

Faculty Teaching Tools Used Fall 2008

Department	Semester	Course	Teaching Tool 1	Rationale for Teaching Tool 1	Improvement Strategy for Tool 1	Teaching Tool 2	
Developmental Math	Mathematics	Fall 2008	DSPM 0700	A lecture format that uses personal PowerPoint lectures along with problem solving boardwork.	To address visual learning styles found prominent in class.	Improve the PowerPoints to include problem solving in groups. This would definitely address the majority of the class shown as active learners from the survey.	Posting lecture worksheets and practice problems using the eLearn website.
Developmental Math	Mathematics	Fall 2008	DSPM 0850	Students were divided into groups. Each group was given a table to complete from a given equation involving exponents. Students worked together to complete their table then wrote their results on the board. By analyzing the tables, the class discussed positive, negative, and zero exponents.	Active Learners benefit from group activities. Visual Learners benefit from drawing graphs and tables. Verbal Learners benefit from working in groups to hear classmates explanations.	: I will certainly use this activity again. All students were participating and students were involved in the discussion while drawing conclusions on their own. I became the discussion leader and did not just lecture about all the material. Students quickly deducted the effect of negative exponents and zero as an exponent.	Students were divided into groups of four. Each group was given several problems to complete and present from Chapter 1. Each group worked and discussed their assigned problems. Each member of the group worked a problem on the board, explained the procedure and answered any questions. Presenters were allowed to use the white board or SmartBoard.
Developmental Math	Mathematics	Fall 2008	850	Posting class lecture notes on e-Learn with example problems to be worked in class.	Time-savings for students during class when note-taking, allowing greater concentration on problem solving processes.	Stress concepts less in written notes and use more class time for problem-solving. Some lecture time seems to be wasted for written (rather than verbal) explanation of concepts.	Creating PowerPoint presentations of lectures which match the e-Learn-posted lecture guides

Faculty Teaching Tools Used Fall 2008

Developmental Math	Mathematics	Fall 2008	DSPM 0800	Students were divided into groups of four. Each group was given a table to complete from a given equation. Students worked together to complete their table and show their results on a large Post-it. The points they found were then plotted on a large Post-it graph. Each groups graph and	Active Learners benefit from group activities. Visual Learners benefit from drawing graphing. Verbal Learners benefit from working in groups to hear classmates explanations.	I will certainly use this activity again. All students were participating and students were involved in the discussion while drawing conclusions on their own. I became the discussion leader and did not just lecture about all the material.	Students were divided into groups of four. Each group was given a topic to discuss and present from Chapter 3. I made of list of topics from the chapter as a review and divided the topics among the groups. Each group had 10 minutes to discuss and then prepare a presentation for the
Developmental Reading	Humanities	Fall 2008	DSPW 0800/0700	Students use a form of the AIM strategy to summarize/outline sections of the text.	A more active approach that lends itself to the student's ability to retain what he/she has read involves note taking or recording sections of material.	I plan to incorporate more of this into my lessons as they teach students how best to retain information.	Students create flash cards for weekly vocabulary terms.
				A Hand-on Demonstration for Solving Simple Equations		I discovered this activity at a math conference and have used it for several years. It is fun and students actually see how if you reverse your steps you can get back to where you started.	A Table Approach to Solving Percent Problems

Faculty Teaching Tools Used Fall 2008

A paper letter x is folded, placed inside an envelope, folded again, placed inside a box. Students are asked to watch the process with out any instructions from the instructor. The students are then asked to state what steps are needed to get the x back. They must reverse each step. (Exercise can be repeated with different steps.)

I think I could add additional step to demonstrate more complication equations.

The trick is to make a table where percent are on one side and the numbers are on the other. A proportion can be made from the ratios and the problem can be solved that way. It works very well with percents greater than one hundred. There are no worries about decimals as long as the numbers and percents are kept on separate side of the table.

Students often have trouble in learning the symbolic

Students then apply the idea of reversing the symbolic steps from an equation. What would be needed to get the x by itself in the equation?

manipulation for solving equations. The activity allow them to see physically how reversing the steps would let you solve for x

Mathematics

Mathematics

Fall 2008

DSPM 0700

A Table Approach to Solving Percent Problems

A Hand-on Demonstration for Solving Simple Equations

Faculty Teaching Tools Used Fall 2008

The trick is to make a table where percent are on one side and the numbers are on the other. A proportion can be made from the ratios and the problem can be solved that way. It works very well with percents greater than one hundred. There are no worries about decimals as long as the numbers and percents are kept on separate side of the table.

Students often confuse themselves on how to do a percent problem. They have trouble with decimal points and if you are suppose to multiply or divide.

I have used this activity for several years. It works very well.

A paper letter x is folded, placed inside an envelope, folded again, placed inside a box. Students are asked to watch the process with out any instructions from the instructor. The students are then asked to state what steps are needed to get the x back. They must reverse each step. (Exercise can be repeated with different steps.)

Students then apply the idea of reversing the symbolic steps from an equation. What would be needed to get the x by itself in the equation?

Mathematics

Mathematics

Fall 2008

DSPM 0700

Handy-Dandy Function Tester

Wagon Tongue Property

Faculty Teaching Tools Used Fall 2008

Mathematics	Mathematics	Fall 2008	DSPM 0800	<p>A short piece of string is kept in my textbook. When looking at a graph, it is easy to tell if it is a function or not if it passes the vertical line test. The string acts as the vertical line. You can use it on the overhead or the Smartboard. If a student is having trouble telling a function, you can flip the string to the student and they can discover for them selves.</p> <p>Wagon Tongue Property</p>	<p>Students are asked to identify functions several ways. The vertical line test is just one way. However, if you know it is a function that way, then it must be a function.</p>	<p>If you turn the string horizontal, you can also use the line to demonstrate a one-to-one relationship.</p>	<p>Students are asked to visualize a wagon and the location of its tongue. If the algebra terms are considered to be the wagons and the connecting sign the tongue (a tongue is always in front of the wagon), student can combine the terms correctly.</p> <p>Handy-Dandy Function Tester</p>
Mathematics	Mathematics	Fall 2008	DSPM 0800	<p>Students are asked to visualize a wagon and the location of its tongue. If the algebra terms are considered to be the wagons and the connecting sign the tongue (a tongue is always in front of the wagon), student can combine the terms correctly.</p>	<p>Students have a hard time in combining like terms when positive and negative signs are included.</p>	<p>I have used this activity for several years and it works fine.</p>	<p>A short piece of string is kept in my textbook. When looking at a graph, it is easy to tell if it is a function or not if it passes the vertical line test. The string acts as the vertical line. You can use it on the overhead or the Smartboard. If a student is having trouble telling a function, you can flip the string to the student and they can discover for themselves.</p>

