DOCUMENT RESUME

ED 354 954 JC 930 124

AUTHOR Morris, Bill, Ed.
TITLE Scintillating Suggestions for Involving Students. The Faculty Handbook for Student Involvement.
INSTITUTION American River Coll., Sacramento, CA.
PUB DATE 93
NOTE 81p.
PUB TYPE Guides - Classroom Use - Teaching Guides (For Teacher) (052)

EDRS PRICE MF01/PC04 Plus Postage.
DESCRIPTORS *Class Activities; Classroom Environment; *Classroom Techniques; College Faculty; Community Colleges; Faculty Handbooks; Learning Strategies; Learning Theories; *Student Attitudes; *Teacher Student Relationship; *Teaching Methods; Two Year Colleges; *Two Year College Students
IDENTIFIERS American River College CA

ABSTRACT

Designed for use by faculty at American River College (ARC), the four chapters of this handbook present suggestions, techniques, and resources to help teachers explore new ideas and enrich their classroom experiences. Chapter 1 contains brief descriptions by ARC faculty of successful teaching techniques, organized into the following six areas: quality student-instructor interaction; classroom management and instructor policy; classwork and homework activities; small group activities; major student projects or presentations; and relating courses to campus, real life, and out-of-class experiences. Chapter 2 presents lists of practical suggestions for increasing student involvement with respect to instructor/student interaction, general classroom management, student initiated activities, and instructor initiated activities. Next, chapter 3 provides a compilation of short student narratives on effective learning activities and presents a list of suggestions to help students increase their own involvement. Drawing on interviews with more than 100 ARC students, this chapter includes student suggestions regarding instructor teaching techniques and approaches; specific assignments or study practices; and field trips, labs, and hands-on activities. The final section details the resources available through ARC's Teaching Resource Center (TRC), including books, videos, articles, handouts, innovation abstracts, TRC services and programs, software, and seminars. Report appendixes include data collection instruments, a list of recommended readings, sample abstracts from the Educational Resources Information Center (ERIC), and a detailed description of how to use ERIC resources. (PAA)

SCINTILLATING SUGGESTIONS

for Involving Students

AMERICAN RIVER COLLEGE
4700 College Oak Drive
Sacramento, California 95841

THE FACULTY HANDBOOK FOR STUDENT INVOLVEMENT

Dedicated to Excellence in Learning

All genuine learning is active, not passive.
It involves the use of the mind,
not just the memory.
It is a process of discovery
in which the student is the main agent,
not the teacher.

...Mortimer Adler

A project of the American River College
Task Force on Student Involvement

1992-1993

WHY THIS HANDBOOK

Have you ever wondered what is really happening in the classroom next to yours or in the mysterious buildings clear across campus? This handbook originated from the Student Involvement Task Force as we pondered how to promote faculty sharing of teaching ideas on this campus.

This handbook is an opportunity to sample and adapt student involvement ideas being used by some of your colleagues.

Come.....Delve into the handbook.

No need to read this book from cover to cover! Start on page 1 or 20 or 50 or wherever. No apologies needed for starting at the end or middle.

Browse... Graze.. Harvest ...
one, two or more new involvement strategies.

By the way, take a moment to let your colleague(s) know you tried their idea and how you used it.

Enjoy,

Nancy C. Reitz

Nancy C. Reitz
Student Involvement Coordinator

INTRODUCTION

The Contents and Use of This Handbook

"It is not the presence of facilities, funding, and staff, but the uses to which they are put that is critical."*

Let's help students to become actively involved in their learning processes, know their own growth, and maximally use the opportunities afforded by our marvelous ARC facilities and staff.

Really, that's our job as faculty; that's our passion, our challenge.

As editor, I was asked to organize the sparkling array of ideas derived from faculty and students into a semblance of order and to expand the collection of thoughts by including reference to resources we have in our Teaching Resources Center (TRC) and in the professional literature.

This booklet is an idea warehouse, a strategy bank, and a reservoir of practical teaching suggestions. Let's honor our colleagues and students by reading their ideas with a questing mind, wondering, for each idea, what might be some spark we could fan into flame, some adaptation that would be just right for our current classes. The appendix contains an activity sheet to help the more structured of us to modify as we read critically and creatively.

Sprinkled throughout the text you will find suggestions of concrete actions we can take as individuals, departments, or teaching teams to bring the handbook ideas to life and to explore and report techniques not yet in this first brainstorming collection. The looseleaf format allows you to add notes and handouts as well as future installments.

So, colleague, please indentify personally worthwhile possibilities, try them out with your own modifications, and share with others your best thinking of how to facilitate wise student use of time, energy, and opportunity. We invite you to submit teaching ideas and editorial suggestions for the TRC'S continuing update of this resource. Please leave notes and drafts with the TRC Staff. This is a grass-roots effort; share your best!

And now, please enjoy the challenge of enriching your teaching by considering ideas from your colleagues and students. Remember, the value of the handbook depends entirely upon the quality of our response to its gentle nudgings.

Bill Morris

Bill Morris, Editor
1992-1993

*Leonard Baird, 1990 (in Jack Friedlander and Peter MeacDougall's article, "Achieving Student Success through Student Involvement, "*Community College Review*, Summer, 1992, p. 27.)

CONTENTS

THE FACULTY HANDBOOK FOR STUDENT INVOLVEMENT

CONTENTS

APPENDIX

ACKNOWLEDGMENTS

I would like to extend a special, warm thanks toall Students and Faculty who contributed ideas or who interviewed others to solicit suggestions. Without their voluntary cooperation, there would have been little for me to edit!

Specific acknowledgment is offered to:

for her enthusiastic support, moral and financial, of the Task Force on Student Involvement and of this volume;	**President Queen Randall**
for their collaboration in shaping the handbook's vision and contents;	**Sharon McCuen and Nancy Reitz**
for authoring Chapter 2 in such a succinct and inclusive manner;	**Dick Rasor**
for their refreshing ideas and technical support with wordings, graphics, and layout;	**Greg Gregory, Stephen Peithman, and Karen Treanor**
for fairy-wanding duplication through the fall "crunch period";	**Marnell Nicknig**
for their helpful reviews;	**Peggy Kraus-Kennedy, Suzie Nissen, Bruce Patt, Pat Reed, Pat Efseaff**
for her exceptional capacity for wordsmithing while typing and for her thoughtful suggestions.	**Jo-An Klint**

to the above I offer sincere appreciation.
Bill Morris, Editor

FIVE SUGGESTED ACTIVITIES FOR FOCUSING ON HANDBOOK IDEAS

A. Browse through the Handbook.
Jot down 5-10 ideas you would like to explore further.

1. _____ _____
2. _____ _____
3. _____ _____
4. _____ _____

(please continue on facing page)

B. Circle the numbers (above) of two to four of these ideas that particularly strike your fancy. Check helpful follow-up activities below (see also Appendix 8). Then on separate paper, outline a workplan for each idea. Include whatever steps that make sense in your situation.

- ☐ *backgound reading and chatting about ideas with colleagues,*
- ☐ *preparation of teaching plans and materials using the new approach,*
- ☐ *schedule of dates to try out techniques this semester,*
- ☐ *finding or serving as a peer consultant/supporter/co-explorer,*
- ☐ *planning for Flex, release time, or grant proposal (See Sharon McCuen),*
- ☐ *developing evaluation and/ or action research for ideas from this handbook,*
- ☐ *writing up your experiences for the TRC Newsletter or for publication,*
- ☐ *other* _____

C. For support and advice before starting and throughout your endeavor, contact Nancy Reitz or the TRC; it' s more fun and often more effective to work with others!

D. Write up your efforts in a short report for the Task Force files. Suggested format: (See Appendix 8 for a form to copy or modify.)

STUDENT INVOLVEMENT STRATEGY REPORT

Name_____Department_____

Semester: Fall Spring Summer; 199____ Course(s)_____

What I did:
My Evaluation:
Suggestions for future/related efforts:
____I'd be willing to discuss with interested peers.
Other comments:

E. On blue cards from the TRC, jot down any other ideas about how instructors can facilitate student involvement ---for the on-going updating of the handbook.

Chapter 1

Successful Teaching Techniques; ARC Faculty Perspectives

1. Quality Student-Instructor Interaction
2. Classroom Management and Instructor Policy
3. Classwork and Homework Activities
4. Small Group Activities
5. Major Student Projects or Presentations
6. Relating of Courses to Campus, Real Life, and Out-of-Class Experiences

CHAPTER 1

SUCCESSFUL TEACHING TECHNIQUES; ARC FACULTY PERSPECTIVES

"The kinds of assignments, tests and classroom activities we use implicitly or explicitly affect the strategies and skills for learning that students develop." *

The following reports from instructors include strategies which they felt increased student involvement in their classes. They come from all academic areas on campus and from both full and part-time instructors. Suggestions appeared only if a faculty member cared to volunteer ideas, either by responding to an interviewer's request or choosing to submit idea cards out of personal initiative.

This handbook is an informal sharing by colleagues, not a scientifically stratified survey completed by trained interviewers. Be patient, therefore, with the variety in style, specificity, and scope of the entries, which were largely presented as received to retain each instructor's or interviewer's personality and emphasis. Each entry is identified by a heading and by its source and teaching area to help readers contact authors.

Please approach the six categories of suggestions in a spirit of open search for idea-starters for your own teaching. Because categories overlap, the same idea may fit under several headings. Sometimes similar ideas were grouped together to show contrast or commonality; sometimes they were placed in different categories to suggest relationships among ideas. Several authors submitted multiple entries, usually positioned on different pages.

Here, then, from ARC instructors themselves, are assignments, policies, and activities which you may consider customizing to your situation, both to stimulate specific learnings and to build student strategies and skills for their continued learning.

* McKeachie, Pintrich, Lin, & Smith, 1936. *Teaching and Learning in the College Classroom.* National Center for Research to Improve Postsecondary Teaching and Learning.

Chapter 1

Successful Teaching Techniques
ARC Faculty Perspectives

1. Quality Student-Instructor Interaction

Question-Answer Roll-Taking

Do you take attendance regularly at the beginning of the semester?

Are you interested in encouraging students to participate in class by responding to questions?

You can combine both objectives by telling students to answer the roll by responding to a general question you pose at the beginning of the period. Initially, make questions safe and nonthreatening: "Where are you from?"; What is your objective in attending ARC?"; What is your favorite food or pastime?"; "If you could have dinner with anyone in the world, whom would you pick?"

Any response is acceptable and you can make a few positive comments when appropriate. As the semester progresses, the questions can be directed to course content, a reading assignment, or a current event having to do with the course.

After a few classes, the students begin to anticipate the questions. The benefits are many: it helps break the ice at the beginning of the semester; it encourages students to respond to content questions more comfortably and eagerly; and it helps place the course in the "real world setting." I have used this technique several times with great success.

James Butera
Marketing

Students Teach at Chalkboard

One student solves a math problem at the board using any method (students volunteer for this). I pretend I am not the teacher. The students sometimes take turns solving each stage of a problem if it is more difficult. The questions asked of the student "teacher" are different types of questions and students seem less intimidated.

Leonel DeLeon
Math

Students Predict Test Grade

Students predict their grades on each test. The instructor then discusses or writes comments on significant discrepancies between student predictions and instructor evaluations.

Tom Bloom
History

Chatting Informally Before Class

I spend a half or quarter of an hour before each class period idly or seriously chatting with my students. I try to include everyone. I ask early arriving students to help me set up labs, rocks, maps. I encourage students to bring in rocks and maps to show me. I know everybody personally in a short time after the semester starts. My students could tell you this works well.

Dick Oldham
Geology

Quality Student-Instructor Interaction

Quick Feedback in Lecture

To assess how closely aligned the teaching-learning is in lecture, I use various Cross/Angelo classroom assessment techniques. One such is to stop either during or at the end of lecture and give students time to anonymously answer one to two questions on a 3x5 card which they then hand to me. Questions might include, "At this moment what is still the muddiest concept regarding....for you"; or, "What question would you still like to ask at the end of this lecture"; or "What is the most interesting thing which you learned from today's class"; or "How does this relate to....." I direct my responses to these questions at the very first opportunity—the next lecture or after a break in lecture. This gives even the quietest student time to give feedback. Many additional techniques can be found in the book, *"Classroom Assessment Techniques,"* by K. Pat Cross and Tom Angelo (copies are in the TRC).

Nancy Reitz
Chemistry

Working Shoulder to Shoulder

I keep busy and interact with every student by reading, calculating, writing, and viewing. We all work on the same tasks as a team, and I perform the same cognitive, social, and physical skills as they do.

Harriette Ritchie
Psychology

Informal Lab Discussion

I walk around among the lab stations and ask students questions, in an informal, non-threatening way, about the learning activity in which they are involved. I try to make the lab periods serious but informal and friendly. My questions often elicit answers, followed by questions from the students, all leading to frequent interaction between students and instructor.

Bill Haney
Physical Anthropology

Cultural Literacy Cards

Begin class by writing a quotation, fact, historic event, etc., on board. Students identify or comment on 3x5 cards. Have the students write their name and date on the cards and pass them to the front. Collect cards, group responses, and comment on the comments. Great cultural literacy builder. Can tie in stimulus item to course, daily news, aspects of studentship, etc. Students see it as a trivia challenge as well as a chance to show off and build background without embarrassment. The cards are used to keep track of attendance and provide the students with an opportunity to share information with the instructor; i.e., "I'll be absent Monday because of a dentist appointment."

Tom Dayton
Reading

Instructor Enthusiasm

My enthusiasm in the subject goes a long way toward students' active involvement in class. Improved test scores as the semester progresses indicate to me they are involved. Feedback from former students confirms my methods.

Judith Colbert
Electronics

Are you interested in encouraging students to participate in class by responding to questions?

2. Classroom Management and Instructor Policy

Daily Roll

I take attendance daily. Students seem eager to sign in and I have one more item to consider for borderline grades. Several copies of my roll sheets are made, stapled together, and class dates added. Rolls are passed around at the start of each class for students to initial. Students are anxious to sign in if the roll misses them due to lateness. Before the next meeting, absences are marked with "the scarlet letter."

Fred Hedglin
Biology

Begin with the Hardest Problem

As opposed to starting with easy problems and developing a sequence of problems with increasing difficulty, I often begin class with the most complex problem. I find that the students are "more energetic" and "more interested" in helping to solve the problem at the beginning of class. Students liked this approach and test results on difficult material were good.

Kathy Monaghan
Math

Mixing Lecture Activities

I mix lecture activities with questions, small three-minute thinking tasks, slides, etc. A question asking and answer technique keeps students "active" during lecture. Students usually earn very good grades in my class. Student evaluations have been good.

Gerry Drobny
Geology

Alternate Lecture and Individual Work

I lecture 30 to 45 minutes and then offer individualized instruction for 30 minutes. The success is evident through evaluations and verbal feedback.

Gordon Richardson
Math

List of Specific Course Questions

Listed course discussion, questions, and tests are multifaceted and marked with a key, which specifies aspects of answers. For instance, "5/2" means to discuss five items and give two supporting examples of each item. (See Tom for sample list of questions.)

Tom Bloom
History 17 Honors

Non-Student Reviews

In composition classes, I give students extra credit points for sending their compositions to readers outside class and getting a written response. The responses indicate the project is successful.

Harold Schneider
English

Look at your semester plan. Where could you best fit in an adaptaton of one of these ideas?

Classroom Management and Instructor Policy

Extra Credit Points

I give extra credit problems for credit. The students will really "dig in" and do the extra credit. They seem to be more diligent about this than assigned homework. I have tried it for several semesters, and it never fails.

James Cress
Chemistry

Computerized Gradebook

Several colleagues introduced me to *Grade Machine*, one of several software applications which allow instructors to easily compute grades and print out reports for students in a variety of formats. Students are motivated by seeing how quiz, text, or project scores influence overall grade the day after work is evaluated. The program helps me by keeping track of assignments, students, and scores; when I add or change grades, it automatically recalculates relevant scores. I can give students progress reports using decimals, negatives, percentages, letters, or instructor- or student-worded categories like "genius," "nearly there," or whatever. The program can print out class reports by ID number for posting or individual reports with a personalized collection of preworded comments for individual motivation or feedback, such as "Turning in reading reports on time could possibly bump you up a letter grade as well as help you participate in discussions." It's easy to learn to use these gradebooks, yet they have sophisticated refinements to grow into. Extrinsically motivated students tend to try harder when they know just where they stand on a weekly basis; the computer makes it much easier for me to offer quick grade communication.

Bill Morris
Reading

If you are skilled in a technique you feel colleagues would benefit from learning about, call the TRC at 484-8558 about doing a workshop, presentation or demonstration.

Extra Credit Reports / Projects

I offer extra credit projects/papers which allow students to better their position in class without affecting other students' grades (non participants). This method also emphasizes writing/research skills recently required by statute. Usually 50 percent of the class does a project.

Jack Raycraft
Biology

Grading of Preparation and Involvement

Students are given grades for being prepared for class and for participating in discussions. I know, at least, if a student is coming to class prepared.

