Teaching Support Centre
2011 Great Ideas for Teaching
Winning Submissions

Winners
1) Chelsea Hicks, Department of Biology  
   Teaching teamwork: an activity to maximize student learning from team projects
2) Andrea Wishart and Christina Castellani, Department of Biology  
   Call the number on your screen now! Selling genomic techniques in the modern classroom
3) Silke Dennhardt, Health and Rehabilitation Sciences  
   Traffic light feedback cards
4) Laura Murphy, Department of Sociology  
   Constructing success: Equipping first year students with the tools to write a university research paper
5) Andrew Jun, Clinical Anatomy  
   Non-linear teaching in anatomy

Runners-up
1) Heather Hutchison, Department of Music Education  
   The review game
2) Emily Michaela Holmes, Department of Neuroscience  
   Formatting Bonanza! Assignment: Formatting fun in pairs
Teaching Teamwork: An activity to maximize student learning from team projects
Inspired by teamwork projects in every Western undergraduate science course (but applicable to team projects in any discipline!)
Chelsea Hicks
Department of Biology
chicks4@uwo.ca

Because putting the pieces together isn’t always as easy as it seems

Introduction
As science educators, we need to seriously rethink our approach to undergraduate team assignments. We value the incorporation of team learning in our classes but, over 80% of instructors give little or no support to students working in teams (Bacon et al., 1999). Navigating the challenges associated with team projects can be as foreign to students as the class content itself and if left unguided, these challenges hinder the student learning experience.

‘Teaching Teamwork’ is a series of in-class activities, designed to accompany team projects in any discipline. It will help students consciously think about how productive teams function, how to manage team conflict and how to balance the task of completing the project with the challenges of working effectively with their teammates.

The ‘Teaching Teamwork’ activities are ideal for classes of up to 30, but include adaptations for large classes. The activities should be presented in 3 different lectures, spanning the duration of the assignment. Appropriate activity scheduling and approximate duration are given for each activity. Assigning a portion of the student grade to these teamwork activities is optional, but may help increase student motivation.

Key concepts
• Working as an effective team member is not something we are born knowing how to do. We would not leave it to chance that our students learn the scientific content of our courses. Equally, we should not leave it to chance that students learn effective teamwork skills from our assignments.
• “Involvement, ownership and commitment to the team vision” is a key characteristic of high performing teams (Bolton, 1999). This can be enhanced by the creation of a team charter at the beginning of team projects, drawing consensus on team goals and direction.
• Team development should involve some degree of conflict. If managed effectively, conflict can be healthy and promote team creativity.
• Active reflection on team progress will help solidify the skills learned.
Activity objectives

• Students will be able to orally identify the characteristics of highly productive teams.
• Student teams will come to consensus regarding their project goals and processes by creating their own team charter.
• Students will be able to use role playing to successfully address team conflict.
• Students will provide insightful written reflections on the progression of their project team in terms of both task completing and human team environment.

Materials

• 3 handouts (included in Appendix):
  • Team Charter: Determining team direction
  • Scripts for managing difficult situations in teams
  • Reflecting on your Team Experience

Teaching Teamwork: Activity description

1. Getting your team off to a good start
   When: This activity should be done very shortly after the project is assigned.
   Duration: 45 minutes

   a. Characteristics of a productive team
      • Group brainstorming:
        “Think of a time when you were part of a successful team project. What characteristics did your team possess? What about a less successful team experience?”
      • Discuss John Baird’s 10 characteristics of high performing teams.

   b. Design a team charter
      • Using the provided handout: “Team Charter: Determining team direction”, students will work with their group to design a team charter.
      • Students are asked to present their team charter to the rest of the class, giving teams the chance to learn from on another’s ideas.
      • Students are required to photocopy their team charter and submit the copy to the instructor. Each group should keep at least one copy for their own reference and for a post-teamwork reflection aid.

Adaptation for large class or to reduce duration:
Students will not present their charter to the class. They will simply submit a copy to the instructor.

2. Managing difficult situations in teams
   When: This activity should be done a few weeks after project assignment.
   Duration: 45 minutes

   • Give a brief lecture, describing the importance of conflict in healthy teams.
• Using the provided handout: “Scripts for Managing Difficult Situations in Teams”, students will do role playing to practice handling common team conflict situations.
• Have students sit with their groups. Each group will be assigned one team conflict scenario [described on a slip of paper]. They will be given 5 minutes to prepare a short skit, which will be performed for the class.

**Adaptation for large class or to reduce duration:**
Not every group will present. Students can still be given 5 minutes to discuss their approach to their assigned conflict, but only a couple groups will volunteer to present.

