



# TEACHING TIPS OF THE MONTH FROM MC FACULTY



Brought to you by TIDES and PALS March 2016

The Faculty Program for Active Learning in STEM (GTSTEP/PALS) ([www.montgomerycollege.edu/gtstep](http://www.montgomerycollege.edu/gtstep)), the Teaching to Increase Diversity and Equity in STEM (TIDES - <http://cms.montgomerycollege.edu/TIDES/>) grant project, and ELITE (<http://cms.montgomerycollege.edu/elite/>) are happy to bring you the "Student Engagement Tips of the Month". Both PALS (with its focus on active learning in STEM) and TIDES (with its focus on active learning and culturally sensitive pedagogy) seek to incorporate highly engaging learning activities for diverse student populations into STEM courses. However, as you will see, many of these activities are not STEM-specific and can be applied to any course. **Please use the voting button at the "Vote" button at the top of this message to indicate if these tips were helpful. We also welcome your general feedback about this publication and invite you to share your teaching tips by contacting us at [tides@montgomerycollege.edu](mailto:tides@montgomerycollege.edu).**

## Applying Culturally Responsive Teaching (CRT) Principles in our Courses

As part of recent TIDES / PALS workshops focused on Culturally Responsive Teaching (CRT), MC faculty contributed ideas on how to apply various (unofficial) CRT principles in their courses. We hope that you will find them useful!

### Principle: Know Your Students (esp. what might impact their learning/performance in your class)



1. At mid-semester, give students a "How am I Doing?" questionnaire in which they can say what is working or not working for them in the course.
2. Ask your students to share their previous memorable learning experiences (orally or in writing).
3. "Interview" students during a required office hour about their work/life schedules, interests, perceptions of the material, etc.

### Principle: Empower students

1. Allow students to (re)design or shape a new or existing assignment.
2. Give students rubrics and have them grade former students' assignments. Then discuss together.
3. Ask your students what they (dis)liked about specific assignments.



\*\*\* Please let us know how **you** would apply these principles in your courses by emailing us at [tides@montgomerycollege.edu](mailto:tides@montgomerycollege.edu). Also, if you try out or have already tried out any of these ideas in your courses, please let us know how they work for you!