Faculty Teaching Tools Used Fall 2008

					The students in this class were predominantly active learners. Group activities promote retention and understanding of the material. Cooperative learning also gives students a chance to explain mathematical topics to each other.		Real World Applications Students are exposed to application problems throughout the entire course. I present real world applications when presenting the material. Students are also assigned application problems in their homework assignments.
Mathematics Developmental Math	Mathematics Mathematics	Fall 2008 Fall 2008	850 DSPM 0850	Cooperative Learning Students participate in group activities on a regular basis. Students were divided into groups. Each group was given	Active Learners benefit from group activities. Visual	I believe that students benefit from cooperative learning, so I will continue to incorporate group activities in the future. I will certainly use this activity again. All students were	Students were divided into groups of four. Each group
Developmental Writing	Humanities	Fall 2008	DSPW	I put my class on MY WRITING LAB and the site for My LITTLE BROWN. They use both of these to reinforce grammar and it involves personal interaction with both programs with instant results. They have a pre and a post score that will show their improvement.	Students would rather use a computer program as opposed to exercises out of a book. It uses all learning styles. It provides videos for auditory.	None	I had the group divide into groups of 3 to 4 and do a group writing. They have to come up with brainstorming, rough draft and a final group paper. Each person will have their on copy in their folders.

Faculty Teaching Tools Used Fall 2008

The students in this class were predominantly visual learners.

My PowerPoints include color, pictures, diagrams, sketches, tables, and graphs, which is more appealing to students.

My PowerPoint lessons also present the material in a clear, concise, and organized manner.

I believe that students benefit from the presentation style of PowerPoint, so I will continue to incorporate PowerPoint lessons in the future.

Chapter Outlines Students are provided outlines for every chapter covered in the course.

These outlines include student outcomes for every section in each chapter. Example problems are also listed under each outcome.

PowerPoints I developed and presented PowerPoint lessons for every topic covered in the 850 course.

Mathematics

Mathematics

Fall 2008

Faculty Teaching Tools Used Fall 2008

 groups of four. Each group was given a table to complete from a given equation.

Students worked together to complete their table and show their results on a large Post-it.

The points they found were then plotted on a large Post-it graph. Each groups graph and table were displayed on the wall around the room. By analyzing the graphs, the class discussed positive, negative, zero, and undefined slopes, intercepts, finding slope from the graph and how it relates to the equation and how the y intercept relates to the

equation. We also discussed the definition of a function and the Vertical Line Test to determine if a graph is a function. Each group drew any kind of graph they wanted on their Post-it and the class determined if the graph was a function.

Active Learners benefit from group activities. Visual Learners benefit from drawing graphs. Verbal Learners benefit from working in groups to hear classmates explanations.

I will certainly use this activity again. All students were participating and students were involved in the discussion while drawing conclusions on their own. I became the discussion leader and did not just lecture about all the material.

Students were divided into groups of four. Each group was given a handout explaining how to write equations of lines from given information. Students were to read the text and examples, discuss the concepts, then answer questions that followed.

Developmental
Math

Mathematics

Fall 2008

DSPM 0800

Faculty Teaching Tools Used Fall 2008

 groups of four. Each group was given a table to complete from a given equation.

Students worked together to complete their table and show their results on a large Post-it.

The points they found were then plotted on a large Post-it graph. Each groups graph and table were displayed on the wall around the room. By analyzing the graphs, the class discussed positive, negative, zero, and undefined slopes, intercepts, finding slope from the graph and how it relates to the equation and how the y intercept relates to the

equation. We also discussed the definition of a function and the Vertical Line Test to determine if a graph is a function. Each group drew any kind of graph they wanted on their Post-it and the class determined if the graph was a function.

Active Learners benefit from group activities. Visual Learners benefit from drawing graphs. Verbal Learners benefit from working in groups to hear classmates explanations.

I will certainly use this activity again. All students were participating and students were involved in the discussion while drawing conclusions on their own. I became the discussion leader and did not just lecture about all the material.

Students were divided into groups of four. Each group was given a handout explaining how to write equations of lines from given information. Students were to read the text and examples, discuss the concepts, then answer questions that followed.

Developmental
Math

Mathematics

Fall 2008

DSPM 0800

Faculty Teaching Tools Used Fall 2008

Mathematics	Mathematics	Fall 2008	DSPM 0800	Used Power Points to convey material for class.	Power Points assist students through chunking and the use of color.	This works great for me. I will continue to use this in my classes. The only problems come with the use of the new Mictrosoft.	Used Lecture Guides that students printed off e-Learn. These are the problems that we will work with areas for the work. I include grids for graphs, fill in the blank areas to help them make connections, and boxes for steps in a process.
Developmental Writing	Humanities	Fall 2008	DSPW 0800	As a prewriting tool, students are required to complete clusters and outlines prior to beginning rough drafts for five paragraph essays. I provide an example outline for students to use as a guide.	Prewriting is required in writing folders for all essays.	This typically works well in the developmental courses.	Students complete group activities related to peer editing and the completion of activities related to specific areas of grammar including complete sentences/sentence fragments, run on sentences, comma splices, sentence types such as simple, compound, and complex, commas, and other pertinent grammatical information.

Faculty Teaching Tools Used Fall 2008

				<p>inferences from a variety of clues, I used a bi-colored men's belt to illustrate the American political spectrum - the black portion of the belt representing Democrats and the brown portion representing Republicans. Beginning in the middle of the belt, I showed how the political left and right diverge from each other, only to meet again at the buckle, where there are again more similarities than differences in the behaviors of fringe believers. To make the exercise a game, I asked them to infer where my beliefs fell on the belt(who I voted for in the presedential election). To complete the game, I also guessed how each of them had voted. About 64% of them made the correct inference, and I made the correct inference on about 76% of them.</p>			
Developmental Reading	Humanities	Fall 2008	Dspr 0800	<p>Cooperative Learning Students participate in group activities PowerPoints I developed and presented PowerPoint lessons</p>	<p>The brown and black belt was an apt visual aid for the Democrat and Republican parties. Also interest in the political process was very high in November 2008.</p>	<p>I'll see what inspiration, otherwise known as desperation, brings.</p>	<p>Two pairs of dice and a pencil.</p>
Mathematics	Mathematics	Fall 2008	850		<p>The students in this class were predominantly active learners.</p>	<p>I believe that students benefit from cooperative learning, so I</p>	<p>Real World Applications</p>
Mathematics	Mathematics	Fall 2008	850		<p>The students in this class were predominantly visual learners.</p>	<p>I believe that students benefit from the presentation style of</p>	<p>Chapter Outlines Students are provided outlines for every</p>