3. Reflecting on team experience
   When: This activity is done within a week after the submission of the team project
   Duration: 30 minutes

   • Using the given handout as a guide, students will work with their groups to reflect on how well they achieved the goals set out in their charter, the quality of their submitted project and the team environment they created.
   • After students have completed their reflection, the class will go through the questions one at a time and groups who would like to share their experiences will be invited to do so.
   • Students will photocopy their completed handout and submit a copy to the instructor.

**Adaptation for large class or to reduce duration:**
Groups will not present their reflections. They will simply submit a photocopy of the completed reflection handout to the instructor.
What is/are the goal(s) of our team?
(Remember, goals should be SMART: Simple, Measurable, Attainable, Results oriented, Time bound)

What are our pressures? (Money? Time?)

How will we deal with/compensate for our pressures?

What are the strengths of our team and its members?

<table>
<thead>
<tr>
<th>Team member</th>
<th>Strength(s)</th>
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How will we capitalize on the strengths of each member?
(Hint: Think about your team goals. How might each person contribute to achieving them?)
What communication strategies will we use to communicate? 
(Email? Facebook? What is the maximum expected response time?)

What process will we follow if someone does not live up to the responsibilities? 
Be specific.

Are there any other commitments, responsibilities, roles, goals, etc that your team has agreed upon?

Signatures

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<tbody>
<tr>
<td>Member 1</td>
<td>Member 2</td>
<td>Member 3</td>
<td>Member 4</td>
<td>Member 5</td>
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</tbody>
</table>
**Introduction**

Conflict is a normal and healthy part of all team development. In fact, studies have shown that when teams lack conflict, they can develop ‘groupthink’, whereby team members are so cohesive that they make quick, unanimous decisions and ignore alternative information. Groupthink reduces creativity.

While conflict is normal, it must be addressed when it arises and handled in a healthy way. Below are examples of conflict situations you may encounter in your teams and some suggested phrases you can use to address them.

<table>
<thead>
<tr>
<th>Situation</th>
<th>Phrase</th>
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</thead>
<tbody>
<tr>
<td>A strong view is expressed but no supporting evidence or logic is given to support it.</td>
<td>“You may have a good point, but I want to understand your view a little better. Why do you believe...”</td>
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<tr>
<td>You’re at a meeting and discussion becomes unfocused.</td>
<td>“That’s an interesting point. Can we talk about how it relates to [insert relevant topic]”</td>
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<td>More than one view is presented at the same time.</td>
<td>“OK, so we’ve just heard three unique ideas. [If you can summarize the ideas in a few seconds, do so.] Can we discuss them one at a time before we move on?”</td>
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<td>You sense that someone else is unhappy with an idea you’ve presented.</td>
<td>“It seems that you aren’t completely satisfied with the approach I’m proposing. What would be your suggestion?”</td>
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<tr>
<td>Someone is being stubborn and refuses to change their position.</td>
<td>“I see you feel strongly about your position. What would it take to change your mind?”</td>
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<tr>
<td>One person does most of the talking, possibly drowning out the views of other team members.</td>
<td>“So Sue, it’s clear that you’re view is [insert summary]. I’m wondering what John and Mary think about this issue.”</td>
</tr>
<tr>
<td>One person is particularly shy and doesn’t usually offer their opinion.</td>
<td>“We’ve heard a few ideas on this subject, but I’m wondering if you had any other ideas Sue? The more input we can get, the better.”</td>
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<tr>
<td>Someone is continually not fulfilling their responsibilities to the team.</td>
<td>“Bobby, I know you’re busy, but the rest of the team is counting on you to achieve our goals. If you can’t contribute, perhaps we need to... [insert the consequence your team agreed upon in their charter]”</td>
</tr>
</tbody>
</table>
1. How did you do in completing the ‘task’?
   a. Did you meet the objectives your team set in the team charter? Explain.
   
   b. What changes would you make to your team’s processes in order to produce an even better final product?

2. How did you do in creating a healthy team environment?
   a. What did your team do well to ensure your team environment was productive? Inclusive?

   b. What changes would you make to your teamwork process to improve the team environment? Explain.

Signatures

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<td>Member 2</td>
<td>Member 3</td>
<td>Member 4</td>
<td>Member 5</td>
</tr>
</tbody>
</table>
References


3. Hicks, K., *Discussion of stages, characteristics and activities for team learning*, C. Hicks, Editor 2010: London, Ontario.
Call the Number on Your Screen Now!
Selling Genomic Techniques in the Modern Classroom

Learning Goals and Skills Achieved:
1) Students review course material in a different light than how it was originally presented
2) Within each group, students can specialize as researchers, writers, or presenters depending on their skill set and comfort levels.
3) Students can practice creativity in science and employ humour to present scientific protocols and services. This method will help students remember the material and encourage team building among students.
4) Students gain a better understanding of current genetic techniques and services being used in the field and the circumstances in which they are used.
5) Students will be better prepared to answer short essay questions on the final exam through this interactive review session.
6) TAs can determine the level of research achieved and comprehension level required in each group.

