



TEACHING TIPS OF THE MONTH FROM MC FACULTY



Brought to you by TIDES and PALS August 2016

The Faculty Program for Active Learning in STEM (GTSTEP/PALS) (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. We also welcome your general feedback about this publication, which you can send to tides@montgomerycollege.edu.

Ice Breakers and Surveys

Title: Personal Object Icebreaker

Goals: (1) Students become familiar with each other, and, therefore, more likely to feel comfortable speaking in class (2) Students develop an understanding of their classmates' backgrounds and identities.



Description: I ask my students to take out an object (artifact) from their bag or wallet and use it to explain how it represents them as an individual or as a member of their cultural group.

Variation: Have students do this in pairs or groups and report to the class their partners' object and how it represents

them or their cultural group.

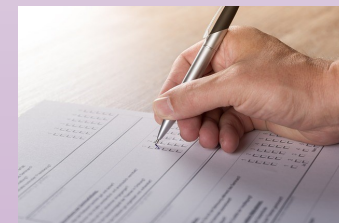
Submitted by: [Prof. Carina Rock](#), Montgomery College

Title: "Getting to Know You" Survey

Goals/Benefits: A "Getting to Know You" survey is one common way to discover who your students are at the start of the semester. The information you gain from your students can be very useful in a num-

ber of ways: (a) knowledge about their interests can help you tailor discussions, assignments, projects, etc.; (b) you can pair or group students of similar or different backgrounds, interests, etc. depending on the task; (c) you may be able to anticipate challenges a student(s) may face during the semester (e.g. time management due to multiple jobs); (d) referring to specific information in a student's survey while talking to her before or after class or during office hours shows you have made an effort to get to know them better. Of course, there are many other ways to use "Getting to Know You" survey information.

Samples/Variations: Download the [General "Getting to Know You" survey to use as a template](#). Each discipline can add specific helpful questions for its area of study. For an introductory Art course, for example, one might ask, "What types of art do you find most interesting and enjoyable?" or "Which of the following have you engaged in before? Painting / Sculpting / Pottery / None of the above".



Submitted by: [The MC TIDES Project Team](#)