

VENTURA COLLEGE

FACULTY TOOLKIT

Student Success

FLEX ACTIVITY

August 15, 2012



- Exercises
- Tips Sample Rubrics
- Institutional Research
- Sample Assignments

FACULTY TOOLKIT

A SUPPLEMENT TO THE BASIC SKILLS WORKSHOP

AUGUST 15, 2012

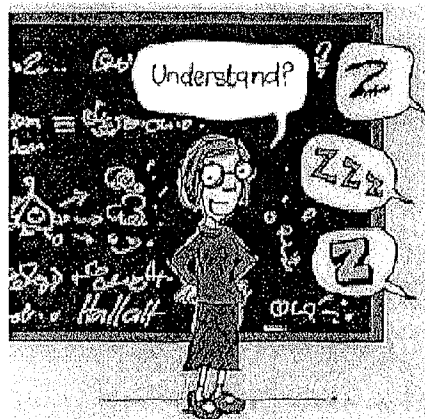
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WELCOME!

A Framework for Student Success

Exploring What Works



<http://arcticcirclecartoons.com>

What percentage of community college students are motivated to succeed in college?

92%

...of students believe they have the motivation to do what it takes to succeed in college.

Source: The Center for Community College Student Engagement 2011 Report
*Survey of Entering Student Engagement www.ccsse.org/sense/

Did you know that, nationally,

50%

... of community college students leave after their first year of college?

Source: The Center for Community College Student Engagement 2012 Report

What percentage of students think they're prepared for college?

86%

... of students say they're academically prepared to succeed in college.

Source: The Center for Community College Student Engagement 2011 Report

Did you know that . . .

70 to 85%

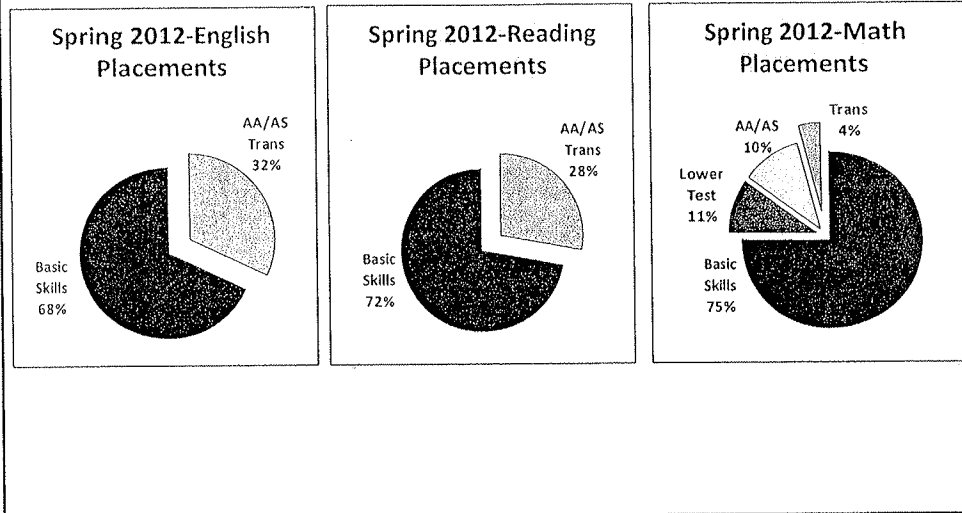
. . . of students are testing into a basic skills class statewide and these numbers are roughly the same at Ventura College?

Source: State Academic Senate

What is a basic skills student?

- **A basic skills student is said to lack the “foundation skills in reading, writing, mathematics, and [/or] English as a Second Language, as well as learning skills and study skills, which are necessary for students to succeed in college-level work” (Academic Senate for California Community Colleges, 2007).**

Where do our students place at VC?

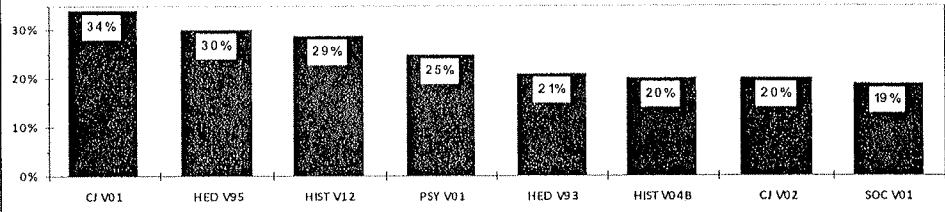


•Are you concerned about students not being able to read, write or perform basic math computations in your classes?

•Have you asked your students if they've taken a reading class, or completed their English and Math requirements?

Transfer-Level Enrollments by Basic Skills Students

Top 8 courses with highest percentages of English Basic Skills who were assessed in fall 2011



- Given that these are a minimum number of basic skills students enrolled in each course, do these numbers surprise you?
- What are some ways to help students succeed?

Ventura College's results from the 2010 Student Engagement Survey showed VC under the national average in these five areas:

- Active and Collaborative Learning
- Student Effort
- Academic Challenge
- Student-Faculty Interaction
- Support for Learners

10

46%

. . . of students ask for help from an instructor regarding questions or problems related to the course.

57%

. . . of students ask questions or contribute to class discussions.

Source: The Center for Community College Student Engagement 2011 Report

At Ventura College . . .

43.2%

. . . of students leave after their first year of college.

What can we do to help decrease this number?

What works in the classroom

(from our students' points of view)

(Information collected from focus groups in preparation for the Basic Skills workshop, August 15, 2012, Ventura College)

Classroom techniques:

1. Class agendas (and reminders of what is due) on the board
2. Scaffolding – breaking large assignments into smaller parts that lead to the completion of the bigger assignment (students need help to “work through it”)
3. Templates (an outline, algorithm, “recipe”) for how to follow the format to complete a task
4. Provide examples of what the assignment is supposed to look like (including the various stages)
5. Use different learning styles – not everyone learns the same way
 - It is difficult to learn just from lectures
 - Visuals (charts, etc.) are very helpful
6. Students want to “really learn” (vs. learning enough to take/pass a test)
7. Give students something to do while listening to lectures to help them focus (i.e. fill-ins, notes on certain topics, templates, handouts, charts with blanks, etc.)
8. PowerPoint lectures given to students (before class is helpful as well)
9. Pre-tests
10. Practice exams with answers (and where appropriate, the process for how to get that answer)
11. Well organized classes and well organized lectures with a summary at the end
12. Reinforcing connections between lecture points or concepts
13. “Homework clubs” and study sessions
14. Don’t “lower the bar”; just help students get where they need to be
15. Students want to learn skills that will help them in future classes

Helpful qualities:

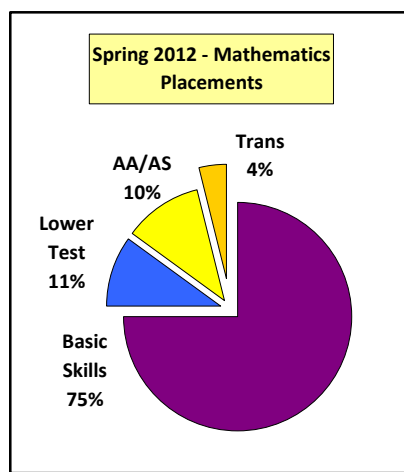
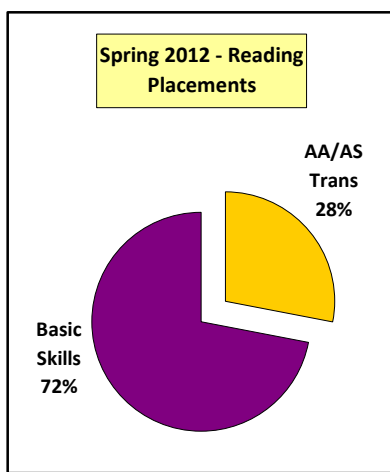
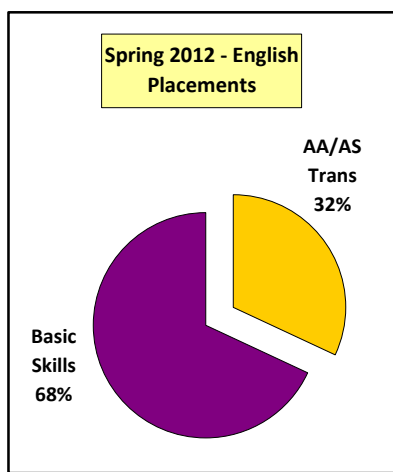
1. Enthusiasm
2. Organization
3. Structure
4. Motivation
5. “Coaching”
6. Patience
7. Passion about teaching
8. Encouragement

Problems:

1. Fear regarding tests. It helps when instructors are supportive and encouraging. Test taking techniques are helpful. Practice tests are very helpful.
2. Fear of asking questions in class (one student said it took him/her 1 ½ years to ask a question in class).
3. Confusion about studying. “Be sure to study” is not clear enough. Specifically, what should students do to study for the class/test?
4. Confusion about getting help from the teacher. Sometimes students do not know what, specifically, to ask their instructors. They are intimidated to go to instructors’ offices sometimes, but they know that they need help. (They don’t know what questions to ask.) They are not sure which faculty members have offices and which don’t.
5. Pacing of instruction. The pace of classes is set by the instructor, but sometimes the students are not following. Build in time to check for understanding.
6. Student behavior/appearance. Students may seem uninterested, but that may not be true. Students in the back are often fearful, not necessarily disinterested. Try to engage those students.

I. ASSESSMENT PLACEMENT STATISTICS

Assessment testing in English, Reading, and Mathematics is administered through the Ventura College Matriculation and Assessment Center located in the Student Services Building. The English and Reading assessment instrument is the CTEP (College Test for English Placement); the Mathematics assessment consists of four MDTP (Mathematics Diagnostic Testing Project) test instruments – Algebra Readiness, Elementary Algebra Diagnostic, Intermediate Algebra Diagnostic, and Pre-Calculus Diagnostic. Students select the particular MDTP test that assesses for the Math course in which they wish to enroll. Because many students take a Mathematics test that is above their skill level, 10% or more of the Math placements are “Take lower level test.” Overall, less than 20% of students use their Math assessment score to enroll in a VC Math course; most students use their high school Math class or the VC pre-requisite Math course.



Ventura College Matriculation and Assessment Center Placement Statistics for Fall and Spring Assessment Testing Periods								
Assessment Tests Placement Levels	Fall 2010		Spring 2011		Fall 2011		Spring 2012	
	Count	Percent	Count	Percent	Count	Percent	Count	Percent
English								
AA/AS/Transfer	970	33%	221	30%	1,012	30%	189	32%
Basic Skills	1,969	67%	513	70%	2,364	70%	401	68%
Totals	2,939	100%	734	100%	3,376	100%	590	100%
Reading								
AA/AS/Transfer	809	28%	212	29%	809	28%	165	28%
Basic Skills	2,134	72%	525	71%	2,134	72%	430	72%
Totals	2,943	100%	737	100%	2,943	100%	595	100%
Mathematics								
Transfer	155	7%	12	2%	21	1%	22	4%
AA/AS	507	21%	28	5%	159	5%	53	10%
Basic Skills	1,412	55%	378	68%	1,044	36%	389	75%
Take Lower Test	422	17%	137	25%	1,702	58%	58	11%
Totals	2,496	100%	555	100%	2,496	100%	522	100%

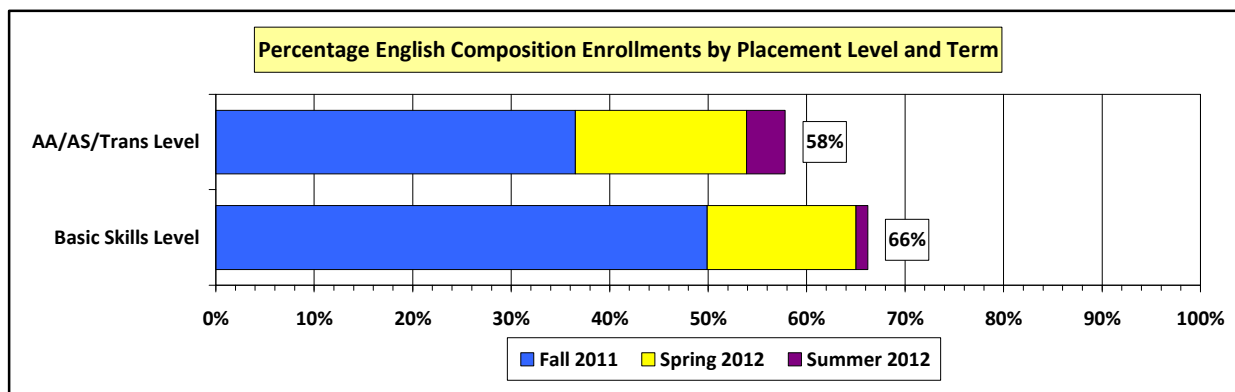
Source: VC Matriculation and Assessment Center – CAPP System administered by Steve Manriquez, Matriculation Specialist

II. ENGLISH COMPOSITION ENROLLMENTS BY BASIC SKILLS STUDENTS

Of the **3,376** students who were assessed during the “Fall 2011 Assessment Testing Period” (see table on previous page), **2,052** of them enrolled in **one or more classes** in fall 2011. Nearly **68%** (**1,390**) of the **2,052** students were assessed at the English Basic Skills Level.

