Handouts for Activating Student Learning

# Case Study 1

*A lower division (freshman-level) general education mathematics course taught on*

*ground (MATH 1010 or 1710)*.

# The difference is in the details:

## Daily Agenda:

*Math Buddies:*

Students required to have at least two classmates as Math Buddies;

## Grade Report Forms:

*During Class:*

In class activities allow introducing, modeling, and reinforcing

## Dr. O’s Three R’s Learning Cycle:

1. Review what you’ve done;
2. Reflect on the what, how, and why of what you’ve done; and
3. Revise your plan based on your reflection.

Next, try your new plan and apply the three R’s (Otts, 14 June 2011).

## Group or Individual Presentation:

*We’re all in this together:*

Focuses on students rather than merely content.

Emphasize learning, problem solving, test taking, and transfer of skills.

*Best moment* occurred when, for the umpteenth time, a student asked, “What’s

the right answer?” to an item and another student said, “No! You’re asking the wrong question.” When asked to explain, the second student replied, “Don’t ask, ‘What’s the right answer’; ask ‘How can I get the right answer.’”

## Follow on questions:

*For additional examples, see:*

Dr. O’s h[ome page: www.mtsu.edu/~dotts](http://www.mtsu.edu/%7Edotts)



|  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| Possible, Maxine | Grade | Tot Pts | T-tot | T1 | T2 | T3 | T4 | T5 | T6 | Final |  |
| K-nn Fall 2017 | 100.0% | 303 | 200 | 100 | 100 |  |  |  |  |  |  |
| Homework must be 100% complete | MML | 33 | Voc Tot | V1 | V2 | V3 | V4 | V5 | V6 | Prestn |  |
| and correct. | Quizzes | 10 | 20 | 10 | 10 |  |  |  |  | 40 |  |
| faux student | Ex Cred | 0 | RC-tot | R1 | R2 | R3 | R4 | R5 | GRF | RoT |  |
|  | Attend |  | 0 |  |  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |  |  |  |  |  |
| Frosh, Mary | Grade | Tot Pts | T-tot | T1 | T2 | T3 | T4 | T5 | T6 | Final |  |
| K-0 Fall 2017 | 96.0% | 291 | 172 | 88 | 84 |  |  |  |  |  |  |
| Homework must be 100% complete | MML | 33 | Voc Tot | V1 | V2 | V3 | V4 | V5 | V6 | Prestn |  |
| and correct. | Quizzes | 10 | 20 | 10 | 10 |  |  |  |  | 45 |  |
|  | Ex Cred | 5 | RC-tot | R1 | R2 | R3 | R4 | R5 | GRF | RoT |  |
|  | Attend |  | 6 | 6 |  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |  |  |  |  |  |
| Student, Chuck | Grade | Tot Pts | T-tot | T1 | T2 | T3 | T4 | T5 | T6 | Final |  |
| K-0 Fall 2017 | 84.8% | 257 | 156 | 76 | 80 |  |  |  |  |  |  |
| Homework must be 100% complete | MML | 17 | Voc Tot | V1 | V2 | V3 | V4 | V5 | V6 | Prestn |  |
| and correct. | Quizzes | 8 | 17 | 8 | 9 |  |  |  |  | 42 |  |
|  | Ex Cred | 5 | RC-tot | R1 | R2 | R3 | R4 | R5 | GRF | RoT |  |
|  | Attend |  | 12 | 12 |  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |  |  |  |  |  |
| Tender, Pree | Grade | Tot Pts | T-tot | T1 | T2 | T3 | T4 | T5 | T6 | Final |  |
| K-0 Fall 2017 | 66.7% | 202 | 132 | 64 | 68 |  |  |  |  |  |  |
| Homework must be 100% complete | MML | 0 | Voc Tot | V1 | V2 | V3 | V4 | V5 | V6 | Prestn |  |
| and correct. | Quizzes | 6 | 12 | 5 | 7 |  |  |  |  | 40 |  |
|  | Ex Cred |  | RC-tot | R1 | R2 | R3 | R4 | R5 | GRF | RoT |  |
|  | Attend |  | 12 | 12 |  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |  |  |  |  |  |
| Average, Class | Grade | Tot Pts | T-tot | T1 | T2 | T3 | T4 | T5 | T6 | Final |  |
| K-0 Fall 2017 | 82.51% | 250 | 153.33 | 76.00 | 77.33 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 |  |
| Homework must be 100% complete | MML | 16.67 | Voc Tot | V1 | V2 | V3 | V4 | V5 | V6 | Prestn |  |
| and correct. | Quizzes | 8.00 | 16.33 | 7.67 | 8.67 | 0.00 | 0.00 | 0.00 | 0.00 | 42.33 |  |
|  | Ex Cred | 3.33 | RC-tot | R1 | R2 | R3 | R4 | R5 | GRF | RoT |  |
|  | Attend |  | 10.00 | 10.00 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 |  |
|  |  |  |  |  |  |  |  |  |  |  |  |
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# Case Study 2