Faculty Teaching Tools Used Fall 2008

				Visited Drug Exhibit provided by Army National Guard on campus.	It was very well presented and drugs are a large problem in our society. It used all learning styles as it was visual, auditory, and kinesthetic. The soldiers with the exhibit were very knowledgeable and the students enjoyed interacting with them. The students gained a great deal of information.		I use a spelling bee when we finish a complete unit. The last three students standing get points. They get involved, they get to stand, and it is a very student oriented activity. Plus, it is an excellent way to review what we have covered.
Developmental Reading	Humanities	Fall 2008	DSPR 0800	We followed up by reading an article on drugs and then we had a class room discussion on what we had learned. For active learners instructor provides students with a take home set of problems that summarize the course material to be included on each learning unit. While this set of problems correct solutions worth some points of the total test score, the problem set serves as an additional review of the material covered in class	It was also an active lesson. Students, who exhibit a sequential learning style, can use these problem sets to help them learn by outlining material in a logical order and at the same time prepare for their test.	I might add a fact sheet to go over or assign the reading about drugs before going to an exhibit. Consider making this a small group activity rather than an individual activity. By using small groups, the number of problems per set can be increased. Consider asking that individual group presents problem set solutions to the class for discussion.	Multiple sets of problems (handouts) complementing material covered during the class lecture are provided to each group of 2 students. These handouts serve as discussion prompts for each group and then once each group has developed solutions, as discussion prompts for the class.
Developmental Math	Mathematics	Fall 2008	DSPM 0850				

Faculty Teaching Tools Used Fall 2008

Developmental Math	Mathematics	Fall 2008	DSPM 0850	Posting class lecture notes on e-Learn with example problems to be worked in class.	Time-savings for students during class when note-taking, allowing greater concentration on problem solving processes.	Stress concepts less in written notes and use more class time for problem-solving. Some lecture time seems to be wasted for written (rather than verbal) explanation of concepts.	Creating PowerPoint presentations of lectures which match the e-Learn-posted lecture guides
				My Basic Writing 0800 students had to complete several prewriting steps before each and every one of their assignments excluding the first day writing sample.			
				Step one: Brainstorm, freewrite, create a word map, or discuss ideas with another student to generate as many ideas as possible about the topic.			
				Step 2: Create a working thesis statement on which the entire essay will focus.	Since 77% of the students in this class are sequential learners, most of them need to learn new ideas through linear steps. Also, as indicated in Dolores Perins article, Repetition and the Informational Writing of	Because the students varied in their techniques for generating ideas, (some students generated ideas through discussion with others), I did not always require them to turn in a written copy of this first step. However, I think	
				Step 3: Produce three topics that support the thesis. For each topic, think of at least three examples to prove that the topics support the thesis statement.			Before assigning a descriptive essay, I divided the students into five groups and assigned each group one sense: seeing, hearing, smelling, touching, or tasting. On index cards I had

Faculty Teaching Tools Used Fall 2008

Developmental Writing	Humanities	Fall 2008	DSPW 0800	<p>Step 4: Complete an outline for a five-paragraph essay using the information generated in steps 1-3.</p> <p>Step 5: Write an essay using the outline as a guide.</p> <p>For active learners instructor provides students with a take home set of problems that summarize the course material to be included on each learning unit. While this set of problems correct solutions worth some points of the total test score, the problem set serves as an additional review of the material covered in class</p>	<p>Developmental Students, from the Fall 2002 issue of Journal of Developmental Education, repeating the same steps and techniques over and over helps students in high level developmental classes hone their writing skills.</p> <p>Students, who exhibit a sequential learning style, can use these problem sets to help them learn by outlining material in a logical order and at the same time prepare for their test.</p>	<p>that many of the students began to skimp on this step, which caused them to have fewer ideas to discuss in their writings. Therefore, I will require that the students turn in written drafts of all steps next time.</p> <p>Consider making this a small group activity rather than an individual activity. By using small groups, the number of problems per set can be increased.</p> <p>Consider asking that individual group presents problem set solutions to the class for discussion.</p>	<p>written words like rain, smile, cookies, cotton candy, and baby. Each group had to draw a card and describe its word to the rest of the class using only the group's assigned sensory details. The other groups tried to guess the described word.</p> <p>During test review session, students are divided into groups of two and asked to quiz each other about concepts for the upcoming test that they dont understand. If their partner cannot explain the concept, the students write the concept down and, as a part of the test review, the instructor explains the concept to the</p>
Developmental Math	Mathematics	Fall 2008	DSPM 0800	<p>For active learners instructor provides students with a take home set of problems that summarize the course material to be included on each learning unit. While this set of problems correct solutions worth some points of the total test score, the problem set serves as an additional review of the material covered in class</p>	<p>Students, who exhibit a sequential learning style, can use these problem sets to help them learn by outlining material in a logical order and at the same time prepare for their test.</p>	<p>Consider making this a small group activity rather than an individual activity. By using small groups, the number of problems per set can be increased.</p> <p>Consider asking that individual group presents problem set solutions to the class for discussion.</p>	<p>Multiple sets of problems (handouts) complementing material covered during the class lecture are provided to each group of 2 students. These handouts serve as discussion prompts for each group and then once each group has developed solutions, as discussion prompts for the class.</p>
Developmental Math	Mathematics	Fall 2008	DSPM 0800	<p>of the material covered in class</p>	<p>their test.</p>	<p>discussion.</p>	<p>class.</p>

Faculty Teaching Tools Used Fall 2008

Developmental Math	Mathematics	Fall 2008	DSPM 0700	Posting class lecture notes on e-Learn with example problems to be worked in class For active learners instructor provides students with a take home set of problems that summarize the course material to be included on each learning unit. While this set of problems correct solutions worth some points of the total test score, the problem set serves as an additional review of the material covered in class	Time-savings for students during class when note-taking, allowing greater concentration on problem-solving processes. Students, who exhibit a sequential learning style, can use these problem sets to help them learn by outlining material in a logical order and at the same time prepare for their test.	Stress concepts less in written notes and use more class time for problem-solving. Some lecture time seems to be wasted for written (rather than verbal) explanation of concepts. Consider making this a small group activity rather than an individual activity. By using small groups, the number of problems per set can be increased. Consider asking that individual group presents problem set solutions to the class for discussion.	Creating PowerPoint presentations of lectures which match the e-Learn-posted lecture guides. During test review session, students are divided into groups of two and asked to quiz each other about concepts for the upcoming test that they dont understand. If their partner cannot explain the concept, the students write the concept down and, as a part of the test review, the instructor explains the concept to the
Mathematics	Mathematics	Fall 2008	DSPM 0850	PowerPoints I developed and presented PowerPoint lessons for every topic covered in the course.	The students in this class were predominantly visual learners. My PowerPoints include color, pictures, diagrams, sketches, tables, and graphs, which is more appealing to students. My PowerPoint lessons also present the material in a clear, concise, and organized manner.	I believe that students benefit from the presentation style of PowerPoint, so I will continue to incorporate PowerPoint lessons in the future.	Chapter Outlines Students are provided outlines for every chapter covered in the course. These outlines include student outcomes for every section in each chapter. Example problems are also listed under each outcome.

