came here as a student 7 years ago. I spend more time relating terms and concepts to things they are more familiar with. A disk is like a briefcase.

Mid Students:

The more advanced the student the more I try to get them to answer their own questions. Show me in the book where you learned this. I show them how to use "Help" to answer their questions and the index of their book. The 2nd and 3rd quarter students have a tendency to do what they understand and want to come back later and pick up the middle. Getting them to follow the directions in linear order seems to be the biggest challenge.

Advanced Students:

The technique I have found most helpful with advanced students especially with things like coding, that I don't know, is to have them teach me. It helps them clarify the steps and they usually find their own answers. I work with them on troubleshooting techniques. Have you done something similar to this before? Look at code that does work. What are you doing different? Pull pieces out to find out where it is broke. Go on-line and do searches for similar codes. They are almost out of here. They need to build a toolbox to help them in the "real world" when they graduate.

Graphic Students:

With the graphic student I use a two-fold approach: The first one being to teach them how to use the tools. The second one is to experiment!!! There aren't any "wrong" answers. Think outside of the box, the weirder, the better. Play. Have Fun. Be Daring. Take Chances. Try combinations that you don't think will work together. Play with the adjustment handles and controls. Pull them to the opposite end to see what they do. Be Creative.

Andrea Deebach

Subject Area: Accounting

Teaching Technique:

The purpose of this technique is twofold: It aids the instructor to easily obtain feedback plus enables immediate assistance. Also it helps students to mix with each other and actively help with learning.

After a concept is introduced, students practice at their desks. The instructor walks through the practice step by step, answering questions that arise.

To assess whether all students have understood the concepts and can apply them, students find a partner (usually someone they haven't worked with before) and go to the whiteboard.

The instructor presents a problem, and as the learning progresses, increasingly difficult problems are given. Students help one another solve the problems so that all students work interdependently with one another. This aides the instructor to easily spot anyone having trouble and can assist.

Example:

This technique can be used after introducing the concept and practicing T accounts.

Suggestions for Implementing:

Use this technique to build camaraderie in a classroom and/or to analyze whether students can apply a concept.

Dave Dion

Subject Area: Computer Graphics

Teaching Technique:

Using a set (well known, common examples) and physical examples to describe the concept and how it is used. This technique is visual, audio and kinesthetic.

Example:

When describing layering in Photoshop I use the example of how glass squares were used to paint the backdrops in the film Bambi, at the same time I am holding up sheets of transparency paper with simple drawings on them and shuffle the order of the sheets so students can actually visualize what is happening as they manipulate layers. These sheets are then passed around the room and students are asked to physically shuffle them and examine the results.

Implementation:

To implement this you need first an example that all or most of your students can identify with. (In this case the film Bambi). Then a separate physical example that you can actually have your students get involved both visually and physically.

Get the students thinking of the example you have described and then make the connection to the object you are using as visual technique.

Isaac Dockter

Subject: Computers

Teaching Technique:

Breaking the Ice "The Ball Toss"

Suggestion for implementing:

1. Divide the class into groups
2. Have the persons in each group introduce themselves to other members of their group.
3. Pass out one ball per group.
4. Have the person holding the ball tell something about themselves.
5. When they have finished they say the name of a group member and toss them the ball. If they don't know their name they can ask them.
6. After every one in the groups has tossed the ball at least once the groups call out name of members in other groups and toss the ball to them.

The purpose is to create a sense of trust and to enforce a channel of communication between sender and receiver.

Rhonda Durand

Subject Area: Computer Applications

Teaching Technique:


Using Computer "Screen Shots" in Handouts

When teaching computer applications, creating handouts that have pictures of various screen shots is an effective visual aid.

Example:

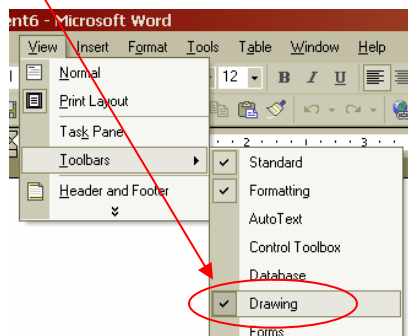
All of the pictures on this page are "Screen Shots". I used these screen shots to illustrate the various steps you will take on the computer to produce screen shots in your handouts.

How to Include Screenshots in your Handouts

1. Have on your screen what you want to include as a screen shot
2. Press  button on keyboard
3. Open Word
4. Choose Edit Paste from the menu. You now have a screen shot pasted in Word.

To add arrows, shapes, etc. to Further Annotate the Screen Shot:

1. From the menu, choose View, Toolbars, Drawing to turn the drawing toolbar on. It will have a ✓ next to it when it is turned on.



Example: The image to the left is an example of a Screen Shot. Drawing tools were then used to add the arrow and circle.

2. You should now be able to see this Drawing toolbar.



You can now use the arrow tool, or other such shapes to further illustrate the picture.

3. Click on desired tool (example: arrow tool, or circle, etc.)

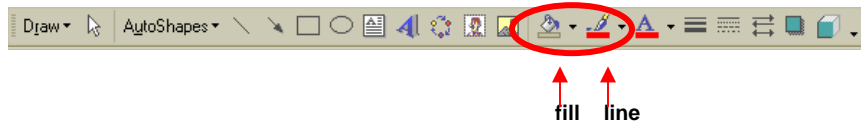


4. Click and drag with your mouse on handout where you want that shape to go.

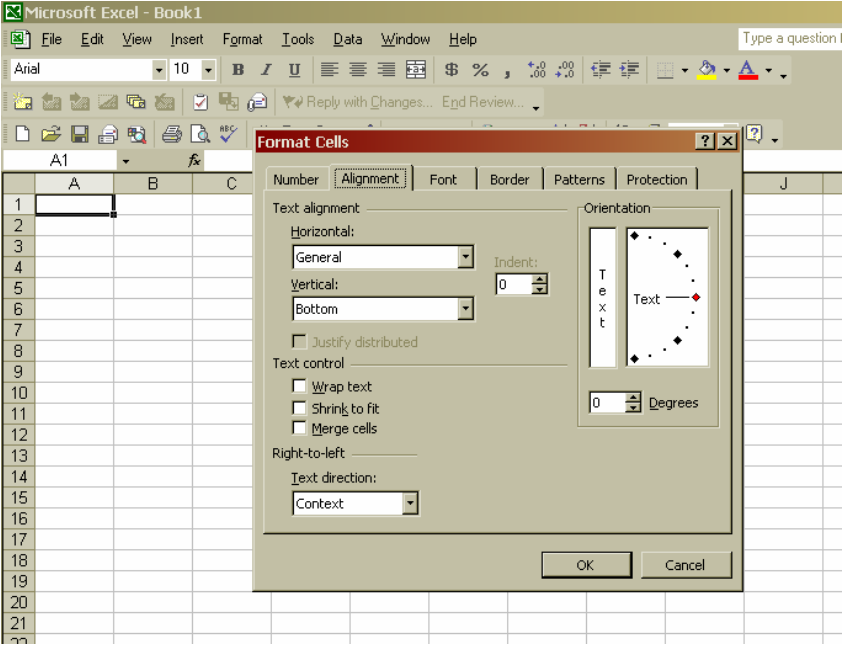
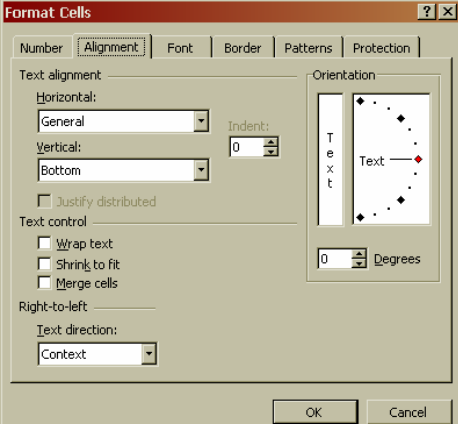
Hint: (If when you click on these tools you get a big annoying "Create Your Drawing Here" box, simply press the Escape key to get out of that box.)

You can change the outline color or the fill color of the shape by:

1. Clicking on one of the arrows or shapes you drew.
2. Choose a color from the drop down arrow of either the **fill** or **line** color button.



Print Screen vs. Alt + Print Screen

<div style="border: 1px solid black; width: 50px; height: 30px; margin: 0 auto; text-align: center; background-color: #cccccc; font-weight: bold;">Print Scrn</div> <p style="margin-top: 20px;">Print Screen button will give you the entire screen shot.</p>	
<div style="border: 1px solid black; width: 50px; height: 30px; margin: 0 auto; text-align: center; background-color: #cccccc; font-weight: bold;">Alt</div> <p style="text-align: center; margin: 5px 0;">+</p> <div style="border: 1px solid black; width: 50px; height: 30px; margin: 0 auto; text-align: center; background-color: #cccccc; font-weight: bold;">Print Scrn</div> <p style="margin-top: 20px;">Alt + Print Screen button will give you any submenus you may have open.</p>	

Aimee Elber

Subject Area:

Psychology, Sociology, Human Services, ABE, and any other subject which involves working with people.