Description: Infomercial
Instead of asking the students to simply present their material to the class in a traditional presentation format, the students were asked to create “infomercials” in order to “sell” their product, taken from the topics described below. The activity required 2 one-hour tutorial time slots; the first tutorial is used to introduce the assignment and allow students to begin working on it, while the second tutorial is used for students to present their final infomercial to the rest of the class. In the first tutorial session, the TAs presented a mock infomercial as an example of the task.

1) The teaching assistants began the tutorial by presenting their own infomercial based on a product the class is already familiar with. This captures the attention of the class and provides a great starting point for students to begin their assignment.

2) After this presentation, the TAs introduce the task to the class and explain the expectations of the assignment, referencing the presentation that had just been given.

   1. Each group will be “selling” a product based on topics from the course’s lecture and tutorial materials. Topics will be drawn from a beaker (to emphasize the scientific nature of the activity).
2. Topics presented in these tutorials will provide the beginning of final exam preparation.
3. Topics are chosen from relevant genomics techniques used in genetic laboratories.
4. Each infomercial should be 5 minutes in length and must include: the scientific facts pertaining to the item being sold (including the basic protocol); an estimate of the accurate selling price of the item; the basic function and purpose of the item; compelling reasons why the class should “buy” the product; and the advantages of the product over the similar products available in the field.
5. Groups cannot exceed 5 members, and a minimum of 3 members must be actively involved in presenting the informercial in front of the class.

3) Students are then broken into small groups and draw topics from a beaker. They are given the rest of the tutorial time (approximately 20-30 minutes) to begin brainstorming and researching ideas for their own infomercial.

4) Students may refer back to their own class notes or use the websites of the companies providing the product to find information. Sources for tips on making effective infomercials can be provided, such as the following link: http://www.infomercials360.com/2008/July/The-Science-to-Making-an-Infomercial.htm

4) Students present their infomercials during the following week’s tutorial, allowing them one week of preparation out of class if needed.

Key Concepts
Topics covered by this activity included:

- The Mouse Diversity Genotyping Array (MDGA) developed by The Jackson Laboratory
- The SOLiD™ System of next-generation sequencing developed by Applied Biosystems
- TaqMan® gene expression assay (quantitative PCR) developed by Applied Biosystems
- Whole genome sequencing services offered by Complete Genomics Inc.
- Cofactor Genomics LLC. service for personal genome sequencing

Key concepts learned by the students for each topic include the following: basic scientific protocol, product capabilities and limitations, and approximate pricing. Students should focus on the biological basis as well as the applications for each topic.

This activity was originally developed for Biology 3594 Genome Organization, Mutagenesis and DNA Repair by: Christina Castellani, PhD candidate (ccastel3@uwo.ca) and Andrea Wishart, MSc candidate (awishar@uwo.ca) Department of Biology, The University of Western Ontario.
Great Ideas for Teaching: The Traffic-Light Feedback Cards

The following is an idea to stimulate discussion in class, particularly in new and/or larger student groups. The proposed activity generates a safe environment by building a sense of belonging to a group that stimulates taking risks in discussions. It further allows getting timely feedback on students’ learning experiences and makes students aware of each other.

While I cannot trace back anymore where I got the original idea from, I have used it many times and adapted it for my own purposes. Here, at Western, I used it successfully to facilitate discussion on ethical issues in research in a class of 56 graduate students in the occupational therapy program (OT 9541, Foundations of Research).

The activity’s goals

- To encourage students to participate in class discussions and take a stance
- To make students aware about a variety of perspectives on a topic and provide a safe environment for a stimulating class discussion
- To visualize and get a sense of how oneself and others think about a particular topic
- To get timely and easy feedback about students’ learning processes
- To create a sense of the classroom group as a whole

Key concepts

- Generating beneficial class discussions that support learning and engage the whole class can be a challenging task for students and teachers.
- There are many factors that might hinder students to engage in a class discussion. For example, students might not know each other well enough to share their thoughts publicly, strive to leave a ‘good’ impression about their skills on each other, or feel not confident enough to participate. Often, only some (and the same) students speak up and/or the discussion stays superficial.
- Teachers might feel a group’s implicit expectation to ‘judge’ class contributions as ‘right’ or ‘wrong’, when they rather aim to foster students’ ability to think critically, take a stance, and express and argue it well
- Engaging in a discussion that furthers learning requires students to take risks by sharing a position that is not perfect yet, to address dilemmas, to question themselves, and to consider each other’s contributions when making an argument
- The traffic-light feedback cards activity visualizes and values that there are a variety of stances on a particular topic. The visual feedback allows students to find ‘allies’ in taking a stance which provides safety to engage in the discussion. Students also get a sense of the class as a whole.