Faculty Teaching Tools Used Fall 2008

Humanities	Behavioral and Social Sciences	Fall 2008	DSPS 0800	Mini-quiz/activity immediately following teaching a chapter or chapter section	To see if the students could apply the material they had learned in the class	I would like to have more discussion among the students during the lecture and more group activities. I feel that the students that learn well and fast with a lecture style, could help the students that are more active learners.	A group oral presentation
Developmental Writing	Humanities	Fall 2008	DSPW 800	Had student's work in groups of 4 and grade one another's essays. Each student grading three essays, so each essay had 3 grades. Students then averaged the grade. Finally, we compared their grade to the one I assigned.	Writers refine their writing skills by editing. It is easier to edit someone else's essay than their own.	It was a group activity that worked well. I will continue to do the same.	Had students look at various movie posters and determine the argument inherent in each.

Faculty Teaching Tools Used Fall 2008

Developmental Writing	Humanities	Fall 2008	DSPW 0800	Had student's work in groups of 4 and grade one another's essays. Each student grading three essays, so each essay had 3 grades. Students then averaged the grade. Finally, we compared their grade to the one I assigned.	Writers refine their writing skills by editing. It is easier to edit someone else's essay than their own.	It was a group activity that worked well. I will continue to do the same.	Had students look at various movie posters and determine the argument inherent in each.
Developmental Writing	Humanities	Fall 2008	DSPW 0800	Had student's work in groups of 4 and grade one another's essays. Each student grading three essays, so each essay had 3 grades. Students then averaged the grade. Finally, we compared their grade to the one I assigned.	Writers refine their writing skills by editing. It is easier to edit someone else's essay than their own.	It was a group activity that worked well. I will continue to do the same.	Had students look at various movie posters and determine the argument inherent in each.
Developmental Writing	Humanities	Fall 2008	DSPW 800	Had student's work in groups of 4 and grade one another's essays. Each student grading three essays, so each essay had 3 grades. Students then averaged the grade. Finally, we compared their grade to the one I assigned.	Writers refine their writing skills by editing. It is easier to edit someone else's essay than their own.	It was a group activity that worked well. I will continue to do the same.	Had students look at various movie posters and determine the argument inherent in each.

Faculty Teaching Tools Used Fall 2008

Developmental Writing	Humanities	Fall 2008	DSPW 700	Had student's work in groups of 4 and grade one another's essays. Each student grading three essays, so each essay had 3 grades. Students then averaged the grade. Finally, we compared their grade to the one I assigned.	Writers refine their writing skills by editing. It is easier to edit someone else's essay than their own.	It was a group activity that worked well. I will continue to do the same.	Had students look at various movie posters and determine the argument inherent in each.
Developmental Reading	Humanities	Fall 2008	DSPR 0700 and 0800	Showed Movie - 10 Angry Men	Visual of the concept of Fact or Opinion	Students liked the movie. I will see if I can skip parts to not use so much class time.	After 5 chapters in Vocabulary, I divided class into groups of 5. Each person acted out one vocabulary word from the assigned chapter - Student 1 did chapter 1 and so on. . . .
Mathematics	Mathematics	Fall 2008	850	I gave out quizzes and let the students work on their own for a few minutes without letting them know it was going to be a group quiz. I then divided them into groups and they worked on the quizzes together and they all received the same grade for the quiz.	Some students work better alone, and some work better in a group.	I think I will start giving more group quizzes.	My Math Lab

Faculty Teaching Tools Used Fall 2008

Humanities	Humanities	Fall 2008	DSPW 0700	Following a mini-lesson, an in-class short writing (1 paragraph in length) was assigned	To see if the students understood the concept introduced in the mini-lesson and test if they were able to apply it in their writing	Have students share their writing by reading the paragraph outloud. I think the students could learn from the others in the class, and they could also help with difficult areas by suggesting revision. This would also help enforce the concept that writing takes more than the one step of getting thoughts on paper.	Students watched Superbowl ads and had to write comparison/contrast and persuasive paragraphs about the ads.
Humanities	Humanities	Fall 2008	DSPW 0800	Pictures of places, people, and events were placed on the projector. Then the students had to describe, explain, or report what happened in a newspaper style essay in class.	Using a visual tool to connect to writing.	Reading the essays outloud to the class would have helped with teaching the tone needed for this assignment.	A focused short story was assigned. I assigned a short story from a list of topics to pick from after finishing the chapter on narration.

Faculty Teaching Tools Used Fall 2008

Developmental Math	Mathematics	Fall 2008	DSPM 0700	<p>I used a few "head problems" at the beginning of one class to motivate students and teach them a few math tricks they could use to impress others. I would read to them a series of math computations. They were to listen and do the work on their calculators. At the end, I could predict their answers (like telling them their birthdates). Afterwards, I gave them a printed copy of each activity they could try for themselves.</p>	<p>I wanted the students to see they could have fun with math and try to figure out the "magic" of predicting the answers. This activity also required them to listen carefully for directions and practice using their calculators. This activity was very good for verbal learners.</p>	<p>I will definitely use these "head problems" again in all my classes. They were a big success.</p>	<p>Each student chose a piece of paper with a set of numbers to find the mean, median and mode. They then had to find the other person in the class who had the same set of answers and these 2 people would be paired to work on a graphing problem. After each pair had completed their problem, they picked a large graph on the wall and graphed their points with colored dots. After all graphs were completed, each pair explained their graph and answered questions from me and their fellow students.</p>
--------------------	-------------	-----------	-----------	--	---	--	---

Faculty Teaching Tools Used Fall 2008

Developmental
Math

Mathematics

Fall 2008

DSPM0850

Explore Quadratic Functions A set of problems was developed for students to work through: individually, with a partner, and with whole class discussion. Only hand calculations were allowed on the first problem and new vocabulary was defined in terms of this problem. The TI-83/84 calculator was used for the remainder of the activity. The class explored various functions and then drew conclusions about how changes in the leading coefficient (a) or the constant term (c) affected the graph of the function. On the final set of problems, students worked with their partner to find information about the function (intercepts, vertex, axis of symmetry, solutions to equations, increasing, decreasing, extreme value) when only provided a graph of

This is an important topic for DSPM 0850. It is used in many subsequent math courses and a firm foundation is needed. The information from the student learning style inventories showed that the overwhelming majority of the students were sensing learners, visual learners, and sequential learners. These students would benefit from graphs, tables, and the orderly process of the activity. The whole class review/summaries would benefit global learners. The partner discussions would benefit verbal learners.

I would use the TI Navigator system to allow the students to explore the effects of changes in a and changes in c. The screen capture feature would be used (say have all students graph a function with a positive and then capture the graphs for the class to see at once). Additionally, I would like to use a quick, written summary approach for each student to record information at various points throughout the activity.

Class Activity To Review Rational Numbers and Introduce Rational Expressions and Rational Functions An activity was developed to review rational numbers. As I often work with elementary age students (outreach to area schools), the first part of the activity was developed to be accessible to young children as well as returning adult learners. The review of rational numbers used pizza and cake to explore addition of fractions with and without common denominators. For the second part of the activity, the students graphed some simple rational functions. Only hand calculations were allowed on the first function and new vocabulary was defined in terms of this problem. The TI-83/84 calculator was used for the remainder of the activity.