Linda Dixon
Biology

Required Study Groups

Give time in class with appropriate activity to allow study groups to happen, and require study groups to function out of class. Student evaluations at the end of the semester and positive student verbal feedback throughout the semester indicate this is a successful technique.

Gordon Richardson
Math

Open-Book Collaborative Quiz

I used a carefully structured, single-page worksheet focusing on a single application problem as an in-class, open-book, ask/work with your classmates quiz. This was given to each student. A similar worksheet was given the next day as a "take home" quiz. A similar problem on the next exam was correctly worked out by everyone who took part in the above activities. This included students who did very poorly on the rest of the exam.

Jim Eckerman
Math

Classroom Management and Instructor Policy

Weekly Oral Testing

Oral testing: eight students per half hour covering weekly objectives; 15 points maximum (12-13 on presentation, 2-3 points for adding to another student's answer). Students request to have orals on topics when teaching schedule does not allow for them; former students returning from professional schools (medicine, dentistry, grad school, etc.) relate how orals helped them to learn and to study.

George Moore
Science

Difficult Bonus Exam Questions

I offer difficult bonus questions on exams which challenge students to do more and also earn extra credit. Most all students participate.

Jack Raycraft
Biology

Thirty-Minute Questioning Review

Oral questioning of students the last thirty minutes of each lab period using slides, charts, and models gives the student an idea if he/she has learned the material and what kind of questions I can ask. Students thank me for it on the teacher evaluations forms.

Bob Lenn
Biology

Six-Step Daily Sequence

Give a brief writing (critical analysis) assignment, 5 minutes long, every day; then discuss it; 20-25-minutes lecture; 5-minute testing; 10-minute discussion; summary of major points. Five points per day award. Class attendance is excellent.

Bob Fritz
Computer Information Science

Ten-Minute Lecture Segments

I never lecture on a topic for more than 10 minutes at a time; I stop to make an announcement, pass out papers or tell a joke. I alternate between chalkboard and overhead and have students make presentations while I sit and smile. I keep a watchful eye on several students whose attention spans are short; I ask questions frequently.

Michael Karelius
Math

One Demonstration Per Lecture

I try to have at least one demonstration during every lecture. The demonstrations follow introductions to new topics. Success is indicated by the students' comments and questions during and after a demonstration.

Ryan Couch
Physics

Lab Participation Record

I have identified all lab activities on a class schedule that is handed out in the first class. I have prepared lab manuals for each student so they have a record of participation they can take with them when the semester is completed.

Charles Purcell
Horticulture

Lab Prep and Cleanup

Students sign up in pairs for a small amount of X-credit to help me set up the chemistry labs for one week of the semester. They also have full responsibility for making sure all work stations have been cleaned up at the end of class. Students become more familiar with reagents and safety considerations. In addition, this helps develop group responsibility for a good working environment. There has been good feedback from the students who enthusiastically sign up.

Nancy Reitz
Science

Classroom Management and Instructor Policy

3x5 Participation Name Cards

I hand out a 3x5 card to all students in a class and ask them to write their names on the cards. During a class discussion, I collect the card of each student who participates in the discussion. I tell them that the object is for me to have everyone's cards at the end of the class session. Sometimes I award extra credit points for each card I receive. Even the very quiet students usually participate (although they are not forced to) and often they participate again once they see how it feels.

Mimi Cudzilo
Counseling

"R&R" Reading Report

On an "R & R" sheet (read and respond), students complete three parts based on free-choice reading of an article: (1) formal bibliographic citation (for practice); (2) their statement and careful summary of main and supporting points (abstract, outline, or concept map); and (3) a paragraph (with marked topic sentence) of personal response relating to the article. Assignment can have a focus on suggested sources, reference materials, topics, or types of personal response. Students ask to do more R&R sheets as extra credit work and seem to enjoy discussions. They ask to read each other's articles or study them as a class.

Bill Morris
Reading

Socratic Teaching Method

Where possible, I use the Socratic Method of Teaching. I feel we are producing an excessive number of students who cannot or will not think on their feet. The Socratic Method, where applicable and feasible, forces students to think and participate. Students are very frustrated until they arrive at the answer...but they remember it.

Jack Raycraft
Biology

Use of Learning Resource Center

Use of LRC math videos and disks brings positive student evaluations and oral feedback.

Jack Raycraft
Biology

Objectives Packet for Each Unit

Reading and lecture instructional objectives packets are developed and implemented for every unit (six units). Generally, the students who completed and studied each packet earned higher grades.

George Bleekman
Biology

Learning Names

I make every effort to learn each student's name during the first two weeks of the class; however, I often find they do not know each other's names. To help overcome the sense of "nameless" students, I ask them to introduce each other as an icebreaker exercise on the first day of lab, to hand back each other's homework papers, and to use a "name card" on their lab desk. Each student writes down whatever name they wish to be called on each side of a folded 3x5 card. By placing this card on their lab bench, others around them (including me) can learn the names. Observation suggests this practice creates a more learning friendly atmosphere and quicker interaction in lab.

Nancy Reitz
Science

Would one of these colleagues be willing to let you visit a class, or demonstrate a technique in your class?

3. Classwork and Homework Activities

Treasure Hunt

I organize a group (three or four per team) treasure hunt. The group must find location of specific items they will use during the semester. Most of the items are either in the lab or chemistry building. Success is demonstrated by student interactions and later on by their ability to find these items when they need them.

Luther Nolen
Chemistry

Scavenger Hunt

Groups are given handouts that describe certain services offered on campus. Their mission is to find these offices using the Student Handbook. Groups then visit different campus services and report what they learned to the whole class as a group the following class meeting. Each group visits different offices. Students ask the presenting groups questions and seem to remember the information presented. They were able to describe the offices on a test given later.

Carol Reisner
Counseling and Guidance

Group Technology Competition

Concept Illustrated: Computer terminology (allows for student interchange and dialog). Material Needed: Colored 3x5 cards, marking pens, tape, envelopes. Time Needed: Excluding pre- and post-activity dialog, five minutes.

(1) Use the headings: **DOS, WP 5.1, LOTUS 1-2-3, dBASE, COMPUTER HARDWARE, Other APPLICATIONS**. Write these on the board or on a piece of paper, large enough to be seen easily, and post them in front of the classroom. (2) Type or write "the answers" for the categories on individual 3x5 cards, different colors for each group (to identify each group). Place in an envelope. (3) Begin your lecture on computers and software. (4) Divide the students into 4-5 groups. Give each group an envelope with the answers inside and marking pens or tape to post their answers. (5) Explain rules! On the go signal, only the group representative gets up, other members tell him where to place the answers on the board. When all answers have been placed, each group should indicate that it is finished. (6) Circulate and read the answers of the winning group; ask the class if these are correct and why. (7) Review terms/concepts.

Shirley Stassi
Business/Computer Science

How about doing a FLEX activity on one of the ideas?

Classwork and Homework Activities

Students Teach Solutions

I asked the class for suggestions about improving the learning process. All but two said that the students themselves should go to the board and work/explain an assigned homework problem to demonstrate their understanding. I myself often forget the learning process that I went through and sometimes don't explain in a manner for the students that a student who has just covered the material might. I know it is possible to go too fast for some students and assume that they have gotten the concept. Often, students are reluctant to ask questions even when I encourage them to do so. Instructors can easily forget part of the learning process they went through and not get the material across.Two other students said to "relevate" statistics to the real world—how and where used. They must now have read many of the Triola problems or even the sidebars because the principal reason I selected Triola is because of the "real world" type problems and situations. I try to teach not only statistics but skepticism as well. Trying to make statistics "come alive" is tough!

Nick Schrier
Statistics

Photographs of Students Performing

A simple strategy: taking photographs of students in performance. They all say it made them want to try harder, and I could see the difference.

Ted Kulp
Theatre

Self-Analysis of Tutoring Videotape

A class assignment is to videotape a tutoring session. Students are given the tape and asked to complete a self-evaluation form. They are also asked to comment on any positive or negative observations. Student comments on the class evaluation at the end of the semester indicate this activity to be very successful.

Kathie Read
Tutor Training

Color And Shape Concept Marking

Use colored highlighters to mark positive and negative numbers differently (e.g., positive in green, negative in red). This helps to maintain focus and eliminate simple errors. Also, mark unknowns in one symbol (e.g., circle them) and knowns in another. Student feedback has been positive.

Clare Gavin
Learning Disabilities
(Math Strategy)

Oral Defense of Quiz Answers

Providing oral defenses for their answers to quiz questions requires the students to take part. In my group discussion course, students are presented with a true-false quiz on each chapter. Going around to all students, each is asked to give his/her answer to a particular item and then to provide a defense from the text for their answer. The defense is to include the reasoning in the text which suggests the student's answer is correct. We can then discuss the student's view of the text position and how it fits in with other ideas, theories, hypotheses, conclusions, positions in the text.

Michael Elliott
Speech

Balloon Animal Construction

Technical Writing Class - Unit on "writing instructions." I had a set of poorly written instructions on making balloon animals. I gave students balloons and asked them to make animals from the instructions. After students discovered how difficult it was because of poor instructions, they were asked to rewrite the instructions. Students' work on this unit improved.

Elizabeth Stewart
English

Classwork and Homework Activities

Students Appraise Peer Behaviors

In a human services class, students appraised each other's behavior. It is an interesting concept, and the son of a colleague liked the project.

Ernie Dahl
Human Services

Peer Editing Review Session

I mixed the sequence of support sentences in a paragraph and used it for a peer editing review session. Participation was voluntary; the work was done in groups. The result was vastly improved revisions.

Bob Frew
English

Administer Psychometric Instrument

I have used psychometric instruments to form the basis of a lecture-discussion. For example, when discussing nervousness associated with giving a speech, I have asked the students to complete the PRCA (Personal Report of Communication Apprehension). Many students tell me that this procedure helps to personalize the material for them; they relate the main points of the material to their own situation.

Lawrence Chase
Speech Communication

Panels on "Afraid to Ask" Questions

Students write an "Afraid to Ask" question on a 3x5 card with their age (approximation) and sex (M-F); no names. Two panels are formed, one of four males and the other, four females (each separate). Allowing 25-45 minutes for each panel, the class—particularly students of the opposite gender—directs relationship questions to the panel of the opposite gender. Student response was positive.

Tom Johns
Behavioral Science

Using Objects to Demonstrate Concepts

In calculus students learned that a ray emanating from the focal point of a parabola will be reflected in a direction parallel to the axis. I brought a flashlight to class, and they understood why the "shiny cone" inside was shaped like a paraboloid and visualized how it works. I also bring plants in to show how plant growth is sequential, and to investigate the sequence. The results and comments are positive, and the class is enthusiastic.

Ray Chayo
Math

Self-Dialogue Journaling

Students keep dialectical journals in which they write a page or two for most class sessions about the literary works. They choose theme, character, symbol, and/or language. They are encouraged to dialogue with themselves about the work(s). Students are very enthusiastic about the process in informal evaluations of their own growth. Also, there is a high degree of participation in discussion.

Charlie Ruff
English

Half-Page In-Class Writings

Informal writing: students are given a half sheet of paper to react to the day's (or week's) activity or comment on aspects of an assignment they have completed. The feedback and answers indicate this is a successful technique.

Keith Atwater
English and Humanities

How about presenting one of these ideas at a TRC brown bag lunch session?

Classwork and Homework Activities

Incomplete Outline for Notes

I put my packet of notes in outline form. Only the major topics are listed on the packet I give the students. The students fill in the outline from the lecture and overhead projector.

Tim Finnecy
Physical Education

Group "Mapping"

For difficult chapters it helps to do group "mapping" with written "self-elaboration." Test scores and retention have improved, and I receive positive vocal feedback.

Chuck Breitsprecher
Geology

Weekly Written Responses

I ask my students to bring written responses to specified questions (weekly agenda).

Al Roxburgh
Public Management

Debating Across Classroom

To increase students' awareness of pro and con in argumentation, we held a debate, with students on each side of the question gathered on opposite sides of the room. After the first debate, students had to defend the other side of the question. Everyone got involved and excitement was high.

Barbara Davis
English

"Think and Respond" Papers

Several Think and Respond papers are presented in class.

Al Roxburgh
Public Management

Analyzing Level of Self-Confidence

I sometimes ask students to label their level of self-assurance for each answer they give on a quiz, test, or homework. After model answers are discussed, they write a paragraph in which they compare their self-image with the correctness of their answers and explore the significance of this for their future work.

Bill Morris
Reading

Visualize Goals and Answers

We visualize the goals and answers ahead of time and see the result at the end of a united effort. Seeing attained results keeps the students involved and returning.

Harriette Ritchie
Psychology

Scavenger Hunt: Campus Familiarity

In my Study Skills class, students work in pairs on a scavenger hunt to acquaint themselves with the various departments and services on campus. For example, get a signed band-aid from the Health Center; get a schedule of this week's athletic events; count the number of seats in the front row, middle section, of the theater; what are the call numbers of the book *The Color Purple*; find out three services the Enabling Center provides; etc.

Carol Pottorff
Reading

Chapter 1

Successful Teaching Techniques
ARC Faculty Perspectives

4. Small Group Activities

Peer Review

Peer review of rough draft before submitting finals in an English 1B class can be used in any class where papers are required. Train students using a rubric (judging standard) to look for the writing skills on which you focus; then have them read each other's work. Evaluations indicate that students like it. By doing this, everyone meets everyone else in class, and by reading each other's papers, class discussion and interchange of ideas happen more spontaneously.

Valerie Whitworth
English

Groups Solve Math Problems

I have students work at the board in small groups: students trade off the chalk, eraser, and book duties. One student is assigned to each group as a peer leader to oversee the progress. Performance on quiz and test scores, feedback from students, and specific progress of individual students are indications of success.

Mike Karelius
Math

Group Problem Solving Task

I use collaborative groups for problem-solving. Sample task: consensus answer to two questions: (1) What person has had the greatest impact on the world? and (2) How did your group arrive at this decision? Groups may be of four to five: leader, recorder, time keeper, encourager, and "chaplain". I observe great enthusiasm and meaningful sharing afterwards; students say it is worthwhile.

Harold Schneider
English

Group Problem-Solving

Small group discussion and brainstorming for creative problem-solving have increased student involvement in my classes. Group work includes all students and encourages brainstorming (there are no wrong answers), therefore reducing communication apprehension and enhancing creativity for effective group problem solving. (See Maureen for more details and Flex workshop description.)

Maureen White
Speech/Communications

Be brave. Write up an experience or approach facilitating student involvement and submit it to a teaching or subject area journal for publication.

Small Group Activities

Chalkboard Problem Solving

Class problem sets are passed out to students. Students form groups of three to four and solve problem. Students put problem answers on board. The answers are discussed as a class. Students are more interested and involved and often form study groups outside of class based on in-class groups. (Note: Many student cards reflected appreciation of this technique.)

Danny White
Chemistry

Small Groups - All Report

I assign lots of small group work in class. Three to four students analyze a short piece of writing or a painting, answering specific questions I have prepared. Then each student shares one result of the group's effort with the class. I find this develops lively discussion and perceptive analysis.

Keith Atwater
English and Humanities

Pairs Create Discussion Questions

Group discussion is followed by the writing of anonymous question cards, read by teacher and discussed in class. Pair ESL students with native English speakers. You know it is successful when you see students' participation increase.

Patti Redmond
Speech

Cooperative Learning for Reviews

The use of cooperative learning in the review for tests and review for concepts increases student involvement.

Terry Mott
PE/Athletics

Partner Self-Tests after Labs

Students are given self-tests at the end of each lab and asked to work with lab partners (two or three) to come up with an answer they all agree upon. When finished, they are checked as a team although each has his or her own form. Questions taken from the self-test usually score high on tests. Observation of student interaction indicates success.

Alyce Fiedler
Biology

Group Quizzing

Each student receives the quiz form. In groups of three or four, they decide the best answers. When everyone agrees, each person turns in his or her own answer sheet with the answers that were collectively agreed upon. Observing the discussion, student participation, and the quiz itself tell me this technique is successful

Luther Nolen
Chemistry

Group Quizzing

You can tell group quizzing is successful by the level of their discussion voices.

Wei-Jen Harrison
Math

Classroom Worksheets/Tests

I find it works well to have cooperative pairs or triads do classroom worksheets and/or tests.

Chuck Breitsprecher
Geology

Small Group Activities

Student Inferviewing As A Project

In my Academic Reading English 3 class, students work in groups of three or four and conduct mini research projects. They interview ARC students, ARC faculty, and community workers on a variety of assignments concerning discipline or job-related reading. They are amazed at the results they discover!

Carol Pottorff
Reading

Test Improvement Points for Hard Questions

I gave a particularly difficult quiz on which most of the class did very poorly. Rather than simply review the correct answers in my lecture, I divided the class into groups of four and allowed them to determine the correct answers through their notes and text. Since the answers were not obvious, they had to discuss alternatives. Points were added on to each person's original quiz score based on how many the group got right when they worked on it together. They had to agree on the answers. In our later discussion, many students indicated it was the most learning-filled exercise they had done all semester.

Mark A. Stewart
Psychology

Written Finals in Pairs

My students take the final written exam in pairs. Students seem to enjoy the exam more. There is more laughter, more smiles, less trauma.