Most students do not enroll in any English Composition course in their first term after being assessed. In the table below, the percentages of students enrolled in any English composition class are shown by Placement Level and Term. For example, in fall 2011 only **50%** of students who were assessed at the English Basic Skills Level during the “Fall 2011 Assessment Testing Period” actually enrolled in an English Composition class (item **a**). The percentages in the table are graphically depicted in the chart that follows.

Terms	English Composition Enrollments by Students Who were Assessed at:			
	The AA/AS/Transfer Level		The Basic Skills Level	
	Percentages	Calculations	Percentages	Calculations
Fall 2011	37%	$(242 \div 662) \times 100$	50% a	$(693 \div 1,390) \times 100$
Spring 2012	17%	$(115 \div 662) \times 100$	15%	$(210 \div 1,390) \times 100$
Summer 2012	4%	$(26 \div 662) \times 100$	1%	$(16 \div 1,390) \times 100$
Total	58%	$(383 \div 662) \times 100$	66%	$(919 \div 1,390) \times 100$



It is important to note that **85** of the **1,390** Basic Skills students skipped all basic skills English composition courses and enrolled directly in ENGL V01A. These students were able to do so because they successfully challenged their placement, took the equivalent of ENGL V02 at an accredited postsecondary institution, or met the prerequisite (ENGL V02) by some other means or equivalency.

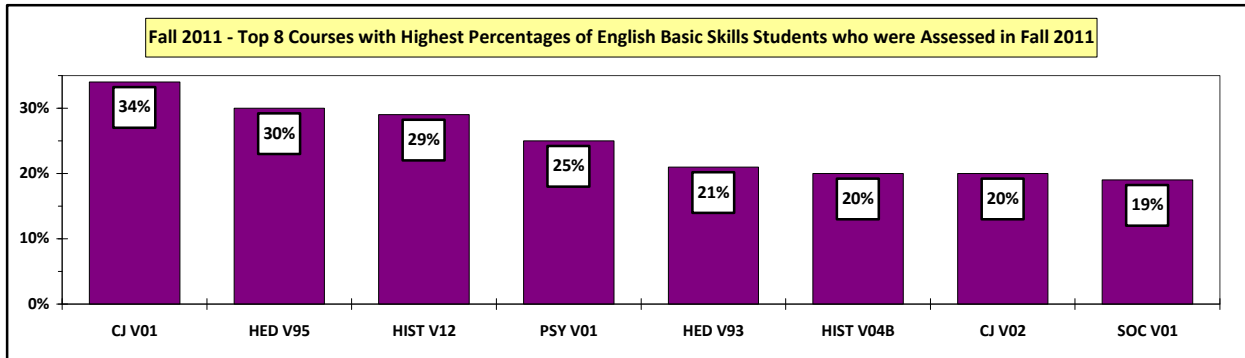
Ventura College										
Fall 2011 Assessment Testing Period										
English Composition Enrollments by English Placement Level										
English Assessment Placement Levels	Enrolled in any fall 2011 class	Number of Enrollments in English Composition Classes								
		Fall 2011			Spring 2012			Summer 2012		
		ENGL V01A	Basic Skills	Total	ENGL V01A	Basic Skills	Total	ENGL V01A	Basic Skills	Total
AA/AS/Transfer	662	233	9	242	107	8	115	25	1	26
Basic Skills	1,390	52	641	693	28	182	210	5	11	16
Totals	2,052	285	650	935	135	190	325	30	12	42
Cumulative										
AA/AS/Transfer	662	233	9	242	340	17	357	365	18	383
Basic Skills	1,390	52	641	693	80	823	903	85	834	919
Totals	2,052	285	650	935	420	840	1,260	450	852	1,302

Source: VCCCD Banner System – Assessment View and Current Courses View, 4th Week Census

VENTURA COLLEGE
TITLE V GRANT – BASIC SKILLS 2007–2012
BASIC SKILLS INFORMATION SHEET

III. TRANSFER-LEVEL ENROLLMENTS BY BASIC SKILLS STUDENTS

Many students assessing at the Basic Skills English Level enroll in transfer-level courses before they have completed their basic skills English course/s and enrolled in ENGL V01A. In the table below, the numbers of enrollments by students assessed at the Basic Skills Level in fall 2011 are indicated for selected transfer-level courses. Spring 2012 enrollments were by students who were not concurrently enrolled in ENGL V01A. Note: These are the minimum numbers of basic skills students enrolled in the selected courses. Most likely, other basic skills students, who were assessed in prior Assessment Testing Periods, were also enrolled.



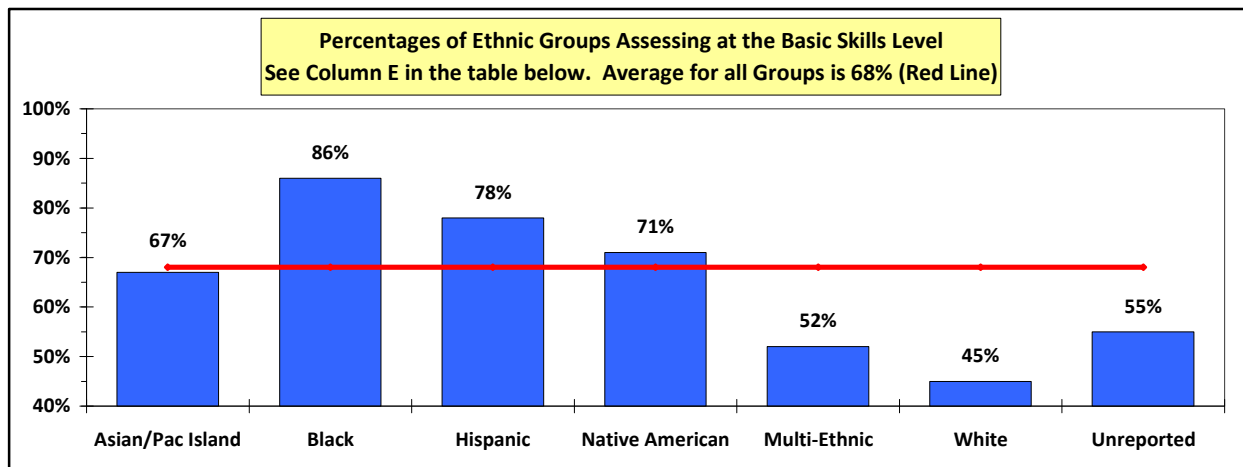
Ventura College Fall 2011 Assessment Testing Period Selected <u>Transfer</u> Course Enrollments by Students Who were Assessed at the Basic Skills Level						
Course ID	Course Title	Fall 2011		Spring 2012		Total Basic Skls Students
		Number of Basic Skls Students	Percent of All Students	Number of Basic Skls Students	Percent of All Students	
CJ V01	Intro to Criminal Justice	63	34%	35	16%	98
HED V95	Health and Wellness: Women	42	30%	20	22%	62
HIST V12	U.S. History: Focus on Chicanos	23	29%	21	26%	44
PSY V01	Introduction to Psychology	206	25%	139	14%	345
HED V93	Health and Wellness	130	21%	135	17%	265
HIST V04B	History of the Americas II	27	20%	22	16%	49
CJ V02	Concepts of Criminal Law	22	20%	19	17%	41
SOC V01	Introduction to Sociology	113	19%	134	18%	247
ART V01	Art Appreciation	86	18%	67	12%	153
CD V02	Child Growth & Development	21	15%	15	10%	36
POLS V03	Intro to Political Science	31	14%	9	3%	40
BUS V30	Introduction to Business	29	14%	19	9%	48
HIST V18A	World History I	37	14%	21	10%	58
MATH V44	Elementary Statistics	71	14%	31	6%	102
SPAN V01	Elementary Spanish I	62	14%	59	12%	121
BUS V03	Introduction to Accounting	20	13%	19	13%	39
SOC V02	Social Problems	33	13%	18	9%	51
PHIL V01	Introduction to Philosophy	91	13%	63	10%	154
ANTH V02	Cultural Anthropology	46	13%	49	14%	95
MATH V04	College Algebra	51	12%	41	10%	92
HIST V01A	Intro to Western Civilization I	25	12%	29	12%	54
MUS V08	Music Appreciation	32	12%	25	8%	57
PSY V15	Intro to Abnormal Psychology	29	11%	12	7%	41
GEOG V01	Elements of Physical Geography	54	11%	73	15%	127
MATH V05	Plane Trigonometry	18	11%	18	10%	36

Source: VCCCD Banner System – Assessment View and Current Courses View, 4th Week Census

VENTURA COLLEGE
TITLE V GRANT – BASIC SKILLS 2007–2012
BASIC SKILLS INFORMATION SHEET

IV. DEMOGRAPHICS OF BASIC SKILLS STUDENTS

Of the students who were assessed during the “Fall 2011 Assessment Testing Period” and who also enrolled in fall 2011, **68%** were placed at the English Basic Skills Level (as represented by the Red Line in the chart).



Ventura College Fall 2011 Assessment Testing Period Demographics of Assessed Students Who Enrolled in Fall 2011 Number and Percentage of Students Who were Placed at the English Basic Skills Level					
Demographic Category	Enrolled Students		Basic Skills Students		Basic Skills Percent
	A Number	B Percentage	C Number	D Percentage	E (C ÷ A) X 100
Ethnicity					
Asian and Pacific Islander	93	4.5%	62	4.5%	67%
Black / African American	57	2.8%	49	3.5%	86%
Hispanic	1,263	61.5%	985	70.8%	78%
Native American	7	0.3%	5	0.4%	71%
Two or More Ethnicities	71	3.5%	37	2.7%	52%
White	550	26.8%	246	17.7%	45%
Unreported	11	0.6%	6	0.4%	55%
Totals / Av. Basic Skills %	2,052	100.0%	1,390	100.0%	68%
Gender					
Female	1,015	49.5%	712	51.2%	70%
Male	1,014	49.4%	661	47.6%	65%
Unreported	23	1.1%	17	1.2%	74%
Totals / Av. Basic Skills %	2,052	100.0%	1,390	100.0%	68%
Age in Years					
17 or Under	646	31.5%	442	31.8%	68%
18 to 19	1,031	50.2%	711	51.2%	69%
20 to 24	150	7.3%	95	6.8%	63%
25 to 29	76	3.7%	44	3.2%	58%
30 to 39	71	3.5%	48	3.4%	68%
40 to 49	57	2.8%	34	2.4%	60%
50 or Over	21	1.0%	16	1.2%	76%
Totals / Av. Basic Skills %	2,052	100.0%	1,390	100.0%	68%

Source: VCCCD Banner System – Assessment View and Current Courses View, 4th Week Census

TEST TAKING TIPS

When an exam is announced, make sure you:

- Know what materials (chapters, class notes, handouts, etc.) will be covered, and organize them by topic.
- Know what kind of test it will be: Essay, Objective (true/false, multiple choice, fill in the blank, matching type), or Problem-Solving.
- Find out as much as possible about scoring, nature and format of the questions.
- Prepare study questions based on sample tests, previous quizzes, lecture notes, handouts, etc.
- Find out if there are sample tests or previous quizzes.
- Be sure to attend class, especially the class before the test.
- Ask questions as they come up. Get help from the teacher, classmates, and tutors.
- Try your hardest to form a study group.

Design your study approach according to the type of test:

- For an **objective test**, concentrate on memorizing factual details such as names, dates, formulas, facts and definitions.
- For an **essay exam**, concentrate on understanding general concepts, principles and theories.
- For a **problem solving test**, work examples of each type of problem that may appear on the test.

You should also:

1. Translate your problems into English by putting problems, equations, and formulas into words. For example: $E=mc^2$ or Energy equals mass times the square of speed of light.
2. **Use time drills** - Practice working fast, work with others and time each other.
3. **Review formulas** - Right before the test, review any formulas you will need. Then quickly write them down on the exam just before you start working on the problems.