Faculty Teaching Tools Used Fall 2008

Developmental
Math

Mathematics

Fall 2008

DSPM 0850

Explore Quadratic Functions A set of problems was developed for students to work through: individually, with a partner, and with whole class discussion. Only hand calculations were allowed on the first problem and new vocabulary was defined in terms of this problem. The TI-83/84 calculator was used for the remainder of the activity. The class explored various functions and then drew conclusions about how changes in the leading coefficient (a) or the constant term (c) affected the graph of the function. On the final set of problems, students worked with their partner to find information about the function (intercepts, vertex, axis of symmetry, solutions to equations, increasing, decreasing, extreme value) when only provided a graph of

This is an important topic for DSPM 0850. It is used in many subsequent math courses and a firm foundation is needed. The information from the student learning style inventories showed that the overwhelming majority of the students were sensing learners, visual learners, and sequential learners. These students would benefit from graphs, tables, and the orderly process of the activity. The whole class review/summaries would benefit global learners. The partner discussions would benefit verbal learners.

I would use the TI Navigator system to allow the students to explore the effects of changes in a and changes in c. The screen capture feature would be used (say have all students graph a function with a positive and then capture the graphs for the class to see at once). Additionally, I would like to use a quick, written summary approach for each student to record information at various points throughout the activity.

Class Activity To Review Rational Numbers and Introduce Rational Expressions and Rational Functions An activity was developed to review rational numbers. As I often work with elementary age students (outreach to area schools), the first part of the activity was developed to be accessible to young children as well as returning adult learners. The review of rational numbers used pizza and cake to explore addition of fractions with and without common denominators. For the second part of the activity, the students graphed some simple rational functions. Only hand calculations were allowed on the first function and new vocabulary was defined in terms of this problem. The TI-83/84 calculator was used for the remainder of the activity.

Faculty Teaching Tools Used Fall 2008

Developmental Math	Mathematics	Fall 2008	DSPM 0800	<p>I divided the class into 5 groups and gave each group a page of work to do associated with the graphing topic I had covered during the first 2 hours of a 4-hour class. Each group's work covered a different concept. When they were all finished each group came to the front of the class and explained how to do the problems on their page. Every student had to take part in the explanation. Each student had a packet including all pages worked by the groups so as the group was explaining their part, all students could write the answers and notes on their own page. When all groups were finished, each student had a completed study guide for review.</p>	<p>I tried this activity so the active learners would benefit from the group work, the visual learners could benefit from seeing the problems worked on the board, and the verbal learners would have the opportunity to hear the discussion in their small groups and the explanation for each topic.</p>	<p>I will definitely use this activity again, exploring different topics but reducing the number of problems each group were required to do.</p>	<p>At the end of class on 3 different nights, I gave the class a quiz over new material I had covered that class period. The students could work in groups of their choice, discussing the problems within their group and asking questions, if needed, from students outside their group. I would check their answers and if they had made any mistakes, they had one chance to correct them. I would grade them and give them back so they could use them as a study guide for their homework.</p>
--------------------	-------------	-----------	-----------	--	--	--	--

Faculty Teaching Tools Used Fall 2008

Developmental Math	Mathematics	Fall 2008	DSPM 0800	<p>I divided the class into groups and gave each group a page of work to do associated with the graphing topic I had covered. Each group's work covered a different concept. When they were all finished each group came to the front of the class and explained how to do the problems on their page. Every student had to take part in the explanation. Each student had a packet including all pages worked by the groups so as the group was explaining their part, all students could write the answers and notes on their own page. When all groups were finished, each student had a completed study guide for review.</p>	<p>I tried this activity so the active learners would benefit from the group work, the visual learners could benefit from seeing the problems worked on the board, and the verbal learners would have the opportunity to hear the discussion in their small groups and the explanation for each topic.</p>	<p>I will definitely use this activity again, exploring different topics but reducing the number of problems each group were required to do.</p>	<p>At the end of class on 3 different nights, I gave the class a quiz over new material I had covered that class period. The students could work in groups of their choice, discussing the problems within their group and asking questions, if needed, from students outside their group. I would check their answers and if they had made any mistakes, they had one chance to correct them. I would grade them and give them back so they could use them as a study guide for their homework.</p>
-----------------------	-------------	-----------	-----------	---	--	--	--

Faculty Teaching Tools Used Fall 2008

Developmental Math	Mathematics	Fall 2008	DSPM 0800	<p>I divided the class into groups and gave each group a page of work to do associated with the graphing topic I had covered. Each group's work covered a different concept. When they were all finished each group came to the front of the class and explained how to do the problems on their page. Every student had to take part in the explanation. Each student had a packet including all pages worked by the groups so as the group was explaining their part, all students could write the answers and notes on their own page. When all groups were finished, each student had a completed study guide for review.</p>	<p>I tried this activity so the active learners would benefit from the group work, the visual learners could benefit from seeing the problems worked on the board, and the verbal learners would have the opportunity to hear the discussion in their small groups and the explanation for each topic.</p>	<p>I will definitely use this activity again, exploring different topics but reducing the number of problems each group were required to do.</p>	<p>At the end of class on 3 different nights, I gave the class a quiz over new material I had covered that class period. The students could work in groups of their choice, discussing the problems within their group and asking questions, if needed, from students outside their group. I would check their answers and if they had made any mistakes, they had one chance to correct them. I would grade them and give them back so they could use them as a study guide for their homework.</p>
Developmental Math	Mathematics	Fall 2008	DSPM 0850	<p>At the end of class on several days, I gave the class a quiz over new material I had</p>	<p>Working in groups and discussing new material would be very beneficial to both</p>	<p>I will definitely use this activity again, especially in my Express classes where I have to cover a</p>	<p>I used a few "head problems" at the beginning of one class to motivate students and teach</p>

Faculty Teaching Tools Used Fall 2008

Developmental Reading	Humanities	Fall 2008	DSPR 0700	I took a current movie review of the Changeling, an Associated Press article on Wall Street, and a book review of Twilight and had students form their own groups of 4 to 5 to read over the items and identify facts and opinions in them.	With at least half of the students in my Development Reading classes being Sensing Learners I wanted them to do an activity where they used everyday items to learn a concept. Therefore, they could make connections to the real world while they were learning how to distinguish between facts and opinions which is necessary when reading not only college textbooks but also everyday articles.	The next time I do this activity I will separate the reviews and newspaper article. Students actually had a hard time identifying facts and opinions in the movie and book reviews because they were about imaginary people.	I showed the movie Akeelah and the Bee which is about a young girl trying to make it to the National Spelling Bee Contest. After watching the movie, students had to go online, find three movie reviews about Akeelah and the Bee, print them out, and identify two sentences that were facts, two sentences that were opinions, and one sentence that had both.
Mathematics	Mathematics	Fall 2008	DSPM 0850	My Math Lab online homework assignments.	Using My Math Lab for homework assignments gives students immediate feedback on whether they are doing work correctly. They can see an example of the problem or be led through working the problem step by step. They can also send the instructor a question about a specific problem. It should be helpful to the visual, step-by-step, global, or verbal learner.	I will add some homework to be done in pencil and paper because some of the work on My Math Lab requires content that we omit.	Power point multiple choice quizzes given for group discussion and grade.