Teaching Technique:

Description of Teaching Technique:

Oftentimes, after several classroom sessions, students get used to a “routine” – they may sit in the same seat (due to assigned seating or personal choice), associate with the same group of friends every day, and generally get comfortable with certain routines in the classroom.

Studies show that something as simple as encouraging students to sit in a different seat during each class session will enhance the learning process. Studies have also shown that students learn better when they teach material in addition to learning it from an instructor.

This exercise addresses both concepts. It involves mixing up the class so students are working in groups with people they normally don't work with, and also allows them to teach a concept to the rest of the class in order to retain more information.

Example:

This technique should be used around the third or fourth class session. Prior to the class, ask students to take the Jung typology test, found at this website: <http://www.humanmetrics.com/cgi-win/JTypes2.asp>, or any other personality/learning styles test that has measurable results, with a description of different types. Ask students to review their type, and come to class prepared to discuss their results.

Suggestions for Implementing:

At the beginning of the class session, mix up the students and organize them into groups.

Some creative (and arbitrary) examples of how to mix up students include:

Have them line up: by height, birthday (month and day), etc. Or organize them alphabetically: by middle initial, city they were born in, mother's maiden name, etc. After the students are lined up, have them number off and organize each number into a group. Another example would be to bring a deck of cards to

class. Ask each student to draw a card. Organize students by suit. It doesn't matter how you put them into groups, as long as you mix them up randomly.

Ask the students to discuss in their group what they discovered after taking the personality test. Some questions to consider:

1. Did you learn anything new about your personality/learning style?
2. What are some of the strengths/weaknesses about your personality/learning style?
3. Which personality/learning styles are difficult for you to comprehend? Why?
4. What might you now do differently in your relationships/education?

Next, organize the students into groups based on the results of their test. For example, all visual learners in one group, all kinesthetic in one group, and all auditory in another. Or all ENFP's in one group, or all introverts in one and extroverts in another.

Ask students to teach the rest of the class about their particular personality/learning style. Allow them approximately 20 minutes to come up with a 5-10 minute presentation. Encourage students to use whatever method they want – they can create a poster with butcher paper highlighting the key points, lecture to the class, act out a skit, take the class outside of the classroom (within reason), use the computer to create a PowerPoint presentation, etc.

Make sure students have an outline of the key components of their presentation:

- A general description of the personality/learning style.
- Strengths and weaknesses.
- Best methods to use when working people with these results.

Regroup after everyone has given their "lesson plan" and ask students to share experiences they had in their groups.

Robert R. Falk

Subject Area: Multimedia Authoring

Teaching Technique:

Getting hired to do a job. Students will be divided into pairs of small teams, each 2 to 4 people; each pair will consist of a client team and a production team. Clients must define a project and “hire” the production team to execute the project.

Example:

Team “A,” the client, is a local chamber of commerce; they hire Team “B” to create an interactive airport kiosk to promote local tourist attractions.

Implementation:

Before the meeting, each team must assign roles to each member. The production team needs a designer, a production artists and a programmer; the client needs a team leader (the boss), a program manager (makes sure everything gets done correctly, on time & within budget) and a liaison to manage communication with the production team. Each team has an internal meeting to determine who will fill which role.

Next, the teams meet. The client describes their needs to the client, provides details, and defines a schedule. The production team takes notes, makes suggestions, and points out potential problems – such as details that might bring the project over budget or take too long. Students work it out until they have made a deal!

Down the road ... The production team could then actually implement the project as their midterm!

Kathy Floyd

Subject Area: Customer Service

Teaching Technique:

PUZZLED

As each member of the class enters the room, let them pick a card out of the large container. The cards contain part of a scenario.

After the entire group has each chosen one, the participants begin to search for others with part of the same scenario. After the participants have found everyone in their group, they must arrange themselves so that the sequence is in chronological order to form the scenario correctly.

Upon completion of sequence, the newly formed group sits down together. This is a great game to encourage conversation and break the large group into smaller groups.

Example:

Write down several scenarios with sequential steps. How many scenarios you need will depend on how large the group. The object is to end up with four or five in a group. Each card will contain part of a subject related scenario such as:

Card One: An obviously upset student at the Admissions and Registration counter says, "I have to withdraw from school immediately."

Card Two: The Admissions & Registration employee tells the student "I can see you are upset. Is there anything I can do to help?" The employee continues to ask questions in a calm voice to clarify the situation and reassures the student she will do everything she can to help.

Card Three: Upon learning the student has lost their childcare provider the employee tells the student about the childcare center on campus and a childcare management student who is interested in part time childcare opportunities. She also gives the student a list of resources in the community.

Card Four: The student is feeling much more optimistic by having someone listen and offer suggestions. He now understands he has options and agrees to look into childcare further before dropping all his classes.

Suggestions For Implementing: Use this activity in the second or third class meeting. The participants will have hopefully learned basic introductory information about each other in the first class and are starting to feel more comfortable with each other.

This activity promotes talking and laughing since some possible scenario combinations would be quite funny. The participants will start thinking about customer service (or whatever subject you are addressing) skills while utilizing problem solving skills. This same idea could be used for any sequential problem e.g. a medical procedure or mechanical problem.

The activity also encourages them to divide into groups outside of their usual acquaintances. The customer service classes have people from various departments and one goal is to initiate sharing of information from different areas of the college.

Make it clear which scenario the parts belong to by making sure your scenarios are distinctive.

Marvin L. Gentry

Subject Area: Science Instruction

Teaching Technique:

Integrated Life Sciences Continuous Education

Goal(s):

To encourage students to take note of the biological world in a different (scientific) way. Students will begin to understand the developmental differences between various forms of life.

Description:

The Linnaean system (developed by Carolus Linnaeus) is the basis of the binomial nomenclature that is used to categorize the myriad forms of life on Earth. In binomial nomenclature, humans are classified as *Homo sapiens*. Students will be asked to classify any 10 organisms they have directly observed over the course of the quarter. This log will be due during the last week of class. If a student chooses to classify more than 10 organisms, extra credit will be awarded.

Example 1: These classifications comprise 8 levels...



Humans (male and female)

- | | | |
|----|-----------------|-----------|
| 1) | DOMAIN: (e.g.) | Eukarya |
| 2) | Kingdom: (e.g.) | Animalia |
| 3) | Phylum: (e.g.) | Chordata |
| 4) | Class: (e.g.) | Mammalia |
| 5) | Order: (e.g.) | Primates |
| 6) | Family: (e.g.) | Hominidae |
| 7) | Genera: (e.g.) | Homo |
| 8) | Species: (e.g.) | sapiens |

Example 2:



Red headed woodpecker

DOMAIN: (e.g.)	Eukarya
Kingdom: (e.g.)	Animalia
Phylum: (e.g.)	Chordata
Class: (e.g.)	Aves
Order: (e.g.)	Piciformes
Family: (e.g.)	Picidae
Genera: (e.g.)	Rosa
Species: (e.g.)	sapiens

Suggestions for Implementing:

Students will be asked (near the beginning of the quarter) to take note of several living creatures and to place these organisms into the Linnaean classification scheme. This will be one of our first topics. Required classifications include: DOMAIN, Kingdom, Phylum, Class, Genera and species.

Analysis:

This strategy challenges students to note the natural world around them. As the student considers fulfilling the requirements for this assignment, they will ponder different life forms and how to classify them. It will also integrate many of the concepts that we will be discussing throughout the quarter. Since a student might choose any organism from a bacterium to a blue whale, they will have ample opportunity to consider the four main topics we will discuss in Biology 101 (namely: Evolution, Cells, Genetics and Ecology).

Chris Harter

Subject Area: Life Skills

Teaching Technique:

“Warp Speed” is an activity that can be used for team building, how to work as a team, and problem solving.

1. Students stand in a circle. They use one small ball and toss the ball to each until everyone has received the ball once. The purpose is for the students to establish a pattern they can repeat. The pattern should end with the student who started the toss. Once the students feel comfortable with their pattern the facilitator adds more balls. (Laughing should be occurring at this point.)
2. Ask the students to stop the activity. Their next challenge is to pass the ball in the same pattern as fast as possible. The record for this is less than 2 seconds. You give them no further instructions than: Your group must touch the ball in the same order as the pattern you established as quickly as possible.
3. Refrain from coaching the students. Simply repeat the above instructions and observe the interaction between the students and how they arrive at the solution.

Solution:

Students must change the order of their group. They usually line up in the order they were tossed the ball. Eventually, the first person in the pattern holds the ball while all members of the group touch the ball.

Debrief:

These questions can be used to debrief the activity:

1. What happened?
2. Ask the group who gave input, how input was used.
3. How can they apply this activity to work, family, friendships, and school?