Ralph Freund
Physical Education

Oral and Panel Presentations

Group presentations and group projects where each student is responsible for presenting a certain part of a given subject; i.e., a four-part question forces students to read class and other material to present to class, which in turn teaches them.

Michelle Gray

Book Reports in Groups of Five

Students share book reports in groups of five, so each student hears about four other books on topics related to families and children, with time for discussion. Outcome: Some students voluntarily checked out and read another book. Students liked the activity and repeated it in another group.

Joan B. Larson
Early Childhood Education

TQM - Group Tasks

The TQM faculty are strong adherents of the team approach. Each semester, more experienced faculty teams teach with less experienced faculty members to help them gain the knowledge and experience required to continue on their own. The entire TQM faculty (full- and part-time) and the business deans from American River College, Sacramento City College, and Cosumnes River College meet regularly to plan new courses, decide on class offerings, prepare the class schedule, revise and update the curriculum, review and decide upon textbooks, refine the course content and assignments, and so on. In addition, in each of the five TQM class offerings, students work as team members to learn team and human relations skills, presentation skills, and cooperativeness.

Nanci Lee
Total Quality Management

Small Group Activities

Groups

Working in groups generates enthusiasm from students.

Mary Cannon
English

Ten-Minute Work Groups

In-class work groups of four people are formed. They spend approximately ten minutes working a chemistry problem presented during lecture (an in-class "drill"). The students become more alert and responsive, and the group answers are usually correct.

Mike Scott
Chemistry

Student Discussion Leaders

Appropriate for any class where a reading (essay, chapters, etc.) is assigned. Instructor distributes study questions related to the reading, and students sign up (prior to day reading will be discussed) to be the primary responder to one question. Increases student involvement in discussion as the focus shifts from instructor to students as they "lead" class discussion. Depending on time of class, approximately five to eight questions can be examined per class.

Chris Rubio
Literature

45-Minute In-Class Study Groups

Require students to join a study group. To support this, lecture for 45 minutes. Students break up into their study groups of two to four students and work on activities in class. I circulate around and assist individual students or study groups. Student comments indicate s ccess.

Gordon Richardson
Math

Write a Resume for a Chemical Element

Group assignment: write a resume for an element (hydrogen or oxygen, etc.) who is applying for a job in education, or chemistry, on the environment. Success is proven by talking to the students and reading the reports.

Luther Nolen
Chemistry

Rotating Student Assignment Teams

Group is given an assignment: each person must prepare a part of the assigned task. One person presents the team summary or report. "Reporting" responsibility rotates among members of the team. Success can be determined by observing interaction among students.

Luther Nolen
Chemistry

Problem-Solving Lab Teams

Teams of two, three, and six students work together in lab data gathering and problem resolution—students helping students. The interaction and cooperative learning I observed suggests the technique is successful.

George Bleekman
Biology

In-Class Team Drafting

I have students do their in-class drafting as a team, turning in only one paper per team, drawn by that day's "designated drafter." All members of the team receive that paper's grade. Test scores have increased significantly and retention has increased dramatically.

Bill Hunt
Engineering

Small Group Activities

Group Discussion of Individual Journals

Students in Individualized English classes usually have little opportunity for cooperative learning. The use of journal response groups, in which students discuss their reading assignments, has led to an increase in students working together and a resultant increase in students' persistence in the course.

Charlene Parsons
Individualized English

Teams Debate in Spanish

I divide class into two teams and give them a topic to debate. I pick which side must argue the pro and which the con. Each team gets a point each time when students defend their side within the allotted time (kept by a timekeeper). The teams also earn points for each different participant from their team. This encourages everyone to participate. The active participation of all students, especially the introverted students who do not always participate actively, is a sign of success.

Alma Garcia-Grubbs
Spanish

Charades with Noise

This is a small exercise when we need a break, change of pace, or a point which needs emphasizing. I stop and ask a student to imitate Pavlov's dog, or a chimp learning sign language, or Freud "discovering" the id (or some part of any current topic). For real fun, students will do carrots, motorcycles, and/or cottage cheese. I usually reinforce (bribe, if you wish) the student's behavior with a point which can be cashed in on the next quiz. Many students participate and often they are very creative.

C. Davis Gallacher
Psychology

Verbatim Repeating as Listening Exercise

A three-stage listening exercise for groups of five: 1) students take turns telling a progressive ghost story (no interruptions); 2) one person talks about his/her own life, ambitions; others listen receptively to repeat verbatim (with original inflections) and/or one of the listeners repeats the biography in the first person (others can add); 3) students critique the process. On a scale of 0-10, how well did the person tell your story? How did it feel to have someone listen that closely?

Bud Martin
Psychology

Reader Response to Poetry

Groups of students participated in a reader-response exercise on Gary Soto's Living Up The Street. Success was indicated by the enthusiasm of the students.

Bob Frew
English

Cross-Culturally Assigned Groups

Small group work, as in "discovery learning." Use books, paper, and pens to work cross-culturally in cooperative communication to reach goal.

Harriette Ritchie
Psychology

Whom would you like to pair up with to co-explore one of these ideas?

Small Group Activities

Sharing Answers and Solution

I ask for volunteers to share the values they got on homework problems. As others explain how they arrived at their solutions, more students become eager to receive that kind of positive, personal feedback and begin to participate more. Between lecture segments, I encourage them to form informal study groups for "in-class" practice. Even students who appear or profess to be shy in the beginning of the semester "open up" soon after. When most of the class consistently either ask questions or suggest alternate ways of arriving at solutions, I know that they care.

Judith Colbert
Electronics

If you feel secure about an involvement approach, see the TRC Staff about volunteering to be listed as a resource person, co-explorer, consultant, or team advisor.

5. Major Student Projects or Presentations

Student Projects

Students are required to do a project in my "Introduction to the Theatre" class. This enables students to explore areas that we were only able to touch upon (i.e., acting, costume designing, playwriting) and also allows students an opportunity for success even if their test-taking or writing skills are not top-notch. Students are very enthusiastic and supportive of each other's work. Several have gone on to study the area of the project further.

Pamela Downs-Hoover
Theatre Arts

Students Create Readers' Theater Scripts

Students read a story, editorial, poem, article, text, chapter (or anything) and create a radio play that creatively displays the key ideas. Contrasting points of view can be scripted to different readers; choruses can repeat key ideas; issues can be translated into debates, etc. Rehearsal and performance help students feel secure with technical language and concepts in an atmosphere of fun and sharing. (See Bill for sample scripts and a publisher contact offering scripts for various subject areas. One biology script involves choreography in which students act out parts of a cell in meiosis and meitosis while explaining.)

Bill Morris
Reading

Mock Trials and Library Reference

Take-home exercise, which necessitates the students' going to the library to research ten short answer factual and legal problems.

Mock trials in class where students act as group spokespersons (quasi-attorneys) and judges using prepared materials for authority for their arguments. The success rate is measured in the increased performance on tests and papers as well as the many positive comments from students.

Judi Smith
Legal Assisting

Students Research and Present

Throughout the semester, each student chooses an author or literary time period for which each student will present a six- to ten-minute oral presentation to the class. Generally shared from his or her seat (as we sit in a circle for each class), this strategy offers students the opportunity to complete some research and share it with the class, again taking the focus off of the instructor as the one always conveying information to the students.

Chris Rubio
Women's Literature

Major Student Projects or Presentations

Students Interpret and "Sell" Novels

In a novel unit, I assign group presentation projects involving more than merely telling plot or evaluation of book. Students become delightfully creative and expressive. (See Carol to see a video she prepared for a conference presentation and to examine her assignment packet, which includes a list of creative alternatives to traditional book reports.)

Carol Pottorff
Reading

Mini-Art Exhibit

The "art" is in the form of mounted post cards and images cut from old textbooks (provided by instructor). Students are familiar with the images having previously viewed the slides and heard the accompanying lecture. The class is divided into groups. They are to display the "art" in a meaningful manner (each group decides its own criteria). The students are now curators. The show is set up on the wall, floor, desks, or wherever. Each group in turn then becomes docents and "shows" the exhibit to others. This interaction between the "art" and the student gives them an opportunity to investigate, categorize, verbalize, and physically manipulate the "art." The results are obvious; students change from passive to active and the interest/learning level of the class is increased.

Diane Kelly
Art History

Social Action Committees

Group selects problem. Each individual researches both sides of the issue and produces a discussion outline. The group, using individual research material, arrives at a solution to the problem and produces a written abstract of the problem-solution sequence. The end product is a 30-40 minute oral report involving all of the members of the group, with one serving as moderator. After the presentation, the group sits in defense of the report in a 30-minute cross-examination period. Students agonize over this assignment, but there are few negative comments afterwards. Retention charts give several reasons why group activities are almost always valuable classroom tools. (See Don for a copy of his assignment sheet, list of issues, and theoretical support for this technique.)

Don Friar
Speech

Sharing "Own Culture" Notebooks

The students in Interior Environment were asked to create a notebook of 15 historical, regional, and ethnic styles of architecture/interior design. Students with cultural or regional diversity were encouraged to include research from their own culture or region in the notebook and share it with the class. Comments from students, interaction between students, and enthusiasm for unusual styles (ethnic and regional) signify the success of this activity.

Laurine Meyer
Interior Design

Write up a successful teaching experience and submit to Peggy-Kraus-Kennedy for inclusion in the "TRC Newsletter" on the Student Involvement files. or write it up for an update or companion volume of this Faculty Handbook on Student Involvement.

Major Student Projects or Presentations

Advertising Gimmicks

By studying advertising gimmicks, then by having group presentations of ads from magazines and the gimmicks used, the class responds quite favorably, with surprise at findings and discussion afterwards. For example, "Certs with Retsyn. (There is nothing to Retsyn but a made-up Registered Trademark. It is not a chemical.) Cascade gets dishes virtually spotless. (The word virtually means "not in fact" as the major definition. A second definition means "almost." Therefore, Cascade gets dishes not in fact spotless. Advertisers use this meaning, but the public thinks the ad means "almost."

Steve Stremmel
English

Case Studies

Students perform a case study at an employer's site relating to material covered in class. Team presentations are then made to other class members based on results of the case study. Success is shown by feedback from students.

Jaime White
Personnel/Human Resource Management

Create and Perform Dances

In Aerobic Dance, each group creates and performs its own dance. In Modern and Jazz Dance, the students choreograph dance studies all semester. The Choreography Class has improvisation, choreography, and public performance. Students also decide music and costuming. The students learn what makes a dance good, and success is demonstrated in the interactions, excitement, frustration, decision making, teaching of each other, and in the feeling of accomplishment of a task.

Jacqui Lahr
PE - Dance

Teams Teach the Class

All students in teams; teams help teach the class. The teams have special semester-long projects that they report on to the class at the end of the semester. (Some texts call this "The Immersion Method.") In addition, all students are taught their learning style, learning modality preference, and Jungian personality type through use of the Kolb, Barsch, and Kiersey tests. They are then encouraged to apply this knowledge in their teams and in development and delivery of presentations to the class. I observed knowledge gain and conduct/behavior change over the process of multiple semesters.

Del Nelson
TQM/Management

Publication Based on Classwork

We accept student work for our Writing Center publication (even though it has been temporarily suspended due to lack of funding support). Publishing student work is an idea promoted by the regional writing projects, such as the Area III Writing Project at U.C. Davis and the Bay Area Writing Project. Students become really excited about their writing assignments if they know that their writing may be published. Publishing validates students who may never before have had success in English, and they are willing to work very hard on their papers to make them error-free as well as interesting. I know some others who do this—Charles Honnold in ESL is one—and we all find it to be a great strategy despite the extra work.

Susan McCall
English

Major Student Projects or Presentations

Living History Projects

I have no doubt that assigning my California History students a "project," which requires participating in "Living History" events such as at Sutter's Fort or requiring travel to Donner State Park, Folsom Dam, or Old Sacramento, for on-site tours guided by experts on those aspects of history, is invaluable—beyond the textbook, beyond the traditional classroom lecture situation. I require a written report on the assignment and I quote from one of the first ones: "No offense, Mr Chambers, but I got more out of this assignment than anything else we did all semester!" — a comment I've heard many times since.

William S. Chambers
History

Hands-On Assignment

At first I reviewed student projects alone. After I saw what they were creating, I changed how the final projects are presented. At about the third week, I provide students with a hands-on computer assignment called HyperCard Stack Development Plan. After a class discussion on the steps to developing a HyperCard project—where parallels are drawn from complex desk top publishing projects—students sketch a plan for their stack before building it with HyperCard. Students must assist each other and share expertise in image scanning and digitizing sound. The projects are presented to the entire class with opportunity for student-to-student feedback. I get great stack projects and other students appreciate the amount of work that went into each project. I keep copies of the stacks to inspire future classes.

Melissa Green
CIS

Computerized Diet Self-Study

Computerized diet study: recording, coding, and obtaining computer data on each student's diet for a three-day period. Very positive comments from students as to how this reinforced the teaching of dietary principles and motivated them to make personal changes in food selection.

Jan Lewis
Nutrition

French Meal Serving and Speaking

The culmination of the chapter on food/restaurant vocabulary and expression was a French classroom restaurant experience. Students invented a name for it, made a menu of dishes to be served, and brought in all the foods on the menu. There was one Maitre D', four waiters. Students lined up outside the restaurant to be seated, chose a table, ordered a complete dinner consisting of several courses, made small talk, asked for the bill—all in French. This "exercise" was total involvement by everyone; they loved it!

Elke Horn
French

Final Project

I designed a project to be done in teams. It was the final project. The students (five groups of four students) decided what type of company they were and then designed a stationery system and a brochure to market their company. Mac Vision was used to store group pictures and individual shots for the brochures. As their final exam, students presented their team projects using overheads and handouts. The teams worked well together in most cases as their projects showed. One team had problems, however, with one person wanting to control everything and being very sensitive to suggestions (felt rejected) and very critical of others' ideas. This team ended up being split and one student was a subsidiary to the company, presenting alone.

Suzanne Fletcher
Computer Info Science/Desktop Publishing

Chapter 1

Successful Teaching Techniques
ARC Faculty Perspectives

6. Relating Courses to Campus, Real Life, and Out-of-Class Experience

Course Related to Daily News

Relating historical events and trends to daily news and personal experience; i.e., divorce parallel to international conflict.

Tom Bloom
History

News Article Summary Cards

Summary reading cards of current news articles of biology topics are allowed for limited extra credit. End of semester evaluations stated that some students were now reading science articles they would not have read earlier. Some stated they intend to continue the practice.

Fred Hedglin
Bio Science

Speeches on Timely Articles

Students are encouraged to give a speech on an article related to the material for that week. It helps them develop tools to improve their skills. Students comment that this strategy has helped them.

Bob Sherwood
Sociology

Students Analyze Media Topics

The Article Analysis exercise: have the students find and analyze journal, magazine, newspaper articles, or broadcasts that relate to the course. They must be during the current semester and related to course and text content. This writing exercise relates what is happening in the real world to our classroom activities.

Robert Christopherson
Geography

Teach a Friend

This homework assignment involved peers and family members outside the class. Students were to: 1) read an article; 2) outline, map it, or summarize to show major points and supporting points; 3) write a thesis statement; 4) have a friend read same article; 5) give an oral presentation to the friend using notes from #2 above; 6) discuss the adequacy of the presentation and have the friend write an evaluation (give criteria at bottom of notes to be turned in); and 7) share experiences and evaluations in class. Students felt it was fun and helpful. Although some friends did not critique thoroughly, the process of finding an audience and sharing important ideas gleaned from reading seems a worthwhile direction.

Bill Morris
Reading

Relating Courses to Campus, Real Life, and Out-of-Class Experience

Speed Reading ARC Publications

In my reading classes, I emphasize "flexibility of reading rate"; that is, one's speed of reading will range from 200 words per minute to 900 wpm depending upon students' purpose for reading and difficulty of material. To introduce and apply this skill in class, students vary their rate on reading material put out by the school: Student Activities Bulletin, The Current, and The American River Literary Review. Students often remark that they were unaware of so many resources and activities on campus.

Judy Roller
Reading

Life Experience in Class

An out-of-class life experience activity followed by related in-class exercise reinforces the learning objective. If the outside activity is completed in small groups of students, its meaning is more easily integrated into the students' knowledge of language. Combining outside activities with related in-class learning exercises results in improved essays, including content, sentence structure and grammar usage, increased class participation, creativity, and critical analysis.

Gay Ann White
ESL

Jargon in Actual Patient Charts

I photocopied and distributed actual patient histories or consults from a chart and used the material to discuss what the "jargon" means. Students liked it and wanted more.

Joey Kleemann
Nursing

Community Service Visit

Motivate the students into exploring new ideas that could lead them to pursue further courses. The goal is accomplished by requiring the students to visit a community service and to write a report based on their visitation. Retention was improved and students came back years later to say that the method helped them in their junior years at a university.

Bob Sherwood
Sociology

Lab Experiments in Lecture Class

Small group lab experiments in a lecture class are successful.

Chuck Breitsprecher
Geology

Hands-On Troubleshooting

Hands-on troubleshooting using printed circuit boards with a trouble in the circuit.