Faculty Teaching Tools Used Fall 2008

Developmental Reading	Humanities	Fall 2008	DSPR 0800	I took a current movie review of the Changeling, an Associated Press article on Wall Street, and a book review of Twilight and had students form their own groups of 4 to 5 to read over the items and identify facts and opinions in them.	With at least half of the students in my Development Reading classes being Sensing Learners I wanted them to do an activity where they used everyday items to learn a concept. Therefore, they could make connections to the real world while they were learning how to distinguish between facts and opinions which is necessary when reading not only college textbooks but also everyday articles	The next time I do this activity I will separate the reviews and newspaper article. Students actually had a hard time identifying facts and opinions in the movie and book reviews because they were about imaginary people	I showed the movie Akeelah and the Bee which is about a young girl trying to make it to the National Spelling Bee Contest. After watching the movie, students had to go online, find three movie reviews about Akeelah and the Bee, print them out, and identify two sentences that were facts, two sentences that were opinions, and one sentence that had both.
Developmental Reading	Humanities	Fall 2008	DSPR 0800	I took a current movie review of the Changeling, an Associated Press article on Wall Street, and a book review of Twilight and had students form their own groups of 4 to 5 to read over the items and identify facts and opinions in them.	With at least half of the students in my Development Reading classes being Sensing Learners I wanted them to do an activity where they used everyday items to learn a concept. Therefore, they could make connections to the real world while they were learning how to distinguish between facts and opinions which is necessary when reading not only college textbooks but also everyday articles.	The next time I do this activity I will separate the reviews and newspaper article. Students actually had a hard time identifying facts and opinions in the movie and book reviews because they were about imaginary people.	I showed the movie Akeelah and the Bee which is about a young girl trying to make it to the National Spelling Bee Contest. After watching the movie, students had to go online, find three movie reviews about Akeelah and the Bee, print them out, and identify two sentences that were facts, two sentences that were opinions, and one sentence that had both.

Faculty Teaching Tools Used Fall 2008

Developmental Study Skills	Behavioral and Social Sciences	Fall 2008	DSPS 0800	To help them understand the seven steps to solving a problem from chapter two "Thinking Critically" from their book Shaping College Pathways, I presented them with a problem "I have procrastinated with my English assignment of reading Moby Dick and now I only have one week left." and went through each of the problem solving steps.	At least half of the class were Sequential Learners and going through each step in order helped them see the logic of how to use the problem solving steps.	The next time I do this activity I will make the students come up with their own problem and then go through each step.	Students had to go online, research four Supreme Court cases, and answer questions about each case.
-------------------------------	-----------------------------------	-----------	-----------	--	---	---	---

Developmental Study Skills	Behavioral and Social Sciences	Fall 2008	DSPS 0800	To help them understand the seven steps to solving a problem from chapter two "Thinking Critically" from their book Shaping College Pathways, I presented them with a problem "I have procrastinated with my English assignment of reading Moby Dick and now I only have one week left." and went through each of the problem solving steps.	At least half of the class were Sequential Learners and going through each step in order helped them see the logic of how to use the problem solving steps.	The next time I do this activity I will make the students come up with their own problem and then go through each step.	Students had to go online, research four Supreme Court cases, and answer questions about each case.
-------------------------------	-----------------------------------	-----------	-----------	--	---	---	---

Faculty Teaching Tools Used Fall 2008

				Note taking...A majority of students were not engaged with	Students were noticed early in the course not having certain		Practice Tests...Test anxiety has been a systematic characteristic in developmental Math classes. When reviewing
				taking notes. I required notes to be taken and reviewed periodically which counted for a HW grade. Actual use of notes during one chapter test showed a renewed interest in the comprehensive nature of taking good notes and fundamental study skills were improved. Actual note taking	appropriate learning strategies such as note taking. As many		for standard/routine tests, a practice exam very similar to the one actually given was reviewed and after the first test, a renewed sense of accomplishment followed. The anxiety was minimized and expectations were known in advance
Developmental Math	Mathematics	Fall 2008	DSPM 0700	abilities showed no real improvement in grades but the confidence level increased and math anxiety was reduced.	first semester students right out of high school or after many years in the work place, students did not have the appropriate learning styles to be successful in developmental Math classes.	I will continue to have students take notes as a part of their grade and from time to time allow their use on in-class exercises for grade.	increasing the confidence level.

Faculty Teaching Tools Used Fall 2008

Omit Quizzes: Students were told in advance they would have a class quiz during the next class meeting. I gave the quiz in the tradition way. After most of the students had completed the quiz, I told them to omit any 4 of the 14 questions from their quiz. I said that I would grade only the remaining 10 questions. Of course, they asked if they

Students were surprised, and somewhat entertained, by this activity; it appeared to reduce the anxiety of test taking. Overall, response was positive, and the activity went smoothly. I had no extra preparation for this teaching tool.

Math Lab Activity

Proposed improvement strategy: I will give this type quiz earlier in the introduction of new concepts. I can receive feedback on the progress of the class.

In class, I provide students with a review sheet for the upcoming exam. I do not write the review in the typical fashion. I make a table of two columns and enough rows for each topic. The first column identifies the problem type, and the cell next to it provides several problems of that type.

Faculty Teaching Tools Used Fall 2008

Developmental Math	Mathematics	Fall 2008	DSPM0800	would receive extra credit for the correct problems they omitted; I replied no. Students had to individually relect on all the problems and evaluate their knowledge and performance for each the topics. Student tended to spend as much time evaluating their work as they did in taking the quiz initially. As a teacher, I obtained feedback on individual students, as well as, the knowledge of the class as a whole.	This activity is designed for relective and global learners. Both types prefer to work alone, and they tend to make careless mistakes. I have found it particularly difficult to design organized classroom activities for reflective learners.	After the student has completed the problems, they take their work to the math lab and have it checked by a lab worker. The student signs the back of the answer key to receive bonus points on their exam. I pick up the key containing the name of all the students who did the activity. Although this teaching tool is based on voluntary engagement, I have had good response.
Mathematics NULL	Mathematics NULL	Fall 2008 NULL	850 NULL	I gave out quizzes and let the students work on their own for a few minutes without letting them know it was going to be a group quiz. I then divided them into groups and they worked on the quizzes together and they all received the same grade for the quiz.	Some students work better alone, and some work better in a group. I think I will start giving more group quizzes.	My Math Lab NULL

**Rationale for
Teaching Tool 2**

**Improvement
Strategy for Tool 2**

To help the sequential learners with fill-in-the-blank steps used in lecture.

