A light gray background with several realistic water droplets of various sizes scattered across it. The droplets have highlights and shadows, giving them a three-dimensional appearance.

SCHOLARSHIP OF EXCELLENCE IN TEACHING FELLOWSHIP

SPRING – FALL 2024

Colleen M. King



The background features a light gray gradient with several realistic water droplets of various sizes scattered across the surface. The droplets have highlights and shadows, giving them a three-dimensional appearance. The text is centered in the middle of the frame.

PART I: PROBLEM

PROBLEM & GOAL

- **Problem** – low passing rates in English 101 +011 courses
- **Problem** – low participation during class discussions
- **Goal** - strengthen student understanding and success in English 101 +011 course
- **Goal** – build student engagement with one another so they can learn from one another and deepen their understanding of writing composition, mechanics, and grammar

The background is a light gray gradient with several realistic water droplets of various sizes scattered across it. The droplets have highlights and shadows, giving them a three-dimensional appearance. The text is centered in the middle of the page.

PART II: STRATEGY

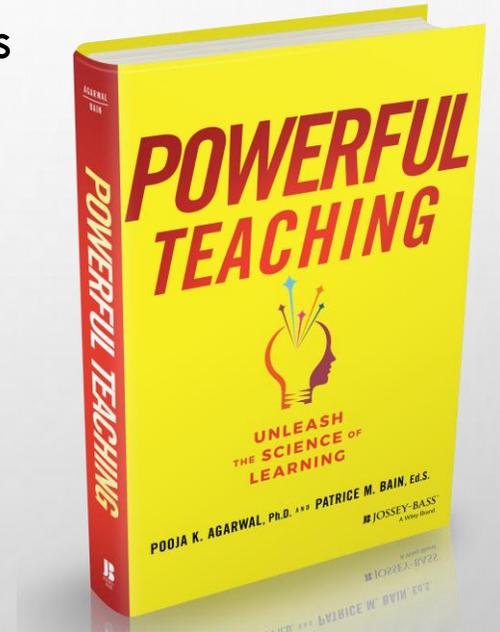
Strategy Description/Explanation

➤ **Retrieval Practice** – learning strategy that increases long-term memory of content by "pulling information out . . . , rather than cramming [it] into students heads" and boosts engagement for "diverse students, content areas, and education levels" (Agarwal and Bain 15, 55).

❖ Brain Dump

❖ Think.Pair.Share

➤ **Assessments** – strategy that increases student awareness and understanding of their own critical thinking through self-reflection.



EXAMPLES OF SPECIFIC DIRECTION

Retrieval Practice/Brain Dump:

- ❖ Pause the lecture or activity.
- ❖ Instruct students to write everything they remember.
- ❖ Inform students grades are based on clear, specific details and completion.
- ❖ Resume lecture or activity.

Retrieval Practice/Think.Pair.Share

- ❖ Instruct students to think individually about a previous concept for a set time and then share with an assigned partner and then share with the whole class to strengthen their retrieval.

Retrieval Practice/Assessment

- ❖ Graded on clear, specific details and completion.
- ❖ Assessment questions: How often do you revisit old assignments/exams to see your mistakes? What do you do when you are frustrated working on an assignment?

STUDENT FEEDBACK SURVEYS

- “Brain dump taught me how to argue both sides of an argument, . . . look for reliable sources, . . . properly quote, and cite the author. This will help me in real life to not go by bias or intuition”
- “The retrieval practices strengthened my reasoning skills to formulate clear arguments when talking to [others] and . . . ease[d] the doubts and worries of . . . using facts, logic. Also, I improved time management skills to lessen my procrastination habits. :)”
- “My favorite activity in class was working in groups because we were able to support each other. It allowed us to share ideas and discuss different perspectives, which made learning progress entertaining. I also enjoyed hearing others' opinions and perspectives, as I found them to be very valuable. It allowed me to see things from a variety of angles.”
- “Think.Pair.Share expanded my growth in communication, and I consistently use the concepts to get my key points across”
- Comparing Surveys 2 & 3 revealed a 28% increase of those who revisit earlier assignments/exams to examine their mistakes.

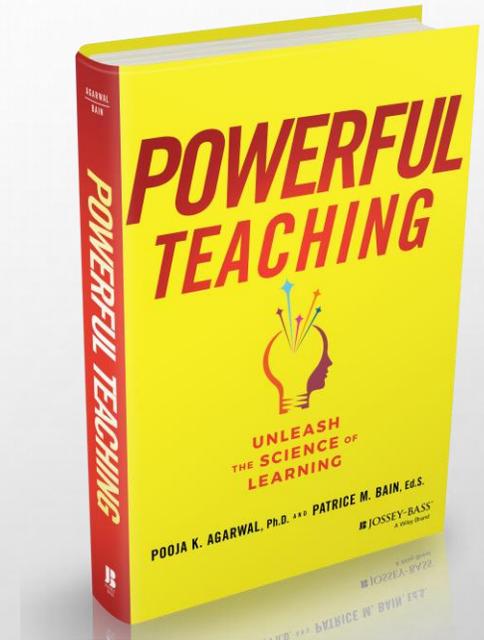
The background of the slide is a light gray gradient with several realistic water droplets of various sizes scattered across it. The droplets have highlights and shadows, giving them a three-dimensional appearance. The text is centered in the middle of the slide.