Resources needed:

- Three paper cards (red, yellow and green) for each student. Cards can be used more than once.

Description of activity:

Each student receives three paper cards: a red, yellow, and a green one. Each card stands for a particular stance (e.g.: red/I disagree, yellow/I am not sure, green/I agree). When the class is asked to provide feedback or comment, each student decides for one card that expresses his or her stance the best and
shows it. Students and teachers get a sense about the occurrence and strength of various stances in their class regarding a particular issue. This timely ‘snapshot’ provides an entrance point to further discussion. For example, teacher and students can ask why a particular stance was taken. In addition, this activity generates participation without putting singular students on the spot (“I’d like to hear a ‘green’ opinion”, “What to people who raised a red card think?”).

**How to introduce the traffic-light-feedback method:**

- Explain the objective of this activity (to stimulate discussion, get a sense of one’s and other’s position), raise curiosity
- Explain what each cards stands for in your class. For example, **red card**: “I disagree, I wouldn’t say or do that…”, **yellow card**: “I don’t know, I am not sure about that, I can’t decide”, **green card** “I agree, I second that, like the idea…”.
- Check that everyone understood how the method works by asking some low stake questions (such as “I like cheese more than chocolate”, “I would prefer to start this class earlier in the morning”, “I prefer Dr. House over CSI”). Make it fun, so that it is clear how the method works and that students get interested in each other’s positions and can see its immediate benefit.
- Make it clear that the colours red and green are *not* about right or wrong, but about taking a stance. A majority of one colour on a particular stance is not more ‘right’ than a minority,

**Variations I have been using:**

- Ask for an ‘opinion pool’ (Agree/Disagree/Not decided) *before and after* a discussion. It might become visible that the ‘class opinion’ changed
- Let students who made a contribution to the discussion decide if they want to hear an opinion that supports their stance (i.e. choose to hear a statement with the same colour), or one that opposes their stance and brings in another perspective. Such choice provides students with a sense of control that can make participating in a class discussion less stressful.
- Pair students for small group work by previously shown card colour to strengthen stances, compare and deepen arguments and/or to understand other perspectives. For example:
  - Pair by **different** colour (e.g. “Look for a partner that has another colour/position on X”)
  - Pair by **same** colour (“Look for a partner that shares your position on X”)
- Only ask for red/green cards (no ‘yellow’ opinion allowed). Let the red stance (disagree) come up with arguments for the green stance (agree) and reverse. This allows considering another person’s standpoint.
- Use feedback-cards to check on learning objectives for the day (“Can I get feedback if you feel familiar with the concept now?”) or for organizational matters (“Do we need a break now?”, “Can I get a quick overview if very group is ready to present in five minutes?”)
- Use cards to deepen a particular topic or concept based on different learning levels. This responds to student’s different learning pace in class (e.g. “For the following group work, I like to know how familiar you feel already with the introduced model? Green if you think “Go ahead!”, yellow if you think “I got it, but still need to practice”, red if you think “I am still struggling”…). Then give each colour/student group a different task based on their level of understanding or mix groups (e.g. pair someone ‘green’ with someone ‘red’ to go over the theory again).
Contact:

Silke Dennhardt, PhD Cand., MSc, OT Germany
Graduate Program in Health & Rehabilitation Sciences, Field of Occupational Science
E-mail: sdennhar@uwo.ca

Lecture slide used to introduce students in OT 9541 (Foundations to Research) to the traffic-light feedback cards idea:

Group Discussion & Feedback Cards

I disagree, I wouldn't say or do that,...
I don't know, I am not sure about that, can't decide,...
I agree, I second that, like the idea,...

S. Dennhardt, November 10, 2010

Photo of some traffic-light feedback cards prepared for class use:
TSC: Great Ideas for Teaching: Presentation Proposal

Constructing Success: Equipping First Year Students with the Tools to Write a University Research Paper

1. **Introduction and Background**

   This scholastic year, I designed a schedule of low-risk assignments for the full year Essay section of Introduction to Sociology (SOC 1021). This section has around 250 students, and 7 teaching assistants. Each tutorial is to follow this schedule in order to train the students with the skills required to write their essays (one per semester).

   This project was created to address the gap in knowledge first year students have demonstrated in years past, particular to writing a research essay. Creating such a schedule, has been imperative in training the students properly early on in their scholastic careers, grooming them for success later on.

   So, what I am proposing as a teaching activity to other teaching assistants for your conference, would be asking the audience to create a schedule of their own of low-risk assignments in order to prepare first year undergraduate students for writing essays or other written assignments.