Begin with an outline-format of lecture topics in the notes. This "set-up" of material may help in directing student thought toward topic specifics.

Active Learners benefit from group activities. Verbal Learners benefit from working in groups to hear classmates explanations.

I will certainly use this activity again. All students were participating and were involved in the discussion. I was surprised at how well they explained each problem.

The PowerPoints greatly enhance the visual presentation of lectures.

Use fewer slides for written presentation of concepts and more slides for problem practice. I think some of the time used for stating concepts is wasted.

Faculty Teaching Tools Used Fall 2008

Active Learners benefit from group activities. Verbal Learners benefit from working in groups to hear classmates explanations. As students are tested each week over ten specific vocabulary terms, it is imperative that they learn the most effective way to own these words and their meanings.

I will certainly use this activity again. All students were participating and were involved in the discussion. I was surprised at how well they explained each topic. Next time I will have each group answer questions from the class.

This tends to increase test scores and typically works well.

Students often confuse themselves on how to do a percent problem. They have trouble with decimal points and if you are suppose to multiply or divide.

I have used this activity for several years. It works very well.

I discovered this activity at a math conference and have used it for several years. It is fun and students actually see how if you reverse your steps you can get back to where you started.

I think I could add additional step to demonstrate more complication equations.

Students often have trouble in learning the symbolic manipulation for solving equations. The activity allow them to see physically how reversing the steps would let you solve for x

Students have a hard time in combining like terms when positive and negative signs are included. I have used this activity for several years and it works fine.

Students are asked to identify functions several ways. The vertical line test is just one way. However, if you know it is a function that way, then it must be a function. If you turn the string horizontal, you can also use the line to demonstrate a one-to-one relationship.

Faculty Teaching Tools Used Fall 2008

The students in this class were predominantly sensing learners. Making connections to the real world gives meaning to the study of mathematics. Real world applications also make the material more interesting to the students. Active Learners benefit from group activities. Verbal

I believe it is important to stress real world applications in the mathematics classroom, so I will continue to incorporate application problems in the future. I will certainly use this activity again. All students were

Group involvement uses all learning styles. It is also an active assignment.

none

The students in this class were predominantly sequential learners. Chapter outlines provide organization of the material in a logical manner.

I believe that students benefit from chapter outlines, so I will continue to incorporate chapter outlines in the future.

Active Learners benefit from group activities. Verbal Learners get the most out of written and spoken explanations and benefit from working in groups to hear classmates explanations.

I will use this activity again. Students were participating and were involved in the discussion while drawing conclusions on their own. Students have difficulty reading math textbooks and need practice on how to learn from the textbook and not just the instructor.

<p>Active Learners benefit from group activities. Verbal Learners get the most out of written and spoken explanations and benefit from working in groups to hear classmates explanations.</p>	<p>I will use this activity again. Students were participating and were involved in the discussion while drawing conclusions on their own. Students have difficulty reading math textbooks and need practice on how to learn from the textbook and not just the instructor.</p>
---	---

Lecture Guides help the students focus on how to work the problem instead of copying the problem down. It decreases work time, thus increasing the amount I can cover. It also helps students who miss class know what they missed.

This works well for me. I have found that students no longer ask me what they missed in class. They are more comfortable asking someone else to see their filled out lecture guide so they can copy the notes.

An acceptable essay is one free of comma splices, sentence fragments, fused or run on sentences, and other grammatical errors. It is essential for students to review these concepts prior to and in conjunction with writing assignments.

Focus on sentence and paragraph improvement before launching into the five paragraph essay.

The pencil represents the main "point" of a reading passage, and the dice represent supporting details, which themselves contain details represented by the dots on the dies. The pencil is laid on its side and can be supported by two or more supporting detail, the dice.

I'll keep this one as is.

The students in this class were predominantly sensing

I believe it is important to stress real world applications in

The students in this class were predominantly sequential

I believe that students benefit from chapter outlines, so I will

It uses all learning styles and it gets the students up and involved.

Probably not anything.

Students who exhibit an active learning style discuss potential problem solutions and explain them to others. Additionally, students who exhibit a visual learning style learn from the graphs that are a part of the handouts.

Rather than conduct a class discussion, consider asking students to present their solutions to the class. Consider supplementing the text homework assignment, with periodic problem handouts as a take home activity for individual students.

Faculty Teaching Tools Used Fall 2008

The PowerPoints greatly enhance the visual presentation of lectures.

Use fewer slides for written presentation of concepts and more slides for problem practice. I think some of the time used for stating concepts is wasted.

In this class, 69% of the students learn actively. Active learners enjoy group work, learn best through doing rather than just listening, and have difficulty sitting through

Next time, I will think of a way to make this game a little more competitive, and, therefore, exciting. Perhaps, I will set a time limit for each group and give small prizes like candy to those who guess correctly

lectures without any physical activity. Therefore, I attempted an activity that would have the students "doing" the instruction by providing each other with examples of describing through the use of sensory details.

and/or those who describe accurately. I will make these changes because several of the students did not seem interested, nor did they have much incentive to go out on a limb and make guesses that may not be correct.

These real world applications, allow students who are active learners to explain concepts to each other. Reflective learners use this as a summary activity for material learned. Verbal students learn by discussing the concepts with their learning partner.

Continue to evaluate the activity's effectiveness for further refinement if necessary.

Students who exhibit an active learning style discuss potential problem solutions and explain them to others. Additionally, students who exhibit a visual learning style learn from the graphs that are a part of the handouts.

Students who exhibit an active learning style discuss potential problem solutions and explain them to others. Additionally, students who exhibit a visual learning style learn from the graphs that are a part of the handouts.

Faculty Teaching Tools Used Fall 2008

The PowerPoints greatly enhance the visual presentation of lectures.

Use fewer slides for written presentation of concepts and more slides for problem practice. I think some of the time used for stating concepts is wasted.

These real world applications, allow students who are active learners to explain concepts to each other. Reflective learners use this as a summary activity for material learned. Verbal students learn by discussing the concepts with their learning partner.

Continue to evaluate the activity's effectiveness for further refinement if necessary.

The students in this class were predominantly sequential learners. Chapter outlines provide organization of the material in a logical manner.

I believe that students benefit from chapter outlines, so I will continue to incorporate chapter outlines in the future.

Trying to incorporate more cooperative learning in the class

I want to add a few more guidelines and more connection to the textbook.

This was a good first run on this activity, and it achieved the goal of having students work cooperatively, but it seemed to be a project unto itself. I would also like to have more accountability of each student. This would help ensure that everyone contributed to the project.

It is enlightening to students to see the suggestions (implied messages) being sent to them in contemporary visuals.

Select a few obscure films that they have not seen. Since they have no prior knowledge of the film, they will not bring any predetermined ideas regarding it.

It is enlightening to students to see the suggestions (implied messages) being sent to them in contemporary visuals.

Select a few obscure films that they have not seen. Since they have no prior knowledge of the film, they will not bring any predetermined ideas regarding it.