Plan for study time:

- Schedule regular, short, focused reviews with short breaks in between. This method works much better than late night cram sessions!
- Make a final comprehensive review on the night before the test.
- But...go to bed early, so you are mentally and physically alert. Force worry out, be positive!

What to do during the test:

- Arrive early.
- Give yourself time to relax and be prepared.
- Before you start writing, make a brief outline on the paper.
- Make sure you know what the question is asking. Verbs like "illustrate", "list", "define", "compare", "trace", "explain", and "identify" require different types of answers.
- If taking a Scantron test: always use a #2 pencil; purchase your answer sheets well ahead of time; try to answer each question; double check answer lines with your straight edge; and erase completely and thoroughly when changing answers.
- Make certain you fully understand the test directions before answering any part of the test.
- If you reach a question and forget something, don't panic, go on and return to it later.
- Do not feel uncomfortable if other students finish before you.
- Don't try to be the first one to leave, if you have any time left check over your answers.

Taking Essay Tests:

- Read all the questions rapidly. Write down any important facts or ideas. This can prevent answers from overlapping. Make sure you answer all parts of the question.
- Estimate how much time you will have for each question. Do this by determining the level of difficulty and importance.
- Keep track of your time so you don't spend too much time on one question. You can jot the time done on the test.
- Answer the easiest questions first.
- Concentrate on one question at a time.
- Before you start writing, make a brief outline on the paper.
- Get to the main points immediately. The essay is graded on what you need to say and not on how much you say.
- Include factual details to support your answer when appropriate.
- Write legibly and make corrections neatly.
- Leave plenty of space between your answers to add information. You can raise your grade by adding last minute information and by correcting careless errors.
- If you run into a question that you can't answer right away, leave it to be answered last.
- Don't leave any question blank, do your best even if it is a partial answer.
- Take time to go over your answers for accuracy.
- Check spelling, grammar, syntax, spelling and punctuation.

Taking Problem-Solving Tests:

- Review your formulas just before the test. Once you have the exam in your hands, on the actual test write down any formulas, equations, and rules that are difficult to remember. Do it before working on a problem to avoid confusion.
 - Analyze before you compute. Set up the problem before you begin to solve it.
- When you take the time to study a problem you can frequently find shortcuts.
- Draw a picture or diagram if you are stuck.
 - If you are unable to work a problem, go on to the next one and come back to work on it if time allows.
 - Check your work systematically. Ask yourself: Did I read this correctly?; Did I use the correct formula or equation?; Is my arithmetic correct?
 - Avoid the temptation to change your answer at the last minute, unless you are sure it is correct.
 - Even if you know that your answer is incorrect, turn your work in because you might be given partial credit.
 - Show all the steps in answering the problem and clearly identify the final result, making it easy to identify.

Taking Objective Tests:

- Answer all questions without skipping or jumping around.
- Guess if you have to. Don't leave blanks, unless your instructor has indicated that you will lose points by answering incorrectly.
- If you have to guess, choose the longest answer.
- In multiple-choice anticipate the answer and then look for it.
- Look for answers to questions in other questions.
- If among several answers two are similar, except for one or two words, choose one of those two answers.
- Do not waste too much time on any particular question. Mark it and return later as time permits. Be very aware of questions that have negatives such as "NOT" or "NEVER", as they might be tricky. Those sentences with double or triple negatives must be read very carefully to assure complete understanding.
- Questions with absolute qualifiers, such as "always" or "never" usually indicate a false statement.

Taking Objective Tests (continued):

- Check for qualifying words such as "ALMOST-SOME-NONE", "ALWAYS-USUSALLY- SELDOM-NEVER", "BESTWORST", "HIGHEST-LOWEST", OR "SMALLEST-LARGEST". When you see one of these qualifiers test to see if it is true by substituting another qualifier. If your substitution makes a better statement the question is false, if the substitution does not make a better statement, the question is true. For example: Birds always fly (false); Birds usually fly (true) Birds seldom fly (false); Birds never fly (false). Obviously there are some birds that do not fly, so the answer is usually.
- Watch for modifying or limiting phrases inserted into true-false questions. If one part of the T/F question is wrong, then the whole question is FALSE. (i.e., the statement "John F. Kennedy, killed in 1965, was the 35th President of the USA" is false. Although he was indeed the 35th president, he was actually killed in 1963).
- Be alert for multiple ideas or concepts within the same true-false statement. All parts of the statement must be true or the entire statement is false.
- If the question states "All the above" or "None of the above" then the answer is rarely correct.
- If the answer calls for a sentence completion (fill in the blank or multiple choice) eliminate the options that would not form grammatically correct answers.

What's Your Learning Style

Question 1

When you study for a test, would you rather

- a) read notes, read headings in a book, and look at diagrams and illustrations.
- b) have someone ask you questions, or repeat facts silently to yourself.
- c) write things out on index cards and make models or diagrams.

Question 2

Which of these do you do when you listen to music?

- a) daydream (see things that go with the music)
- b) hum along
- c) move with the music, tap your foot, etc.

Question 3

When you work at solving a problem do you

- a) make a list, organize the steps, and check them off as they are done
- b) make a few phone calls and talk to friends or experts
- c) make a model of the problem or walk through all the steps in your mind

Question 4

When you read for fun, do you prefer

- a) a travel book with a lot of pictures in it
- b) a mystery book with a lot of conversation in it
- c) a book where you answer questions and solve problems

Question 5

To learn how a computer works, would you rather

- a) watch a movie about it
- b) listen to someone explain it
- c) take the computer apart and try to figure it out for yourself

Question 6

You have just entered a science museum, what will you do first?

- a) look around and find a map showing the locations of the various exhibits
- b) talk to a museum guide and ask about exhibits
- c) go into the first exhibit that looks interesting, and read directions later

Question 7

What kind of restaurant would you rather not go to?

- a) one with the lights too bright
- b) one with the music too loud
- c) one with uncomfortable chairs

Question 8

Would you rather go to

- a) an art class
- b) a music class
- c) an exercise class

Question 9

Which are you most likely to do when you are happy?

- a) grin
- b) shout with joy
- c) jump for joy

Question 10

If you were at a party, what would you be most likely to remember the next day?

- a) the faces of the people there, but not the names
- b) the names but not the faces
- c) the things you did and said while you were there

Question 11

When you see the word "d - o - g", what do you do first?

- a) think of a picture of a particular dog
- b) say the word "dog" to yourself silently
- c) sense the feeling of being with a dog (petting it, running with it, etc.)

Question 12

When you tell a story, would you rather

- a) write it
- b) tell it out loud
- c) act it out

Question 13

What is most distracting for you when you are trying to concentrate?

- a) visual distractions
- b) noises
- c) other sensations like, hunger, tight shoes, or worry

Question 14

What are you most likely to do when you are angry?

- a) scowl
- b) shout or "blow up"
- c) stomp off and slam doors

Question 15

When you aren't sure how to spell a word, which of these are you most likely to do?

- a) write it out to see if it looks right
- b) sound it out
- c) write it out to see if it feels right

Question 16

Which are you most likely to do when standing in a long line at the movies?

- a) look at posters advertising other movies
- b) talk to the person next to you
- c) tap your foot or move around in some other way

Three Different Learning Styles

Visual Learners:

If you scored mostly a's you may have a visual learning style. You learn by seeing and looking.

- take numerous detailed notes
- tend to sit in the front
- are usually neat and clean
- often close their eyes to visualize or remember something
- find something to watch if they are bored
- like to see what they are learning
- benefit from illustrations and presentations that use color
- are attracted to written or spoken language rich in imagery
- prefer stimuli to be isolated from auditory and kinesthetic distraction
- find passive surroundings ideal

Auditory Learners:

If you scored mostly b's, you may have an auditory learning style. You learn by hearing and listening.

- sit where they can hear but needn't pay attention to what is happening in front
- may not coordinate colors or clothes, but can explain why they are wearing what they are wearing and why
- hum or talk to themselves or others when bored
- acquire knowledge by reading aloud
- remember by verbalizing lessons to themselves (if they don't they have difficulty reading maps or diagrams or handling conceptual assignments like mathematics).

Kinesthetic Learners:

If you had mostly c's, you may have a kinesthetic learning style. You learn by touching and doing.

- need to be active and take frequent breaks
- speak with their hands and with gestures
- remember what was done, but have difficulty recalling what was said or seen
- find reasons to tinker or move when bored
- rely on what they can directly experience or perform
- activities such as cooking, construction, engineering and art help them perceive and learn
- enjoy field trips and tasks that involve manipulating materials
- sit near the door or someplace else where they can easily get up and move around
- are uncomfortable in classrooms where they lack opportunities for hands-on experience
- communicate by touching and appreciate physically expressed encouragement, such as a pat on the back

STUDY TIPS FOR LEARNING STYLES

STUDY TIPS FOR VISUAL LEARNERS

Visual Learners should try to make use of diagrams and charts while they study. This is becoming easier as there is now so much educational material put in these formats.

Copy down all the diagrams you can

If a teacher draws a diagram on the whiteboard – copy it down.

Watch videos

Videos are great resources for Visual Learners. Which is why it's fantastic that there are now so many freely available educational videos online.

Use highlighters

Visual Learners love using highlighters. They make things bright and colorful while making the important bits stand out.

When making their own notes they should develop their own highlighting system.

Consistently highlighting certain types of facts in predefined colors will help Visual Learners sort out where facts sit in their heads.

Use flash cards

While flash cards are a fantastic learning technique for Kinesthetic_Learners, they can also be a great way for Visual Learners to study.

Replace words with symbols or initials

This simple tip can help speed up the process of making study notes. It also gets Visual Learners to associate symbols with concepts, rather than words – increasing the strength of association.

Study Tips for Auditory Learners

Auditory learners should try to incorporate study techniques that have them either listening to information and repeating it out loud.

Ask questions

All auditory learners should aim to ask questions during a lesson. Even a simple question will greatly increase information retention. This way, their teacher will put an idea into words, or paraphrase what they've been saying.

Use word association

Word association can be a great way to learn facts and lines. Auditory learners make better connections when facts can be repeated out loud – especially when in a memorable fashion.

Repeat aloud

Auditory learners can benefit from repeating information out loud to themselves. Even better than pure repetition would be to paraphrase, or pick out the main points of what they've just learnt and say it to themselves.

Participate in discussions

Teaching others is the best way to learn!

Study Tips for Kinesthetic Learners

Kinesthetic learners should use study techniques that take advantage of their very hands-on brain.

Use flash cards

Flash cards make kinesthetic learners turn simple recall into a game. This makes them perfect for kinesthetic learners.

Simply write a question or topic suggestion on one side of a card, and the answer or a list of details they should remember on the other side.

The beauty of flash cards is that you can use them by yourself or with others. This easily allows you to take an active part in your child's study while making it more fun for them.

Study in short blocks

Kinesthetic learners tend to have a relatively short attention span when they're studying. But this doesn't mean they shouldn't be doing just as much study as everyone else. They should break their study up into shorter periods, but also take shorter breaks.

Use plenty of examples when writing study notes

Many main points and concepts can be demonstrated with examples. Kinesthetic learners tend to make better associations with the examples than just the plain facts.

Study with other people

Kinesthetic learners enjoy discussion. Talking about what they've learnt is often a great way to consolidate what they've learned.

Do something while you study

Tap a pencil, squeeze a stress ball, or do something to occupy the want to do something with their hands without becoming a distraction.

Professor Albert Chen, Sociology

During the first week of class, I like to use the short story, "The Ones Who Walk Away From Omelas" by Ursula Le Guin. I use the story during the first week of class because it really helps introduce the idea of "Sociological Imagination." Depending on the size of the class, I like to divide students into groups of 3 to 5 people. With a designated reader from each group, the story is read aloud together as a class.

Once the class has read the story, I'll lead a class discussion for a summary of the story and description of Omelas. From there, I'll ask that students share within their groups whether, "They as an individual would stay or leave the city of Omelas and why?"

Allowing time for the groups to discuss, I'll continue the class discussion by doing a show of hands survey of who would stay and who would leave. Usually 80 to 90% of the class votes that they would leave. I allow time for students to share with the class why they would stay and why they would leave. Because the class is usually biased to leaving, I'll make the argument for staying.

I'll ask a second question, "Why would I share this story with a sociology class during the first week of the semester."

Hopefully by this time, students will have connected the story of Omelas to our own society. That there is poverty, homelessness and suffering all around us. Right in our own backyard. That we as a classroom benefit from social injustices. The example of migrant workers working long hours in the fields to provide us fruits and vegetables. Sweatshops in China providing the clothing on our backs. That everytime I go to the pier, I see homeless people next to the public restroom.