2. **Learning Goals**

   a. Teaching assistants will become attuned to the importance of creating learning objectives for students writing essays.

   b. Teaching assistants will brainstorm learning objectives and small assignments that can be used to teach the skills required for writing university level written assignments.

   c. Given the information on low-risk assignments, and identifying key components necessary for successful university research papers, the teaching assistant will be able to design their own schedule of low-stakes assignments for their undergraduate students.

3. **Key Concepts**

   a. **Taken For Granted**: As teaching assistants, we sometimes tend to assume certain knowledge of our students without actually ascertaining what level the students really are at.

   b. **Low-Stakes Assignments**: small assignments that students are expected to complete in order to demonstrate understanding of a certain skill required in university writing. These assignments are not worth much on their own, grade-wise, which takes some of the pressure off of learning something new and excelling right away. To make these assignments most useful, it is productive to offer feedback to your students regarding each assignment.

   c. **Learning Objectives**: Learning Outcomes. Specifically, what do you expect your student to understand following instruction?

i. Create a Stem:
“After completing the lesson, the student will be able to . . .
After this unit, the student will have . . .
By completing the activities, the student will . . .
At the conclusion of the course/unit/study the student will . . .”

ii. Add a Verb:
“analyze, recognize, compare, provide, list, etc.”

iii. Determine The Outcome:
“After completing these lesson, the student will be able to recognize foreshadowing in various works of literature.”

d. Learning Map: A map, or guide, of scheduled small assignments/lessons that will guide the students and the teaching assistant through the learning process of writing a university level assignment. This map will illustrate what steps are needed, and how they will build upon each other in order for the student to be able to complete their writing assignment.

e. Utilization of Resources: As students, we have access to a wealth of supports and resources already established to assist with university level writing. Half of the battle is finding these resources, and sharing them with your students.

4. Learning Activity
a. I would like to brainstorm with the group about writing papers. Firstly, what components they think is important when they write papers, then asking them whether they had access to all of this knowledge as first year undergraduate students (5-10 mins).

b. I will then give a bit of background on the key concepts, and how I (and my other TAs) have used low-stakes assignments and learning maps in my tutorials to teach first year essay writing. I will then share my timeline and small assignment schedule (10 mins).

c. I will then break the group up by discipline. I will then ask the group to choose one writing assignment their undergraduates are often asked to complete. I will then ask the group to tailor the previously brainstormed group of components into components that are more meaningful, or appropriate for their discipline and their assignment (5-10 mins).

d. The graduate students will then brainstorm assignments to match each component required for their assignment. At the same time, they will create learning objectives, or goals. Each assignment needs to be meaningful and lead toward the final objective of preparing undergraduates for their written assignment (10 mins).

e. The students will then create a timeline, and write it up on a large piece of paper, to be hung up on the wall (5 mins).

f. The groups will then all come together and share what they created (10 mins).

5. Laura Murphy
Department of Sociology
lmurph33@uwo.ca
Prepared for SOC 1021
<table>
<thead>
<tr>
<th>Tutorial Dates Week of</th>
<th>Assignment Schedule for Responses</th>
<th>Articles to Prepare</th>
<th>Essay Mini-Assignments / Essay Preparation Sessions</th>
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<td>January 3rd, 2011</td>
<td>Response page handed in for article #43</td>
<td>43</td>
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<td>29 &amp; 30</td>
<td>3) Marg Sloan: Library Help</td>
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<td>LECTURE ON WORK</td>
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<td>February 21st</td>
<td>Reading Week – no classes</td>
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<td>Response page handed in for article #36</td>
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<tr>
<td>March 14th</td>
<td>LECTURE ON AGE THEORIES</td>
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<tr>
<td>March 21st</td>
<td>Essays due in tutorial at beginning of class</td>
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<td>March 28th</td>
<td>Response page handed in for article #40 or 41 or 42</td>
<td>40, 41, 42</td>
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<tr>
<td>April 4th</td>
<td>Exam Preparation</td>
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Essay Assignments, Term 2

1) Broad Topic Selection (Assign week of: **Jan 3rd**):
   In the first class, you will be asked to think about one of the allotted topics for the second term paper:
   - Education; Religion; Deviance; Social Inequality; Race & Ethnicity; Demography, Aging & Urbanization;
   - Social Movements.
   Please submit 3–5 sentences on why you have chosen the topic that you did (skimming your textbook and/or reader), along with the specific pages you found your topic on, to be **handed in the following week** (Due: Jan. 10).

2) Selection of Research Question (Assign: **Jan. 11**):
   Using some of the tools you were introduced to in the first semester (such as the Sociology Encyclopedia
   (http://www.lib.uwo.ca/programs/sociology/) as well as doing some general background reading on your topic in
   your textbooks and readers, create a research question you intend to use for this semester’s paper.
   (Due Jan. 31st, with hypothesis (4)).