It is enlightening to students to see the suggestions (implied messages) being sent to them in contemporary visuals.

Select a few obscure films that they have not seen. Since they have no prior knowledge of the film, they will not bring any predetermined ideas regarding it.

It is enlightening to students to see the suggestions (implied messages) being sent to them in contemporary visuals.

Select a few obscure films that they have not seen. Since they have no prior knowledge of the film, they will not bring any predetermined ideas regarding it.

Faculty Teaching Tools Used Fall 2008

It is enlightening to students to see the suggestions (implied messages) being sent to them in contemporary visuals.

Select a few obscure films that they have not seen. Since they have no prior knowledge of the film, they will not bring any predetermined ideas regarding it.

Addition of tactual learning

May use on each Unit of Vocabulary

My Math Lab has visual and verbal resources (such as videos, animations, and line by line descriptions) to help students solve their homework problems.

I am going to start using classtime in the lab.

Using a visual and auditory learning tool in the class.

A tally of the best commercials would have been interesting along with a debate. Once the facts were presented from the debate, students could write about their reaction to other members of the class and their logic. This would help with cooperative learning and get more ideas circulating in the classroom.

Normally stories are too long, too short, or too unfocused with the past assignment of "Just write a story." This was an attempt at finding a focus.

Classtime limits became a problem. Students wanted to write too much. I will add a length limitation, which will help not only with timing, but also take the students a step further into the mindset of Comp 101.

This activity was very beneficial to the active, visual, and verbal learners since they had to work together discussing the solutions, present it verbally, and make a graph of the solution.

I will definitely use this activity again and adjust the problems for each course.

.....
recognized as THE topic that is crucial for U.S.

elementary/middle school students to master --- because at this point it is the weakest area & because so much of subsequent math builds upon fractions. Our DSPM students are often very weak in their understanding of rational numbers. Additionally, many of our students are the parents of elementary age children; so, helping our students understanding could benefit the next generation of college students. The information from the student learning style inventories showed that the overwhelming majority of the students were sensing learners, visual learners, and sequential learners. These students would benefit from the pictures/illustrations that they make during the activity. The whole class

I would like to develop a portion of the activity where our DSPM students writes out a discussion that they could have with a 2nd or 3rd grader to develop the concept of fractions. Additionally, I would like to use a quick, written summary approach for each student to record information at various points throughout the activity.

.....
recognized as THE topic that is crucial for U.S.

elementary/middle school students to master --- because at this point it is the weakest area & because so much of subsequent math builds upon fractions. Our DSPM students are often very weak in their understanding of rational numbers. Additionally, many of our students are the parents of elementary age children; so, helping our students understanding could benefit the next generation of college students. The information from the student learning style inventories showed that the overwhelming majority of the students were sensing learners, visual learners, and sequential learners. These students would benefit from the pictures/illustrations that they make during the activity. The whole class

I would like to develop a portion of the activity where our DSPM students writes out a discussion that they could have with a 2nd or 3rd grader to develop the concept of fractions. Additionally, I would like to use a quick, written summary approach for each student to record information at various points throughout the activity.

Working in groups and discussing new material would be very beneficial to both active and verbal learners, being able to explain topics to each other. The reflective learners would benefit since they would be reviewing all the concepts and summarizing the new information.

I will definitely use this activity again, especially in my Express classes where I have to cover a lot of material at one time.

Working in groups and discussing new material would be very beneficial to both active and verbal learners, being able to explain topics to each other. The reflective learners would benefit since they would be reviewing all the concepts and summarizing the new information. I will definitely use this activity again, especially in my Express classes where I have to cover a lot of material at one time.

Working in groups and discussing new material would be very beneficial to both active and verbal learners, being able to explain topics to each other. The reflective learners would benefit since they would be reviewing all the concepts and summarizing the new information.

I will definitely use this activity again, especially in my Express classes where I have to cover a lot of material at one time.

I wanted the students to see they could have fun with math and try to figure out the

I will definitely use these "head problems" again in all my classes. They were a big

Faculty Teaching Tools Used Fall 2008

<p>I showed the movie because half of my Development Reading students were Visual Learners. Watching the movie presented them with a ways on how to improve their vocabulary because the main character has to learn so many new words.</p>	<p>The next time I do this activity I will give students one movie review and make them find two. Many of the students printed out reviews that were only one or two sentences long and as a result received very poor grades on the assignment.</p>
---	--

<p>Gives chance for clearing up individual understanding of problem in order to explain thinking and opportunity to learn from other students.</p>	<p>I will try to do more of these next time, because it is a good way to quickly take inventory of understanding at end of lesson.</p>
--	--

I showed the movie because half of my Development Reading students were Visual Learners. Watching the movie presented them with a ways on how to improve their vocabulary because the main character has to learn so many new words.	The next time I do this activity I will give students one movie review and make them find two. Many of the students printed out reviews that were only one or two sentences long and as a result received very poor grades on the assignment.
--	---

I showed the movie because half of my Development Reading students were Visual Learners. Watching the movie presented them with a ways on how to improve their vocabulary because the main character has to learn so many new words.	The next time I do this activity I will give students one movie review and make them find two. Many of the students printed out reviews that were only one or two sentences long and as a result received very poor grades on the assignment.
--	---

Because over half of the students were Sensing Learners, using the internet allowed them to interact with an item that they use everyday but hopefully in a new and useful way. Also, as Sensing Learners who like to learn facts, researching the four Supreme Court cases gave them an opportunity to learn facts. In addition these four cases dealt with discrimination which is one of the topics in their book.

Students were unable to find an answer to one of the questions on the worksheet. The next time I do this activity I will remove this question.

Because over half of the students were Sensing Learners, using the internet allowed them to interact with an item that they use everyday but hopefully in a new and useful way. Also, as Sensing Learners who like to learn facts, researching the four Supreme Court cases gave them an opportunity to learn facts. In addition these four cases dealt with discrimination which is one of the topics in their book.

Students were unable to find an answer to one of the questions on the worksheet. The next time I do this activity I will remove this question.

Improvement of learning strategies will continue to include a practice test for review of major tests.
Confidence levels

will increase during the course and reduce common errors in their Math critical thinking skills.

The ability for development students to focus on math concepts that were important for the formation and building blocks of higher level courses seemed non-existent. Test anxiety seemed common place.

This activity is targeted to a variety of learning styles.

It provides visual learners with a chart outlining problem types. Verbal learners can receive one-on-one discussion with the lab worker or other classmates. Although reflective learners may work alone, active learners may work with other class members. The sequential learner is provided more problems for practice.

Here is similar strategy I have used involving the math lab. I put a practice exam in the math lab. The student takes the exam just as if it were the real exam. They have the lab worker grade the exam with them and go over missed problems. They take the practice test with them. Students sign the back of the answer key for bonus points on the exam.

My Math Lab has visual and verbal resources (such as videos, animations, and line by line descriptions) to help students solve their homework problems.
NULL

I am going to start using classtime in the lab.
NULL