*Upper division (graduating senior) capstone course for Liberal Studies and Professional Studies majors*

Who: What: How:

*use integrative and reflective thinking to develop their ePortfolio*.

requires students to:

1. complete a *personal introduction*
2. write *professional goals*, and
3. reflections and evidence of *knowledge and skills gained*

*knowledge and skill section*

Students

*identify competencies achieved and upload artifacts corresponding reflection*

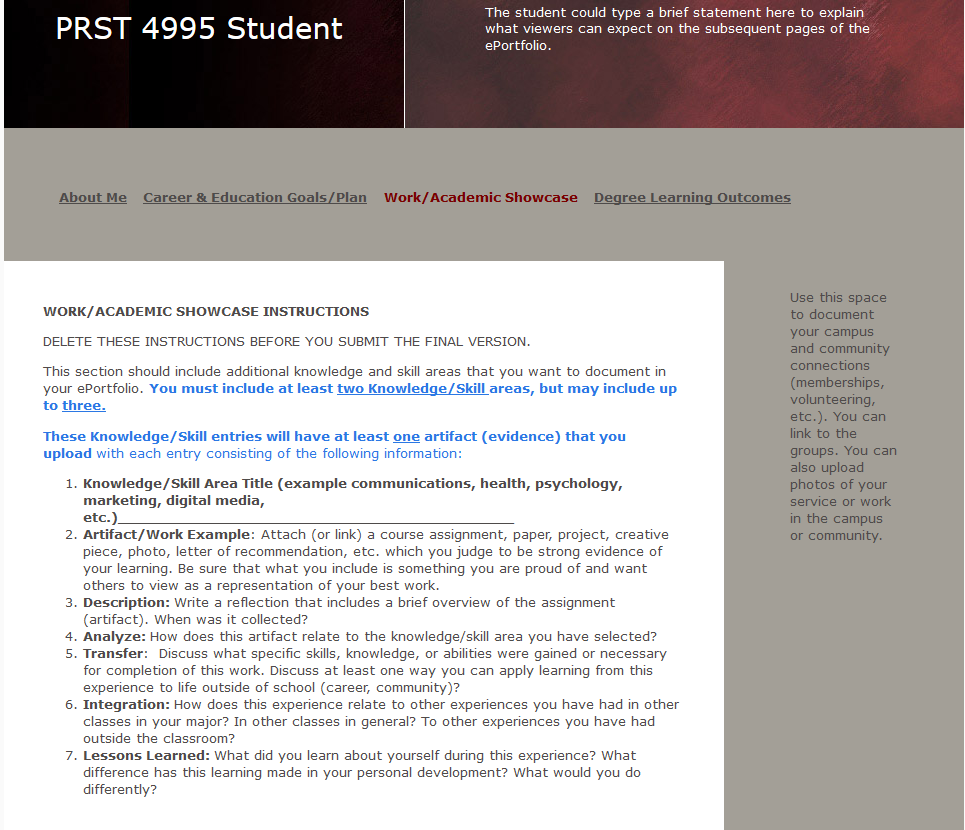
Better prepared for interviews

The ePortfolio is *a valuable self-discovery exercise*.

*Benefits to Students*

The reflective and integrative thinking assignment can be a final assignment in any class.

Students would benefit from identifying the knowledge and skills gained.



**Case Study 3**

Graduate Higher Education Course

Step 1. A topic for each class meeting is assigned to the entire class at the beginning of the course. (For this example, the topic is For Profit Higher Education)

Step 2. Before the class meeting where the topic will be discussed, students review the current literature and choose five refereed academic journal articles on the assigned topic that best answer the following questions and provides citations on where the information was found:

Questions for the For Profit Higher Education assignment are:

1. What are the differences between: a state funded university, a non-profit institution, and a for-profit school?
2. Why does the federal government seem to dislike for-profit schools?
3. Why do faculty at for-profit schools tend to not like their jobs?
4. Why do some employers tend to not choose graduates of for-profit schools?

Step 3. Students present their findings to the class.

Step 4. Class lecture and activities.

Step 5. The class is presented with a cast study on the topic. (This case study is based on IPEDS

data and students learn the retention and graduation rates of various kinds of schools)

Step 6. As a reflective activity, students answer the following question:

It is becoming more common for graduates of for-profit schools to seek a second undergraduate diploma from a large state school (in an effort to enhance their employability). What are your recommendations for MTSU’s Administration?

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