Example:

This can be used early in a class when group norms or classroom expectations are being established.

Example for Implementing:

It can be used prior to a group project assignment to help students become familiar working in groups and group problem solving.

Jayne Heyde

Subject Area: Life Management Skills

Teaching Technique:

Group Problem Solving

A group problem solving session is an opportunity for a student to identify to the class a problem he or she is experiencing. After clearly identifying the concern, the class spends time brainstorming possible solutions to the problem. After group evaluation of each possible solution, the student chooses one or more solutions to use. The student makes a commitment to use the solution and report back to class on its effectiveness.

After completing a unit, effective communication, for example, we will conduct a group problem solving session. During the session, students are able to develop possible solutions to a real life situation using the techniques and guidelines presented in class. Students are able to practice the communication techniques in the safe atmosphere of the classroom.

Using the group problem solving at the end of a unit gives me an opportunity to assess my students' understanding and application of the ideas and techniques presented. Students learn effective problem solving skills in addition to the skills presented in the unit.

This technique is also useful for solving classroom problems in a respectful manner.

Dean Hobart

Subject Area: Engineering Graphics

Teaching Technique:

Demonstration of using the plexiglas box method for teaching third angle orthographic projection and how to draw it.

Description (written):

A four sided Plexiglas box that you can see through, is used to show how the image of an object is **projected** to the planes of the box to then *draw* the **third angle orthographic projection three view drawing; the front view, the top view and the right side view.**

The instructor uses the white board to draw the three views and the students use a blank piece of paper to follow the instructor's step by step method, line by line to complete the three-view drawing of the given object.

During this step by step method the instructor will walk around the classroom making sure each student understands this concept/process.

The observation of the instructor will give him **feedback** to make sure the students understand **Third Angle Orthographic Projection and how to draw the three views.**

Additional feedback for the instructor will be from having the students give a written description of the subject on a 3 X 5 card. The 3 X 5 card is so the description is short and to the point and not an essay.

Collect and read the student's written description to assess/determine their understanding of the lesson and improve their learning.

Example:

This **visual demonstration** method for teaching Third Angle Orthographic Projection and how to draw the three views can be used when the beginning students are being introduced to the subject of Multi-view Drawings.

Attachments:

Handouts (2), the step by step method and the drawing of the Visual Plexiglas Box and sample three-view drawing.

Outcome:

To learn and understand Third-Angle Orthographic Projection and how to draw it.

Steps:

You need an 11 "x 17" piece of paper and pencil. (Provided) Sheet 2 of 2 shows Third Angle Orthographic Projection.

Check off each step as you complete it.

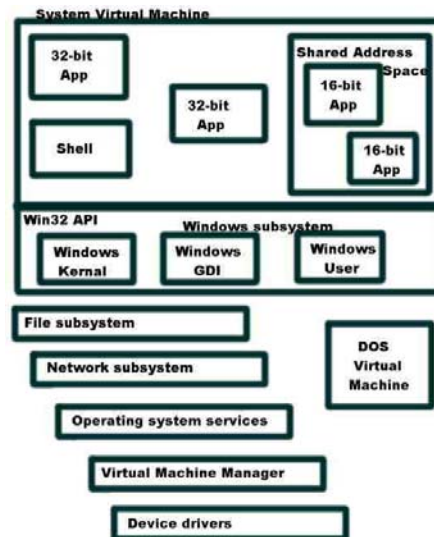
1. Watch the instructor's demonstration to understand third angle orthographic projection.
2. Using the paper and pencil provided to follow the instructor's step by step white board demonstration. Notice the paper has been divided into 4 equal rectangles and has a 45 degree line for projection.
3. Draw the lines on your drawing as the instructor does on the white board. (Note: This drawing will be approximately to scale. We will not exactly scale any dimension.)
4. Using the 45 degree line, PROJECT the lines to DEVELOP the Right Side View.
5. Following the instructor, label each view. Front View, Top View and Right Side View.
6. Darken the lines of the "Block"/Object on your drawing.
7. Write your name and date in the lower right hand corner of the drawing.

Jim Howe

Subject Area: CSNT 133 Systems

NTVDM Lesson

Windows Architecture is a very abstract concept for most students.



Once the diagrams are shown and terms and acronyms are looked up, I direct them to do on their computer:

1. Start, Run, Command

Explain the DOS-type command line. Backward compatibility

2. C:\> SYSEDIT

Recall how this worked in Operating Systems. Backward "better than compatibility"

3. CTRL-ALT-DEL, Task Manager, Processes

Show how Windows creates environment for DOS and older Windows

4. Look up NTVDM and WOWEXEC

Assess with comparison of NT and Windows 2000 Virtual DOS Machines.

Valaree Johnson

Subject Area: Assessment

Teaching Technique:

Highway Learning Designing Lessons for Students of Varying Levels

At every class, assess students for prior experience about subject. Those that have already had proficiency in the area or have mastered concepts from reading may move into the HOV lane to work on a group or solo activity with a prepared assignment that they will return to class to share. Meanwhile, those in the driver's ed course will remain with a lecture so that they may deepen their understanding with an instructor. Class will regroup using the Plus/Delta Parking lot assessment.

Plus: What did you like or learn about subject at hand?

Delta: What is still unclear or needs to change in order to learn?

Parking Lot: What are quality questions or concerns that will be addressed later and placed into the parking lot?

The technique is designed to make sure that students of varying levels are staying on-task and providing feedback about their knowledge of a subject.

For example: When learning a concept such as "self-fulfilling prophecy" some students may readily understand and are ready to discuss more critically. Others still need time to understand the concept.

Suggestions for Implementation:

Use when students have varying ability and varying learning styles. Whole class can benefit from discussion and are willing to collaborate for group understanding before they move on.

Adelle Josten

Subject Area: Legal Support Professional

Teaching Technique:

The purpose of this technique is to help students review information, to perform online research to find information about their assigned topic, to work in collaboration with other students, and to share the information they found with the other students.

EXAMPLE:

After learning about the court system, my 3rd-quarter legal students move on to the legal research unit. They learn and discuss the three types of laws that the U.S. government system and the legal field uses:

- substantive law
- case law
- procedural law

I begin the class session asking the following question:

“What kind of laws do we need to be aware of when researching for the legal field?”

Once the students have come up with the three types, I divide them into three groups. Each group is given the assignment to research online one of the types of laws. Before they perform the research, we review as a group one or more of the specific law sources that illustrate each of the three types of laws. Examples of these follow:

- Revised Code of Washington (RCW) is an example of substantive law
- U.S. Supreme Court decisions are examples of case law
- Washington Court Rules are examples of procedural law

(I've done previous research on these three so that I know the students will be successful in their online searches.)

Once in their assigned group, I distribute handouts with specific questions for each group to answer based on the type of law they are researching. I've attached a typical handout to illustrate this.

Once each group has answered the questions on their handouts, the class reconvenes as a whole and shares their answers with the other two groups.

SUGGESTIONS FOR IMPLEMENTING:

Use this technique to help students review information and to further that knowledge by taking responsibility to expand it.

Let's look at Title (volume) 26 of *The Revised Code of Washington*, (RCW) and investigate its organization

Find the URL for the RCWs using Google or some other search engine.

From that web page, link to RCW by Title to complete the following work:

Find this cite, RCW § 26.04.010. What is the title of this law?

Find RCW § 26.04.190. What is the content of this law?

What type(s) of marriage does this law prevent?

Next link to Search from the RCW website. Search the RCWs for information on motor vehicles. Can you find information on which vehicles need to have emission control inspections? You may have to link to another title within the RCWs to find this information. Where did you find the information?

What is the name of the chapter cited as RCW § 33.24.220?

Provide the missing words in the following cites:

RCW § 26.16.060 Power of _____ between husband & wife.

RCW § 26.09.100 Child support—Apportionment of _____.

RCW § 2.44.040 Change of _____.

Nolan Koreski

Subject Area: Automotive Repair Technology

Teaching Technique:

In the Automotive field as in many other professions there are many acronyms that make communicating with other Technicians seem like a secret code to the student. To aid the students learning process I have invented an in class game that jump starts the process of learning the definitions.

Example:

Definition Baseball

The objective is to get four or more correct answers before three wrong answers to score points. There are no home runs in this game but there is an umpire (the Instructor) to make calls on the answers, close enough or near miss. The entire class participates in the game. The students count off by twos and move to one half of the room to choose a team name and captain. The team captain decides the team Pitchers, team batting order and is in charge of the team statistics. Play is begun with the flip of a coin to determine the first team up the pitcher is allowed to pull three definition strips from a blind pouch. The pitcher reads the acronym only; the runner must correctly define it in 30 seconds to take a base. Three chairs are set up to serve the function of bases the forth chair is the runners hot seat. If he answers correctly he takes a base "chair". Incorrectly he returns to the lineup, in either case the next runner comes up. The pitcher discards the previous slips and pulls three new ones and the inning half continues until the bases are full; the next successful runner's answer scores the first runner who can retake a seat in the line up. Each next successful answer also scores until there are three outs (missed answers). After three outs has occurred the other team comes up to run. Play can continue for a predetermined number of inning or until the allotted time is up.