3) Library Session with Marg Sloan:
   Marg will be going through worksheets on how to gather background information. Location TBA.

4) Development of Hypothesis (Assign: **Jan. 24**):
   Take your research question, and identify One dependent and One independent variable. One this is done,
   construct an appropriate hypothesis for your paper. Worksheets to assist you will be distributed in tutorial.
   Both the research question and the hypothesis are to be handed in the following week. (Due Jan. 31st)

5) Create an Outline, Review of APA format:
   Plan an 2–4 page outline of your essay. Include your hypothesis, and in each paragraph highlight how the content
   you intend to include will inform your hypothesis. Include your 5 academic and peer-reviewed sources, and in
   which paragraph/s you intend to use them. Also include a completed bibliography. Review: APA format
   instructions: (http://www.lib.uwo.ca/files/styleguides/APA.pdf). Handout with specific instructions will be
   distributed in tutorial. (Due Feb. 14th).
### Grading Rubric for Introduction to Sociology: Student Essay

**Was the Paper Submitted on Time (please circle)?**

- **YES** (no penalty)
- **NO**: _____ days late

<table>
<thead>
<tr>
<th>Category</th>
<th>Points Awarded</th>
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<tr>
<td><strong>PASS OR FAIL</strong></td>
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</tr>
<tr>
<td><strong>Small Assignments:</strong></td>
<td></td>
</tr>
<tr>
<td>Student has completed all required small assignments, preparing for the essay, throughout the entire semester.</td>
<td>15 points</td>
</tr>
<tr>
<td><strong>Hypothesis:</strong></td>
<td></td>
</tr>
<tr>
<td>Student includes a hypothesis in the introductory paragraph, clearly indicating the dependent and independent variable.</td>
<td>15 points</td>
</tr>
<tr>
<td><strong>Citations:</strong></td>
<td></td>
</tr>
<tr>
<td>At least 5 academic and peer-reviewed articles were used within the paper, none older than 1995 and no books older than 1980. All citations were formatted in accordance with APA style. Also, the sum total of all words in direct quotations are at 140 words, or less. As well, one article must be taken from one of the two databases: SocIndex or Sociological Abstracts.</td>
<td>10 points</td>
</tr>
<tr>
<td><strong>Bibliography:</strong></td>
<td></td>
</tr>
<tr>
<td>Bibliography is included and organized according to APA format: listed in alphabetical order with proper indentations and punctuation. Additionally, the article taken from either of the two databases (SocIndex or Sociological Abstracts), is asterisked (*) in the bibliography.</td>
<td>5 points</td>
</tr>
<tr>
<td><strong>Meets Remaining Requirements:</strong></td>
<td></td>
</tr>
<tr>
<td>Student has attached a title page with; student’s name, student’s ID number, name of student’s TA. Student has also completed the checklist. As well, the paper is uploaded in to turnitin.</td>
<td>5 points</td>
</tr>
</tbody>
</table>

**CASE BY CASE**

| **Introduction:**                  |                |
| Topic is introduced, research question and hypothesis is clearly evident, groundwork is laid as to the direction of the paper. | 10 points |
| **Body:**                         |                |
| The research paper goes from general ideas to specific conclusions. Transitions tie sections together, as well as adjacent paragraphs. Each paragraph clearly ties back to the hypothesis and is distinctive from other paragraphs: major points progress clearly. | 10 points |
| **Conclusion:**                   |                |
| Summarizes key points, connects to introduction. May indicate direction of future research. | 10 points |
| **Coverage of Content:**          |                |
| The appropriate content in covered in depth without being redundant. Essay is at least 1800 words. | 10 points |
| **Organization and Clarity of Writing:** |            |
| The appropriate content is covered in depth without being redundant. Writing is crisp, clear, and succinct. The active voice is incorporated where appropriate. The student employs proper punctuation, grammar, spelling, and sentence structure. Discriminatory and inappropriate language is avoided. | 10 points |

**Total:** Out of 100
Teaching Objectives

1) To engage students through an interactive presentation, using students’ feedback to direct the order of presentation.
2) To demonstrate the non-linear nature of real-life phenomena and familiarize students with non-linear thinking.
3) To provide a readily visible representation of the hierarchical organization of a given topic and demonstrate the connections between related concepts.
4) To review key details with an eye on the big picture. This is particularly useful in tutorials, where students have already studied the individual concepts but may have lost sight of the big picture.

Key Concepts

1) T.A. – led tutorial session using non-linear presentation platform.
2) Interactive Learning – “Choose your own adventure”.
   - No prescribed order of presentation.
   - Students dictate order of presentation.
3) Visual representation of how the concepts are inter-related.