Larry Rodrigues
Electronics

Experiential Assignments

I make writing assignments experiential and/or personal. Examples: observe behavior of young child and explain using one of the theories studied; reflect on personal development incorporating information studied; interview and analyze experiences and development of someone over 65. Quality of papers and student feedback indicate success.

Barbara Gillogly
Psychology/Gerontology

Relating Courses to Campus, Real Life, and Out-of-Class Experience

Analyzing Food from Home

In nutrition unit of Health Science, students bring in foods for discussion of the nutritional value with emphasis on the fat, fiber, sugar, and salt content. They often bring enough of the food being discussed to share with the class. Students get involved with each other in helping solve dilemmas regarding food choices, alternatives, food to take to work, quick meals, etc. Informal discussion continues all semester, and I receive positive comments regarding this exercise on the end-of-semester evaluations.

Janet Olson
Health Education

Telling Personal Experiences

Inclusion activity (5-10 minutes) at beginning of class to bring class from their outside activities they just left into the class environment. Includes asking for personal experiences with subject matter or any subject student wishes to share. Students are eager to participate.

Keith M. Perry
Management (TQM)

Students Order Diagnostic Tests

I developed a patient case study. On paper, students ordered diagnostic tests and gave their rationale, followed by each verbally sharing one concept or test.

Joey Kleemann
Nursing

Extra Credit for Attending Events

I give five points extra credit for up to six events that are relevant to the course; i.e. films, lectures, expositions, etc. I tell the students what is a relevant and acceptable event. Students are required to write a one-page paper describing the impact the activity had on them.

Francisco Arce
Political Science

Self-Guided Field Trips

Individual self-guided field trips take a lot of work to write up, but the students enjoy and take advantage of the field trips to learn geology and raise their grade.

Gerry Drobny
Geology

Group Field Trips

My classes go on group field trips on which the students present the information.

Chuck Breitsprecher
Geology

Periodical Technology Center (PTC)

Bring your students to the library's lower level for a hands-on introduction to our just completed, innovative, high-tech periodicals information/ research area. The PTC provides students and staff with state-of-the-art CD/ROM programs and computers which can quickly access vast amounts of information and research materials from magazines, journals, and newspapers.

You will be amazed to find out how the PTC's cutting-edge technology can greatly enhance students' learning power and help make their educational experiences less threatening and more rewarding. As faculty, you owe it to yourself and your students to come visit the newest campus learning center. Research has never been easier. Call extension 8205 for a customized orientation to searching the periodical sources in your subject area.

Larry Fisher
PTC Director - ARC Library

CHAPTER 2

Practical Involvement Suggestions for Instructors

1. Instructor/Student Interaction
2. General Classroom Management
3. Student-Initiated Activities
4. Instructor-Initiated Activities

CHAPTER 2

PRACTICAL INVOLVEMENT SUGGESTIONS FOR INSTRUCTORS

"Many features of the teaching/learning process can be altered to yield greater student involvement. Students learn more when they are actively engaged in the learning process. Colleges should encourage faculty to seek innovations that get students more involved in active learning activities." *

As Friedlander and MacDougall imply, we instructors should be resourceful in identifying activities to try that may be innovations for us individually. To complement the faculty views collected in Chapter 1, the ideas below were selected and edited by Nancy Reitz from a 1982 combination questionnaire-and-research review compiled by Dick Rasor entitled "Improving Course and Schoolwide Retention: Practical Suggestions for Full Classrooms."

Nancy has included activities which can contribute to greater involvement by students in campus life and in the learning process (and thus, hopefully, to both retention and academic success).

Dick obtained his suggestions from a variety of sources, including:

- *"Full Classrooms - 95 Practical Suggestions to Guarantee Student and Teacher Success," Jefferson Community College (Louisville, Kentucky), 1980,*
- *"Recommendations for Improving Student Retention," American River College, 1982 (product of a committee chaired by Dick Rasor),*
- *Persons connected with the American College Testing conferences on retention, and*
- *Research completed by Dick Rasor.*

Two other short and excellent checklists of suggestions are available in the TRC: (See also Chapter 4, "TRC Resources and Appendix 5 and 6 on ERIC.")

1) **"101 Things You Can Do the First Three Weeks of Class," by Joyce Povlacs (reprinted with permission from The Teaching/Learning Center, University of Nebraska), and**

2) **"Faculty Inventory; Seven Principles for Good Practice in Undergraduate Education," by Arthur Chickering, Zelda Gamsom, and Louis Barsi (1987), reprinted with permission from the American Association of Higher Education.**

   Eight copies of a third recommended source are available at the TRC for checkout:
   Cross & Angelo, *Classroom Assessment Techniques, LB 1025.2 C77.*

* Jack Friedlander and Peter MacDougall, "Achieving Student Success Through Student Involvement," *Community College Review*, Summer, 1992, p. 23

Chapter 2

Practical Involvement Suggestions For Instructors

One way of examining the suggestions in the following four categories is to think of a "target" course, one class that you taught last term or recently. Place a check beside the suggestions that you generally practiced in your target course. Check each activity you did, whether you believed it to be a marvelous idea or a dreadful one. Your task is <u>not</u> to pass judgment, but merely to indicate whether you generally practice each suggestion. You may compare your responses with those of instructors completing his original questionnaire by contacting Dick Rasor. (Of course, you may also rank the importance of ideas or prioritize them for implementation.)

1. Instructor/Student Interaction

_____1. Tell the students by what name and title you prefer to be called (Prof., Dr., Mr., Mrs., Miss, Ms., first name).

_____2. Learn the name of each student as quickly as possible and use the student's name in class.

_____3. Be honest about your feelings, opinions, and attitudes toward students and toward your subject matter.

_____4. Listen intently to student comments and opinions. Use a "lateral thinking technique" (adding to ideas rather than dismissing them) so that students feel their ideas, comments, and opinions are worthwhile.

_____5. Lend some of your books or articles to students. You can initiate the process by saying, "I've just read a great book on _____; would anyone like to borrow it?"

_____6. Give your office telephone number to students, your office hours, and the location of your office.

_____7. Advise students how to leave messages if they are unable to contact you.

_____8. Early in the term, pair up the students and have them get acquainted with one another. Switch partners every five (5) minutes. Teachers should participate. Have students introduce one another to the entire class.

_____9. At the end of each class period, ask one student to stay for a minute to chat (compliment him/her on something; tell student you missed him/her if absent, etc.).

____10. Get to class before the students arrive and greet them. Be the last one to leave.

____11. Instead of always returning tests, quizzes, themes during a class session, occasionally ask students to stop by your office to pick them up. This also presents an opportunity to talk informally with students and to determine the location of your office.

____12. Call students on the telephone if they are absent or have another student call. If you cannot contact them by telephone, drop them a short letter or postcard.

____13. Get periodic feedback from students on their perceptions of your attitudes toward them, your sense of fairness, pace of class, etc.

____14. Socialize with students by attending their club or social activities or by walking with them between classes, etc.

____15. Ask a student or group of students to have lunch with you on or off campus. (Each pay for their own.)

____16. Conduct a personal conference with every student sometime during the semester.

____17. Provide some means to establish quick, positive reinforcement to students within the first few class periods.

____18. When you have a bad day or feel bad, explain to students your reasons. (This makes you human!)

____19. Stress a positive "you can make it" attitude.

____20. Emphasize your willingness to give individual help with course content.

____21. Point out the relevance of your subject matter to the concerns and goals of your students.

____22. Capitalize on opportunities to praise the abilities and contributions of students whose status in the course is in doubt; well-timed encouragement could mean the difference between retention and attrition.

____23. Urge students to talk to you about problems, such as changes in work schedule, before dropping your course. Alternative arrangements can often be made; if arrangements cannot be made, explain proper procedures to withdraw.

2. General Classroom Management

___24. Conduct a full instructional period on the first day of classes. This activity sets a positive tone for the learning environment you want to set. Engage in some interpersonal activities listed elsewhere or ask the students to submit areas that they would like to learn about during the semester.

____25. List and discuss your course objectives on the first or second day. Let students know how your course can fit their personal/career goals. Discuss some of the fears and apprehensions that both you and the students have. Tell them what they should expect of you and how you will contribute to their learning. Remind them again three or four weeks later.

____26. Provide a course outline for each student; include required and optional textbooks, assignments, grading policies, attendance rules, etc.

____27. Have students fill out an index card with name, address, telephone number, goals, or other personal information you or they think is important. Ask them to provide a list of the times they are available to meet with you.

____28. Tell the students (orally and in writing) what your attendance policy is. Make them aware of your deep concern for attendance and remind them periodically of the policy and the concern.

____29. Insist that students contact you or another person if they are going to be absent for more than one class period.

____30. Clearly explain student responsibilities for missed classes, exams, late papers, etc. Also have these written down and given to every student.

____ 31. Be flexible when scheduling make-up tests and quizzes.

____32. At the beginning of each class period, announce your topic of the day and your objectives.

____33. Distribute an outline of your lecture notes or planned activity before class starts. This approach assists students in organizing the material you are presenting.

____34. Circulate around the class as you talk or ask questions. This movement creates a physical closeness to the students. Avoid standing behind the lectern or sitting behind the desk for the entire period. Do not allow the room design or furniture arrangement to set up artificial barriers between you and the students.

____35. Vary your instructional techniques even within the class period (lecture, then discussion, debate, small groups, films, etc.).

____36. Use familiar examples in presenting materials. If you teach rules, principles, and definitions, explain these with concrete examples. that students can understand.

____37. Be prepared to use an alternate approach if the one you've chosen seems to bog down. Student interests and concerns, not just lecture notes, determine the format of instruction. One approach may work well with one class, but not with another. Each class generates its own "personality" and leadership.

____38. Let students know that the learning resources you use in class (slides, tapes, films) are available to them outside of class. Explain the procedures to secure the material and take them to the location (learning resource center, study skills, etc.).

____39. If you require a term paper or research paper, you take the responsibility of arranging a library orientation.

____40. Give several small tests throughout the term, rather than only midterms and finals. Do not allow a student to take exam two until exam one has been taken or perhaps minimally passed. This prevents students from getting too far behind. It also leads to early identification of potential dropouts.

____41. Have your first test relatively easy—at least not the type guaranteed to put students into "shock" and get them off to a bad start.

____42. Be sure your tests cover the most important aspects of the unit and course. Explain your philosophy and purpose of testing.

____43. Review study procedures for your tests.

____44. Return tests, quizzes and papers as soon as possible. Write comments (+ and -) when appropriate. Explain verbally or in writing the errors that students made.

____45. Ask students to evaluate your test either at the end of the test or during the next class period.

____46. Explain thoroughly (orally and in writing) your grading methods and procedures. Remind students of those procedures when you return tests, themes, research papers, etc.

____47. Establish realistic standards for your course grades. Place no preconceived limit on the availability of any grade if the standard is met by students (no fixed quotas).

____48. As often as you can and in as many ways as you can, show your concern for the students' progress in the course.

____49. Give each student a course grade well before midterm and indicate what each student must do to improve; a conference may be needed.

____50. Coordinate with fellow faculty members who teach the same course regarding standards, homework, etc. This will help balance student course load across different teachers but same course.

____51. Know the entire student's cost for your course. Tell students how they might defer course costs or save money. Also have a copy of the text on library reserve.

____52. Tell students directly when it is appropriate to ask questions in class or during a lecture. If you tell them it's o.k. to ask a question when you are lecturing, don't be annoyed if they do.

____53. Admit that you don't know all the answers to questions that students raise.

____54. Help students feel free to ask questions. When you answer a student's question, be sure he/she understands your answer.

3. Student-Initiated Activities

____55. While still maintaining standards, create course testing and other assessment practices that offer a higher probability of student success (for the class) rather than failure. Focus on "corrects" rather than "errors." Build upon the student's current level of performance.

____56. Provide positive reinforcement whenever possible; give students a respectful answer to any question they might ask (e.g., "That's a good question!").

____57. Allow students to switch classes if work schedules change or other salient reasons develop. Cooperate with a colleague if he/she makes such a request.

____58. In class have one to three students read each other's papers before turning them in. This activity helps them locate one another's errors before being graded. Photocopies can assist.

____59. With respect to a field trip, outside speakers, or a party, have the students plan it and make some or all of the arrangements.

____60. Ask students to submit sample test questions (objective or subjective) prior to a test. The class itself can compose part of a test or quiz based on your objectives.

____61. Create opportunities for student leaders to emerge in class. Use these leadership skills to improve student performance.

4. Instructor-Initiated Activities

____62. Encourage students to report their experiences with study skills and various support services such as counseling, placement, etc.

____63. Have students set specific goals for themselves throughout the semester in terms of their learning and what responsibilities they will undertake.

____64. Encourage study groups (a form of peer tutoring). Emphasize the fact that students are not competing with one another, but that they can learn from one another.

____65. Provide students with a list of class names, addresses, and telephone numbers (with permission) to encourage out-of-class contacts.

____66. Invite students to read their papers (or summaries) to the class.

____67. Utilize small group discussions in class when feasible. Identify a goal to be achieved through the discussion.

____68. Take the initiative to meet with students who are doing poor work. Be especially cognizant of the "passive" student, one who comes to class, sits quietly, does not participate, but does poorly on tests, quizzes, etc.

____69. Throughout the term have students submit topics that they would like to cover or discuss.

____70. Take students on a mini-tour of the learning resources, reading/study skills area, natural science learning lab, counseling center, etc. If a particular student needs reading/study skills, don't send him/her. TAKE HIM/HER!

____71. Encourage students to attend cultural activities and to participate in extra-curricular activities. Give recognition and/or rewards for meaningful participation.

____72. During class try to avoid placing students in peer embarrassing situations.

____73. Use your experience and knowledge to interrelate your subject matter with other academic disciplines. Show enthusiasm not only for your subject matter but for others as well.

____74. Use examples that include the experience of all age groups in your class.

____75. Create situations in which students can optionally help you (locate information in the library, check out a book for you from the library, look up some reference material, conduct a class research project).

____76. Use the library reference section for some of your old tests and quizzes.

____77. Place study guides, lecture notes, or audio tape of lectures in a file in the library and/or learning center.

____78. Engage in periodic (biweekly) self-evaluation of each class. What was accomplished? How did students react? Frequent student evaluations (mini-forms) could also be used.

____79. Set up special tutoring sessions and extra classes. Make these activities mandatory for students who are doing poorly or who have missed class.

____80. Utilize the skills of other teachers as guest lecturers or discussion leaders. Switch classes on occasion.

____81. Confer with other teachers who have the same students in class. Focus on student learning problems, observed behavior, positive responses, etc.

Chapter 3

Effective Learning Activities; ARC Student Perspectives

1. Teaching Techniques and Approaches of ARC Instructors
2. Specific Assignments or Study Practices
3. Small Group Activities
4. Field Trips, Labs, and Hands-On Activities

CHAPTER 3

EFFECTIVE LEARNING ACTIVITIES; ARC STUDENT PERSPECTIVES

"Studies show that the more time and effort students invest in their course work, the greater will be their personal growth and academic achievement, their satisfaction with college, and their persistence in college." *

Student reports of factors they see as helping them learn are pertinent for faculty to consider as we search for better teaching approaches. Three students from the Student Association were members of the Student Involvement Task Force (see list in Appendix 1) and offered helpful views from perspectives of the learners we are all here to assist.

The student members not only encouraged the task force to learn what active students saw as helpful learning situations, they spearheaded the interview survey which led to Chapter 3 in this volume.

More than 100 students were interviewed either by fellow students or by faculty members; others volunteered comments on their own. Students were invited to "describe an activity or assignment you had in a class that helped you in a significant way to learn the course material" (see Appendix 2 for sample information card).

Activities which students cited as helping their learning may indicate either instances of student involvement or conditions paving the way for involvement. Ideas from the 106 cards received were paraphrased, summarized, and clustered into four rough categories. Because the headings overlap to some extent, individual comments are organized to highlight concepts not stressed elsewhere within a category or to invite the reader to notice relationships among ideas. Similar comments were often represented by one comment. Repetition of the same idea was due in some cases to class sets of cards having been elicited by instructors. The last two categories are roughly parallel to categories 4 and 6 in Chapter 1.

The editor composed headings for each comment. Identification of notes for each entry may represent either a course, some subject area, or a topic of study. Care was taken to retain the individual styles of the card authors; thus comments by interviewers were written in the third person, while thoughts from student-written cards may appear in the first person. Thanks to contributors!

Reviewing what students can do to raise their own involvement may stimulate faculty members to remember what it was like to be a student. The *ARC Student Handbook* lists clubs, student services, special programs, and many ways students can become involved at ARC. In addition, Figure 1 (which follows) lists actions students can take to become more involved in their learning and in the campus community. Each of the seven key ideas and their specific examples of student activities should suggest to us ways in which instructors can facilitate students' doing their part.

* Jack Friedlander and Peter MacDougall, "Achieving Student Success Through Student Involvement," *Community College Review*, Summer, 1992, p. 20.