Students have enjoyed the challenge and at times have been awarded fouls for blurting out the answers to team mates. A foul means the answer doesn't count and he must answer the second definition slip in 15 seconds. If the opposing team blurts the answer the runner can use it to get the base if he believes it to be correct.

Suggestions for Implementing

Pre-game day preparation

Print out the acronyms and trade specific definitions hope fully this can be accomplished on one line of print for each on 8.5x11 paper.

- Cut the paper into strips one for each definition

4 Examples:

TPS	Throttle Position Sensor
EGS	Oxygen sensor
Park/neutral position	PRNDL
Lambda sensor	O2 sensor

- Place these in a sealed envelope with the end cut off so that the pitcher can see only the blank ends of the strip
- Print up game rules and play definitions on over head.

Pitch =	first part of the slip is read the runner has 30 seconds to correctly answer
Base hit =	Correct answer
Run Scored =	each base hit after the first three base hits
Foul =	your team blurts out the answer before the runner answers it doesn't count. The second slip is read and the runner gets 15 seconds to answer
Outs =	incorrect or over time answers
Inning =	both teams have had a turn and received three outs

Prep for play

- I usually have the students count off by twos to divide the friends and over achievers up into different teams.
- Move to team half of the room select team captain & select a team name.
- Place one chair to be the hot seat.
- Setup three chairs for the bases.
- Print the team names on the white board.
- Mark off the inning score grid.
- Flip a coin to select the starting team and have fun!

Ineza Kuceba

Subject Area: ESL

Teaching Technique:

According to a rule that there are no shortcuts to learning, but there are ways to improve this process, I apply simple teaching techniques in my classroom. Some of them involve:

- Drawing graphics to help students to organize their thinking. (The eyes contain about 70% of the body sensory receptors, and we take more information visually than through any of the other senses.)
- Adding pictures to transparencies to increase the effectiveness of learning.
- Using a laser pointer when demonstrating, to make it more appealing to my ESL learners.

The strategy my students seem to like the best is ***"PEER TEACHING"***.

We all know that the quickest way to learn something is to teach it; The participants select a partner and decide which of them will be playing the role of a teacher, and a student. It works very effectively while practicing new vocabulary (the introduced words have to be used in sentences), or working on English tenses.

For example:

While reviewing the Present Perfect Tense my ESL learners have to concentrate on using only that particular tense in their dialogues. The "teacher" not only has to explain to the "student" why he/she uses this particular tense, but also has to check if the "learner" used it properly in a sentence.

The partners take turns in their role-playing activities: the teacher is becoming the student, and the student is playing the role of the teacher.

By doing this, my ESL learners have an opportunity to rehearse what they have learned, and they pay more attention to new material, knowing that they will be required to explain it to another person in a few minutes. I often ask my students to repeat the same "dialogue" in a written form.

Monitoring their practical exercises helps me to determine how well my learners understood the introduced material, and indicates which themes require additional explanation on my side.

By being engaged in these activities my ESL learners improve their writing skills: this action promotes the effectiveness of the review and is fun for my students as well.

Implementation:

Any time after new material has been introduced to the students, as a part of the review process.

Judi Lemon

Subject Area: Business Computer Classes

Teaching Technique:

I decide on the content to be covered based on the competencies for the course. Within that, I try to teach to the student's level of understanding. There are many levels of ability and previous education within most of my computer classes.

I base the lesson on the previous day's class interaction and questions.

Example:

The first class of the chapter, I give a half-hour of lecture to introduce the concepts for the first section of the chapter. While the students are practicing the processes by following the directions in the textbook, I observe which of the tasks seem to be problematic. These areas are written down during the class so that I have documentation to aid in the planning for the next class time. Depending on the critical thinking process that is needed to complete the task, I sometimes give the lecture using a different document to assist in the learning of the logic.

Each subsequent lecture is based on the "fuzzy" areas of understanding.

Suggestions for Implementing:

As this is student driven, I try to listen to their questions and act upon them immediately in class and then reinforcing the concept the next class time.

Sherrie Lindhe

Subject Area: Dance

Teaching Technique:

The Art of Shadow and Model

Example

I used this technique when a student exhibited difficulty in learning a particular movement. This technique helped beginning students learn a new step.

Intermediate students found this technique made sequences, combinations and rhythm patterns easier,

The Shadow-Model technique prepared advanced students for their first solo; with or without choreography or live music, how to perform as a member of a troupe, play instruments while dancing, or learn a choreographed dueling sequence in a theatrical production. This process helped students create their own choreographed performances.

Suggestion or Implementation:

Participate, observe, shadow, and model.

I participated with the class and instructed in front of full studio mirrors with the students spaced alternately behind me. Mirrors allowed me to observe the students, individually and as a whole, in a less intimidating manner as I called out the steps and broke down the movements. By not gazing directly at any one student, I examined their practice easily and moved freely among them as needed. Mirrors also enabled students to view my movements from the front and back simultaneously.

When a student had difficulty, I moved alongside and asked them to show me what they were doing. For them to learn, from my model, what they “should be doing” I helped them first understand what they “were doing” when I shadowed their movements. I then explained and demonstrated the differences and why the sequence had not flowed for them.

The students shadowed my movements as I modeled the steps with the variances and corrections. I repeated the motions or sequences, breaking down every detail, until they understood and internalized what it “felt” like to perform the step correctly. Imagery and visual references were often used to clarify the

process in order to convey how a step was constructed. From there it was practiced and duplicated in performance.

Irina Litvinova

Subject Area: Adult Basic Education and ESL

Description Of Teaching Technique: Teaching Yourself.

Independent Studying or Teaching yourself is one of the techniques where teaching and learning techniques are combined.

Students learn to develop and implement a plan to achieve goals and objectives, evaluate and assess their own work, and find outlets to communicate their knowledge.

Knowing how to learn is fundamental. Planning a study schedule may help to build motivation, a positive self-concept and attitude, self-discipline, study habits and skills.

Example

Independent study allows students to take courses without being in a classroom. They can enroll at anytime, and work at their own pace. Independent study is an alternative to instructor-based or face-to-face learning.

Much of the instruction in an independent study course happens by reading, so successful independent learners don't mind working alone. But, they aren't entirely on their own. All courses include syllabuses and handouts, and the Center's staff is available to answer questions and offer study suggestions.

Handouts and practices allow students to check on how well they understand the subject and to prepare for the test.

Suggestion For Implementation

It works best IF:

- Students are both self-motivated and goal-oriented, because they choose when and where to work on their independent study course.
- The Academic Skills Center is committed to the growth and development of individual students and to the belief that, given appropriate assistance, students can take control of their own academic progress and achieve their educational goals.
- The Independent Study can completely substitute for some required courses.

Nancy Ann Loy

Subject Area: Information Technology

Teaching Technique:

Review Pop Quiz

Description:

During the beginning of a class session - specifically when a reading assignment has been given I will review the previous lecture, where we have covered the material given as a reading assignment.

I will cover all questions that may arise from the review.

I will ask a couple of pertinent questions regarding the subject at hand, engaging the class.

Once I am satisfied that we can move to the next topic, an unannounced, brief quiz on the information just reviewed is passed out. Usually, 10 questions requiring answers consisting of one to three words. Occasionally a yes/no question is included; always a couple of questions directly from the reading assignment. Try and keep the time to 20 minutes, at which time the papers are collected. A short break is called. When we return, we review the quiz and answers in class.

Possible Benefits:

Provides immediate feedback on how well the lesson was received for both the student and the teacher. Encourages participation during review sessions, and since pop quizzes can not be made up, it encourages class attendance as well.

Example:

In HTML, a good time for this may be after covering nested tables, or relative and absolute addressing.

Suggestions for Implementing:

Recommend using the Review Pop Quiz any time one wishes to reinforce a topic that is needed to move forward.

Jason MacCoy

Subject Area: 3D Animation

Teaching Technique:

The "Going for the Pros" assignment allows students to try to compete with a professional in the field of computer animation. Students find a 3D scene from the internet and try to recreate it. This gives them a chance to see how their skill level matches up with a professional.

Example:

Students find an image from the new game "The Sims". They then recreate the 3D geometry and texture maps for that scene.

Suggestions for implementing:

Allow students to pick out their own scenes so they are working on something that interests them and is within their skill level.

Robert D. Mandy

Subject Area: Architecture

Teaching Technique:

The Student Profile

I believe teachers are people-centered, not knowledge centered. They are teachers of students, not teachers of subject matter. The STUDENT PROFILE is a classroom technique, which was developed to get instant snapshot of my students' backgrounds, experiences, learning styles, as well as desired outcomes from the class.

At the beginning of each quarter, I have students fill out a questionnaire. The questionnaires are collected and reviewed.