PART III: SCHOLARSHIP THAT SUPPORTS YOUR STRATEGY

SCHOLARSHIP THAT SUPPORTS YOUR STRATEGY

Powerful Teaching: Unleash the Science of Learning by Pooja K. Agarwal and Patrice M. Bain

- "How do we know brain dumps improve learning? Research, of course! In scientific lingo, writing down what you remember is called free-recall, and it's a common retrieval strategy in laboratory studies because of its simplicity and opportunity for open-ended responses (57).
- The simplicity of brain dump activity is effective and easy to implement, even spontaneously. Practicing retrieval strategies increased student's focus, note-taking, and assignment/test scores.

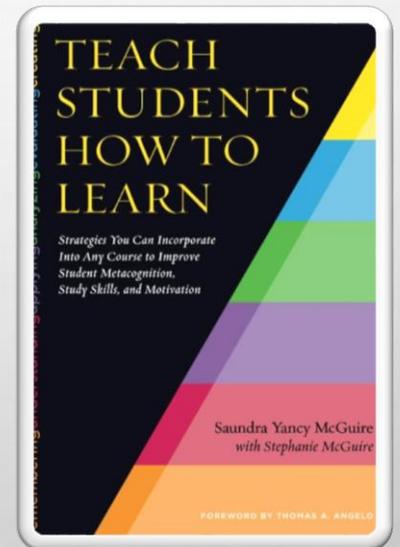


SCHOLARSHIP THAT SUPPORTS YOUR STRATEGY

Teaching Students How To Learn by Sandra Yancy McGuire with Stephanie McGuire

“But by focusing almost exclusively on teaching and ignoring how we can help students figure out their role in the learning process, we are leaving out half of the equation. I used to think that if faculty teaching improved, student learning had to follow suit” (9-10).

Asking questions and receiving blank stares from those who regularly attended but seemed to lose knowledge by the next class lead me to become more proactive with demonstrating active learning skills as a class and including metacognitive and self-reflection questions in the assessments. As a result, student engagement and scores improved, while introducing new ideas throughout the course allowed students to strengthen their critical and creative thinking.



SCHOLARSHIP THAT SUPPORTS YOUR STRATEGY

Thinking Critically in College; The Essential Handbook for Student Success by Lewis E. Newman

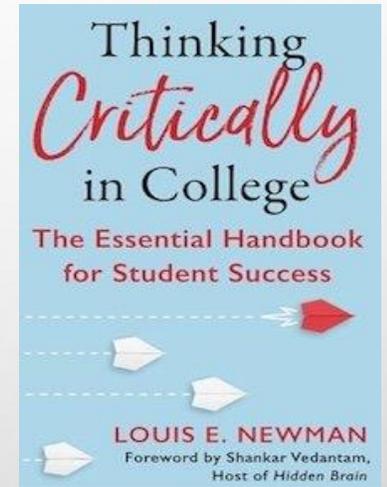
Ø Writing is a generative, creative process that yields new lines of thinking.

Ø Writing makes your thinking visible.

Ø Writing helps you structure and clarify your thinking.

Ø Writing as a tool should be a very low stakes activity. (162-63)

- ❖ I shared this with the class, including the section explaining free-writing steps. One student eagerly responded, “that was a question on my exit ticket.” I responded that his question is what prompted me to share it. The satisfaction within the student was profound, as his smile widened. This student’s participation ceased after two earlier conversations about disruptive behavior. The interaction confirms that validating students instills motivation, pride, and success because the student actively participated for the entirety of the course.



The background of the slide is a light gray gradient. It is decorated with numerous realistic water droplets of various sizes and shapes, scattered across the top and bottom edges. The droplets have highlights and shadows, giving them a three-dimensional appearance.

PART IV: STRATEGY ASSESSMENT

Correlation between Strategies & Final Grades

- I compared Fall 2023 & 2024 English 101+011 courses with the prospect of providing more accurate data because various seasons potentially affect an individual's mood and mindset.
- The percentages and specific grades below demonstrate that consistent retrieval practices improve student efficacy.