Figure 1: What Students Can Do To Become Involved (adapted from a Santa Barbara College publication)

American River College's faculty, staff and students represent a "partnership in learning." The responsibility of the college is to provide the necessary programs and services for students to achieve educational and personal goals. Students' responsibilities are to actively commit themselves to learning, avail themselves of college services, contribute to the ARC community, and to articulate their needs. There's how students can do their part...

STUDENTS, ALLOW US TO HELP YOU TO BECOME MORE INVOLVED AS YOU....

1. **Get to Know Your Instructors.**

   - Visit with your instructors after class.
   - Make appointments to meet with your instructors in their offices.
   - Discuss ideas for term papers or other class projects with your instructors.

2. **Become an Active Learner in Your Classes.**

   - Participate in classroom discussions
   - Summarize major points and information in your textbooks and notes.
   - Try to explain the material to another student or friend.
   - Do additional reading on topics that were introduced and discussed in class.

3. **Use the Library.**

   - Ask the librarian for help in finding material.
   - Run down leads: look for additional references that other authors have cited.
   - Use bibliographies and indexes to find journal articles and books.

4. **Improve Your Writing Skills.**

   - Use a dictionary or thesaurus to look up the proper word meanings.
   - Think about grammar, sentence structure, paragraphs, word choice and sequence of ideas as you are writing your papers.
   - Write a rough draft of a paper or essay and then revise it before handing it in.
   - Seek advice from the Writing Lab to improve your writing.
   - Talk to your instructors about the comments they make on papers you have written.

5. **Get to Know Other Students.**

   - Make friends with students whose ages, ethnic backgrounds and interests are different from your own.
   - Form study groups with other students in your class.
   - Join a student club or become active in student government.

6. **Participate in Cultural Activities.**

   - Attend art exhibits, music concerts and plays offered at the college and in the community.
   - Talk about art, music and theater with other students at the college.
   - Read or discuss the opinions of drama critics.

7. **Take Advantage of College Support Services.**

   - Talk to a counselor or faculty adviser about the courses you should take.
   - Visit the Career Center to explore your career interests and learn about needed job skills.
   - Enroll in one-unit short courses at the Reading/Study Skills Center to improve your vocabular, spelling, grammar, reading and study skills.
   - Seek help from tutors when you need assistance in your classes.

STUDENT INVOLVEMENT IN CAMPUS LIFE;

FACULTY CAN HELP!

I returned to college in the fall of 1990 after spending six years in the "Real World." While at ARC, I have discovered opportunities for personal growth that are not covered in the catalog of classes. My involvement in clubs, student government, and campus life have made the time at ARC a very personal and motivating experience.

The faculty, administration, staff, and Student Council should take every opportunity to encourage students to do more than simply attend class. Students need to be made aware of every guest lecture, play, sporting event, campus club, Student Association event, or Student Council election.

I hope that every instructor, administrator, and staff member encourages each student to take advantage of their time spent at ARC. The rewards to the student are well worth the effort; the students are the reason that American River College exists.

Curtis Sanders
1992-93 ARC Student Association President

Chapter 3

Effective Learning Activities;
ARC Student Perspectives

1. Instructor Teaching Techniques and Approaches

Difficult Reading Questions

We would be given a list of questions about each work and would have to write a few sentences on each question. I was forced to read the material and then think about the meaning. Only then could I write an answer to the question.

Philosophy

Memorize for Extra Credit

We memorized the countries of Africa. We can earn five extra points if we are able to identify every single country in Africa. I still remember the names of the countries.

Anthropology 2

Channel 6 Video and Field Trips

Field trips and watching pertinent segments on Channel 6 helped me learn the course material.

Anthropology

Lecture Fill-in Packets

The labs that we have and the packets that we fill out during a lecture help us understand a little better and help on test days.

Biology 16

Daily Written Responses

The daily written responses and discussions regarding assigned readings helped improve my analytical skills.

Literature

Learning Packets and Study Guides

Learning packets help outline the chapter and are helpful because I know exactly what I need to know and study in order to do well on the exams.

Biology 16

Extra Credit Reports on Films

The professor asked us to see a certain movie at a theater for extra credit, and he would give us a quiz on the aspects of the movie. I began to understand "movie" terms associated with writing, directing, camera shots, etc.

Film 4

Role Playing

Playing the roles of participants in the first women's rights convention in New York brought it all together and made it more real.

Women's History

Instructor Teaching Techniques and Approaches

Class Discussion

We watched the film "Twelve Angry Men" and had a class discussion. It put into action the concepts we studied.

Speech

Guest Speakers and Study Questions

The instructor had a speaker come in to talk on abnormal behavior and how to recognize abused children. It helped me personally in that I realized that things that don't seem out of the ordinary can be a sign that a child is being abused.

Psychology 25

Making Game of Learning

The instructor created a matching game which helped the student learn the course objectives. Student commented that she usually uses games and famous names as learning techniques.

Chemistry 3

Impromptu Speaking

It was useful to do some informal, impromptu speaking as a lecture. The instructor would pick a student to introduce an event, a person, an object, etc. It kept me on my toes!

History

Instructor Helping in Nursing Clinical

When our class had our CNA clinicals at Sutter Oaks Carmichael, our instructor was there with us. Although we were responsible for patient care, she was available for information and assistance while we were practicing our skills. The extra "shortcuts" she taught us have come in very handy sometimes.

Nursing

Exams Based on Objectives

The instructor had class objectives for each unit. There were never any surprises on the exams. We knew what was expected of us. I learned a lot from the class and kept my interest in chemistry.

Chemistry

Manipulating Physical Models

Models that can be picked up and examined give me a better understanding of the function. I find I retain the information I learn from models more so than slides, etc.

Anatomy/Physiology

Direct Instruction for PE Skill

The instructor taught the class how to properly serve a tennis ball.

Tennis

Videos on Chemistry

A video is a great way to visually cover the large amount of material in a different form.

Chemistry

Instructor Teaching Techniques and Approaches

Instructor Use of Varied Modalities

The instructor provided more than one method of presenting material—lecture, outline of the textbooks, and videos. I appreciate an instructor's efforts to go a step farther in helping the student grasp the subject.

History

Computer Graphing and Manipulating

We used the computer to graph and manipulate mathematical functions. This helped me to visually see the math concepts and gave me a much more solid understanding of the concepts.

Math

Exams and Quizzes

Quizzes show a student where he is weak and where he needs to improve. Frequent testing requires the student to keep up with the homework and lecture material and also discourages procrastination. (Composite of three students' views.)

Challenging Homework Problems

Several students reported that homework problems encouraged them to practice, helped them understand, stay up with and focus on the material, think through the concepts, and develop stronger study skills. Group discussions and student presentation of consensus methodology and answers at the board were valued. (Composite of eight students' views.)

Chemistry

Research and Essay Writing

Students commented that writing helped improve their grammar and English skills and taught them how to organize their thoughts, use library resources, and research a subject. Writing also helped them to cite sources, retain what they learned about the topic, and understand the meaning of plagiarism. (Composite of five students' views.)

English, ESL

Pick an idea that looks interesting. Look it up in books on the TRC Student Involvement Shelf or call instructors who have similar ideas. Meet for lunch or plan by phone to form a support group for exploring applications in different classes!

2. Specific Assignments or Study Practices

How Career Plans Relate to Course

An assignment to report on one's career and how it related to Organic Chemistry made the student feel more confident about a career in his major and revealed more information about the major. The student also felt it would help in upper division courses.

Chemistry 12A

Task Demonstrating a Concept

To demonstrate natural selection, the class spread out different colors of green toothpicks on grass and in 30 seconds, picked up as many as they could. The task helped the student understand how natural selection works and how camouflage helps a species to survive.

Biology 16

Writing Papers on a Novel

While writing a paper on a novel, the student became so engrossed with the novel and author that she became interested in other aspects of writing and other works of the same author.

English 1B

How about volunteering to present effective teaching for student involvement during the next FLEX day? Call Chris Rubio at 484-8434.

Creating HyperCard Stack

The final class project was to create a stack from scratch, and the students learned by doing. One student reported that she had been totally lost before the project but afterwards was able to figure out things she had been confused about. Accomplishing the task was very satisfying. Another student had access to audio tapes on the subject but found the class training much better where you see samples and learn from each other. (Composite of four student cards.)

CIS

Isolating/Extracting A Compound

The assignment proved to the students that they had enough knowledge to perform the experiment and helped them understand the process. (Composite of two student cards.)

Chemistry 12B

Learning from Others

Homework, computer programs, and labs help students get involved with other people who know more than themselves. They learn from them by exchanging ideas.

Chemistry 12B

Specific Assignments or Study Practices

A Study, Review, and Relax Schedule

One student spends an equal amount of time on studying and review every day, but no more than two hours. The day before exams, he relaxes and does not think about the subject. He is fresh the next day and prepared for the exam. This practice improved his test scores significantly.

Chemistry 12B

Journal Writing

Journal maintenance is a learning experience. Writing helps one to focus, to be aware of areas to develop, and improves grammar, interpersonal skills, and discipline.

Reading

Mapping as Notetaking

Mapping, a new approach to taking notes, improved a student's test scores.

English

Writing Contextual Vocabulary Sentences

This exercise helped the student learn vocabulary words and understand their meaning, instead of the definition from a dictionary. The instructor's suggestion to use the words (each twice) during the day in contacts with others helped the student remember the words.

English

Using Flash Cards

Flash cards help the student learn the material much faster and easier and to earn better grades.

English

Paired Flash Card Review

To memorize algebra formulas, two students get together, write all the formulas on index cards, exchange cards, call out the formulas and match them to the equations. A fun way to learn the material and improve test scores.

Math

Relating Lecture Notes to Text

To really understand, study with lecture notes in conjunction with the book.

Science

Study Groups

Many students find study groups are the most successful method of study.

Chemistry

Writing Questions for the Exam

The instructor asked the students to write plausible test questions for an exam. The results were photocopied and distributed, and served as the test material. The students found it easier to study for the exam since they had written some of the questions.

Chemistry

Chapter 3

Effective Learning Activities;
ARC Student Perspectives

3. Small Group Activities

Joining Vietnamese Study Group

Vietnamese majoring in chemistry formed a study group. The students help each other to understand and finish homework

Chemistry

Sports Team Competition

While working together with members of a team students learn to cooperate with others.

Basketball/PE

Group Homework on Board for Points

Points are earned for a group effort in placing answers from homework on the board. Through peer pressure, students must know the material.

Chemistry 12B

Group Interaction

Student found that different people have different approaches to beginning route synthesis and found this very helpful.

Chemistry Synthesis

Group Discussion

Group discussions and group problems give everyone that participate a better understanding of the material. Students have opportunities to discuss the subject and express their opinion. (Composite of two student cards.)

Organic Chemistry

Group Search for Simplest Solution

Problems were worked out individually then discussed as a group to find the simplest method of working them.

Organic Chemistry

Group Mapping of Essays

The group learned to map the main ideas of an article that they had read. It helped them to understand the article and made the test easier.

English

How about doing a FLEX activity on one of these ideas?

Small Group Activities

Group and Board Work

Homework is assigned on an individual basis. In class, groups discuss answers, put them on the board, and the class as a whole reviews the problems. This technique illustrates there are alternate ways to solve the same problem.

Individuals want to earn points and they do not want to let the group down, so try harder. Homework has to be completed in order to write correct examples on the board. Some students pick up basic points where their understanding from the book left off. The technique helps to point out mistakes; often it takes someone else to point out a student's difficulty so that it can be improved. (Composite of 13 student cards.)

Chemistry 12B

Peer Coaching in Study Groups

A student helps others with areas in which he is strong, and the repetition helps reinforce the subject matter. In return, the student receives help in areas in which he is weak.

Chemistry

Project Groups Rotate Membership

Groups of three work together in accomplishing goals. Every time there is a new activity, the group membership changes. The class is more interesting and everyone has an opportunity to make new friends.

Engineering

Pairing for Practice Quiz

When two people work together, there are many opportunities for other points of view.

Chemistry

Group Quizzing

Quizzes that are group oriented provides motivation to learn and an opportunity to ask questions of peers in a less stressful environment.

Math

Sketch out a lesson plan for a particular class using an idea or approach. See how it looks. Talk it over with someone. Plan creatively - even if you aren't ready to mobilize just yet!

Chapter 3

Effective Learning Activities;
ARC Student Perspectives

4. Field Trips, Labs, and Hands-On Activities (Application of Learning)

Field Trips

Seeing things first-hand on field trips are more impressive and the information gained is retained longer.

Geology/Biology

Interviews of Aged Persons

Each student interviewed a person 65 years of age or older and gained a greater insight on the aging population.

Sociology 22

Application Assignment

Students analyzed the nutritional value of food they had eaten.

Nutrition

Experiment on a Common Food

The lab assignment was to bring in a food or plant and to extract it in order to use it as an indicator. The experiment was personalized by allowing the student to choose the item to use.

Chemistry 1A

Field Trips/Hands-On Experience

All hands-on activities help a student learn in a more relaxed, fun atmosphere. It is exciting and encourages the student to learn more. (Composite of two student cards.)

Accounting and Biology

Use Knowledge; Re-work Problems

Material that is read and understood is not retained as readily as that which been repeated several times. An example is math when problems are worked over and over.

Chemistry

See Sharon McCuen if you'd like to apply for a grant to do action research on use of a student involvement strategy; call 484-8306.

Field Trips, Labs, and Hands-On Activities (Application of Learning)

Lab Assignments

Work in the lab proved very helpful in understanding the concepts rather than just learning it from the book. It made one student understand one hundred percent the rules of the solubility table.

Hands-on experience in the lab is by far the most valuable part of the chemistry course. It helps establish a good rapport with other students and teachers and encourages exchange of information and learning techniques among peers.

Lab involved mixing of solutions and relating back to predicted results. Being able to see what is happening helps one to relate and understand written equations.

Most of the lab activities demonstrate that information given in lecture and on the exams are applicable in real life. Lab experiments help students visualize numbers while doing the equation

Labs are helpful as they pertain directly to the area being studied and make it much easier to understand the information presented. (Composite of 14 student cards.)

Chemistry 1A

Problem-Solving/Curiosity

Solving problems in a lab environment often arouses a student's curiosity and heightens his/her desire to learn.

Chemistry 1A

Open Atmosphere for Discussion

The non-competitive atmosphere of the lab contributes greatly to a free exchange of ideas among students. The discussions/explanations during lab enable the student to explore the concepts and cement them in his/her understanding

Chemistry 1A

Do you wish your ideas were included?

Do you have additional ideas?

1. ***Drop by the TRC***
2. ***Fill out a "Teaching Strategies Information Card."***
3. ***Give it the TRC Staff.***

Chapter 4

TRC Resources; Faculty Support for Involving Students

1. **Hot Reading:**
   Books on the Student Involvement Shelf
2. **Cool Viewing:**
   Videos Focusing on Student Involvement
3. **Easy Skimming:**
   Article File
4. **Catch-up Snooping:**
   Handouts from TRC Presentations
5. **Nationwide Browsing:**
   Innovation Abstracts Notebook
6. **Quality Questing:**
   Task Force Records
7. **Freebee Using:**
   TRC Services
8. **Klotching & Hobnobbing:**
   TRC Programs
9. **Taking Advantage:**
   TRC Resources
10. **Computerizing:**
    Software
11. **Vicarious Stimulation:**
    Great Teachers Seminar:
    Prior Papers Notebook

CHAPTER 4

TRC RESOURCES ON STUDENT INVOLVEMENT

*"The challenge facing community college educators is to design policies and practices that will encourage students to invest their time and effort in desired learning activities."**

1. Hot Reading: Books on the Student Involvement Reading Shelf.

A special shelf of about 90 books concerning aspects of student involvement has been separated from the TRC general collection to help faculty browse. A bibliography of these books is in process and will be available on request. These titles, shelved in call number order (like the general collection), may be checked out through the library circulation desk. You might browse the regular TRC shelves in the Library of Congress call number areas in which you find interesting volumes in the special student involvement shelf.

The following 35 titles were selected from this Student Involvement Shelf and presented here as an initial sampler. Come to the TRC to discover the others! If a book you want is not in our holdings and not on the list of books we hope to order (see Appendix 3), see a TRC staff member or the reference librarian and we'll propose it for acquisition. Come by the TRC to check out books and to see whether ordered volumes have arrived. Note: Books are listed in Library of Congress call number sequence. See Appendix 3 for a list of additional recommended titles.