Example:

This technique can be used to set the tone for the class and/or teacher. It could be used as a social introduction for the students. The information could be shared confidentially with the teacher. The STUDENT PROFILE fosters open communication.

Suggestion for Implementation:

Use STUDENT PROFILE for your first class as part of your introduction.

**LAKE WASHINGTON TECHNICAL COLLEGE
ARCHITECTURAL TRACK STUDENTS**

INSTRUCTOR: BOB MANDY

**STUDENT SURVEY
PLEASE COMPLETE AND RETURN TO INSTRUCTOR.**

FULL NAME: _____
PREFERRED NAME: _____
BIRTHDAY- MONTH AND DAY – YEAR NOT REQUIRED: _____

How do you learn best? (See; Hear; Do)? Please give an example:

What do you know about architecture?

What are your interests within the field of architecture?

What styles of architecture are you interested in?

What is your experience/background related to the architectural field?

Do you have other experiences that may relate to architecture?

What are your career goals?

What would you like to learn from this class?

Michele Martinez

Subject Area: Video Production

Teaching Technique:

Active Learning/Collaborative Learning

Student-Based Techniques

Active Learning: I develop a learning environment in which students actively talk, listen and work together as a team and role-play their job duties. The purpose of these activities is for students to be accountable for and apply what they have learned in collaborative settings with their classmates. Critical thinking skills are an important focal point in this learning process as students encounter artistic and or technical problems on the set that require trouble shooting.

Cooperative/Collaborative Learning: Students work together on projects and are motivated by that collaborative experience to become actively involved in the classroom.

Example:

I break the class into 4 groups of 5. Within each group, individual members are given a specific job title (i.e., producer, director, director of photography, sound technician and lighting technician) that they must research and define by writing a 2-paragraph job description. Upon completion, the whole class creates an on-location set including lights, cameras, microphones and monitors. Then in rotation, each group takes its turn in-front of the camera while the other 2 groups take on crew member duties – such as, producer, director, director of photography, lighting technician, sound technician, boom operator and grip. Each member of the “talent” (i.e., in front of the camera) group takes turns being taped describing her/his respective job title. The 2 crew groups film the entire process as if they were on a real production set. The fourth group’s role is to film “behind the scenes” footage. When the group members in front of the camera are finished defining and acting out their job descriptions, I rotate each of the groups to a new position. (i.e., in front of the camera, behind the camera, or behind the scenes). Each group gets to take on different responsibilities while learning varied production techniques.

Suggestions for Implementing:

Active Learning: It’s important to recognize that the teaching role in the aforementioned learning scenario moves from instructor to facilitator. That facilitator must establish a positive rapport with his/her student, as well as encourage and stimulate student interaction. Each student should be treated with

respect, and the facilitator should have patience and a sense of humor to establish a “safe learning” environment.

Cooperative/Collaborative Learning: To successfully use a cooperative/collaborative learning technique, the facilitator must spend pre-production time designing and structuring the situation (production) in order that all students understand their individual roles as well as the specific objectives of their respective groups.

S. Margie McLain

Subject Area: Nursing

Description Of Teaching Technique: “ _____Challenge”

1. Copy PowerPoint slides with the information that covers each class objective. Label each class objective as a “station” and post the stations around the room. Each station typically has 3-4 slides. In other words the slides will basically “answer” each of the class objectives.
2. Allow the students approximately ten to fifteen minutes at each station to review the material and answer a question that you have posted at each station.
3. After allowing a specific time at each station bring the class back together.
4. Divide the class in to two teams.
5. Each team will send two to three representatives at a time to the challenge table to face off with the opposite team. As the question is read the first team to indicate they have the answer by activating a noisemaker (clappers from a party store work great) will get a chance to answer the question. Each question is worth 1 point. Each incorrect question is worth -1 point. If the answer is incorrect the other team can respond.
6. Each team of two to three students have three questions to answer than a new group of students come forward.
7. Before the final challenge question both teams must decide how much they would like to “wager”. Both teams have 30 seconds to write down the answer.
8. The winner is decided by the team with the most points.

Examples

Examples of stations and questions: An example is “Maternity Challenge” that is useful for teaching information about maternity nursing. There would be about 5 stations focused on the phases of labor. One station may be the breathing techniques useful in making it through the transition phase of labor. The answers from the objectives related to station will be used to make the challenge questions.

Suggestions For Implementation:

The challenge can be used with just about any subject being taught. It can be used successfully in class sizes from 15-50. I have used it during the instruction of various disease processes. It takes a minimum of two hours to play and it involves lots of active learning.

Suzanne Mitchell

Subject Area: Business Management / Entrepreneurship

Description Of Teaching Technique:

The **SWOT ANALYSIS** tool is a homework assignment designed to give students a framework for self-discovery and evaluation of an idea or their capabilities.

SWOT stands for **S**trengths, **W**eaknesses, **O**pportunities and **T**hreats.

Students are asked to evaluate themselves, their idea, and their organization first by listing the **S**trengths. Then students are to list the **W**eaknesses in the idea, the people or the business unit. This is the internal view of the “environment” in which the idea must gain ground. Then the student evaluated the external factors that affect the viability of the idea, in terms of **O**pportunities (e.g. unmet market need, social trends, economics, etc.) and the external **T**hreats (e.g. competition, barriers to entry, etc.) to making this concept viable for this individual.

The students complete the analysis privately, and then on a volunteer basis, share their analysis with the class during the next session. The shared SWOT serves as a discussion and brainstorming exercise.

Example:

The student entrepreneur uses the SWOT ANALYSIS chart to objectively evaluate their business concept and the strength/weakness of their relevant skills to create this business.

Suggestions For Implementing:

Use the SWOT Analysis whenever the students can use an exercise for objective assessment of an idea, a tool for decision-making, a method to put contrary forces in relative balance. It is effective in finding solutions or tactics to offset the weaknesses and/or threats in a situation when strengths and opportunities are used as offsets or leverage.

Introduce the SWOT ANALYSIS by describing the four elements, differentiating Strengths and Weaknesses as internal and therefore under some control. Opportunities and Threats are external and are often outside of the individual or business control; although perhaps influence is possible.

Use an example SWOT chart to show the different types of considerations under each category. See Attachment.

Hand out the blank chart and explain they are to self assess as homework for next session. See Attachment

In next session, ask volunteers to present their SWOT ANALYSIS on the board/Overhead to the group. Then ask for brainstorming of ways to offset Weaknesses with Strengths or where the organization needs to boost the internal

strengths. Also, ask for brainstorming and discussion of the accurateness of the external Opportunities and Threats assessment, and again, ways the Strengths can be used to seize Opportunities or ways pro-activity can fend off Threats.

Laura Oslund

Subject Area: Human Relations—Soft Skills

Teaching Technique:



Carousel Technique

Roger Ailes, co-author of *You Are the Message*, shares that after listening to a ten-minute oral presentation, the average listener retains half of what was said. Within forty-eight hours, that drops 50-percent. By the end of the week, the retention level drops to 10-percent or less. How much do your learners retain?

Offering adult learners activity or interaction every seven to ten minutes helps them hear and retain more of your message. The Carousel technique is an effective way to get learners moving about the room, interacting with others while absorbing the message.

Example

Subject - Diversity

Setting - At an in-service for K-12 instructors, six different descriptions of students are displayed around the meeting room in a circular pattern, one description per location (carousel station). Samples of some descriptions used for the exercise are displayed below:

Insert Power Point slides here

Activity 1 - Of the six choices, participants are asked to: *Chose the student they would most like to be*, then stand next to that displayed description.

Each group is given the task of identifying why their group participants chose that particular student. They also select one scribe and one spokesperson to document and communicate the highlighted points of their group discussion.

Discussions last about 3-5 minutes, upon sound of a chime, each spokesperson utilizes their scribe's notes to share with the full class, for 2-minutes, a summary and highlights from their group discussion.

Activity 2 - Upon hearing from each group, the Carousel rotation begins, participants are asked to: *Choose the student they would least like to be.* The same process of discussion and presentation is used.

As you reviewed the flip chart samples displayed above, you may have noticed the descriptions of the students left much room for interpretation. For example, the gender or race of the student are not always clearly indicated. There are many possibilities and unknown factors not included in the descriptions.

Activity 3 – Participants are asked: *Which student do you think you could be*
As learners have rotated next to their chosen description, no discussion occurs, only self-reflection and group observation. Learners are then asked to return to their seats.

During group discussions it is interesting to hear why people chose the carousel description at which they were standing. In the classroom discussion following the round of exercise, it becomes evident to participants that fellow classmates had read more into the description often based upon a pre-conceived perceptions – those perceptions drive them to uninformed choices and actions.

Upon hearing perceptions of others and being asked to truly think about who they *could* be, it is interesting to see a participant will often return to the Carousel location they at one time chose as the student they would *least* like to be.

Carousel Debriefing – Classroom discussion is initiated inviting participants to share what they learned about their initial choices and perceptions.