I make the connection that while it is very easy for us to pass judgment on Omelas, that sometimes we have to put aside our own biases to properly address our own situations.

Spanish Scaffolded Activity:

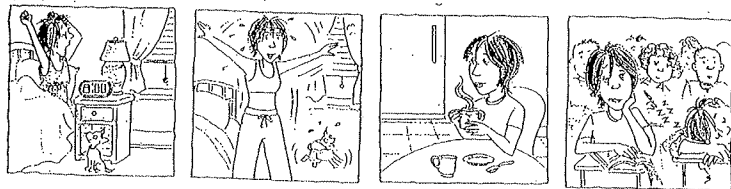
The purpose of this activity is to introduce the meaning of high-frequency Spanish verbs and their first-person forms. The verbs appear in bold and are used in sentences that include many cognates so as to ensure the sentences are highly comprehensible, even to students with little Spanish. The students are asked to match the sentences with their corresponding images. Using highly comprehensible language encourages students and demonstrates the use of familiar vocabulary.

The questions in the second exercise use the same verbs from the previous activity and ask students to indicate how often they do the mentioned activity. The purpose of this exercise is for students to see the same vocabulary used in a different context and different form (second person). After reading the questions the students mark the column to indicate the frequency of their activities. Once they have read and answered the questions, they ask a classmate the question and practice answering the questions in the first person form so as to hear the verbs in two forms repeatedly. In the last step of this activity, the students answer the questions in written form, using the information that they exchanged orally with their partner. In the final writing section, the students practice writing the first person, third person, and second person plural forms.

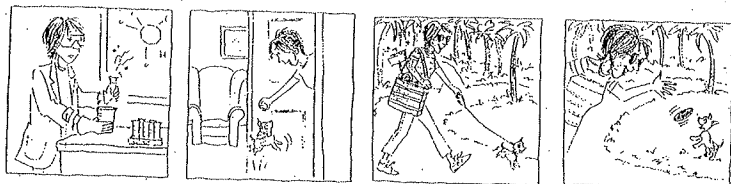
The third page is a reference sheet for students. It reviews the conjugation pattern for every subject of verbs similar to those introduced in the previous activities.

Match the image with its corresponding expression.

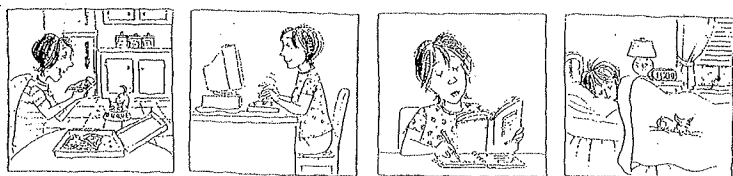
Elena:



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



5. _____ 6. _____ 7. _____ 8. _____



9. _____ 10. _____ 11. _____ 12. _____

Tomás



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



5. _____ 6. _____ 7. _____ 8. _____



9. _____ 10. _____ 11. _____ 12. _____

- a. Come pizza.
- b. Regresa a casa.
- c. Hace ejercicio aeróbico.
- d. Se levanta a las 8:00.
- e. Trabaja en un laboratorio.
- f. Se acuesta a las 11:00.
- g. Desayuna café con leche.
- h. Da un paseo con su perro.
- i. Estudia para sus clases.
- j. Juega con el perro.
- k. Asiste a clase.
- l. Lee su correo electrónico.

- a. Sale de la oficina a las 5:30.
- b. Habla por teléfono.
- c. Escucha música y estudia.
- d. Se despierta a las 8:30.
- e. Cena con amigos en un restaurante.
- f. Se duerme en clase.
- g. Mira la televisión.
- h. Se acuesta a la 1:00.
- i. Almuerza en la cafetería.
- j. Asiste a una clase a las 6:00.
- k. Lee el periódico.
- l. Va en carro a la oficina.

Capítulo 3: ¿Con qué frecuencia?

Paso 1: Read the following questions and indicate how frequently you do the following activities. Check the column that applies to you.

¿Con qué frecuencia...?	siempre		con frecuencia		a veces		casi nunca		nunca	
¿Ves la televisión?										
¿Sales a cenar con amigos?										
¿Juegas al basquetbol?										
¿Vas al cine?										
¿Lavas tu carro?										
¿Haces ejercicio?										
¿Preparas la cena?										
¿Comes en la cafetería?										
¿Escuchas música mientras (<i>while</i>) estudias?										
¿Visitas sitios Web en el Internet?										

Paso 2: Ask a classmate the questions and check the column that applies to him/her. For hints on how to answer the questions see "Actividad 4" on page 122 of your textbook.

Paso 3: Answer the following questions using the information you found out from the previous interviews.

1. ¿Con qué frecuencia ves la televisión?

2. ¿Con qué frecuencia vas al cine con tus amigos?

3. ¿Con qué frecuencia hace ejercicio tu compañero(a) de clase?

4. ¿Con qué frecuencia prepara la cena tu compañero(a) de clase?

5. ¿Qué actividad hacen ustedes (tu compañero(a) de clase y tú) frecuentemente?

Capítulo 3: Talking about Habitual Actions - Present Tense Conjugations

Verbos regulares:						
	Hablar (to talk)	Estudiar (to study)	Comer (to eat)	Leer (to read)	Escribir (to write)	Vivir (to live)
yo	hablo	estudio	como	leo	escribo	vivo
tú	hablas	estudias	comes	lees	escribes	vives
él/ella/usted	habla	estudia	come	lee	escribe	vive
nosotros	hablamos	estudiamos	comemos	leemos	escribimos	vivimos
ellos/ellas/ustedes	hablan	estudian	comen	leen	escriben	viven

Otros Verbos Regulares:

Verbos -ar:

Llevar Bailar
 Usar Cenar
 Viajar Desayunar
 Nadar Cocinar
 Patinar Acampar
 Practicar Trabajar
 Andar Descansar
 Lavar Levantar
 Limpiar Tomar
 Mirar Comprar
 Almorzar (ue) Tocar
 Charlar Caminar
 Regresar Preparar
 Esquiar

Verbos -er:

Correr
 Coser
 Querer (ie)

Ver
 Beber

Verbos -ir:

Dormir (ue) Asistir
 Preferir (ie) Recibir
 Abrir Decidir
 Describir

Verbos irregulares:

Verbos irregulares:						
	Ser (to be)	Ir (to go)	Hacer (to do/to make)	Salir (to go out)	Jugar (to play)	Tener (to have)
yo	soy	voy	hago	salgo	juego	tengo
tú	eres	vas	haces	sales	juegas	tienes
él/ella/usted	es	va	hace	sale	juega	tiene
nosotros	somos	vamos	hacemos	salimos	jugamos	tenemos
ellos/ellas/ustedes	son	van	hacen	salen	juegan	tienen

Theatre Arts 2A
Physical Action Project

Using the floor area, a cube, and your body, you are to create a physical representation **of an animal** for each of the 20 words. You will say each word as you physically create its image, then create a transition, and continue to the next word, physical representation, and transition. You will present a **sequence** of words, actions, and transitions that seamlessly move you through all 20 words from “aggressive” to “parodying”. Use the words in the order they are printed.

- | | |
|-----------------------|-------------------------|
| 1. AGGRESSIVE | 11. ELOQUENT |
| 2. FRIENDLY | 12. DRAMATIC |
| 3. DESCRIPTIVE | 13. ENTERPRISING |
| 4. INQUISITIVE | 14. LYRIC |
| 5. KINDLY | 15. SIMPLE |
| 6. INSOLENT | 16. RESPECTFUL |
| 7. CAUTIOUS | 17. RUSTIC |
| 8. THOUGHTFUL | 18. MILITARY |
| 9. PEDANTIC | 19. PRACTICAL |
| 10. FAMILIAR | 20. PARODYING |

This assignment is worth 10 points

10 points	8 points	6 points	3 points	1 point
Full sequence of words, active representation of animals, and transitions presented seamlessly without hesitation	Most of the words and animal representations presented without hesitation	Some good uninterrupted sequences of animal representations	Presentation of singular animal images with help	You try to do the assignment
Use of body in multiple ways to represent a variety of animals in a variety of circumstances	Use of a few body positions to represent the animals and circumstances	Body too similar throughout images	Little use of the body to convey imagery	
Clear and specific physical transitions taking you from one image to the next	Many clear and specific transitions	Some transitions clear; some vague	No sense of transition or forward motion from image to image	
Understandable, clear, projected, articulate voice	Most of the words are understood and clear	Audible voice	Muted and inarticulate voice	
Full use of the space	Use of most of the space	Use of part of the space	Limited use of space	
Use of the cube in a variety of specific ways to accommodate your actions	Meaningful use of the cube most of the time	Use of the cube some of the time	Ineffective use of the cube	

Video Review (Stepping Stones)

Students are required to complete and submit this form for each Stepping Stones video.

Date:

Title of this Lesson:

List and UNDERLINE the topic of each segment of the video and two or three key points of each topic, using full sentences.

What is the most interesting or valuable thing that you learned?

How could you use the information in this video in **working** with children/families? (Be specific)

Do you have any questions about the content of the video?

less likely to be confused with other ducks, and therefore a better cue to the target memory.

Retrieving Memories

How can students ensure that what they learn is not forgotten? There are a few things students might do. One, which is explained in the table on mnemonics, is to select distinctive cues so as to decrease the likelihood that they will be ambiguous. Another way to make memories longer lasting is to distribute studying over time—in other words, **don't cram**. Students will sometimes (with perverse pride) brag that they studied immediately before a test, scored well, but soon forgot what they had learned. Research bears out their boasts. **Studying at several different times means that you are used to cuing and retrieving the memory at lots of different points in time.** But if learning is all crammed into the same time, you have always cued and retrieved the memory during the same time. When you cram, the memory becomes associated with the particular time you study, making the memory harder to retrieve later on (although this is not the only factor¹⁴). But if you distribute studying, the memory doesn't have that association because you keep studying it at different times. Naturally, this sound advice—study early and often—is difficult for students to follow. Small wonder that most books on study skills have a chapter on **time management**.

The final strategy to avoid forgetting is to overlearn. Students know that they forget, so if they study just to the point that they know the material, what will happen when they take a quiz the next day? Some forgetting will have occurred—they won't know the material as well as they did the night before. This should be obvious to students once it's pointed out to them—but just as students tend to overestimate how complete their learning is, they also tend to underestimate their own forgetting.¹⁵ The solution is straightforward. **Students should study until they know the material and then keep studying.** How long they should continue studying depends on how long they hope to retain the material, how they will be tested, and other factors, but a good rule of thumb is to put in another 20 percent of the time it took to master the material.

This advice—to continue studying after you know the material—requires that you can accurately gauge how complete your knowledge is. What can be done to help students better know what it is they know? **The most important advice for them is to test themselves the way they will be tested.** Students tend to gauge their knowledge based on their feeling-of-knowing; as they “read over their notes,” they get an increasing feeling of familiarity. But a feeling of familiarity is not the same thing as

being able to reproduce the material on a test.¹⁶ How many teachers have heard a student say, “I *know* it, I just can't explain it”? Most likely, the student understands it when *you* explain it, but doesn't understand it well enough to explain it herself. The best way to test oneself is to **explain the material to another person, ideally one who can ask sensible follow-up questions.** This method will provide a much better metric for the student as to what she really knows. As an added bonus, testing yourself in this manner helps the material stay in memory.



Mnemonics work largely (but not exclusively) by giving you something to think about and a good cue. Imagery is helpful because it makes cues less ambiguous. When you create a visual image of a duck, you must think of a *particular* duck. The details make the duck more distinctive, and therefore a better cue to the target memory.

The box below summarizes the three principles of memory and the corresponding recommendations. Much more could be written about memory, but the topic can quickly become overwhelming. The three principles discussed here are the most important for students. Naturally, these principles will be more meaningful to your students if they see them in action, so see page 24 for some classroom demonstration ideas. □

1. Memories are formed as a residue of thought.
 - If you want to remember what things mean, you must select a mental task that will ensure that you think about their meaning.
 - If what you want to remember has little meaning, use a mnemonic.
2. Memories are lost mostly due to missing or ambiguous cues.
 - Make your memories distinctive.
 - Distribute your studying over time.
 - Plan for forgetting by continuing to study even after you know the material.
3. Individuals' assessments of their own knowledge are fallible.
 - Don't use an internal feeling to gauge whether you have studied enough. Test yourself, and do so using the same type of test you'll take in class.

(Additional resources and endnotes on page 44)

In her classes, Lauri Moore, Sociology uses this as an icebreaker/awareness tool.
In small groups list the differences between College and High School.