Final Grammar Test

59% vs. 86%



Argument Essay

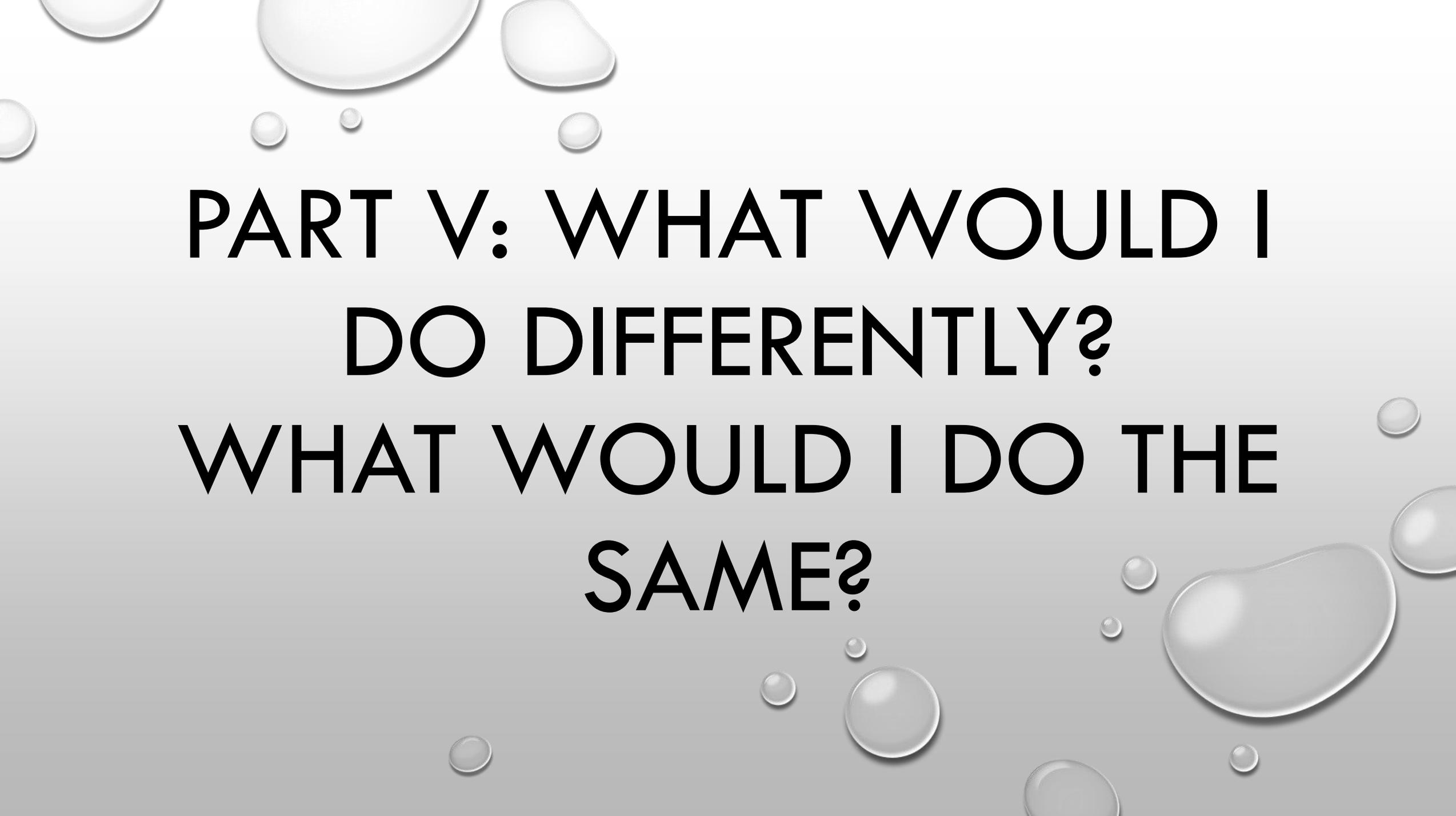
59% vs. 71%



Final Grades

65% vs. 86%



The background of the slide is a light gray gradient with several realistic water droplets of various sizes scattered across it. The droplets have highlights and shadows, giving them a three-dimensional appearance.

**PART V: WHAT WOULD I
DO DIFFERENTLY?
WHAT WOULD I DO THE
SAME?**

STRATEGY CONTINUES

- As a result of the strategies' successes, I will continue to increase active learning and collaborative activities for variety.
- In addition, I will continue to implement 1-2 new learning strategies to minimize potential confusion for students and self as I am build my knowledge of the skill(s).

The background features a light gray gradient with several realistic water droplets of various sizes scattered across the surface. The droplets have highlights and shadows, giving them a three-dimensional appearance. The text is centered horizontally and vertically on the page.

PART VI: REFLECTION

Teaching and Students Understanding from Implementing the Strategy

- This semester's success taught me that
 - ❖ Implementing new strategies enhances student understanding and my teaching,
 - ❖ Student collaboration is critical to absorption of knowledge and student success,
 - ❖ Students relish learning from their peers, and
 - ❖ Incorporating a new strategy is delightful and easy with proper planning.