Activity 4 (optional) - Using increased awareness of pre-conceived perceptions and knowledge about diversity, participants are asked to choose a Diversity Buddy, someone with whom they could safely speak about situations with students or fellow faculty as they arise. The buddy teams provide opportunity to mutually apply tools and experience gained from the Diversity Carousel. Participants learn to seek a broader picture of their students' needs and diversify their human relationship skills.

Implementation Suggestions

- **Class size: Works best with a minimum of 16 students.**
- **Subjects:** Soft skill lesson plans, medical terminology, diagnostic and translation related topics. Also used as a question and answer format.
- **Materials and Equipment-**
 - 5-7 Flip chart sheets and pens
 - Dry Erase board and pens

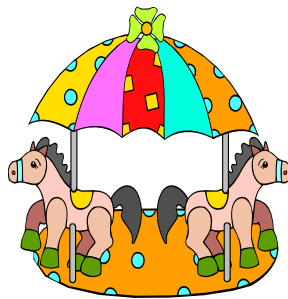
- *Preparation -*
 - Determine 5-7 individual questions or topics of discussion correlating to the subject matter.
 - Write out one question/topic per flip chart sheet.
 - Establish stations throughout circumference of room – creating a circular, carousel effect.
 - Determine time limits for discussion and presentation that accommodates 2-3 rotations within the carousel. Include enough time for classroom discussion following the final rotation to identify what individual participants learned about their choices.
- *Housekeeping rules -*
 - Each group selects a spokesperson and a scribe. Each group needs a pen and paper and/or flip chart.
 - Communicate time limit for each carousel discussion and presentation.

Transfer of Learning using the Carousel Technique

- Provides learner personal chose of subject matter and discussion
- Empowers learner to take ownership of chosen topic
- Offers practice in group discussion, problem solving and experience in striving for team consensus
- Builds listening skills (especially for the scribes and spokespersons)
- Generates awareness to value other’s perceptions
- Enables sharing and identifying individual strengths one can offer toward a team/group
- Increases chances of retaining subject matter through interactivity

In a world full of diversity, learners and teachers, remember:

“A person rarely remembers what you said, sometimes remembers how you looked, always remembers how you made them feel.” -Unknown



Paula L. Palmer
Subject Area: Information Literacy ~ InfoPower

Teaching Technique:

When leading students through the steps of learning how to search the library's catalog, I teach students how to interpret clues in call numbers. I have students enter a search in the catalog; when the results appear on the screen I explain what they are seeing emphasizing the two or three letter code at the beginning of call numbers. I point out this clue by highlighting the prefix and explaining that it describes the format or kind of material it is and where they will find it in the library.

Example:

A keyword search for the topic communication will show a list of titles that includes prefixes indicating audio (AT) or videotapes (VT), kits (KIT), oversize (OVR) material or CD-ROMs (CD). I explain that people learn in different ways--that some people learn better by seeing and doing or hearing or reading. I emphasize it is likely that they are at this college because they may learn better by seeing and doing. I stress that the library tries to support different ways of learning by having materials in different formats such as audio and videotapes.

Suggestions for Implementing:

1) Include a library exercise in an assignment, *e.g.*, research material on your topic must reflect three different formats. 2) Suggest to students that if they need a repeat or refresher of what you went over in class, they can use the library catalog to determine whether the library has related materials. 3) Forward specific suggestions for materials in different formats to the librarian.

Bozena Pawlak

Subject Area: Registration

Teaching Technique:

Head Start to Stress Free New Students Registration Process.

Seven Steps to Successful New Student Registration.

Get Prepared (optional):

- If you need help **making the right career decision** attend **Career Choice Workshops** held on **first Friday of the month** from 10:30am to Noon.
 - * Call 425.739.8315 to sign up for this workshop.
- Visit the College and your program of choice by calling or e-mailing instructor to schedule an appointment. See page 53 of Spring Schedule for program instructors.

Get Ready:

1. Submit completed **Application for Admission** to specific program - on line at <http://www.lwtc.ctc.edu/future/gettingstarted/admissions/apply>, in person or by mail.
2. Apply for Financial Aid on line at www.fafsa.ed.gov, in person or by mail;
 - * Exception - you pay yourself or your family pays for you. Make sure you pay by a due date to avoid being dropped for non-payment.
3. Take a placement test for Math and English courses on drop in bases in room E210 from Mondays to Wednesdays. Starting time from 8am to 2pm.
 - * Photo ID is required for testing.
 - ** Testing is not required for some short programs or for transfer students.

OR:

- *** If you took college classes please submit **official transcripts** with course descriptions from previous college(s).

Evaluations take around 4 weeks with results posted to your Lake Washington Technical College transcript at www.lwtc.ctc.edu/studenttoolbox.

4. Meet with an **Advisor** or **Counselor** in E214 on drop in bases from Monday to Friday, 7:30 a.m. to 4:30 p.m.

Evening Advising is available on Tuesdays and Wednesdays from 4:30 p.m. to 6:00 p.m. in room E124.

For advising appointment please call 425.739.8100 ext.501.

To learn more please go to advising page <http://lwthost.ctc.edu/dept/advising/>.

Registration.

6. Come to your registration/orientation appointment.
 - * If you cannot come to new student group registration/orientation register yourself on line, using your student ID and PIN number.
 - ** If you get on a waitlist, don't sweat! Check automatic waitlist movement until third day of the instruction. You can check if you got into class on line at www.lwtc.ctc.edu/studenttoolbox under **My Schedule** or under **Waitlist** options.
7. Make sure to pay by the due date - to avoid dropping for nonpayment.

**Final step: Go to classes.
Good luck in your future career!!!**

Jerry Peterson

Subject Area: Automotive Emissions Specialist

Teaching Technique:

Group Discussion with emphasis on GROUP

1. Have students prepare by studying last test and other study materials and list questions of concern.
2. Explain the rules of the “Game”
 - a) Throw the ball to a student and ask a question.
 - b) Don’t throw it hard and make sure to get students attention first.
 - c) The student answers the question or if unable may ask the class for help.
 - d) That student then throws the ball to his or her choice of student.
3. Instructor throws out the “First Pitch”.
4. Ask the student, who catches the pitch, a question from the last test.
5. The students can ask any question that is relevant to the subject at hand.

This technique has been used in many classes that I have attended. This is my first attempt with it and I am astounded by its success. The students have asked for it on many other occasions. It Works.

Linelle Russ

Subject Area: Landscape Design

Teaching Technique:

Landscapers' Challenge "Landscape Designer's Challenge"

One of the most difficult things to teach students is how to "read" a client. Interpreting a client's non-verbal communication can frequently be the distinguishing factor in how successful the relationship will be.

Description:

This exercise is presented during the second week of the Landscape Design class to the combined sections of Environmental Horticulture students. Part of its success involves having a large number of participants. Each episode of "Landscape Designer's Challenge", a popular HGTV program, introduces a client, shows the client's home, interviews the client about their goals for the landscape design, and discloses the client's budget. They then introduce 3 designers, show the designers' presentations to the client, and the client's response to each. Then, they show the client selecting the winning designer and working with that designer in implementing the plan. Seeing others interact with a client allows students to analyze the communication, both verbal and non-verbal, that leads to successful sales and implementation of a design project.

Suggestions for implementing:

Tape two episodes of "Landscape Designer's Challenge" from HGTV. Gather the students to watch the episodes and give each the attached paper.

1. Begin the first episode. Stop the tape just before the client reveals the budget. Have each student write down what they think the budget will be. Then, have them say out loud what they wrote down so everyone gets an idea of the range of estimates.
2. Continue the tape and hear the client's actual budget. Stop the tape and discuss what clues led individuals to the estimates they made.
3. Continue the tape. Stop the tape right before the client discloses her selection of designer. Have the students write down who they think the client will select and why, then take 5 volunteers who tell who they think will get the commission and why.

4. Continue the tape. After the client reveals her selection, continue watching the tape to the conclusion of the project, fast forwarding over the installation parts to focus on the designer/client interactions.
5. Repeat the exercise with episode 2.

Episode one

The client's budget will be _____ because

- a)
- b)
- c)

The client will select _____ as the designer because

- a)
- b)
- c)

Episode two

The client's budget will be _____ because

- a)
- b)
- c)

The client will select _____ as the designer because

- a)
- b)
- c)

Joe Safdie

Subject Area: English/Technical Writing

Teaching Technique:

Debate Game

The DEBATE GAME is a class activity that allows students to practice their critical thinking skills and abilities to persuade others.

Beforehand, the teacher has prepared slips of paper with topics; these topics can be naturally paired off against each other (*e.g.*, "art" and "science") or have very little to do with each other (*e.g.*, "Madonna" and "pizza"). Topics that seem to work well are "dogs" vs. "television"; "trees" vs. "computers," or, on a more serious note, "open immigration" vs. "closed borders." (Teacher can choose topics based on the material they're covering in class that week).