Henerson, et al. *How to Measure Attitudes.* BF 327.H 46.
Patton. *How to Use Qualitative Methods in Evaluation.* H 62.P3216.
Cross & Angelo. *Classroom Assessment Techniques.* LB 1025.2.C77.
Eble. *Improving Teaching Styles.* LB 1025.2 159.
Wittrock. *Handbook of Research on Teaching.* LB 1028.H 315.
Heinich, et al. *Instructional Media.* LB 1028.3 H45.
Renner. *The Quick Instructional Planner.* LB 1028.35 R 47.
Briggs, et al. *Instructional Design.* LB 1028.38 I 57.
Meredith. *The CAI Author/Instructor.* LB 1028.5 M43.
Van Ments. *The Effective Use of Role-Play.* LB 1029.553 V35.
Dunn & Dunn. *Practical Approaches to Individualizing Instruction.* LB 1031.D 8.
Diamond, et al. *Instructional Development for Individualized Learning in Higher Education.* LB 1031.I 53.
Johnson, et al. *Codes of Learning; Cooperation in the Classroom.* LB 1032.C 537
Vacca & Vacca. *Content Area Reading.* LB 1050.455 V33.
Weinstein, et al. *Learning and Study Strategies.* LB 1060.L 4235.
Phye & Andre. *Cognitive Classroom Learning.* LB 1060.C64.
Kibber, et al. *Objectives for Instruction and Evaluation.* LB 1065-024.
Langdon. *Interactive Instructional Designs for Individualized Learning.* LB 1570.L 27
McNeil. Curriculum; A Comprehensive Introduction. LB 1570.M 3178.
Beyer. *Practical Strategies for the Teaching of Thinking.* LB 1590.3 B49.
McKeachie. *Teaching Tips; A Guidebook for the Beginning College Teacher.* LB 1738.M 35
Roueche, Baker & Rose. *Shared Vision.* LB 2328.R 68.

* Jack Friedlander and Peter MacDougall, "Achieving Student Success Through Student Involvement," *Community College Review,* Summer, 1992, p. 4.

1. Hot Reading: Books on the Student Involvement Reading Shelf. (cont)

Eble. *The Craft of Teaching*. LB 2331.E 328.
Erickson. *The Essence of Good Teaching*. LB 2331.E 75.
McKeachie. *Learning, Cognition and College Teaching*. LB 2331.L 37.
Lowman. *Mastering the Techniques of Teaching*. LB 2331.L 68.
Baker, Roueche, et al. *Teaching as Leading*. LB 2331.R 68.
Neff & Weimer. *Teaching College; Collected Readings for the New Instructor*. LB 2331.T 43
Diamond. *Designing and Improving Courses and Curricula in Higher Education*. LB 2361.5 .D5.
Keeton. *Experiential Learning: Rationale, Characteristics and Assessment*. LB 2381.K43
Bloom, et al. *Handbook on Formative and Summative Evaluation of Student Learning*. LB 3051.B 53.
Blackwell and Joynt. *Learning Disabilities Handbook for Teachers*. LC 4015.B 535.
Wlodkowski. *Enhancing Adult Motivation to Learn*. LC 5219.W 53.
Mezirow, et al. *Fostering Critical Reflection in Adulthood; A Guide to Transformative and Emancipatory Learning*. LC 5351.M 45.
Chickering, Arthur, Gamson, Zelda, and Barsi, Louis. (1987). *Faculty Inventory; Seven Principles for Good Practice in Undergraduate Education*. American Association for Higher Education.

2. Cool Viewing: Videos Focusing on Student Involvement.

Of the more than 100 VHS tapes housed by the TRC for checkout by faculty, the following 26 have been listed here due to their close relationship to some aspect of student involvement. The TRC has a handout list that shows its complete lending collection. The sampled items below include a fascinating array of teleconferences, guest speakers, ARC faculty presentations, and book reviews. ID codes indicate semesters and accession numbers.

The TRC staff urges you to take videos home to view as your time permits. Ask the TRC staff for advice on the most interesting cassettes; plan to have at least one video evening this semester viewing and discussing some of the following with colleagues!

Bob Christoperson, Ralph Freund, and Bud Martin. *How We Motivate and Retain Our Students*, S88-025.
Dick Rasor. *How To Improve Your Student Performance*, S88-030.
Melissa Kort. *Improving Student Learning: Classroom Research*, S89-039.
Dr. Kay Hudspeth, Cal Poly. *Cooperative Learning Techniques: Multicultural Awareness*, S90-056.
Dr. Britt Vasquez. *Cooperative Learning at the Community Level*, S90-057.
C. Pottorff, F. Navarrette, P. Kraus-Kennedy. *Collaborative Learning: Panel Symposium*, S90-058.
Jane Patton. *Cultural Pluralism*, S90-059.
Sharon Rigley & Linda Zarzana. *Group Learning Techniques*, Spring Symposium 1990, S90-060.
Mary Bolton. *Enhancing Student Motivation*, F90-068.
Fifteen Faculty Members. Motivational Marathon (two tapes), F90-069.
Nancy Reitz, Sherrill Rabe, Carol Pottorff. *Teaching/Learning Styles*, F90-072.
Soheir Sukkary-Stolba. *Critical Thinking*, F90-074.
Melissa Green. *Visual Aids in the Classroom*, S91-080.
John Vohs, UCD. *Silent Messages: Non-verbal Comunication in the Classroom*, S91-086.
Harold Schneider. *Symposium on Creativity: Discovery Part of Writing* (cluster),

S91-088.
T. Kulp, J. Lahr, M. Stewart, N. Sessano. *Symposium on Creativity: Breakout Day*, S91-089.
Robert Ball. *Real Selves, Real Connections, Real Learning*, F91-098.
Al Baeta. *Peak Teaching Performance*, S92-107.
David Thornburg. *Educating the Whole Mind*, S92-112.
ARC Faculty with Nancy Reitz. *Presentations on Student Involvement* (two tapes), S92-114 and 115.
Sherry Ratzlaff-Soldance. *Whole Person Learning: Whole Brain Techniques*, S92-116.
Chris Rubio and Harold Schneider. *Collaborative Learning in the Classroom*, S92-119.
ARC Faculty/Staff. *A Natural Part of Teaching - Student Involvement at ARC*, S92-122.
David Fontana. Book Review: *The Killing of the Spirit in Higher Education*, by Page Smith.
Keith Atwater. *Putting the "Multi" into Multi-Cultural and Multi-Media.*
CSUS. *Profiles in Adult Learning;* A Video Series of 13 Tapes.

3. Easy Skimming: File of the Best Articles and Monographs on Student Involvement.

A growing collection of copies of helpful items is housed in a file drawer in the TRC for use there or for copying. Just ask the TRC staff to show you what's available. In addition to items mentioned elsewhere, here are some categories of items to browse:

- Journal Articles
- Funded Project Reports
- The Teaching Professor (an excellent series)
- Media Clippings
- Great Teaching Seminar Papers
- Teaching Excellence (series)
- Miscellaneous Monographs

4. Catch-up Snooping: Handouts from Prior TRC Presentations

A file drawer in the TRC is chock full of handouts on a wide variety of topics, mostly from faculty TRC presentations over the years. Some accompany videos; some are stand-alones. See if you can guess what presenters said by the handouts they left! Some examples:

"Clustering: Your Creative Genie" (Bud Gardner) (18 pp.)
"Caring is not Curing" (Kevin Ramirez, Psychology, SCC) (5 pp.)
"Answering and Asking Questions; A Practical Guide for IDEA Users" (17 pp.)
"Constructing and Scoring Essay Questions" (San Jose State University) (17 pp.)
"Enhancing Motivation for Classroom Learning" (13 causes for boredom with 13 suggestions for overcoming them) (2 pp.)
"How Can We Enhance Our Own Self-Esteem So As To Become Teachers Of Self-Esteem?" (Barbara Walker, Consultant and Trainer) (9 pp.)
"Professors as Peak Performers" (Mark Stoner and Linda Martin, CSUS Professors) (13 pp.)

5. Nationwide Browsing: Innovation Abstracts Notebook

The TRC maintains a three-ring notebook of back issues of Innovation Abstracts. This weekly publication of the Community College Leadership Program of the National Institute for Staff and Organizational Development (NISOD) has for years been edited by Suanne Roueche at the University of Texas at Austin.

Each issue contains one or more teaching suggestions, program descriptions, personal essays, or feature articles chosen to spread ideas which may help campuses improve instruction. The titles which follow sample a few topics relating to student involvement. Come and skim articles since 1981! (Some extra copies are available for distribution.)

Innovative Abstracts

Vol. & No.	Title
IX-28	Tips for Teaching Excellence and Student Motivation, 1987
XII-7	Why Not Team Testing? 1990
XII-8	Motivating the Unmotivated, 1990
XII-9	Strategic Learning: The Role of Executive Control Process, 1990
XII-14	The Algebra Cub, 1990
XII-18	Moving Students Toward the Role of "Active Participant" In Their Educational Experience, 1990
XII-19	"Push Hands": The Quintessential Hands-on Learning Opportunity, 1990
XII-21	Explanation Games: If He'd Seen the Sawdust; The International Minute, 1990
XII-22	Using Test Feedback to Facilitate the Learning Process, 1990
XII-25	Building Community Through Research Projects, 1990
XIII-2	Improving the Small Group Approach to Learning, 1991
XIII-27	ALC: Activating Learning in the Classroom, 1991
XIV-3	Using Dialogues as Writing Assignments, 1992

6. Quality Questing: Student Involvement Task Force Minutes, Project Reports, Recommendations, and Notes

Here's your chance to follow the issues and decisions of the task force, even if you can't make the meetings. The recommendations for ARC of each of the four committees of the task force show dreams for the future. Come read and respond!

7. Freebee Using: TRC Services

For this and the next three headings, please see "ARC Teaching Resources Center; Teachers Helping Other Teachers," a pamphlet available at the TRC which describes the scope of its operation. With regard to its services, consider how you could take advantage of each service this semester:

- Orientation
- Mini-grants
- Videotape Feedback
- Student Feedback
- Computer Assistance in Learning New Software
- Borrowing a portable Macintosh Computer or Powerbook
- Assessment of Instructional Materials

8. Klotching and Hobnobbing: TRC Programs

During each semester, watch "Notes" and the "TRC Newsletter" for opportunities relating to student involvement as Peggy and Connie and the TRC Advisory Committee plan our consistently stimulating programs.

- Lectures, Seminars, & Workshops
- Instructional Skills Workshop
- ARC Great Teachers' Seminar
- Teaching Week and Retreat
- Flex Workshops
- Faculty Sharing

9. Taking Advantage: TRC Resources

Dream of ways you could use each resource below to help you involve your (our) students in their learning and in campus life.

- Student Retention Strategies
- Resource Corps
- Retraining
- Clearinghouse for Ideas
- Newsletter
- Proposal Writing
- Teacher Exchange Program
- Computers to use or check out
- Kolb's Learning Styles Inventory
- Myers•Briggs Type Indicator results

10. Computerizing: Software to Use at the TRC for Lesson Development

(Sorry, no copying of software permitted)

Adobe Illustrator 3.0
HyperCard
Inspiration
Lazer Awardmaker
MicroSoft Word 5.0
MicroSoft Works 2.0
MORE, "The Fastest Way to Organize and Present Your Ideas"
Pagemaker 4.01
Powerpoint
Superpaint 2.0
Textbook Toolbox, A HyperCard-based Authoring System
Wingz
WordPerfect 5.1

11. Vicarious Stimulation: Great Teachers Seminar "Problem" and "Innovation" Papers

The TRC is maintaining a three-ring notebook containing one-page papers written over the years by participants in ARC and California Great Teacher Seminars. We even have some papers from other campuses. Read what colleagues have chosen to share about problems in their teaching (that they may have solved or may not have solved) and also instructional approaches they have tried and feel have been successful. We have a wealth of ideas just waiting to be modified and applied!

APPENDIX

1. Involving Students; Task Force and Handbook
2. Cover Letter and Information Cards for Collecting Faculty and Student Comments
3. Recommended Reading
4. Abstracts from ERIC-Indexed Journal Articles and Documents
5. The ERIC System
6. The DIALOG Services
7. Improving Student Thinking
8. Suggestions for Follow-up
9. Follow-up Sheet; Activities for Focusing on Handbook Ideas

Appendix 1

INVOLVING STUDENTS: TASK FORCE AND HANDBOOK

*"At the center of building community there is teaching."**

—*Building Communities:*
A New Vision for a New Century.

Extensive research in recent years demonstrates that the more time and effort students invest in their course work, the greater is their personal growth and academic achievement, their satisfaction with and persistence in college.

Student involvement really means building communities within the institution that connect students—to each other, to faculty and staff, to the life of the institution—so that intellectual and social relationships are strengthened.

It means engaging students in active learning both in and outside the classroom, and thus it involves both instructional and student services activities.

Last year the college's Goals and Objectives Committee recommended to the president that student involvement be made a campuswide objective.

The recommendation was approved, and in the fall of 1991 President Randall named a student involvement coordinator and a task force representing all segments—students, faculty and support staff—to study and recommend ways to increase student involvement in the learning process.

Among other activities, the task force investigated ways to increase the amount of time that students are actively engaged in the learning process and in contacts with faculty and other students.

By the end of the school year the committee had made a series of recommendations, several of which have already begun to be implemented. Among the first is this faculty handbook of student involvement strategies.

Other recommendations focus not only on classroom strategies, but on helping students understand how they can be more involved, providing more readily-accessible information about campus programs and services, and studying other ways to encourage more involvement

*This appendix is based on "Reflections, ARC Annual Report," 1991-92, p. 2.

Appendix 1

AMERICAN RIVER COLLEGE

1991 - 1992
Student Involvement Task Force Members

Name	Area	Phone No.
Alejandro Amaya	c/o Student Association	8471
Michele Bayer	c/o Student Association	8471
Chuck Breitsprecher	Science	8684/8107
Jim (T-Bone) Brown	Tech/Voc	8473/8354
Dolores Campbell	Social Science	8279/8282
Mimi Cudzilo	Counseling	8207
Pat Efseaff	Student Activities	8887
Joanne English	Physical Education	8285/8201
Alyce Fiedler	Science	8242/8107
Dave Gamst	Humanities	8170/8653
Sheryl Gessford	Humanities	8653
Melissa Green	Instructional Media	8896
Kelly Krohn	c/o Student Association	8608
Sue Lorimer	Counseling	8417
Sharon McCuen	Research/Development	8306
Bill Morris	English	8714/8102
Betty Nelsen	Arts/Home Economics	8543/8433
Suzie Nissen	Instruction	8405
Bruce Patt	Humanities	8535
Sherrill Rabe	Business	8460/8361
Dick Rasor	Behavioral Science	8166/8282
Kathy Read	LRC	8694
Pat Reed	English	8117/8102
Nancy Reitz	Science	8330/8107
Donna Smith	Math	8620/8215

Appendix 1

AMERICAN RIVER COLLEGE

1992 -1993
Student Involvement Task Force Members

Name	Area	Phone No.
Russell Biggers	Student/Alpha Gamma Sigma Club	8471
Chuck Breitsprecher	Science	8684
Jim (T-Bone) Brown	Tech/Voc	8473
Dolores Campbell	Social Science	8279
Mimi Cudzilo	Counseling	8207
Pat Efseaff	Student Activities	8887
Alyce Fiedler	Science	8242
Dave Gamst	Humanities	8170
Sheryl Gessford	Humanities	8654
Patrice Gibson	Social Science	8266
Melissa Green	Instructional Media	8896
Kathy Hanson	Career Center	8492
Diane Jahn	Student c/o P. Gibson	8266
Peggy Kraus-Kennedy	English/TRC	8253/8558
Kelly Krohn	Student/S.A. Director of Activities	8608
Sharon McCuen	Research/Development	8307
Bill Morris	English	8714
Betty Nelsen	Arts/Home Economics	8543
Suzie Nissen	Instruction	8406
Bruce Patt	Humanities	8535
Sherrill Rabe	Business	8460
Dick Rasor	Behavioral Science	8166
Kathie Read	LRC	8694
Pat Reed	English	8117
Nancy Reitz	Science	8330
Chris Rubio	English	8434
Donna Smith	Math	8620
Sandy Trigg	Physical Education	8302
Larry Vrieling	Counseling	8387
Christine Weiskopf	Student Services	8298
Danny White	Science	8385
Brandon Wigglesworth	Student c/o Career Ctr.	8492

Appendix 2

Memorandum
American River College

March 23, 1992

TO: All Faculty

FROM: Student Involvement Task Force

SUBJECT: Sharing Ideas

Faculty support of methods which create active student involvement in the learning process is the focus of one of the subcommittees of the Student Involvement Task Force. One of the objectives of this committee is to create a handbook consisting of ideas and techniques for encouraging student involvement which are used by faculty across our campus.

As part of this task, each member of our task force (consisting of staff, faculty, and students) as well as other interested faculty will be contacting ARC instructors in order to gather ideas on our campus. You may be briefly "interviewed" by a **BLUE**-card toter! These cards—one teaching idea per card—will be used to prepare the handbook.

We hope this will also create channels for discussing and sharing teaching techniques. So often, each of us uses methods which would be useful to both members of our own departments as well as those from totally different areas. The members of the task force have frequently pointed out that a large campus like ours with so many creative faculty and staff needs to open ways of sharing teaching ideas.

In addition, we are asking students for input on activities/assignments which have encouraged their involvement in learning. The student ideas are being collected on BUFF cards.

If you are not contacted by one of the task force members, we still want and need your ideas. There are about 283 full timers and 420 part timers and only 30 task force members. Please stop one of the task force members (see reverse side) or stop in the TRC and fill out a BLUE card or contact Nancy Reitz at 8330.