High School	College
You have to ask to go to the bathroom	You don't

Chapter 4

Section 4.1

Define the following terms

- Categorical Proposition
- Subject Term
- Predicate Term
- Quantifiers
- Copula

Section 4.2

Define the following terms

- Quality
- Quantity

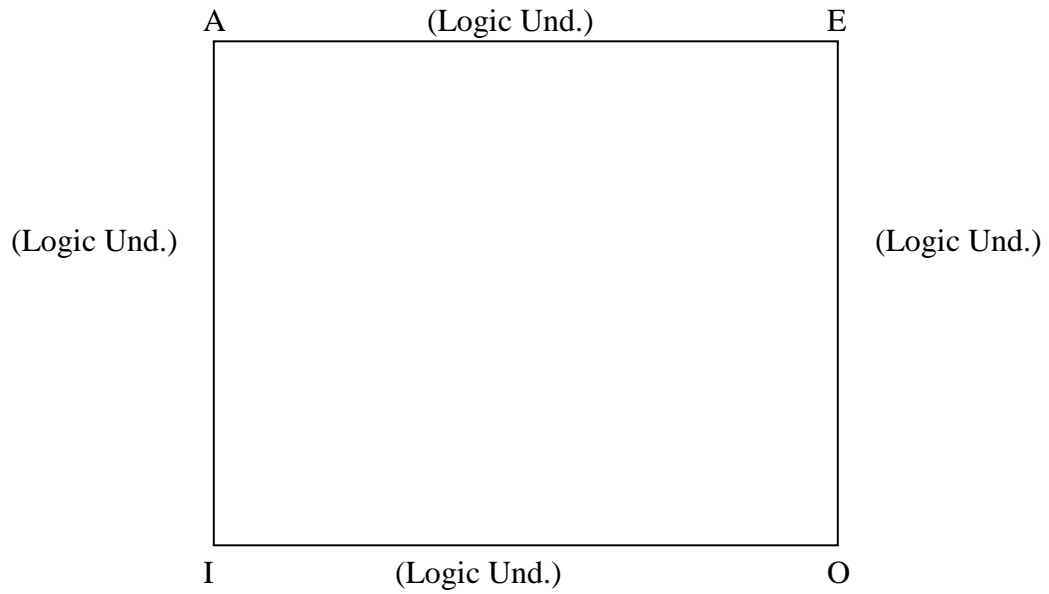
<u>Proposition</u>	<u>Meaning in class notation</u>
All S are P	Every member of the S class is a member of the P class; that is, the S class is included in the P class
No S are P	
Some S are P	At least one member of the S class is a member of the P class
Some S are not P	

<u>Proposition</u>	<u>Letter Name</u>	<u>Quantity</u>	<u>Quality</u>	<u>Distribution</u>
All S are P		Universal	Affirmative	
No S are P	E			S & P
Some S are P		Particular		none
Some S are not P	O		Negative	

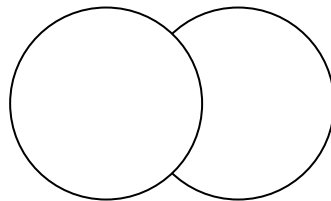
Section 4.3

- Boolean Standpoint

Modern Square of Opposition



Venn Diagrams



SEND AN EMAIL TO THE INSTRUCTOR

After the 4th week of class, I have them send me an email answering these questions. It allows me to offer help and resources to them before it is too late for them to succeed.

E-mail must answer these questions:

1. Have you been in class EVERY day?
2. Have you been on time EVERY day?
3. What is your strongest study skill?
4. What do you need the most help with?
5. Do you have a study partner or study group? Have you considered getting one?
6. What will be your strongest quality as an employee?

Student Self-Assessment

This form was adapted from a college that used it to have students do self-assessments throughout the semester on their performance in a long-term group project. I adapted it for use in courses where students need more focus on how to succeed in passing the course and preparing for the workplace. It can easily be adapted for use in assessing participation in any group project or research project.

College Success and Career Readiness Lessons, Handouts, and Self-Assessments.

<http://www.cacareercafe.com>

Some of the resources found at this site include these:

Learning Style Quiz:

<http://www.vark-learn.com/english/page.asp?p=questionnaire>

Procrastination Quiz

http://www.queendom.com/tests/access_page/index.htm?idRegTest=3046

Assignment Calculator

<http://www.lib.umd.edu/UES/freecalc/>

STUDENT SELF-ASSESSMENT

Student: _____

Scale: 4 points = Exceeds expectations 2 points = Approaching expectations
 3 points = Meets expectations 1 point = Needs more work

SOFT SKILLS	WEEK 5	WEEK 10
PUNCTUALITY Arrives on time Returns from lunch on time		
RESPONSIBILITY Participates in class Takes notes during all lectures Keeps work area neat Brings required materials to class Ask for extra help when needed Use study aids, such as flashcards, to help learn material		
ACCOUNTABILITY & STRONG WORK ETHIC Shows up for class every day Turns in all work on time Work is high quality Is prepared for tests		
TIME MANAGEMENT Makes time for studying and homework Stays focused and on task during class		
TEAM PLAYER Works well in groups Helps others as needed		
POSITIVE ATTITUDE Believes you will succeed Encourages other students, especially when they are frustrated		
PROFESSIONAL BEHAVIOR Uses professional language Is polite and respectful		
TOTAL SCORE		

VENTURA COLLEGE
Criminal Justice Department
PROFESSOR: Ted O. Prell

Course Title: _____

Course Number: _____

Identify someone in the class that you can depend on to take notes, get out-of-class assignments, turn your assignments in for you and gather handout material for you should you miss a class. It is up to you to identify other sources for obtaining the information. If you didn't get the handouts or other information when it was delivered in class it is your responsibility to identify someone to get the material for you and be prepared for the next class.

I **will not** keep handout material past the next class meeting. It is your responsibility to obtain copies should you be absent from class. **Do not** email me to get copies of assignments, handouts etc.

The below is provided for your convenience to ensure you are able to collect all relevant material from this class.

1. Name: _____

Contact information: _____

2. Name: _____

Contact information: _____

3. Name: _____

Contact information: _____

On each of the next two slides you will find a paragraph describing Community Policing. Take a few minutes and read those two paragraphs. As you read them circle no less than five (5) words you think are interesting in each of those slides and write those words on a separate piece of paper.

Be sure your name is on that paper.

Write a paragraph on each of the two paragraphs below describing, in your own words, what they mean.

- The essence of community policing is to return to the day when safety and security are participatory in nature and everyone assumes responsibility for the general health of the community – not just a select few, not just the local government administration, not just the safety forces, but absolutely everyone living in the community.
- Community policing in its simplistic form is the development and fostering of a work relationship and a cooperative spirit between community and its law enforcement agency to better serve the community's needs and service expectations. It encourages and promotes to the maximum extent possible, an environment of safety and security for all persons residing in the community, working in the community or merely passing (traveling) through it.

These two paragraphs are due the next class meeting

Time Management Exercise (Professor S. Lall) during the first week of classes

After reviewing the course syllabus outlining the instructor's expectations (especially the section explaining the number of hours the student should expect to devote to the course outside of attending class), allow students twenty minutes to assess their own schedules with this individual and group exercise. The individual work can be assigned as homework to save time in class.

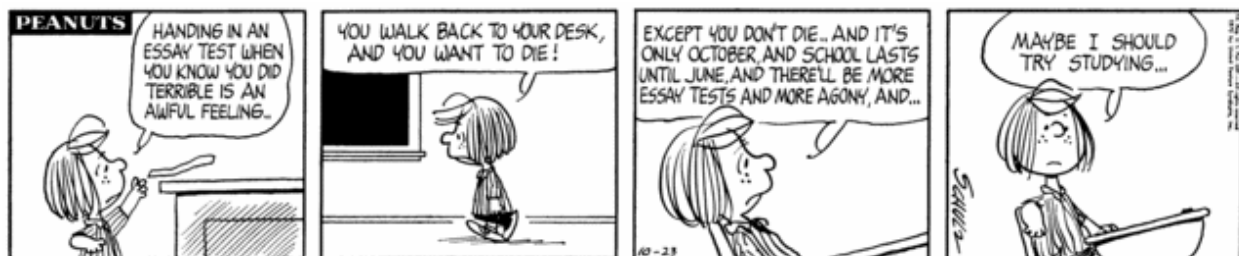
Individual work:

- 1.) Students will need four different colored writing tools (blue and black pens, pencil, highlighter). A teacher can bring a case of crayons or highlighters to class to help out.
- 2.) Tell students to write out the numbers 1 a.m. to "12 noon" and 1 p.m. to "12 midnight" down the left margin of a sheet of paper and then write out the letters S, M, T, W, Th, F, Sat across the top of the page.
- 3.) Using one color (blue pen), students should fill in the times they are required to be physically present in each of their classes and the time it takes to get ready for and commute to campus. Students should use this same color (blue pen) to block off the time they are expected to devote to studying for each of their classes (usually **between one to two hours** for every one hour spent in class).
- 4.) Using another color (pencil), students should fill in their work schedules, blocking off the times they are required to be at work and the time it takes to get ready for and commute to work.
- 5.) If students have daily or weekly family commitments, they should use another color (black pen) to block these times off on their schedules.
- 6.) Using a highlighter, students should mark off at least 7 hours (preferably 8) for sleep somewhere on their schedules. They should also mark off some time for breakfast, lunch and dinner (using the highlighter).

Group Work:

- 7.) Put students into groups of four to share their schedules, discuss what they do for leisure and/or extracurricular activities, and whether the group members even have enough time for these activities.
- 8.) On a single sheet of paper, have each group write down the number of students (in the group) who have made enough time for the units they are taking (considering both in-class and expected out-of-class commitment). Have students report to the class at large: how many group members have enough time in the day for studying?

The purpose of this exercise is to allow students to work in groups to "digest" the ideas presented in a syllabus, especially the instructor's expectations with regard to the time students should devote to the class in order to be successful. Hearing this information from a teacher and working through this information with others in the class achieve a very different effect. Here is a comic strip that can be shared during group work



Best Practices: Integrate Basic Skills to Support Content Area Learning

To help students develop textbook reading and management skills, devote some time at the onset of the semester to survey your textbook with your class. Review the table of contents and organization of chapters. Note important features and resources; glossaries, appendices, indices. This will help you introduce course content as well. Identify chapters or sections that are most valuable to you. Help students develop content schema by previewing chapters before assigning them. Teach students to turn headings and subheadings into questions before reading. Point out vocabulary sections, end-of-chapter questions, important visuals, and summaries. Present other



questions prior to reading, so that their reading process is purposeful and directed. While discussing the content, demonstrate how students can annotate sections and make marginal notes, or create charts or graphs from the content.

I love using “low stakes” writing activities in my classes. They serve both as icebreakers and springboards for discussion. Exploratory writing helps students access their prior knowledge before reading or studying a topic, and reflect upon it after. Activities can be responses to simple questions you ask your students, or you can enhance the structure with a prompt, opening sentence, format model, or close portion.

You don't need to grade these! You may choose to collect them and respond personally. You might choose to model one or two key formatting or compositional issues you think students would benefit from. Or, the response can be read aloud, shared in pairs, small groups, or with the entire class to get everyone involved. The writing stimulates the thinking and the thinking stimulates the writing.

This tip is excerpted from an article published in the National Education Association's journal *Higher Education Advocate* (December 2009) and can be found at the following address: <http://www.nea.org/home/37446.htm#>

First Day Ice-breaker (Prof. Kelly Peinado)

This is an easy first day icebreaker that needs no special materials, and can be done in 30 minutes or less if you are short on time.

Part I: Ask each student to get out a piece of notebook paper and create two columns, one for names and one for “an interesting fact.” Insist that students stand and walk around for this activity. The object is for each student to meet as many people as possible in the time allowed (perhaps 15 minutes?) and write down each person’s name and the “interesting” fact that each person tells about him/herself. Important: people cannot repeat the same fact about themselves over and over: they have to think of something new each time.

It helps for the teacher to model the activity first with one or two students, showing that everyone needs to come up with a new piece of information about him/herself each time. You might also mention the kind of information that works well. People can share:

- Something they did during summer or winter break
- Something about family: how many siblings, how many kids, etc.
- Special interests or skills: sports they play, languages they speak, hobbies, prizes they have won
- Specific favorites in music, films, or books.
- A favorite trip they have made, or would like to make

In 15 minutes, most students will have met and jotted down information on 4 or 5 students. You can allow more time if you want, of course.