The class is divided into four groups making up the debate teams. When Team 1 is debating Team 2, the other two teams act as judges; they switch as Team 3 debates Team 4 until each team has debated the other three teams once.

The question to be debated is always the same: "Which of these things is more valuable -- more necessary -- more important -- for humans living today"? Teacher gives one slip of paper to Team 1, another to Team 2, and then allows two minutes for the teams to come up with introductory statements about why their item is more important (each student in the group has to make at least one introductory statement). Then the debate is opened up to all members of the debating group, while students who are acting as judges are permitted to ask questions of the two teams.

After a timed debate and questions, teams are allowed to make closing statements summarizing their best arguments; then the judges vote on which team had the more persuasive arguments, with the teacher breaking any tie. Activity can continue over two class sessions if successful.

Example(s):

Teachers should pursue subjects that have relevance to their classes. For example, an Accounting teacher might choose "Marketplace" vs. "Government Regulation," while a Computer Forensics teacher might include "Tight Filters" vs. "Loose Filters." Nursing students might be asked to debate two techniques of care, etc.

Suggestions for Implementing:

Use the Debate Game as a further assessment tool after a particularly difficult instructional module, or simply as a way for the class to blow off some steam. Most

students enjoy the chance to "make their cases" in front of each other while learning.

Heidi Shepherd

Subject Areas: Social and Human Services, Psychology

Teaching Technique:

Each student is given a 3x5 index card and asked to write their name on top.

On one side, the student is asked to write what they hope to learn from this class this quarter.

On the other side, the student is asked to write one thing that they could teach the other students. (does not need to relate to the particular class)

Examples:

What I want to learn	What I can teach other students

Suggestions for Implementing:

This is a good activity for the beginning class of any quarter. It reinforces the fact that each student should identify their individual learning goal for the class. This allows the adult student to take an active role in their education. In addition, this activity helps students to identify strengths and talents, resulting in a more positive and less stressful classroom environment.

The class as a whole benefits from the shared information, setting the stage for conversations between students with similar interests.

Finally, this activity provides the instructor with interesting information about each student, which can be helpful in quickly establishing rapport with a new group of students.

At the end of the quarter, I give the students a new card with the following request:

On one side, write what you learned this quarter; on the other side, write what have you contributed to the class. This works well as a final activity as the quarter ends.

Mikal L. Steinbacher

Subject Area: ESL

Teaching Technique:

First Day of Class Exercise: *"Getting To Know You"*

This exercise serves several purposes:

- It gives the students information about me, as I model the exercise, which helps them get to know me as a person.
- It gives students an opportunity to learn each other's names, a must for group work.
- It requires a bit of "public speaking" and active listening, which lets me assess their speaking and listening skills.
- It allows me to create a "map" of students and their names so I have a prayer of connecting their names to their faces within the first few weeks. I ask them to sit in the same seats for at least the first two weeks.
- It enables me to get the home countries represented in the class, so I can make flags for all of the countries, which I have the students sign and then we display the flags in the classroom for the quarter.
- It teaches the wisdom of volunteering!

First I introduce myself, and tell them where I grew up and went to school, about my family, our pets, how long I've been teaching ESL. I then ask if there is anything else they want to know about me.

Then I ask for a volunteer. Sometimes it takes a minute or two, and sometimes I have to tell them it is a really good thing to volunteer. Once someone volunteers, I ask her/him to introduce her/himself, and tell the class what s/he is comfortable saying about her/himself. When s/he is finished, I ask her/him to decide if the next person to talk is sitting to the right or left of her/him. When they have decided, I tell the class that everyone will have an opportunity to introduce her/himself, AND that the end of her/his presentation is giving the names of the students who have already spoken! That means that the volunteer has to remember only my name, however, the rest of the students have to remember the names of all students who have presented before them! It gets progressively more difficult.

I then share my secret, drawing a map of students as they present their information!

This activity is usually a big hit, if a bit intimidating at first. One of the questions I ask if the student hasn't volunteered it, is whether they are single or married! The single folks think that's good info! By the end of all of the mini presentations, the students are relaxed and have had some laughs. It reinforces the wisdom of volunteering!

Don Sutherland

Subject Area: Auto Repair Technician

Teaching Technique:

First Day Ice Breaker

After introducing myself, I have the students introduce themselves.

I ask for the usual information. Such as, do they have a job & if yes, where? Have they had much experience working on cars? Why did you sign up for this program? To make the exercise more interesting and easier for everyone to remember the person as well as his car, I ask them to tell us about the vehicle they now drive.

The next step of this exercise is to have them tell us about a difficult, or weird, problem they had to solve in the past with this or any other vehicle. This gets them used to talking in front of the class.

It also helps them to see the sequencing of diagnostic steps used to troubleshoot problems.

I let them know the problem could be as simple as how to control a vehicle without power steering or power brakes after the engine dies (such as might be the case when a moving vehicle runs out of gas). Another example would be turning on the car's heater fan to "High" & setting the temperature to the maximum heat position, so as to help with an overheating problem.

Paul Taylor

Streaming Media I

“Breaking the Ice” – Setting the Tone and Style for the class

Description

Walking into the first session of class can be challenging for both the students and the instructor. With a limited amount of time to cover the materials there is the pressure to “get into” the subject matter as fast as possible. The students may be unknown to each other. Some students may come to class as an existing group and expect to be working together. The students may (or may not) know the instructor and therefore may not be familiar with the various teaching styles. There are the logistics of the classroom to deal with such as ventilation, lighting, and layout. Finally there is the availability (or not) of technology.

The atmosphere I am looking to create in the classroom is that we are all on a journey of discovery. There is a need to learn how to use the tools of the trade and there is a need to understand their application. The choices and options are largely situational. This presents a challenge, as it requires the use of analytic, imaginative, dynamic, and common sense learning. A variety of teaching techniques need to be used that include demonstration and lecturing as well as experimentation and discussion.

There are a lot of unknowns that need to be quickly overcome. In this brief write up I would like to discuss how some basic actions that can help get the class started.

Example

A typical classroom in the Tech building has a podium at the front of the class with the instructor’s computer, a projection monitor, whiteboard, and computers arranged in rows or pods. The overhead lighting is fluorescent strips behind an upwards-pointing reflector. The room thermostat is just by the door.

Students coming to the class will already have taken some other MMDP classes, such as HTML, Video Production, and Photoshop. A group of students (typically three or four in the group) who have worked together as a group will expect to continue to work together. The remainder will either want to work as individuals or be willing to form a new group. The students probably have seen me on campus, but will not know me. The students will come with some ideas of what they want to achieve from the class, however the subject matter is somewhat new to them.

Delivery of the curriculum is heavily dependant upon several computer programs installed on the classroom computers, as well as access to video production equipment. The software, hardware, and equipment may have recently been setup, or have been in use by previous classes. Its behavior cannot be assumed.

Suggestions for Implementing

Set Ambient Lighting and Heating

Depending upon the time and season the room may be lit and warmed from the outside. Prior to the start of class walk to each computer terminal and make sure that you can see the screen, that there is not reflected light from outside or overhead that will prevent the student from seeing the screen. If necessary adjust the room blinds and overhead lighting. Remember that the outside light can change, so be prepared to open or close the blinds as the class progresses.

Although controlled by a thermostat, the temperature in the room can vary between morning, afternoon and evening. In addition the temperature can change during the class. Be prepared to find ways to adjust the room temperature.

Basic Equipment Check

It is safe to assume that each time you walk into the classroom, the equipment will not be in the same state as you left it. Time should be spent before the session starts in doing an equipment check. Do all the computers power up, do they have the software installed and does the software run. This is especially critical for the first session.

In creating a lesson plan, I assume that I will have equipment problems for the first two weeks of any session.

Move from Behind the Desk

There is a very comfortable zone, being behind the podium. However it separates you from your students. For the first few classes, make of point of being in the classroom. I like to sit on a chair in the middle of the classroom, or I will sit on a desk. When you are working with a student make sure that you are sitting down next to them, as standing over creates a position of dominance. Be sensitive to eye contact, some cultures do not like to maintain eye contact.

Make it “We” not “You”

It is important to recognize that the students are able to (and frequently very insistent upon) contributing to the learning experience. During the first week of class I get each student to talk about the classes that they have already taken as well as their background and history. I also get the students to talk about what their expectations are. I look to find one or more areas of expertise that each

student has, that I use during the class; where I will ask that student to share that expertise with other class members.

Show the “Sizzle”

I believe that it is important to show students the practical application of what they are learning. The first session of each class, I have students doing online research for examples of streaming media and have them critique the work. This shows them what is and is not possible. It also makes them enthusiastic to pick up the theory and learn the tools. I have at least one field trip or guest speaker, to show how what they are learning is applied in business.

Segment into “Class” and “Lab” Time

The class consists of both lab time and classroom time. In the course schedule list what times will be classroom and what is lab time. This sets clear expectations of what the teaching and learning style will be. For the first few assignments, look to size the work so that it can be completed during the lab time. This allows you to monitor the student and help them achieve some early successes.