A second objective of this particular subcommittee is to survey our faculty on their attitudes towards assessing student involvement in their classes. This project is being headed by Chuck Breitsprecher. A normed national survey will be given to all full-time faculty during the last part of March. Please take a few minutes to fill this out and return it according to the instructions on the cover sheet. The results of this survey will be used for a discussion at the TRC or in flex as an instruction brain-teaser. How do we assess whether our students are really actively involved in their learning?

Thank you for taking time and getting involved in promoting student involvement in learning. This is one way faculty, staff, and students can enhance the learning process and promote a learning community.

jk

Appendix 2

FACULTY

TEACHING STRATEGIES INFORMATION CARD This form should be completed by members of the student involvement committee after interviewing colleagues. Please use one idea per card.

Faculty member _____ Subject Area _____

_____

_____

_____

_____

_____

How did you know it was successful? _____

_____

_____

Activity was used during ☐ lecture ☐ lab ☐ discussion ☐ other

STUDENT

TEACHING STRATEGIES INFORMATION CARD This form should be completed by members of the student involvement committee after interviewing peers. Please use one idea per card.

Student name (optional) _____ Class _____

Describe an activity or an assignment you had in a class that helped you in a significant way to learn the course material. _____

_____

_____

_____

_____

How did you know this activity helped you learn? _____

_____

_____

_____

Appendix 3

RECOMMENDED READING

The following book titles have been suggested by a variety of sources for purchase by the ARC Library, to be housed on the special shelf on Student Involvement in the TRC. Please alert the TRC to additional outstanding titles! (Please see Chapter 4, Section 1 for sample titles currently on the shelf.)

Astin, A.W. (1985). *Achieving Educational Excellence.* San Francisco: Jossey-Bass.

Braskamp, L.A., Brandenburg, D.C., & Ory, J.D. (1984). *Evaluating Teaching Effectiveness: A Practical Guide.* Beverly Hills: Sage.

Briggs, Leslie & Wager, Walter. (1981). *Handbook of Procedures for the Design of Instruction.* Educational Technology Publications.

Brookfield, S.D. (Ed.). (1985). *Self-Directed Learning: From Theory to Practice.* New Directions for Continuing Education. San Francisco: Jossey-Bass.

Brookfield, S.D. (Ed.). (1986). *Understanding and Facilitating Adult Learning.* San Francisco: Jossey-Bass.

Brookfield, S.D. (Ed.). (1990). *The Skillful Teacher: On Technique, Trust, and Responsiveness in the Classroom.* San Francisco: Jossey-Bass.

Brookfield, Stephen. (1991). *Developing Critical Thinkers.* San Francisco: Jossey-Bass.

Butler, Kathleen. *(1988). Learning and Teaching Style: In Theory and Practice* (2nd ed.) The Learner's Dimension.

Cahn, S.M. (Ed.). (1978). *Scholars Who Teach: The Art of College Teaching.* Chicago: Nelson-Hall.

Charner, Ivan. (1980). *Patterns of Adult Participation in Learning Activities.*

Chickering, A.W. (Ed.). (1981). *The Modern American College.* San Francisco: Jossey-Bass.

Civikly, J.M. (Ed.). (1986). *Communication in College Classrooms.* New Directions for Teaching and Learning. San Francisco: Jossey-Bass.

Cross, K.P. (1981). *Adults as Learners: Increasing Participation and Facilitating Learning.* San Francisco: Jossey-Bass.

Cross, Patricia K. & Angelo, Thomas. (1988). *Classroom Assessment Techniques: A Handbook for Faculty.* Ann Arbor: National Center for Research to Improve Postsecondary Teaching and Learning.

Diamond, R.M. (1989). *Designing and Improving Courses and Curricula in Higher Education: A Systematic Approach.* San Francisco: Jossey-Bass.

Dick, Walter & Carey, Lou. (1985, 2nd ed.). *The Systematic Design of Instruction.* Scott, Foresman.

Dill, D.D. (Ed.). (1990). *What Teachers Need to Know: The Knowledge, Skills, and Values Essential to Good Teaching.* San Francisco: Jossey-Bass.

Appendix 3 continued...

Dressel, P.L. & Marcus, D. (1982). *On Teaching and Learning in College: Reemphasizing the Roles of Learners and the Disciplines*. San Francisco: Jossey-Bass.

Eble, K.E. (1983). *The Aims of College Teaching*. San Francisco: Jossey-Bass.

Eble, K.E. (1988). *The Craft of Teaching: A Guide to Mastering the Professor's Art* (2nd ed.). San Francisco: Jossey-Bass.

Eble, K.E. & McKeachie, W.J. (Eds.). (1986). *Improving Undergraduate Education Through Faculty Development: An Analysis of Effective Programs and Practices*. San Francisco: Jossey-Bass.

Eitington, Julius. (1989). *The Winning Trainer (2nd ed.)*. Houston: Gulf Publishing Co.

Elbow, P. (1986). *Embracing Contraries: Explorations in Learning and Teaching*. New York: Oxford University Press.

Ericksen, S.C. (1984). *The Essence of Good Teaching: Helping Students Learn and Remember What They Learn*. San Francisco: Jossey-Bass.

Gross, Ronald. (1991). *Peak Learning - A Master Course in Learning How to Learn*. Tarcher.

Guskey, T.R. (1988). *Improving Student Learning in College Classrooms*. Springfield, IL: Charles C. Thomas.

Hatcher, Margaret. (1983). *Centering Through Writing*. University Press of America.

Hoover, K.H. (1980). *College Teaching Today: A Handbook for Postsecondary Instruction*. Boston: Allyn & Bacon.

Jensen, Eric. *Super-Teaching*. Turning Point for Teachers.

Johnson, Glenn. (1991). *First Steps to Excellence in College Teaching*. Magna Publications.

Katz, J. (Ed.). (1985). *Teaching as Though Students Mattered*. New Directions for Teaching and Learning. San Francisco: Jossey-Bass.

Kellough, Richard. (1990). *A Resource Guide for Effective Teaching in Postsecondary Education*. Lanham, MD: University Press of America.

Knowles, Malcolm. (1980). *Andragogy in Action*.

Lowman, J. (1984). *Mastering the Techniques of Teaching*. San Francisco: Jossey-Bass.

McCarthy, Bernice. (1987). *The 4-MAT System; Teaching to Learning Styles*. Excel, Inc. (plus other titles).

McKeachie, Wilbert, et al. (1986). *Teaching and Learning in the College Classroom; A Review of the Research Literature*. University of Michigan.

McLeon, Susan. (1988). *Strengthening Programs for Writing Across the Curriculum*.

McNeil, John & Wiles, Jon. (1990). *The Essentials of Teaching - Decisions, Plans, Methods*. MacMillan Publishing Co.

Meagher, L.D. & Devine, T.G. (1992). *The Handbook of College Teaching*. Wakefield, NH: Hollowbrook.

Morrill, Richard. (1980). *Teaching Values in College*. San Francisco: Jossey-Bass.

Newble, D. & Cannon, R. (1989). *A Handbook for Teachers in Universities and Colleges: A Guide to Improving Teaching Methods*. New York: St. Martin's.

Penner, J.D. (1984). *Why Many College Teachers Cannot Lecture: How to Avoid Communication Breakdown in the Classroom*. Springfield, IL: Charles C. Thomas.

Renner, Peter. (1983). *The Instructor's Survival Kit - A Handbook for Teachers of Adults*. Peter Renner.

Schon, D.A. (1987). *Educating the Reflective Practitioner: Toward a New Design for Teaching and Learning in the Professions*. San Francisco: Jossey-Bass.

Seeles, Barbara, & Glasgow, Sita. (1990). *Exercises in Instructional Design*. Merrill Publishing Co.

Seldin, P. (Ed.). (1990). *How Administrators Can Improve Teaching*. San Francisco: Jossey-Bass.

Shor, I. (1987). *Critical Teaching and Everyday Life*. Chicago: University of Chicago Press.

Smith, Robert M. (1983). *Helping Adults Learn How to Learn*. San Francisco: Jossey-Bass.

Spear, K.I. (Ed.). (1984). *Rejuvenating Introductory Courses*. New Directions for Teaching and Learning. San Francisco: Jossey-Bass.

Stice, J.E. (Ed.). (1987). *Developing Critical Thinking and Problem Solving Abilities*. New Directions for Teaching and Learning. San Francisco: Jossey-Bass.

Taylor, Vernon. (1983). *How to Hold Students*. Key Productions.

Watkins, E. (1989). *Work Time: English Departments and the Circulation of Cultural Value*. Stanford: Stanford University Press.

Weimer, M.G. (Ed.). (1987). *Teaching Large Classes Well*. New Directions for Teaching and Learning. San Francisco: Jossey-Bass.

Weimer, M.G. (Ed.). (1990). *Improving College Teaching*. San Francisco: Jossey-Bass.

Williams, Linda. (1983). *Teaching for the Two-Sided Mind*. Touchstone.

Zanna, M.P. & Darley, J.M. (Eds.). (1987). *The Compleat Academic: A Practical Guide for the Beginning Social Scientist*. New York: Random House.

Appendix 4

ABSTRACTS FROM SELECTED ERIC-INDEXED JOURNAL ARTICLES AND DOCUMENTS

*These sample abstracts show the type of references that faculty members can easily obtain by using the ERIC system**. Underlining is by the editor to stress concepts related to student involvement. See Sharon McCuen if you find designs or practices worth replicating or adapting.

JOURNAL ARTICLES

(Reprints are available at the TRC)

Matthews, Roberta. 1986. *Learning Communities in the Community College: How to Improve Student Involvement and Raise Faculty Morale.* Community, Technical, and Junior College Journal, EJ342916. Considers the characteristics and benefits of learning communities/clusters/coordinated-studies programs, contracting the unique features of the programs at LaGuardia Community College, Seattle Central Community College, and Daytona Beach Community College. Learning community characteristics involve 25 to 100 students working with three or four faculty members to explore a global, unifying theme.

Friedlander, Jack. 1981. *Why Don't Poorly Prepared Students Seek Help?* Community, Technical, and Junior College Journal, EJ258308. Describes the methodology and findings of a study conducted to determine: (1) the percentage of students who considered themselves weak in an academic area and who took advantage of college assistance programs addressing that deficiency; and (2) student reasons and faculty perceptions regarding lack of participation in remedial programs.

Justiz, Manuel J. 1985. *Involvement in Learning: The Three Keys.* Community, Technical, and Junior College Journal, EJ317289. Reviews the creation and recommendations of the National Institute of Education report, "Involvement in Learning: Realizing the Potential of American Higher Education." Identifies signals warning of future problems for community colleges. Discusses recommendations for improving undergraduate education through increased student involvement, heightened expectations, and more effective assessment and feedback.

Gravett, Darlene J. 1985. *Asking the Right Questions, A Key to Good Class Discussions.* Teaching English in the Two-Year College, EJ326466. Describes the questioning technique used by the Great Books Programs, specifically the formulation of interpretive questions. Shows how the technique works in the English classroom.

Guskey, Thomas R.; and Others. 1982. *The Multiplier Effect.* Community, Technical, and Junior College Journal, EJ264892. Reviews the objectives and activities of the Center for the Improvement of Teaching and Learning (City Colleges of Chicago). Presents initial findings from studies of the characteristics of effective teachers, effects of course placement on student success, student involvement in instruction, and altering teaching methods to increase effectiveness.

*Note: For information on the Educational Resources Information Center (ERIC) and how to use it, please see Appendices 5 and 6.

ERIC DOCUMENTS

(Most are available at the CSUS Library on Microfiche)

Anthony, John; and Others. 1990.
Engaging Psychology and History in Experiential Learning. ED321805.

In order to encourage active participation in the learning process on the part of students, the faculty in the Collin County Community College District (CCCCD) adopted experiential modes of teaching. The specific structure, methods, and content of the experiential component purposely remained individualized to the needs of the subject area and the creativity of the teaching faculty. However, common features characterized the experiential components; they were: learner-centered and student-directed; they were perception based; and they placed emphasis on problem-solving, discovery, inquiry, practical application of course content, holistic understanding, and the heuristic process. The experiential component was applied to many disciplines, including accounting, mathematics, humanities, and sociology. Two very different disciplines which were developed and evaluated were psychology and history. The psychology department implemented a laboratory component, extensive writing to learn, classroom research, and business/industrial linkages through internships. The challenges for the psychology department's comprehensive experiential learning process were: physical space to conduct experiments, coordination of laboratory equipment between part-time and full-time faculty and multi campuses; and grading time. The history program required students to create a video documentary in place of the traditional research paper. Other projects which history students completed included a sociological analysis of television shows and historical re-creation. The 1988 CCCCD student survey was completed by a broadly representative sample of 750 respondents. Positive student responses and below average withdrawal rates demonstrated the effectiveness of the experiential learning programs.

Easton, John Q.; Guskey, Thomas R. 1982.
Community College Students' Use of Institutional and Informal Learning Resources. ED213477.

A study of community college students' use of educational support systems was conducted at the City Colleges of Chicago. The study sought to determine: (1) the level of usage of formal support systems (e.g., teachers, class participation, counselors, tutors, libraries, and other learning resources); (2) the level of usage of informal support systems (e.g., friends, classmates, and study groups); (3) the correlation among the use of various support systems; and (4) the relationship between the use of support systems and students' attitudes toward peer assistance, educational expectations, high school grade point average (GPA), and course grade. Students were asked to indicate whether they never, sometimes, often, or always engaged in eight formal support activities and seven informal support activities. Responses from 120 students revealed that, among formal support systems, raising hands in class to ask questions was the most frequently engaged in activity, while consulting tutors received the lowest use rating. Among informal supports, helping other students received the highest frequency rating, while study groups were the least frequently used support system. Students who used these support systems tended to have higher educational expectations, friends with high expectations, higher high school GPAs, and higher course grades than students who did not use these supports. Data tables corresponding to questionnaire items are included.

Ginsberg, Rick; Easton, John Q. 1983.
Increasing Student Success Early in the Semester. ED238504.

In spring 1983, a study was conducted at the City Colleges of Chicago to design and implement a treatment to increase student success at the beginning of the semester and to assess teachers' reactions to this treatment. Seven teachers from three departments and a team of researchers worked together to develop a plan that included activities to help teachers: (1) be better organized through, for example, distributing syllabi and course and topic outlines; discussing grade policy, course requirements, and learning resources; outlining attendance policies; and discussing course objectives of the first three weeks; (2) be student oriented by, for example, allaying anxiety and tension in the classroom, appearing relaxed, having students introduce themselves, and collecting student data forms; (3) encourage student participation by stressing the importance of asking questions, discussing student involvement requirements, and assigning students to study groups; and (4) provide feedback and correctives for homework assignments and quizzes. Faculty reactions to the treatment, as determined through interviews and questionnaires, were generally positive. All of the teachers agreed on the importance of the overall plan and its positive effects on the students. They did note that more training was necessary in order to plan adequately for the first weeks and that it was difficult to implement all of the activities. A list of treatment procedures and a student involvement checklist are appended.

Hirshfield, Claire. 1983. *Quality Circles in the Classroom: An Experiment in the Pedagogical Uses of Japanese Management Methods.* ED233758.

An on-going experiment in the classroom use of the Japanese quality circle concept of consensus and group management has been conducted for the past two years at the Ogontz Campus of Pennsylvania State University. Quality circles composed of the teacher and eight student volunteers meet weekly for 45 minutes, with each member informing three other students of quality circle activities and soliciting suggestions from them. Initial meetings consist of a description of the history and functioning of quality circles and the development of a code of ethics for the group. Subsequent meetings focus on details of classroom routine and management, the content of the course, and methods of presenting the subject matter and increasing class participation. All of the judgments of the group on these matters are accepted as final and implemented into the classroom. Brainstorming and cause-and-effect diagrams, which are normally associated with industrial models, are used in the quality circle sessions. As a result of the quality circles, the courses involved were substantially revised; contact between the instructor and students was increased; students were convinced that they and their input were important; a bonding occurred among quality circle members; the classes became more responsive; and students' decision-making and problem-solving skills, as well as their willingness to assume responsibility and obligation, were enhanced.

Magid, Annette. 1988.
Cooperative Communication: A Study of Group Interaction. ED 297787.

A study was conducted to assess the psychological effectiveness of cooperative small group learning among junior college students with less than 11th grade skill levels. Three English classes, reflecting the overall student population, were chosen. All classes met three days a week and had the same instructor and out-of-class assignments. Two of the classes had small group study sessions one day a week, instead of traditional teacher-lead classroom instruction and discussions. Group membership and the roles of note taker and group spokesperson rotated each week. During the final weeks of the term, all classes were returned to the traditional style of instructor-lead discussions. Students who had been involved in the small group study sessions asked more questions and offered more responses in all class discussions than students who had not been involved in the group work. The small group classes passed the course with

15 percent more A's and B's, showed more improvement in writing and grammar skills, and seemed better able to complete the writing assignments. The small group interaction also seemed to help returning adults and disabled students participate more freely and eased their transition into the traditional teacher-controlled classroom. It was concluded that, when used in conjunction with whole class lectures and discussions, cooperative learning groups can be a very effective teaching tool.

Murray, Patrick. 1983.
The Quality Circle and the American Survey: What to Do When You Can't Have Lunch. ED233770.