Part II: Once everyone sits down, start calling off names from your roll sheet. Ask, “Who talked to so-and-so? What did she tell you about herself?” Everyone who talked to that person should speak up. Usually, fun information comes up and interesting coincidences occur as I go down the list. If you participate (which I recommend), students like reporting what they have learned about you.

I don’t go through the whole roll sheet, as it takes too long and may get a bit old. You can do half the roll sheet one day, and half the next, or just leave it as a sampling of names the first day.

Quick & Easy Strategies for Student Success (Prof. J. Walker)

1) **Post-it:** On the first week of the semester have students find your office and put a post-it on the door to show that they know where to locate you if they have any questions or concerns or want to talk during your office hours. Because they look so artfully beautiful on my door, I leave them up all semester long.

2) **Scavenger Hunt:** Depending on your desired learning outcome, make a scavenger hunt for students to learn actively and kinesthetically. For example, I have students complete a scavenger hunt to acquire knowledge of all of the many resources available to students on campus: health center, library, tutoring, EAC, counseling, etc. This means that they actually journey to these places rather than simply look up the information online or only when a situation arises in which they need a specific resource.

3) **Library Resources Form:** Because you want your students to get the most from their library or campus resources visit, it is beneficial to create a handout with specific questions for students to record and learn information as they go. The librarians on campus will even help you out by collaborating with you on questions and types of information that will make research in the library fun and useful.



Active Reading by Amy Madsen

Instructions on using this method take about 20-30 minutes

*For this method, use a pencil or pen, **not a highlighter.***

To use the Active Reading Method

Pre-reading

Go through the assigned reading page by page. Start by reading learning objectives, educational objectives, or rhetorical questions at the beginning of the chapter. Read anything that is a headline, is printed in color, or is in a colored box. Look at photographs and graphs or tables and read the captions below them. Read any review or quiz questions at the end of the chapter. This should only take a few minutes. The purpose of this step is to familiarize the reader with the basic concepts and vocabulary of the assigned reading.

Stop and take a short break

With a pen or pencil in hand, begin reading. At the end of each paragraph, write a very brief summary of that paragraph in the margin in the book. If the student doesn't understand the paragraph, read it again. Look up unfamiliar words and write definitions in the margins.

In this method the only time the student will use a highlighter in their book is to highlight any ideas or words the teacher puts on the board, is in the PowerPoint slide or repeats during the lecture.

This can be done in a demonstration format by using the document cams in the MCW/MCE buildings or by scanning the first few paragraphs of the text including summary examples in margins for a PowerPoint presentation.

Student Learning Outcomes: Rubric Worksheet

Course Name and Number: ENGINEERING GRAPHICS AND DESIGN

ENGRV02

Date: MAR, 2012

Faculty Participating in Meeting: Michelle Millea

Student Learning Outcome: Apply technical graphics principles to the solution of engineering problems

Component	Good	Satisfactory	Below Satisfactory
Determine true length and percent grade of oblique lines in orthographic views	Accurately apply technical graphics principles and correctly use an engineers scale to determine true length and percent grade of oblique lines	Accurately apply technical graphics principles and correctly use an engineers scale to determine true length and percent grade of oblique lines with minor errors in technique or accuracy	Unable to accurately apply technical graphics principles and correctly use an engineers scale to determine true length and percent grade of oblique lines with minor errors in technique or accuracy
Use auxiliary views to determine the true length and slope angle of oblique lines	Accurately apply technical graphics principles to determine true length and slope angle oblique lines using auxiliary views	Accurately apply technical graphics principles to determine true length and slope angle oblique lines using auxiliary views with minor errors in technique or accuracy	Unable to accurately apply technical graphics principles to determine true length and slope angle oblique lines using auxiliary views with minor errors in technique or accuracy

Student Learning Outcomes: Rubric Worksheet

Course Name and Number: MATH V02 Date: 2/16/11

Faculty Participating in Meeting: Kumpf, Morales, McCain , Kolesnik, Yi, Beard, Beatty, Stowers, Archibald, Adlman, O'Neill, Bowen

Student Learning Outcomes: The student will be able to:

1. Use deductive reasoning to prove theorems;
2. Algebraically solve geometric problems;
3. Use a compass and straightedge to create geometric constructions.

Component	A / Excellent	B / Good	C / Satisfactory	D / Below Satisfactory
Use deductive reasoning to prove theorems	Consistently use deductive reasoning to prove theorems without error	Consistently use deductive reasoning to prove theorems with minor procedural and/or conceptual errors	Use deductive reasoning to prove theorems with minor procedural and/or conceptual errors	Unable to use deductive reasoning to prove theorems
Algebraically solve geometric problems	Consistently algebraically solve geometric problems without error	Consistently algebraically solve geometric problems with minor procedural and/or conceptual errors	Algebraically solve geometric problems with minor procedural and/or conceptual errors	Unable to algebraically solve geometric problems
Use a compass and straightedge to create geometric constructions	Consistently use a compass and straightedge to create geometric constructions without error	Consistently use a compass and straightedge to create geometric constructions with minor procedural and/or conceptual errors	Use a compass and straightedge to create geometric constructions with minor procedural and/or conceptual errors	Unable to use a compass and straightedge to create geometric constructions

Student Learning Outcomes: Rubric Worksheet

Course Name and Number: Spanish V01

Date: 11/10/11

Faculty Participating in Meeting: Art Sandford, Ben Somoza, and Tania DeClerck

Student Learning Outcome: Reading Comprehension: Having read a selection in Spanish of 70 - 100 words, the student will be able to answer 5-10 comprehension questions based on the content.

Component	A / Excellent (90% - 100%)	B / Good (80% - 89%)	C / Satisfactory (70% - 79%)	D / Below Satisfactory (69% or below)
Student's answers based on the content of the reading activity.	Has sufficient control of the writing system to interpret written language in areas of practical need. Where vocabulary has been learned, can read for instructional and directional purposes, standardized messages, phrases, or expressions, such as some items on menus, schedules, timetables, maps, and signs. At times, but not on a consistent basis, the student may be able to derive meaning from material at a slightly higher level where context and/or extralinguistic background knowledge are supportive.	The reader can identify a significant number of contextualized words and/or phrases including cognates and borrowed words, where appropriate. Material understood frequently exceeds a single phrase at a time, and rereading may be required.	The reader can identify an increasing number of highly contextualized words and/or phrases including cognates and borrowed words, where appropriate. Material understood rarely exceeds a single phrase at a time, and rereading may be required.	Able occasionally to identify isolated words and/or major phrases when strongly supported by context.

Adapted from the American Council for the Teaching of Foreign Languages Proficiency Guidelines, 1999

Student Learning Outcomes: Rubric Worksheet

Course Name and Number: Comm V01: Introduction to Speech Communication Date: 1/6/12

Faculty Participating in Meeting: Stacy Sloan Graham and Molly Conway

Student Learning Outcome: Organize and deliver a cohesive and authoritative informative speech.

Component	A / Excellent	B / Good	C / Satisfactory	D / Below Satisfactory
Organization	Student accurately follows required format with defined outline.	Student follows required format with a few deviations.	Student follows required format loosely.	Student does not follow given format.
Delivery	Exhibits great confidence, authority, annunciation, and connects with the audience using eye contact and nonverbal.	Some confidence shown, including eye contact and nonverbal. Competent in topic.	Limited confidence and connection with the audience including eye contact and nonverbal.	Lack of confidence, ill prepared, over use of notes.
Content	Points are supported with detailed examples and thorough analysis.	Some points are supported with fewer details.	Few points given, limited support for analysis.	Points are not comprehensive.
Citation/Documentation	Excellent academic citation following MLA and APA formats	Some academic citation with minimal mistakes.	Adequate academic citations with numerous mistakes.	Citations not academic or accurate.

Student Learning Outcomes: Rubric Worksheet

Course Name and Number: Anatomy and Physiology ANPH V01

Date: March 1, 2012

Faculty Participating in Meeting: Kimberly A. Jesu

Course- Level Student Learning Outcome: Information Competency: Find and interpret relevant Information/utilize data to draw conclusions

Program-Level SLO Supported: Demonstrate mastery of key biological terms, processes, and techniques

Component	A / Excellent	C / Satisfactory	D / Below Satisfactory
Students will successfully identify the brachial bone correctly naming and spelling it in a written response.	Students correctly identify the brachial bone and use correct spelling in a written response when viewing the bone during laboratory practical testing	Students correctly identify the brachial bone but are unable to use correct spelling.	Students are unable to correctly identify the bone.
Students will successfully recognize and name the major surface landmarks on the brachial bone and spell them in a written response.	Students correctly identify a major surface landmark on the brachial bone and spell it correctly.	Students correctly identify a major landmark but are unable to use correct spelling.	Students are unable to correctly identify the landmark.
Students will successfully determine whether they are viewing a left or a right bone based on the recognition of surface landmarks and learned points of articulation with other bones.	Students utilize correct identification of the surface landmarks on the bone to calculate the orientation of the bone relevant to other bones and determine whether they are viewing a left or right bone.	Students recognize points of articulation but are unable to use the information to determine whether they are viewing a left or right bone.	Students are unable to identify recognize points of articulation and cannot determine whether they are viewing a left or right bone.

Analytic Essay Evaluation Scale

	LOW		MIDDLE		HIGH
<i>General Merit</i>					
Ideas	2	4	6	8	10
Organization	2	4	6	8	10
Wording	2	4	6	8	10
Flavor	2	4	6	8	10
<i>Mechanics</i>					
Usage	1	2	3	4	5
Punctuation	1	2	3	4	5
Spelling	1	2	3	4	5
Handwriting	1	2	3	4	5

This is the most well known of the holistic rating scales. Developed by Paul Bernard Diederich, it weights factors of content and organization more heavily than mechanics and grammar (see P. Diederich, *Measuring Growth in English*. Urbana: NCTE, 1974). You can adapt this scale by varying the weighting or the categories as necessary to reflect the emphasis of your class.

from Classroom Resources for Instructors
Using Focus on Writing: Paragraphs
and Essays (2nd edition, 2011)

Pre/Post Essay Evaluation Scale

The following variation of the Diederich scale is an instrument we have used to evaluate the in-class essays students write on the first and last day of class. Because we use this only as a pre/post comparison, we chose to weight all items equally.

Name: _____ Date: _____

EVALUATION SCALE FOR PRE/POST ESSAYS

	LOW		MIDDLE		HIGH
CONTENT (paper has something to say)	2	4	6	8	10
ORGANIZATION (clear thesis)	2	4	6	8	10
ADEQUATE IDEA DEVELOPMENT (main ideas plus supporting details, examples, etc.)	2	4	6	8	10
UNITY AND COHERENCE (logical transitions)	2	4	6	8	10
APPROPRIATE DICTION AND FORMALITY (avoidance of clichés, overused words, jargon)	2	4	6	8	10
STANDARD USAGE (written, not spoken, English)	2	4	6	8	10

	LOW		MIDDLE		HIGH
SENTENCE VARIETY	2	4	6	8	10
(mixture of simple and complex)					
SENTENCE CORRECTNESS	2	4	6	8	10
(avoidance of fragments, run-ons, comma splices)					
VERB CORRECTNESS	2	4	6	8	10
(endings, formation, agreement)					
BASIC MASTERY OF MECHANICS	2	4	6	8	10
(punctuation, capitalization, spelling)					

TOTAL _____

GENERAL COMMENTS:

Standards for Analytical Grading

90-100	An A paper must engage the reader's interest and show strength in all areas of composition: clear, logical ideas; original thought; careful word choice and effective phrasing; no serious errors; and concentration on a main purpose, with strong development and support.
80-89	A B paper shows strength in most areas of composition: a clearly stated central purpose; logical and adequate development; and few serious or careless errors. Although showing competence, the B paper lacks the original thought and style that characterize the A paper.
70-79	A C paper must be satisfactory, with a worthwhile central idea. Although it may be organized clearly and logically, its paragraphs may not be as fully developed as those in a B paper. It avoids serious errors in the use of English and may, in fact, have few marked errors, but it lacks the clarity of thought and expression to be considered above average.
60-69	A D paper indicates below-average achievement in expressing ideas correctly and effectively. It may contain serious errors and fail to present a central idea or to develop it adequately. With more careful proofreading as well as more and better development, a D paper could receive a C .
Below 60	The F paper may have one or more of the following problems: serious errors in grammar, spelling, punctuation, and sentence structure; a missing or vague main idea; incomplete development or lack of specific support; failure to follow directions; or plagiarism.

Serious Errors:

- 1) Inadequate statement of main idea
- 2) Inadequate or illogical paragraph development
- 3) Awkward sentence structure
- 4) Incoherent sentence structure
- 5) Sentence fragments; run-on sentences; comma splices
- 6) Problems with verb form or verb tense
- 7) Lack of subject-verb or pronoun agreement
- 8) Severe punctuation problems

Errors in any of the above categories can drop your paper one letter grade.