Look to have a variety of projects for students to choose from, in particular look to have both individual and team projects. Encourage students to propose their own projects, but ensure that they can be completed and are meaty enough. I would also recommend having a ‘Passing Grade’ project, which is an individual assignment that is easier than the others but will only give the student a passing grade.

Toni Terry

Subject Area: Child Care

Teaching Technique:

The Three R's of Teaching.

The three R's of teaching are: repeat, respond and reinforce. This means that the contribution of your audience is what drives this technique. Instead of a lecture or offering directions as you go along with your lesson plan encourage involvement by repeating the idea or fact you are trying to get across in a few different ways and ask for a response from your audience. When getting a response, either ask that person why they think or feel this way or ask the rest of your audience if they have anything else they would like to add. You should have a positive response to each person that contributes and encourage participation by asking people their option or response who may find it hard to speak up. This will help promote a sense of belonging and hopefully safety in their environment. (Part of Maslow's Hierarchy of needs) Having respect for each persons contribution is important to staff cooperation and understand of the information being presented.

When having a staff meeting I have an outline of the points of information I want to make. I give this outline to the group with space in between each point for comments. I will go over the first point and give scenarios that have to do with this information and then ask the group to respond to what was said. I repeat the information I get back and ask each person if they understand or if they have a future comment. I incorporate suggestions into the information that are relevant and repeat the conclusion of this information to the group, again asking if there is understanding or comments. Then I move on to the next point and repeat the same steps. Becoming part of the process reinforces the relationship that each person's contribution is important to the team.

Letting your group have the outline of points early so they have time to think of what they would like to say. Also letting them know that their input helps me to have a clearer picture of the flow of their work and obstacle that may come up. Encouraging involvement from them but also reminding them of our Philosophy and staying true to it. I also let the group know if they would like to talk to me outside of the meeting we can set that up.

Dawit Tesfasion

Subject: Diversity

Teaching Techniques

Focus on the audience

Technology is the root of all kind of business in modern time. As a technology professional directly or indirectly we are involved in teaching to introduce the new product to users. The implication of new technology is always bring together ITS and users as student and instructor. It could be one to one or in group. Therefore, it is advantageous to know certain pattern or techniques to teach or introduce the new software or hardware products. From this course I have learned few teaching techniques that has been valuable over the year by a successful teachers.

- The most important thing is teaching method must be flexible and customized according to the factor collected from the students. (Such as age, experience, culture, education etc...).
- Take a moment to analyze the class, for teacher diversity poses significant challenges. The instructors need to be aware of the students' diversity, don't give any special attention to individual or group, and need to balance things equally.
- Use gestures, but remember a palm up is positive and down is negative.
- Assist students to take note. Provide Outlines and/or pause for note taking.
- Demonstration- is actually very helpful in our profession, so the teacher explains and demonstrates the skills or techniques required for a particular process.
- Tell them what you are going to tell them, tell them, and then tell them what you told them.
- Avoid jargon.
- Question and answer is also a good techniques and important tool. It will motivate the student but, need careful not to embarrassed student having difficulty to answer.
- Constantly evaluate the progress and the communication pattern between the instructor and the student, and be creative to adjust.

Example

We can take best example our college staff. It is much diversified work place. If I use one technique to deal with on user probably the next one will have different gender, age, culture, and educational background. Therefore it is very important to understand the recipient more than the subject. Other wise the student might lose interest to the subject and to the instructor too.

Implementation

At the beginning of the class the instructor need to introduce him/her and give a chance every one to introduce themselves, who they are and what they expect from this class. First of all it opens the door for those who have difficulty to speak in front of others; in the meantime the instructor can take advantage to adjust his teaching techniques

Jim West

Subject Area: Adult Learner

Teaching Technique:

The “Jigsaw” Activity

Description:

The “Jigsaw” was developed by Eliot Aronson at the University of Texas. It was designed to facilitate learning in situations where reading of pre-printed narrative materials is required. It is like a jigsaw puzzle in that different learners read pieces of the material, share what they have learned, and then solidify their learning by teaching it to others in the class. All learners get to see and respond to the whole picture.

The class is first divided into small “home” groups which are assigned a task, such as review of a problem or a case study. Each member of the home group takes a different piece of the puzzle needed by the group to accomplish the task. The home group reads the problem, discusses any questions, and then assigns representatives to move to an “expert” group.

“Expert” representatives from each “home” group join with similar experts from other home groups. Experts review their piece of the puzzle, identify major ideas, and decide how to share the information back with their home group. They then return to their home team. Each “expert” shares their information with the rest of the home team. Each home team comes up with recommended solutions to the problem.

Example: Adult learning class

At least nine people are required for this exercise to have three home groups and three expert groups. This can vary based on the number of home and expert groups needed.

There are three main areas of study within the realm of facilitating instruction with adults:

1. Things we know about adults, their motivation, and self-direction;
2. Things we know about designing training for adults; and
3. Things we know about instructing adults in diverse settings.

The primary task of each “home” team is to identify strategies for facilitating learning among adults.

Step 1. Split the entire class into three “home” teams. Get together in these groups and decide who will become the “expert” in the following areas:

- A. Motivation and self-direction;

- B. Designing training;
- C. Instructing adults.

Step 2. Each “expert” now moves from their “home” team to form a new group of experts in each of the above areas.

Expert worksheet – each member of the expert groups gets an article that describes their area (A., B., C. above). Each member reads the article, and then this expert group summarizes the ideas that emphasize instructional strategies that facilitate adult learning. Keep in mind each member will be presenting these ideas to their home team. Major ideas from the reading are recorded on each member’s worksheet and ideas are shared within the group of experts as to how these ideas will be presented back to home teams.

Step 3. Experts (from A., B., and C. above) now move back to their home team. Each home team will now have at least one “expert” from each area, and therefore a complete picture of the puzzle. Experts now share their area of knowledge with the rest of the home team, each person taking notes to identify at least three ideas that provides strategies for:

- A. Working with adult learners, their motivation and self-direction;
- B. Designing training with adult learners and trainees; and
- C. Instructing adult learners and trainees.

This achieves the primary task of each “home” team: to identify strategies for facilitating learning among adults.

As time permits each home team discusses all three ideas.

Thanks to Russ-Eft, D. (2005). *ED621: Instructional leader I handouts session I*. From Oregon State University Community College Leadership Program Cohort 13.

Marie Willsey

Subject Area: Web Authoring

Teaching Technique:

LESSON PLAN FORMAT

1 Objective/Outcome—Tell students what is to be accomplished today?
How the learning during this lesson fits into the big picture/final outcome.

2 Set the stage—draw relationship between new and previous learning.

Review Activity—discuss previous information learned before introducing new information.

If new topic (first day of class), draw an analogy all students can relate to.

3 Purpose-- Why should the learner listen to you today? How will this lesson benefit the learner on the job?

4 Content (concept/idea OR process/demonstration)

3-5 instructor strategies used to teach the lesson which meet 3+ learning styles

Planned activities for students

5 Supplies/Equipment—all necessary supplies and equipment to present lesson.

6 Closure (perception check/student feedback)—learners' responsible for processing information. Classroom Assessment Techniques.

7 Practice—Planned assignments, activities, etc. to initially be monitored by instructor.

8 Evaluation—(formal/informal)

Marianne Wood

Subject Area: Medical Assisting

Teaching Technique:

The 'Bonus Quiz'

Description:

The 'Bonus Quiz.' One of my classes requires the use of a workbook. The students get quite good at scanning the text looking for answers but don't seem to necessarily connect their answers to some concrete learning. I give a regular quiz each week but I added the bonus quiz when I saw that there was still some confusion on certain things. The hope was that by giving additional bonus point quizzes the students would relax a bit and actually enjoy getting the opportunity to add a few points without worrying about losing any. The bonus quiz always mixes previous information with current additions.

EXAMPLE:

For coding diseases and conditions we use the ICD-9 book; for coding procedures we use the CPT book; and for supplies and equipment we use HCPCS. The students had a hard time getting a handle on the differences in these coding systems. I structured a series of bonus quizzes that began with ICD-9 questions; the next quiz combined ICD-9 with CPT-s and the last quiz in the series included HCPCS plus the other two systems.

SUGGESTIONS FOR IMPLEMENTING:

The bonus quiz is unannounced and I give it right at the beginning of class. Those who are late, miss out. This way, I can see what the students are really learning and make adjustments accordingly. The quiz is sometimes verbal and sometimes from an overhead. I mix up definitions, true/false, and try to add one question or two that requires a bit of critical thinking. Also, if too many students are still struggling, I will give the bonus quiz again taking the highest score. This way, students who were tardy during the first quiz will have an opportunity for bonus points as well as those who were absent. I again will give the bonus quiz at the beginning of class which adds some incentive to get there on time!