

Week 7 Assignment_ Changes to course_ Statics/Strength of Materials

1. Include a concept inventory at the start and end of course to see how students have understood the material
2. **Focus practices and assessments on stated course goals in syllabus**
 - a. To accomplish this goal, I would
 - i. Review my stated course goals
 - ii. Make sure I have “active” descriptors for what I expect students to know by the end of the course
 - iii. Assign the Bloom’s Taxonomy levels to each goal to see if I have included higher levels in my course goals
 - iv. Make homework/classwork assignments reflect each goal
 1. Have direct instruction reflect each goal
 2. State which goal(s) is(are) being learned in that class at the start and end of class
 - v. Include “minute papers” to get student feedback on what topics need to be revisited
 - vi. Include “concept questions” during class to see if students are really understanding the concept
 1. I can give out letters so that they can answer the multiple choice problems
 2. First they would answer individually
 3. Then they would work with others and answer question again
3. Include more group problem solving sessions
 - a. Perhaps have some group quizzes
 - b. Have more student lead problem solving
4. Include more open-ended problems, which would ask students to consider “best” options based on selected constraints
 - a. These would be added throughout the semester
 - b. Based on fundamentals practiced during the semester
5. Include on-line homework assignments so that students would get immediate feedback on how well they are doing
 - a. Reduces grading for me
 - b. The problems would be different from what is in the book (at least the numbers) so that just giving the “correct answer” would be discouraged