Errors in any two of these categories can drop your paper two letter grades.

Errors in any three of these categories can drop your paper three letter grades.

from Additional Resources for Instructors
Using Choices: A Basic Writing Guide
With Readings (4th edition, 2008)
pgs 28-31

Standards for Holistic Grading

4—Good

Organization and Development

- Clearly established main idea
- Good development with specific examples
- Logical organization
- Clear understanding of assignment

Sentence Structure

- Sentence variety
- Few major sentence errors

3—Acceptable

Organization and Development

- Clear understanding of assignment
- Established central point (but weaker than a 4)
- Attempt at organization and development
- Adequate supporting details

Sentence Structure

- Attempts sentence variety
- Weaker control over sentences than a 4

2—Needs Rewrite

Organization and Development

- Unclear or misdirected central point
- Some development but some irrelevant points
- Few organizational skills
- Assignment not fully addressed

Sentence Structure

- Little or no sentence variety
- Some problems with major sentence errors (fragments, run-ons, comma splices)

1—Needs Extensive Rewrite

Organization and Development

- No discernible central point
- Lack of development
- Little if any connection to assignment

Sentence Structure

- Seriously flawed
- Numerous major sentence errors (fragments, run-ons, comma splices)

In-Class Essay Evaluation: Pass/Fail

Although this is only one aspect of your writing ability, it is necessary for you to be able to write in timed situations, such as a long essay or short essay test.

_____ This in-class essay is passing.

Although your essay response is passing, you might have some error patterns in your writing that you need to work on until you can master them on a timed writing test. See error patterns checked below.

.....

Error patterns:

- _____ sentence fragments
- _____ fused (run-on) sentences; comma splices
- _____ sentences difficult to understand
- _____ verb tense, *-ed* ending
- _____ subject-verb agreement
- _____ pronoun agreement, pronoun reference
- _____ frequent comma mistakes
- _____ word confusion (including misuse of prepositions)
- _____ incorrect word choice
- _____ nonstandard English usage
- _____ pluralization errors
- _____ other:

.....

_____ This in-class essay is not passing.

The reasons are listed below:

- _____ The paper did not meet the demands of the assignment and/or went off focus.
- _____ There is no clear thesis sentence.
- _____ There were problems with organization of ideas.
- _____ Paragraphs contained more than one main idea.
- _____ The paper had very serious editorial errors, as checked on the above list of error patterns.

Instructor Evaluation Grid (can be used with analytical grading)

Based on this essay, the following are some strengths and weaknesses in your writing. It is important that you work on any weaknesses noted.

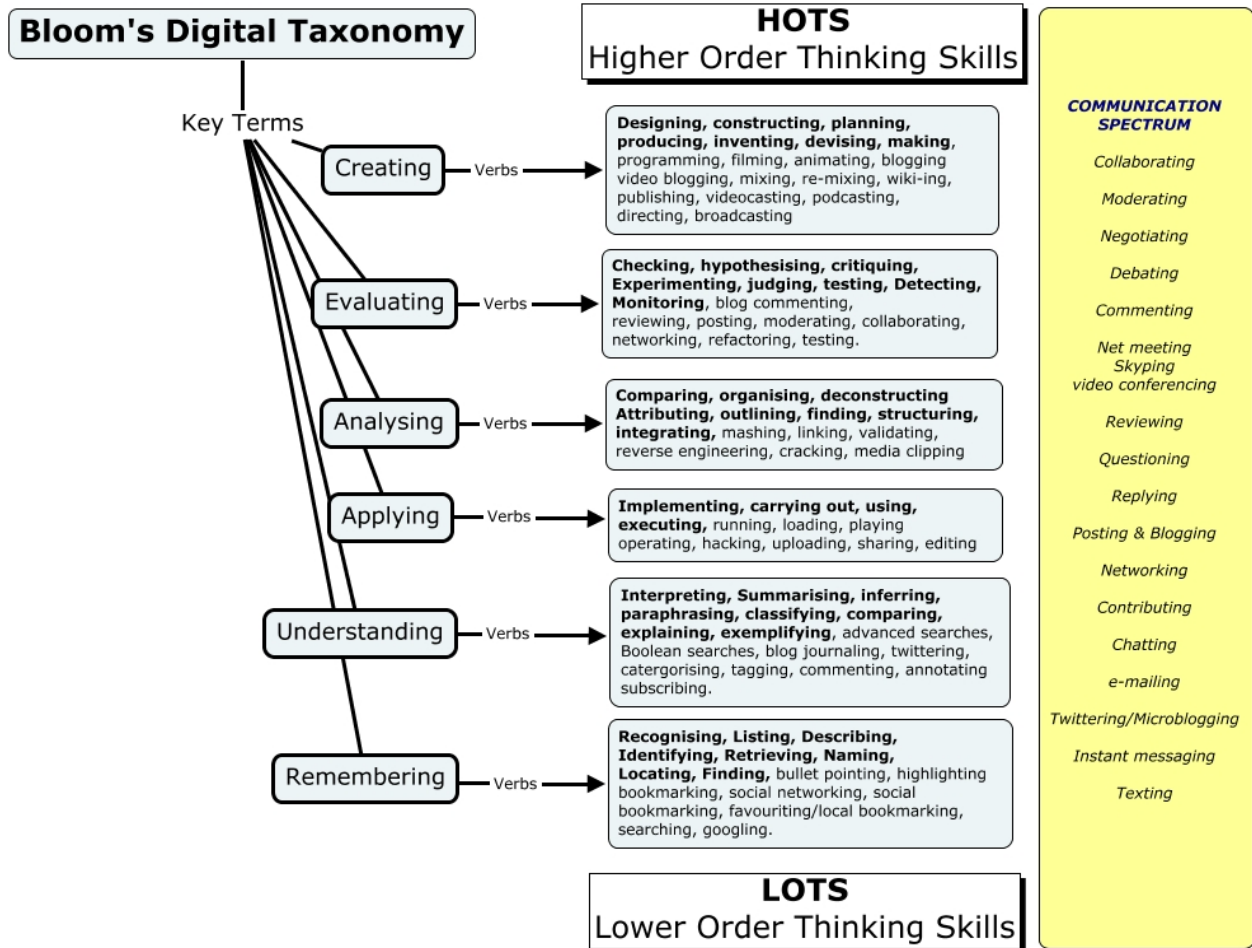
Needs Work	Adequate	Done Well	
_____	_____	_____	1. The writing clearly takes audience into account.
_____	_____	_____	2. Voice/persona suits assignment well.
_____	_____	_____	3. Introduction is interesting.
_____	_____	_____	4. Thesis sentence is concise and focused.
_____	_____	_____	5. Conclusion offers a satisfying sense of closure.
_____	_____	_____	6. Paragraphs have clear topic sentences, and each sentence in the paragraph clearly contributes to the main idea of the paragraph.
_____	_____	_____	7. Paragraphs are well developed.
_____	_____	_____	8. Writing is coherent; transitional devices are used effectively for good flow.
_____	_____	_____	9. Main ideas are organized in a logical manner.
_____	_____	_____	10. Writing contains interesting, provocative ideas.
_____	_____	_____	11. Writing has satisfied focus and length requirements.
_____	_____	_____	12. Word-processing conforms to MLA format.

Your editing skills are weak in the following areas:

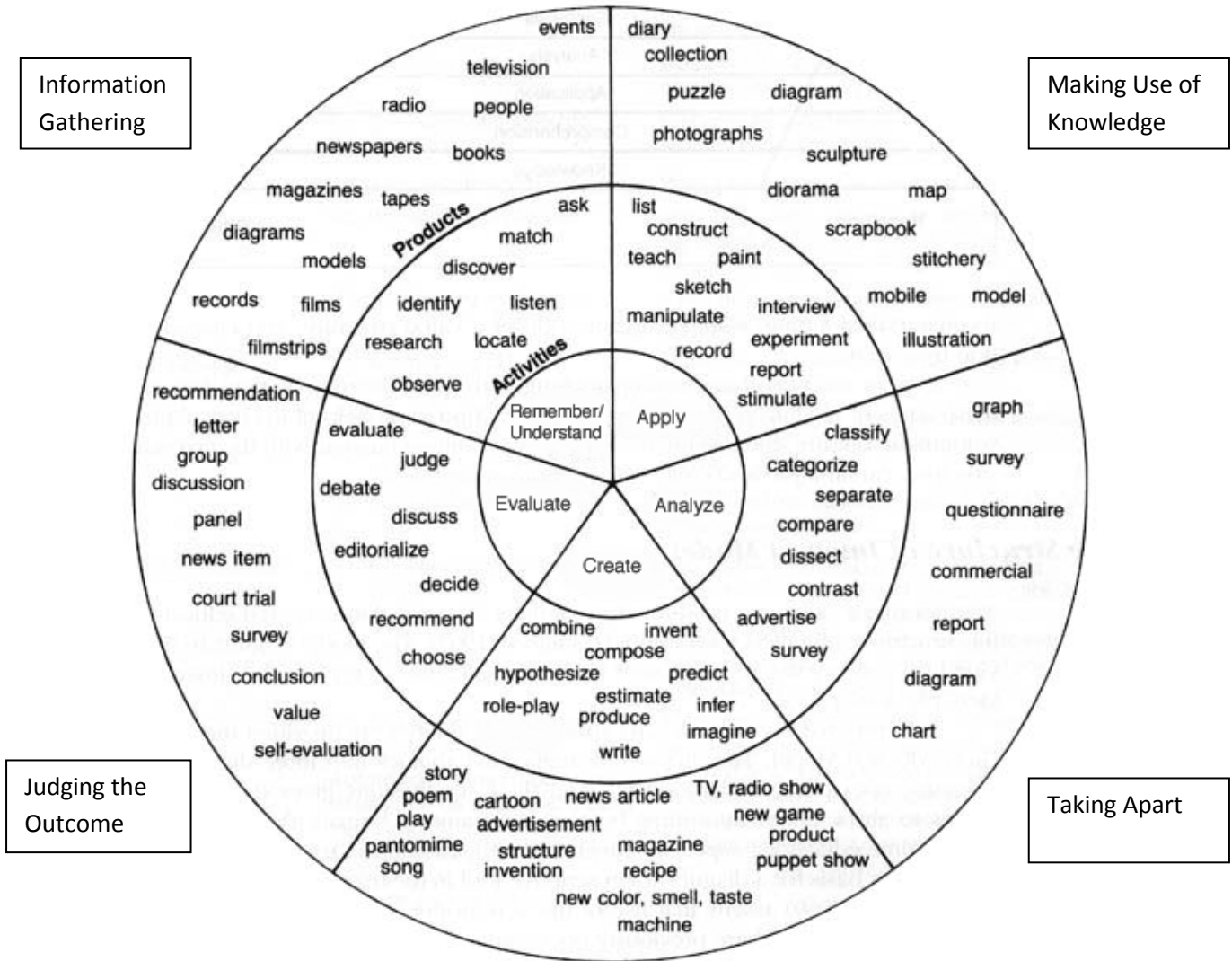
(You may need extra help to address these problems in your writing.)

- _____ Sentence clarity (incorrect structure, omitted words, etc.)
- _____ Appropriate word choice
- _____ Word confusion
- _____ Preposition confusion
- _____ Sentence fragments
- _____ Run-on sentences, comma splices
- _____ Pronoun agreement, reference
- _____ Verb tense, *-ed* ending
- _____ Verb agreement
- _____ Commas
- _____ Apostrophes
- _____ Other punctuation marks (; : " ! ? -)
- _____ Capitalization, abbreviations, numbers, underlines
- _____ Spelling, homonyms
- _____ Forming plurals
- _____ Other:

Blooms Taxonomy



Blooms Taxonomy



BLOOM'S REVISED TAXONOMY



Creating

Generating new ideas, products, or ways of viewing things...

Designing, constructing, planning, producing, inventing.