Teaching Activity

This activity is a T.A.-led review tutorial using the presentation software Prezi. This program has all the capabilities of PowerPoint, plus two unique features: 1) non-linear presentation format & 2) a layout that readily shows hierarchical organization of concepts. These unique features allow the T.A. to facilitate learning in an interactive and non-linear manner.

The lesson begins with a diagramatic outline of the main topic, in this case, head & neck anatomy. From here, the T.A. can choose to explore the five sub-headings from A.– E. in any order. To make it interactive, the T.A. asks the students to vote – by show of hands or clickers – to decide which topic to explore next. In this way, the tutorial takes on a “choose your own adventure” dimension. This presentation format also provides flexibility to swiftly jump back-and-forth between concepts as needed.

Figure 1. Snapshot of a non-linear presentation on the Anatomy of the Head & Neck.
As the tutorial progresses, the *hierarchical organization* of the main topic becomes *readily visible* and students will begin to understand how the concepts are interrelated.

![Head & Neck Anatomy](image)

**Figure 2.** An expanded view of the presentation showing the relationships between various concepts.

**Rationale**

There are four significant advantages to using this approach:

1) **En
gages students & encourages curiosity** – By giving students control over the direction and order of the presentation, students actively participate and determine what they want to learn most.

2) **Demonstrates organization of concepts** – Students often fail to see the big picture or make connections between related concepts. By presenting the material in this format, students can see how the details fit into a larger context.

3) **Encourages non-linear thinking** – Most things in life are not linear, yet, most things are taught that way! This method of presentation will teach students to appreciate the complexity of a given topic.

4) **Better than blackboards** – Infinite space, neatness, ability to share and edit presentation.

**Time of Activity:** Flexible - can be tailored for an open or fixed time period, depending on the students’ needs.

**Materials/Resources:** Prezi is a free software that can be accessed online.

**Preparation:** The T.A. creates the presentation online. Once completed, it can be accessed either online or offline.

**Course/Level:** Originally developed for DENTS 5100 – Anatomy for First-Year Dentistry, but applicable in other academic disciplines.

A sample of my Prezi presentation can be viewed at [http://prezi.com/qwxaspeofiil/head-neck-anatomy/](http://prezi.com/qwxaspeofiil/head-neck-anatomy/)
Great Ideas in Teaching: 
The Review Game

**Learning Goals:**

- During this activity *all* students will:
  - Be given the opportunity to recall and demonstrate their knowledge of key concepts to be covered on the exam
  - Identify areas that the student is less confident with and will need to spend extra time studying
  - Provide the instructor with an accurate overview of the students’ understanding of the material

**List of Key Concepts:**

- Review of key definitions and concepts required for an upcoming exam

**Description of Learning Activity:**

- **Time:** 15-30 minutes. Can make longer or shorter depending on the number of items reviewed, number of students in the class, etc.
- **Resources:** Index cards, a marker, a piece of paper to use as a road map

- **Description:** *Before class time*, list at least twice as many words with their definitions as the number of students in the class on a piece of paper. You will use this “road map” to ensure that the students stay on track. On the first card write “Start” on one side and the word to be defined on the other. On the second card, write the definition of the term on the first card on one side and another word to be defined on the opposite side. Instead of words with their respective definitions, you can also use related statements such as, “Two instruments that read the tenor clef are…” “the bassoon and the cello.” Continue this practice on the remaining cards,
the last of which will have a definition on one side and the word “Finish” on the other. If your writing is not the easiest to read, you might consider a combination of typing, printing, cutting, and pasting to make it easier for students to read the cards.

- **In class** explain how the review game works and that it will only work if all of the students pay attention. Shuffle the cards and distribute two to each student. Ask the person with the “Start” card to read their word or concept to be defined aloud. Then, ask the student with the definition of that term to complete the statement aloud and then read their word to be defined aloud. After the students get the idea of how the review game works, you can redistribute the cards and time the process to see if they can get any faster. Remember to follow your road map along as the students are going through so that you can identify if they get off track or stuck.

- If each card were a row, the idea of the game works this way:

<table>
<thead>
<tr>
<th>START</th>
<th>Allegro</th>
</tr>
</thead>
<tbody>
<tr>
<td>A fast tempo</td>
<td>Music is written on...</td>
</tr>
<tr>
<td>5 lines and 4 spaces</td>
<td>Two instruments that read the tenor clef are...</td>
</tr>
<tr>
<td>The bassoon and cello</td>
<td>Beethoven’s instrument</td>
</tr>
<tr>
<td>Piano</td>
<td>The Four Seasons was composed by</td>
</tr>
<tr>
<td>Vivaldi</td>
<td>FINISH</td>
</tr>
</tbody>
</table>

- You can add in more or revise cards as required in later versions of the course.
- The most common problems I ran into were:
  - When a student has more two sequential cards often they won’t realize that they have the answer for a while and there’s often a large pause in the game.
  - Sometimes a student will provide an incorrect answer and the game will end sooner than planned. Make sure you’re familiar with the correct pattern and/or follow the road map you’ve created for yourself to follow along with.