A quality circle approach was implemented at Valley Forge Military Junior College during two semesters of an American History survey course. Student input into the academic progress of the course was at the root of the quality circle experiment, with students determining the type and frequency of written assignments, course structure, the frequency and content of the lectures, and testing methods. Because students were unable to meet during lunch hours or evenings, the quality circle sessions were held in class, with all 11 to 12 students participating. Decisions made by the group resulted in the reduction of class time devoted to lectures and an increase in discussion time; a change in the location of the class to facilitate discussions; the use of essay examinations for grading; and the development of a class oral history project. In spite of the reservations of some students who felt that class time might be better spent in lecture or discussion than in quality circle meetings and initial reactions from students expecting and accustomed to a more highly structured environment, most students felt positive about the experiment. Benefits of the quality circle approach included an increase in classroom participation from 30 percent to 75 percent, increased seriousness of purpose among students, the encouragement of scholarship, and an improvement in student-teacher relations.

Rendon, Laura. 1985.
Involvement in Learning: A View from the Community College Perspective. ED255268.

An analysis is presented of the application of elements of institutional quality identified in the National Institute of Education (NIE) report, "Involvement in Learning: Realizing the Potential of American Higher Education," in community college settings. Following introductory remarks and general thoughts about the report's strengths, changes in mission and clientele associated with the growth of community colleges are enumerated, followed by a discussion of the problems currently confronted by these institutions. The next sections offer recommendations for establishing excellence in community colleges, focusing on three conditions: (1) increasing student involvement by, for example, expanding the services for and contact with general studies and vocational-technical students, increasing contact between teachers and students, improving guidance and advisement, eliminating student isolation and passivity, and involving part-time and commuter students; (2) realizing high expectations by, for example, specifying the knowledge and skills required for graduation, establishing collaborative partnerships with feeder schools and senior institutions, developing liberal arts requirements for students in different programs, and ensuring that remedial students perform well in subsequent courses; and (3) improving assessment and feedback by, for example, selecting assessment instruments to match knowledge and skills addressed in stated program objectives, training faculty to use assessment as a teaching tool, and using student evaluations of programs and the learning environment as a basis for educational improvement. Tables providing relevant data are appended.

Ruppert, James C. 1983.
Student Group Analyses: Exercising Relevant Thinking and Communications through Guided Discovery. ED239709.

A description of a teaching method which encourages student participation through small discussion groups is offered along with a sample group discussion guide and worksheet. The student group analysis technique is presented as a structured, competency-based method in which small groups of students cooperatively arrive at answers to a worksheet. The sample discussion guide and worksheet, which comprise most of this document, use a group analysis of advertising to present concepts in general psychology. The guide includes student instructions for completing the analysis and for evaluating other members of the discussion group. The worksheet asks the group to provide specific examples of how the psychological principles of learning, memory, motivation, and perception are used in advertising.

Totten, Charles F. 1985. ED261735.
Participants in Learning, Not Spectators. ED261735.

"Involvement in Learning: Realizing the Potential of American Higher Education," the 1984 federal study group report on excellence, identifies three conditions vital to the improvement of undergraduate education: student involvement, high expectations, and assessment and feedback. Of these, student involvement was judged most important and is most germane to successful developmental work. Two of the report's recommendations which have particular importance for developmental English involve the use of more active modes of teaching, and the mandate to encourage students to take greater responsibility for their learning. Strategies that promote more active modes of teaching include severely curtailing lecturing, rotating seating, walking around the room, having students write out every sentence in every exercise, and dividing classes into small groups. Students can be encouraged to take greater responsibility for their learning if they write their own attendance policy sheet; learn to set goals by two-week segments; and establish specific objectives related to vocabulary, spelling, and studying. Goal-setting techniques and strategies for active involvement are more readily implemented within the right atmosphere. Using seminar tables rather than desks, inviting another class to participate in a class session, and encouraging the involvement of older students are all ways to help create an environment more conducive to active student participation.

Appendix 5

THE ERIC SYSTEM

by Lynn Barnett
Assistant Director
ERIC Clearinghouse on Higher Education
The George Washington University

THE ERIC SYSTEM

The Educational Resources Information Center (ERIC) is a national information system supported and operated since 1966 by the National Institute of Education (NIE), U.S. Department of Education, to provide ready access to educational literature by and for educational practitioners and scholars.[1] ERIC collects and disseminates virtually all types of print materials, mostly unpublished, that deal with education—for example, program descriptions and evaluations, research reports and surveys, curriculum and teaching guides, instructional materials, and resource materials.

Center ERIC at NIE establishes policy and oversees the operation of the ERIC system. Centers of educational expertise at universities and professional associations operate the 16 decentralized ERIC Clearinghouses. These Clearinghouses identify, acquire, and process educational information in specific subject areas such as elementary, secondary, and higher education, educational management, social studies, languages and linguistics, and rural and urban education. Commercial contractors perform other technical support services for the ERIC system. Among these services are maintenance of central computer tape files, reproduction of noncopyrighted literature, and development of specialized publications, such as this *Thesaurus*.

ERIC acquires and announces the availability of educational literature (e.g., journal articles, research reports, conference papers, bibliographies, innovative practice reports). The literature is cataloged, abstracted, and then indexed using key words from the controlled vocabulary—the *Thesaurus of ERIC Descriptors*. Abstracted citations for nonjournal literature appear each month in a bibliographic journal, *Resources in Education (RIE)*. Annotated references to journal articles are found in the companion monthly publication *Current Index to Journals In Education (CIJE)*. With the help of the *Thesaurus*, all materials processed by ERIC can be identified by manual searches of the printed indexes in *RIE* and *CIJE* or by computer searches of the ERIC tapes. ERIC provides convenient access for educators and students to the actual text of nearly 250,000 documents at over 700 libraries and resource centers that subscribe to and maintain ERIC microfiche collections of most documents cited in *RIE*.

Important components of ERIC are its subject-area Clearinghouses. Responsible for locating, acquiring, and selecting literature in its respective area of education, each Clearinghouse indexes that material using the terms from the *Thesaurus*. Thus each Clearinghouse has a stake in the content of the *Thesaurus* and contributes regularly to updating of the ERIC vocabulary.

Prepared by the Clearinghouse on Tests, Measurement, and Evaluation.

[1]See Delmer J. Trester's
ERIC—The First 15 Years. A History of the Educational Resources Information Center
(ERIC Document Reproduction Service No. ED 195 289).

From: *The Thesaurus of ERIC Descriptors*, 1984

Appendix 5

HOW TO USE

ERIC

Educational Testing Service
Princeton, NJ 08541

1

ERIC is your major source for locating information on education topics. You need to become familiar with ERIC terminology in order to do your search. Using the *Thesaurus of ERIC Descriptors*, identify key descriptors (subject terms) relevant to your search, such as "Grading." You might also want to expand your search to include some of the narrower terms (NT), broader terms (BT), or related terms (RT) listed under the descriptor heading as shown in the example below.

SN (scope note) denotes a term's usage in ERIC.

UF (used for) is a cross-reference and should *not* be used for your search.

GRADING
Jul. 1966

CIJE: 716 RIE: 499

SN	Process of rating an individual's or group's performance, achievement, or less frequently, behavior, using specifically established scales of values
UF	Contract Grading #
	Marking (Scholastic)
NT	Credit No Credit Grading
	Pass Fail Grading
BT	Achievement Rating
RT	Academic Achievement
	Educational Testing
	Grade Inflation
	Grade Prediction
	Grades (Scholastic)
	Informal Assessment
	Report Cards
	Scoring
	Student Evaluation
	Student Teacher Relationship
	Summative Evaluation

Appendix 5

2

Consult the monthly issues of *Resources in Education* (RIE). Check the Subject Index sections under the descriptor "Grading" and other applicable descriptors you have chosen to identify *titles* of current documents on the subject.

Check the semiannual and annual indexes to *Resources in Education* for relevant documents using the same descriptors.

Grade 8

Report on the Intermediate Evaluation Project.	ED 164 622
Report on the Intermediate Evaluation Project-Phase II.	ED 164 588

Grading

Institutional Research, Fiscal Year 1977: Perceptions of Mastery Grading. Research Monograph VIII.	ED 164-061

Graduate Medical Education

Workshops for Faculty Development in Family Medicine. Evaluation Report.	ED 163-858

Each document is identified by an accession number (ED plus six digits).

3

Extend your search to the periodical literature by consulting the monthly Indexes of *Current Index to Journals in Education* (CIJE).

Check the monthly, semiannual, and annual subject Indexes of *Current Index to Journals in Education*, using the same descriptions.

Grading

A Contractual Examination: Another Alternative, *College English* v 39 n3, pp 368-70, Nov 77	EJ 169 448
"Sign Now, Pay Later": Further Experiments in Student Grading, *Exercise Exchange* v21 n1, pp 9-12, F 76	EJ 169 477
Reporting Pupil Progress in Reading— Parents vs. Teachers, *Reading Teacher* v 31 n3, pp 294-6, Dec 77	EJ 169 510
Computer-Graded Homework in Introductory Physics, *American Journal of Physics* v 45 n 10, pp 896-8, Oct 77	EJ 170 425
An Alternative Scoring Formula for Multiple-Choice and True-False Test, *Journal of Educational Research* v70 n6, pp 335-9, Jul/Aug 77	EJ 170 686

Appendix 5

4

From the Subject Indexes, go to the Document Resume section of RIE or the Main Entry section of CIJE to read the abstract of the document or journal article. These sections are clearly marked, and the identifying numbers (ED or EJ) are listed consecutively. You can then determine whether you want to obtain the full text of the document or article. Availability information is given in each resume.

EJ 169 477 CS 710 521
"Sign Now, Pay Later"; Further Experiments in Student Grading
Klein, Julie Thompson, *Exercise Exchange*, v21 n1, pp 9-12, F 76
*English Instructional, *Grading,
*Teaching Techniques,
*Contracts, Secondary Education, Higher Education
Presents an eight-point plan, with illustrations,
for assigning student grades. (JM)
Reprint Available (See p. vii): UMI

ED 164 061 JC 790-070
Institutional Research, Fiscal Year 1977; Perceptions of Mastery Grading, Research Monograph VIII.
South Oklahoma City Junior Coll., Okla.
Pub Date - 77
Note - 53p

EDRS Price MF-S0.83 HC-$3.50 Plus Postage
Descriptors—*Academic Records, Administrator Attitudes,
*Attitudes, Community Colleges, Counselor Attitudes,
Employer Attitudes, Grades (Scholastic),
*Grading, Higher Education, Institutional Research,
*Junior Colleges,
*Mastery Learning, School Funds, Secondary Education, Student Attitudes,
Student Evaluation, Student Financial Aid,
*Surveys, Teacher Attitudes, Transfer Policy,
Transfer Students

The grading policy at South Oklahoma City Junior College (SOCJC) allows a student to master a course by doing a specified amount of work to a pre-determined standards (80% mastery). When this is accomplished, the student receives an "M" indicating mastery; otherwise, nothing appears on the official record. No A, B, C, grades are awarded. This document compiles six studies dealing with the perceptions of the "M" grade by different SOCJC constituencies. The first survey examined employers of the college's students. Employers preferred a traditional transcript though about two-thirds would accept a list of student competencies. Next studied were other institutions of higher education, which also preferred transcripts allowing student comparisons; however, no SOCJC students had been denied entrance to these transfer schools. A third study of financial aid offices examined effects on both student aid at transfer institutions as well as on SOCJC's ability to obtain student aid funds. It appeared students may have had trouble getting scholarships, though the college itself had no problem getting funds. A need was seen for added information and explanation about the system in the next survey of high school counselors. The fifth survey concerned student attitudes. About 40-45% saw the "M" as an advantage, while 23-30% saw it as a disadvantage. The final report studied faculty and staff perceptions. The majority felt the system was an advantage to students but the problems in transferring and the fact that there is no reward for excellence were disadvantages. (MB)

Appendix 6

The DIALOG® Services

The DIALOG Information Retrieval Service, from Dialog Information Services, Inc., has been serving users since 1972. With nearly 400 databases from a broad scope of disciplines available on the system, the DIALOG Service offers unequaled subject balance and variety. The coverage, combined with the DIALOG searching capabilities, make it the most powerful online system of its type.

The databases on the DIALOG system contain in excess of 329 million records. Records, or units of information, can range from a directory-type listing of companies, associations, or famous people; to an in-depth financial statement for a particular company; to a citation with bibliographic information and an abstract referencing a journal, patent, conference paper, or other original source; to the complete text of a journal article. The complete-text collection has grown dramatically on DIALOG throughout 1991, with more than 1,600 titles now available full-text on DIALOG. See page 85 for a list of full-text sources on DIALOG.

DIALOG Special Features

More Databases. DIALOG databases offer you subject coverage in science, business, technology, chemistry, law, medicine, engineering, social sciences, business, economics, current events, and more. In addition, DIALOG databases provide indexes to book reviews and biographies; directories of companies, people, and associations; and access to the complete text of articles from many newspapers, journals, and original sources.

No other online service offers the depth and breadth of coverage that DIALOG gives you. Databases are regularly updated to give you the most recent information. Many DIALOG databases are exclusive...not available to you online anywhere else.

Easy Menu Access. More than 300 DIALOG databases are now searchable via easy menus. Now even occasional searchers and those with no training or prior experience can perform successful searches quickly and inexpensively.

ERIC

Coverage: 1966 to the present
File Size: 753,832 records
Updates: Monthly
Provider: U.S. Department of Education, OERI, Washington, DC; and ERIC Processing and Referencing Facility, Bethesda, MD

ERIC is the complete database on educational materials from the Educational Resources Information Center. ERIC is available from DIALOG as an online database and in compact-disc format. Both versions correspond to two print indexes: *Resources in Education*, which is concerned with identifying the most significant and timely education research reports; and *Current Index to Journals in Education*, an index of more than 700 periodicals of interest to every segment of the education profession. Many items can be purchased from the ERIC Document Reproduction Service in paper copy or microfiche.

From: *The DIALOG Service Catalog*, 1992

Appendix 7

IMPROVING STUDENT THINKING*

1. Ensure that students process information.
2. Ask broad, open-ended questions.
3. Wait before calling on students.
4. Wait before answering a question yourself.
5. Follow up student responses by pausing to reflect, then asking for: clarification, elaboration, evidence, thinking processes.
6. Decide on a specific kind of thinking that you intend for the students to perform in a given instance and plan a sequence of events to accomplish it. (Please see following chart, "Linguistic Cues that Elicit Thinking at Three Levels.")
7. Make students conscious of their own thinking processes.
8. Model your own problem solving and other decision making processes.
9. Teach students to use and recognize a taxonomy of thinking skills.
10. Restructure assignments for higher cognitive demand on students. Require students to use all levels of thinking, from lowest to highest.
11. Teach a specific critical thinking skill.
12. Have groups engage in decision making.
13. Have pairs of students debate.

* From the handout packet accompanying a presentation by Mark Stover and Linda Martin (CSUS professors) at the American River College TRC, 9/22/92: "Professors as Peak Performers." This packet is available at the TRC.

Appendix 8

Student Involvement Strategy Report

Name _____

Department _____

Semester: __Fall __Spring __Summer, 199__

Course(s) _____

What I did: _____

My evaluation: _____

Suggestions for future/related efforts: _____

___ I'd be willing to discuss with interested peers.

Other comments: _____

Appendix 9

SUGGESTIONS FOR FOLLOW UP

How about doing a FLEX activity on one of these ideas?

How about presenting in the TRC on one of these ideas at a brown bag lunch session?

Who would you like to pair up with to co-explore one of these ideas?

Would one of these colleagues be willing to let you visit a class, demonstrate a technique in your class, help you plan your first use, or be a guest speaker for your class? Could you exchange classes for one day to expose students to your different styles?

Wish your ideas were included? Have additional ideas?

1. Drop by the TRC.
2. Fill out a "Teaching Strategies Information Card"
3. Give it to the TRC staff.

Pick an idea that looks interesting. Look it up in books on the TRC Student Involvement Shelf or call the instructors who have similar ideas. Meet for lunch or plan by phone to form a support group for exploring applications in different classes!

Sketch out a lesson plan for a particular class using an idea or approach. See how it looks. Talk it over with someone. Plan creatively—even if you aren't ready to mobilize just yet!

Look at your semester plan. Where could you best fit in an adaptation of one of these ideas?

If you feel secure about an involvement approach, see Nancy Reitz or the TRC about volunteering to be listed as a resource person, co-explorer, consultant, or team advisor.

If you are skilled in a technique you feel colleagues would benefit from learning about, see the TRC Staff about doing a workshop, presentation or demonstration; call 484-8558.

How about volunteering to present effective teaching techniques for student involvement during the next FLEX day? Call Chris Rubio at 484-8434.

See Sharon McCuen if you'd like to apply for a grant to do action research on use of a student involvement strategy, call 484–8306.

Write up a successful teaching experience and submit toTRzStaff for inclusion in the "TRC Newsletter" or in the Student Involvement Files.

Be brave. Write up an experience or approach facilitating student involvement and submit it to a teaching or subject area journal for publication. A nicely typed rejection slip is the worst that could happen!