Evaluating

Justifying a decision or course of action

Checking, hypothesising, critiquing, experimenting, judging



Analysing

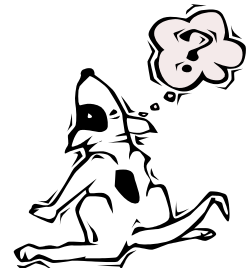
Breaking information into parts to explore understandings and relationships

Comparing, organising, deconstructing, interrogating, finding

Applying

Using information in another familiar situation

Implementing, carrying out, using, executing



Understanding

Explaining ideas or concepts

Interpreting, summarising, paraphrasing, classifying, explaining



Remembering

Recalling information

Recognising, listing, describing, retrieving, naming, finding



Source: <http://www.kurwongbss.eq.edu.au/thinking/Bloom/blooms.htm>

		Actions	Products	Learning Activities
Higher-order thinking	Creating (Putting together ideas or elements to develop an original idea or engage in creative thinking).	Designing Constructing Planning, Producing Inventing, Devising Making	Film, Story Project, Plan, New game, Song, Painting Media product Advertisement	
	Evaluating (Judging the value of ideas, materials and methods by developing and applying standards and criteria).	Checking, Critiquing Hypothesising Experimenting Judging, Testing Detecting, Monitoring	Debate, Panel Report Evaluation Investigation Verdict, Conclusion Persuasive speech	
	Analyzing (Breaking information down into its component elements).	Comparing, Organising Deconstructing Attributing, Outlining Structuring, Integrating	Survey, Mobile Database, Abstract, Report, Graph, Chart Spreadsheet Checklist, Outline	
Lower-order thinking	Applying (Using strategies, concepts, principles and theories in new situations).	Implementing Carrying out Using Executing	Illustration, Simulation Sculpture, Diary Demonstration Presentation, Interview, Journal Performance	
	Understanding (Understanding of given information).	Interpreting Exemplifying Summarising Inferring Paraphrasing Classifying Comparing Explaining	Recitation Summary Collection Explanation Show and tell Example, Journal Quiz, List, Label Outline	
	Remembering (Recall or recognition of specific information).	Recognising Listing Describing Identifying Retrieving Naming Locating Finding	Quiz Definition Fact Worksheet Test Label List Workbook Reproduction	

Learning Domains or Bloom's Taxonomy

From: <http://www.nwlink.com/~donclark/hrd/bloom.html>

The Three Types of Learning

There is more than one type of learning. A committee of colleges, led by Benjamin Bloom, identified three domains of educational activities:

- **Cognitive:** mental skills (*Knowledge*)
- **Affective:** growth in feelings or emotional areas (*Attitude*)
- **Psychomotor:** manual or physical skills (*Skills*)

Since the work was produced by higher education, the words tend to be a little bigger than we normally use. Domains can be thought of as categories. Trainers often refer to these three domains as KSA (Knowledge, Skills, and Attitude). This taxonomy of learning behaviors can be thought of as "the goals of the training process." That is, after the training session, the learner should have acquired new skills, knowledge, and/or attitudes.

The committee also produced an elaborate compilation for the cognitive and affective domains, but none for the psychomotor domain. Their explanation for this oversight was that they have little experience in teaching manual skills within the college level (I guess they never thought to check with their sports or drama department).

This compilation divides the three domains into subdivisions, starting from the simplest behavior to the most complex. The divisions outlined are not absolutes and there are other systems or hierarchies that have been devised in the educational and training world. However, Bloom's taxonomy is easily understood and is probably the most widely applied one in use today.

Cognitive ⁽¹⁾

The cognitive domain involves knowledge and the development of intellectual skills. This includes the recall or recognition of specific facts, procedural patterns, and concepts that serve in the development of intellectual abilities and skills. There are six major categories, which are listed in order below, starting from the simplest behavior to the most complex. The categories can be thought of as degrees of difficulties. That is, the first one must be mastered before the next one can take place.

Category	Example and Key Words
Knowledge: Recall data or information.	Examples: Recite a policy. Quote prices from memory to a customer. Knows the safety rules. Key Words: defines, describes, identifies, knows, labels, lists, matches, names, outlines, recalls, recognizes, reproduces, selects, states.

<p>Comprehension: Understand the meaning, translation, interpolation, and interpretation of instructions and problems. State a problem in one's own words.</p>	<p>Examples: Rewrites the principles of test writing. Explain in one's own words the steps for performing a complex task. Translates an equation into a computer spreadsheet.</p> <p>Key Words: comprehends, converts, defends, distinguishes, estimates, explains, extends, generalizes, gives Examples, infers, interprets, paraphrases, predicts, rewrites, summarizes, translates.</p>
<p>Application: Use a concept in a new situation or unprompted use of an abstraction. Applies what was learned in the classroom into novel situations in the work place.</p>	<p>Examples: Use a manual to calculate an employee's vacation time. Apply laws of statistics to evaluate the reliability of a written test.</p> <p>Key Words: applies, changes, computes, constructs, demonstrates, discovers, manipulates, modifies, operates, predicts, prepares, produces, relates, shows, solves, uses.</p>
<p>Analysis: Separates material or concepts into component parts so that its organizational structure may be understood. Distinguishes between facts and inferences.</p>	<p>Examples: Troubleshoot a piece of equipment by using logical deduction. Recognize logical fallacies in reasoning. Gathers information from a department and selects the required tasks for training.</p> <p>Key Words: analyzes, breaks down, compares, contrasts, diagrams, deconstructs, differentiates, discriminates, distinguishes, identifies, illustrates, infers, outlines, relates, selects, separates.</p>
<p>Synthesis: Builds a structure or pattern from diverse elements. Put parts together to form a whole, with emphasis on creating a new meaning or structure.</p>	<p>Examples: Write a company operations or process manual. Design a machine to perform a specific task. Integrates training from several sources to solve a problem. Revises and process to improve the outcome.</p> <p>Key Words: categorizes, combines, compiles, composes, creates, devises, designs, explains, generates, modifies, organizes, plans, rearranges, reconstructs, relates, reorganizes, revises, rewrites, summarizes, tells, writes.</p>
<p>Evaluation: Make judgments about the value of ideas or materials.</p>	<p>Examples: Select the most effective solution. Hire the most qualified candidate. Explain and justify a new budget.</p> <p>Key Words: appraises, compares, concludes, contrasts, criticizes, critiques, defends, describes, discriminates, evaluates, explains, interprets, justifies, relates, summarizes, supports.</p>

Affective ⁽²⁾

This domain includes the manner in which we deal with things emotionally, such as feelings, values, appreciation, enthusiasms, motivations, and attitudes. The five major categories are listed from the simplest behavior to the most complex:

Category	Example and Key Words
<p>Receiving Phenomena: Awareness, willingness to hear, selected attention.</p>	<p>Examples: Listen to others with respect. Listen for and remember the name of newly introduced people.</p> <p>Key Words: asks, chooses, describes, follows, gives, holds, identifies, locates, names, points to, selects, sits, erects, replies, uses.</p>
<p>Responding to Phenomena: Active participation on the part of the learners. Attends and reacts to a particular phenomenon. Learning outcomes may emphasize compliance in responding, willingness to respond, or satisfaction in responding (motivation).</p>	<p>Examples: Participates in class discussions. Gives a presentation. Questions new ideals, concepts, models, etc. in order to fully understand them. Know the safety rules and practices them.</p> <p>Key Words: answers, assists, aids, complies, conforms, discusses, greets, helps, labels, performs, practices, presents, reads, recites, reports, selects, tells, writes.</p>
<p>Valuing: The worth or value a person attaches to a particular object, phenomenon, or behavior. This ranges from simple acceptance to the more complex state of commitment. Valuing is based on the internalization of a set of specified values, while clues to these values are expressed in the learner's overt behavior and are often identifiable.</p>	<p>Examples: Demonstrates belief in the democratic process. Is sensitive towards individual and cultural differences (value diversity). Shows the ability to solve problems. Proposes a plan to social improvement and follows through with commitment. Informs management on matters that one feels strongly about.</p> <p>Key Words: completes, demonstrates, differentiates, explains, follows, forms, initiates, invites, joins, justifies, proposes, reads, reports, selects, shares, studies, works.</p>
<p>Organization: Organizes values into priorities by contrasting different values, resolving conflicts between them, and creating an unique value system. The emphasis is on comparing, relating, and synthesizing values.</p>	<p>Examples: Recognizes the need for balance between freedom and responsible behavior. Accepts responsibility for one's behavior. Explains the role of systematic planning in solving problems. Accepts professional ethical standards. Creates a life plan in harmony with abilities, interests, and beliefs. Prioritizes time effectively to meet the needs of the organization, family, and self.</p> <p>Key Words: adheres, alters, arranges, combines, compares, completes, defends, explains, formulates,</p>

	generalizes, identifies, integrates, modifies, orders, organizes, prepares, relates, synthesizes.
Internalizing values (characterization): Has a value system that controls their behavior. The behavior is pervasive, consistent, predictable, and most importantly, characteristic of the learner. Instructional objectives are concerned with the student's general patterns of adjustment (personal, social, emotional).	<p>Examples: Shows self-reliance when working independently. Cooperates in group activities (displays teamwork). Uses an objective approach in problem solving. Displays a professional commitment to ethical practice on a daily basis. Revises judgments and changes behavior in light of new evidence. Values people for what they are, not how they look.</p> <p>Key Words: acts, discriminates, displays, influences, listens, modifies, performs, practices, proposes, qualifies, questions, revises, serves, solves, verifies.</p>

Psychomotor ⁽³⁾

The psychomotor domain includes physical movement, coordination, and use of the motor-skill areas. Development of these skills requires practice and is measured in terms of speed, precision, distance, procedures, or techniques in execution. The seven major categories are listed from the simplest behavior to the most complex:

Category	Example and Key Words
Perception: The ability to use sensory cues to guide motor activity. This ranges from sensory stimulation, through cue selection, to translation.	<p>Examples: Detects non-verbal communication cues. Estimate where a ball will land after it is thrown and then moving to the correct location to catch the ball. Adjusts heat of stove to correct temperature by smell and taste of food. Adjusts the height of the forks on a forklift by comparing where the forks are in relation to the pallet.</p> <p>Key Words: chooses, describes, detects, differentiates, distinguishes, identifies, isolates, relates, selects.</p>
Set: Readiness to act. It includes mental, physical, and emotional sets. These three sets are dispositions that predetermine a person's response to different situations (sometimes called mindsets).	<p>Examples: Knows and acts upon a sequence of steps in a manufacturing process. Recognize one's abilities and limitations. Shows desire to learn a new process (motivation). NOTE: This subdivision of Psychomotor is closely related with the "Responding to phenomena" subdivision of the Affective domain.</p> <p>Key Words: begins, displays, explains, moves, proceeds, reacts, shows, states, volunteers.</p>
Guided Response: The early	Examples: Performs a mathematical equation as

<p>stages in learning a complex skill that includes imitation and trial and error. Adequacy of performance is achieved by practicing.</p>	<p>demonstrated. Follows instructions to build a model. Responds hand-signals of instructor while learning to operate a forklift.</p> <p>Key Words: copies, traces, follows, react, reproduce, responds</p>
<p>Mechanism: This is the intermediate stage in learning a complex skill. Learned responses have become habitual and the movements can be performed with some confidence and proficiency.</p>	<p>Examples: Use a personal computer. Repair a leaking faucet. Drive a car.</p> <p>Key Words: assembles, calibrates, constructs, dismantles, displays, fastens, fixes, grinds, heats, manipulates, measures, mends, mixes, organizes, sketches.</p>
<p>Complex Overt Response: The skillful performance of motor acts that involve complex movement patterns. Proficiency is indicated by a quick, accurate, and highly coordinated performance, requiring a minimum of energy. This category includes performing without hesitation, and automatic performance. For example, players are often utter sounds of satisfaction or expletives as soon as they hit a tennis ball or throw a football, because they can tell by the feel of the act what the result will produce.</p>	<p>Examples: Maneuvers a car into a tight parallel parking spot. Operates a computer quickly and accurately. Displays competence while playing the piano.</p> <p>Key Words: assembles, builds, calibrates, constructs, dismantles, displays, fastens, fixes, grinds, heats, manipulates, measures, mends, mixes, organizes, sketches.</p> <p>NOTE: The Key Words are the same as Mechanism, but will have adverbs or adjectives that indicate that the performance is quicker, better, more accurate, etc.</p>
<p>Adaptation: Skills are well developed and the individual can modify movement patterns to fit special requirements.</p>	<p>Examples: Responds effectively to unexpected experiences. Modifies instruction to meet the needs of the learners. Perform a task with a machine that it was not originally intended to do (machine is not damaged and there is no danger in performing the new task).</p> <p>Key Words: adapts, alters, changes, rearranges, reorganizes, revises, varies.</p>
<p>Origination: Creating new movement patterns to fit a particular situation or specific problem. Learning outcomes emphasize creativity based upon highly developed skills.</p>	<p>Examples: Constructs a new theory. Develops a new and comprehensive training programming. Creates a new gymnastic routine.</p> <p>Key Words: arranges, builds, combines, composes, constructs, creates, designs, initiate, makes, originates.</p>