**Contact Information:**

- This review game was created by Heather Hutchison (hhutchis@uwo.ca), Department of Music Education, Don Wright Faculty of Music, University of Western Ontario, for Music 2864 q/r/s/t Group Bassoon Instruction
Formatting is an integral part of research today. Proper formatting helps students and professors alike to publish their work in a timely manner, avoiding waits due to lengthy edits and also makes research from around the world easy to read and understand. This Fall I have been teaching a laboratory for Psychology 2800: Research Methods in Psychology. This lab covers topics vital to research, such as how to conduct literature searches, design an experiment, run statistical tests and write up properly formatted APA reports on findings. Presenting information correctly is very important for this course – it is worth a large percentage of the overall grade – it often, however, calls for reading off checklists of formatting requirements. To maintain student involvement, this lab calls for short yet creative methods of encouraging the learning of very stringent formatting. To encourage student participation and energy, this Formatting Bonanza! class activity is designed to facilitate student participation and learning of the material.

This activity was designed for Psychology 2800. It can be applied to any number of other courses, such as Biology or History courses, which have necessarily stringent formatting. Formatting Bonanza! is for a lab of 16 students, but it can easily be scaled down or up depending on the class size. This activity is not only applicable to labs but also to tutorials and classes. Because this is not a long activity, it is especially useful for classes or labs in which formatting is incredibly important but is only one of the many components taught in the course. This way all the material can be covered while fostering student involvement and attention.

This is an important activity overall because it requires the students to hunt through the slides, notes, textbook and their own learning to find not only where the errors are but also how to correct the error. As this course is geared towards students interested in graduate school, and publishing is an important part of graduate school, being able to format ideas in a way that others will understand and that journals will accept is vital. This learning activity then applies not only to Psychology 2800 lab, but also to their futures as graduate students and researchers. Graduate work is also very collaborative – with supervisors, other students and advisory committees, thus being able to articulate errors and corrections in small groups or pairs is also helpful.

**Learning Goals:**

A) APA Formatting 6th ed.: Comprehending the finer details of formatting and being able to recognize and correct errors in formatting.

B) Working in pairs to detect errors and form corrections. This is necessary because students work in pairs for their research projects and can then proofread one another’s work.

**Key Concepts:**

1) Formatting a Title Page: margins, what to bold or leave non-bolded, page numbering, running head

2) Formatting Reference section: authors names, date, title of their journal article, journal published in, volume, page numbers.
3) Formatting citations after paraphrasing: author names, year.

Description of Learning Activity: (length of time, resources)

1) Resources:

The students generally bring their laptops (the formatting slides are present, as well as 6th ed. APA formatting books online), APA 6th edition formatting books and the course textbook, as well as any notes they have made. Generally even only one of these things is sufficient to perform the activity.

Create a set of colorful cue cards by typing up common errors (8-10 for a class of 16-20), especially if the common errors from a first assignment are known. (Eg: not bolding the title on the title page, or including an issue number after the volume number, or capitalizing the “h” in “Running head”, etc.) On each cue card, print and paste the error onto it. Make enough cards for each pair or group of 3 to have 1-2 cards depending on the time you want the assignment to take and how many groups there are. One card per pair with about 8-10 pairs takes 30-40 minutes.

Create a set of overhead slides with large versions of the 8-10 chosen errors: Eg: a faulty title page, an incorrect citation or an incorrectly formatted reference section. Do not label the errors yourself on the overhead. Bring assorted overhead pens (blue, green, red – not black as the overhead ink will be black) with you.

2) Activity Description (2 hour laboratory or class – 40 minute Formatting Bonanza!):

a) Lecture (1 hr 20 minutes): The lecture covers correct formatting of the various items to be tested, including how to format the title page, reference section and citations.

b) Students form pairs or groups of 3 (5 minutes): Ask the class to form groups of 2-3 people. Smaller groups means shyer members of the group are more likely to speak to their partner than if they were in a large group. Each group is handed out 1 card.

c) Formatting Bonanza Begins (5 minutes): Students have a quick 5 minutes to solve the formatting problem. This encourages quick thinking. The students generally have short questions at this time, so the lecturer or TA must be available and walking around to assist them.

d) Small Presentations (~1-3 minutes each): Each group will give a short description of where the error occurred and write the correction on the overhead printed with their cue card. If discussion ensues over whether they corrected it accurately or whether the formatting applies to a different situation, the TA or lecturer can facilitate the discussion, give feedback on the student’s formatting and what the correct formatting is.

e) 5 minute recap about what occurred in class: the 3 formatting sections (Title Page, Reference section and Citations).