The Coaching Chronicles

ISSUE 1 VOLUME 19

FTCC CENTER FOR ACADEMIC EXCELLENCE

Instructors, this will be your one-stop for all your instructional/assessment needs!

ACTIVITIES TO REPLACE SOME LECTURE...

Strip sequence—Give students the steps in a process on strips of paper that are jumbled; ask them to work together to reconstruct the proper sequence. This approach can strengthen

students' logical thinking processes and test their mental model of a process. (Handelsman et al., 2007)

Concept map—Concept maps are visual representations of the relationships between concepts. Concepts are placed in nodes (often, circles), and the relationships between indicated by labeled arrows connecting the concepts. To have students create a concept map, identify the key concepts to be mapped in small groups or as a whole class. Ask students to determine the general relationship between the concepts and to arrange them two at a time, drawing arrows between related concepts and labeling with a short phrase to describe the relationship. By asking students to build an external representation of their mental model of a process, this approach helps students examine and strengthen the organization within the model. Further, it can emphasize the possibility of multiple "right" answers. More information and a tool to do online concept mapping can be found at the Institute for Human & Machine Cognition. (Novak and Canas, 2008)

Mini-maps. Mini-maps are like concept maps, but students are given a relatively short list of terms (usually 10 or fewer) to incorporate into their map. To use this approach, provide students a list of major concepts or specific terms and ask them to work in groups of two or three to arrange the terms in a logical structure, showing relationships with arrows and words. Ask groups to volunteer to share their mini-maps and clarify any confusing points. Mini-maps have many of the same strengths as concept maps but can be completed more quickly and thus can serve as part of a larger class session with other learning activities. (Handelsman et al., 2007)

Categorizing grids. Present students with a grid made up of several important categories and a list of scrambled terms, images, equations, or other items. Ask students to quickly sort the terms into the correct categories in the grid. Ask volunteers to share their grids and answer questions that arise. This approach allows students to express and thus interrogate the distinctions they see within a field of related items. It can be particularly effective at helping instructors identify misconceptions. (Angelo and Cross, 1993)

Student-generated test questions. Provide students with a copy of your learning goals for a particular unit and a figure summarizing Bloom's taxonomy (with representative verbs associated with each category). Challenge groups of students to create test questions corresponding to your learning goals and different levels of the taxonomy. Consider having each group share their favorite test question with the whole class or consider distributing all student-generated questions to the class as a study guide. This approach helps students consider what they know as well as implications of the instructor's stated learning goals. (Angelo and Cross, 1993)

Decision-making activities. Ask students to imagine that they are policy-makers who must make and justify tough decisions. Provide a short description of a thorny problem, ask them to work in groups to arrive at a decision, and then have groups share out their decisions and explain their reasoning. This highly engaging technique helps students critically consider a challenging problem and encourages them to be creative in considering solutions. The "real-world" nature of the problems can provide incentive for students to dig deeply into the problems. (Handelsman et al., 2007)

Content, form, and function outlines. Students in small groups are asked to carefully analyze a particular artifact—such as a poem, a story, an essay, a billboard, an image, or a graph—and identify the "what" (the content), the "how" (the form), and the function (the why). This technique can help students consider the various ways that meaning is communicated in different genres. (Angelo and Cross, 1993)

Case-based learning. Much like decision-making activities, case-based learning presents students with situations from the larger world that require students to apply their knowledge to reach a conclusion about an open-ended situation. Provide students with a case, asking them to decide what they know that is relevant to the case, what other information they may need, and what impact their decisions may have, considering the broader implications of their decisions. Give small groups (3-5) of students time to consider responses, circulating to ask questions and provide help as needed. Provide opportunities for groups to share responses; the greatest value from case-based learning comes from the complexity and variety of answers that may be generated. More information and collections of cases are available at the National Center for Case Study Teaching in Science, the Case Method Website of UC-Santa Barbara, and World History Sources.

WHAT, WHY, AND HOW TO IMPLEMENT A FLIPPED CLASSROOM MODEL

What, Why, and How to Impleme... omerad.msu.edu

To improve medical education and related service programs through program evaluation and learner assessment, educational development, educational technology, and research in those three areas.

The Flipped Classroom Model

REMINDER: BLACKBOARD HOW TO VIDEOS

CLICK ON THE TITLE TO ENJOY A FEW SHORT "HOW TO" VIDEOS FOR BLACKBOARD LEARN.

https://www.youtube.com/playli... www.youtube.com

RESOURCES PROVIDED BY THE VIRTUAL LEARNING COMMUNITY (VLC)

The **Virtual Learning Community** (**VLC**) is a collaborative effort of the **North Carolina Community College** System for developing online course content and providing support services for the benefit and success of distance learning students, educators, and eLearning administrators.

[Access the Virtual Learning Community]

COFFEE WITH THE COACHES WILL BE HELD THURSDAY MORNINGS FROM 10:00AM-11:00AM. MAKE NOTE OF THE DAY CHANGE ON YOUR CALENDARS!

COFFEE WITH YOUR INSTRUCTIONAL COACH

Thursdays @ 10:00 a.m.

https://bit.ly/chatwiththecoach

Grab your coffee and join us for a morning chat. This is a great time to share ideas, pose questions and request resources.

ANDREA JACKSON

FTCC Instructional Coach
(910) 635-3519
jacksonac@faytechcc.edu
https://www.faytechcc.edu/faculty-staff/instructional-coaching/

COFFEE WITH THE COACH

WHEN

THURSDAY, JULY 16TH, 10-11AM

WHERE

BLACKBOARD COLLABORATE

MORE INFORMATION

Grab your coffee and join the Instructional Coaches for a morning chat. This is a great time to share ideas, pose questions and request resources.

https://us.bbcollab.com/guest/2b6df82b335a4511a1b167930b532682

SCHEDULE A COACHING SESSION

Do you have specific questions you want to have addressed? Would you like a one-on-one conversation with your Instructional Coach to get some ideas regarding instructional strategies?

2201 Hull Road, Fayetteville, N...
jacksonac@faytechcc.edu
(910) 678-8415
faytechcc.edu/faculty-staff/in...