Teaching Toolkit

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An Introduction

This toolkit is designed to provide easy-to-use resources for instructors who want to create a more engaged classroom. Each resource has been tested in the classroom, and is comprised of a description and set of instructions provided by the instructor. In addition, most supporting materials used have been included, and are found directly following the description.

A brief synopsis of the findings of the study on these tools, conducted by Luther College with funding and support from the President's Teaching and Learning Scholars Grant Program:

- Overall, students valued these techniques as tools to enhance their own learning. The majority of students also found that the tools engaged their attention with the subject matter of the course and helped them to reflect on what it is to be a successful student.
- The majority also reported that compared to other 100-level courses that they have taken or were taking at the time, these strategies made these classes more appealing.
- Most students also reported that they felt that these techniques are ones that would be helpful in the future and that they would use again for their study purposes.

To see the full reports from the toolkit project and to learn more about the research please contact Dr. Petry (yvonne.petry@uregina.ca).

Thank-you to the people who made this project possible:
- Student Researchers: Thy-Thy Quach, Alexandria Li, Emily Chastkiewicz and Ruth Easton (designer)
- Committee: Dr. F. Volker Greifenhagen, Dr. Mary Vetter, Dr. Brenda Anderson, Dr. Yvonne Petry and Selene Deschenes
- Participating Faculty: Dr. Barb Reul, Dr. Laura Ambrose, Dr. Andrew Lawn, Dr. Regan Shercliffe and Carla Flengeris
- University of Regina President's Teaching and Learning Scholars Grant Program
- Special Mention: Dr. William Stahl, Dr. Mark Anderson

Toolkit Image Key

storytelling

academic integrity ✔

critical thinking

research

flipped classroom

exam preparation

group work

technology

time management●

review

writing

note-taking

Essay Writing Skills

Description (Purpose):

This tool works in tandem with the library exercise to cultivate not only good research habits, but also the writing and organizational skills required to construct an academic essay. Students were required to write two short essays throughout the semester, based on a predetermined list of topics (the short length and limited scope made grading the assignment, in a large class, more manageable for me, and allowed me to concentrate the bulk of my energy towards giving constructive criticism on the writing/organization/ citations of each paper, rather than focus primarily on content). The goal was to give the students advice and tools for writing such a paper, and then allow them to hone those skills over subsequent assignments, and ideally establish a foundation that they can build upon as they go forth in their academic careers. Students were provided with an outline (**attached**) of expectations and advice for writing an academic paper, as well a copy of the grading rubric I use when marking the assignment. The content of these "Essay Guidelines" was then elaborated upon in class, with special instruction given on how to properly cite academic sources in the body and bibliography of the essay (it has been my experience in the past that, in the transition from high school to university, this is the skill our students need the most instruction on); as such, I give detailed instructions (albeit in the form of an interactive discussion) on how and when to use in-text citations and how to write a bibliography for a research paper.

> **"The goal [is] to give the students advice and tools for writing such a paper, and then allow them to hone those skills over subsequent assignments, and ideally establish a foundation that they can build upon as they go forth in their academic careers."**

Keep in mind the time needed to grade two essays per student in a large class.

Preparation considerations (time, materials, etc.):

Having assigned this essay a number of times now, the prep-work is negligible (simply providing the Essay Guidelines and making some time in class for elaboration/discussion). However, grading the assignment is very time-intensive, especially in a large class (enrollment was approximately 60 in Winter, 2012).

Adjustments/Recommendations:
Ideally this tool would be used in a smaller class, or in a larger class, an instructor could just do one assignment instead of the 2 essays, although in its current format (1 essay midway through the semester and 1 at the end) students have an opportunity to improve upon their first submission and learn from their mistakes, and it gives the instructor an opportunity to address common issues/shortcomings in class, after the first assignment (which is an opportunity that I took advantage of). The problem with one assignment is that it will likely be done at the end of the semester, and it's quite likely that many students won't look beyond their numerical grade at the comments provided which are intended to facilitate improvement in future essay-writing endeavours.

The above technique was used in RLST 100 in the Winter 2012 semester.

Supporting materials:
- Essay writing package: guidelines, rubric, and bibliography example (4 pages)

Essay Guidelines

Each student will write 2 short (3 page) essays throughout the semester, corresponding to our sections on Eastern and Western religions. This assignment will be your opportunity to explore central questions pertaining to particular religions to a greater extent than our class time permits. For each essay you will choose 1 of the "Study Questions" provided on URCourses, and answer that question in the form of a short essay. You will use both class materials (lecture notes, assigned readings) and external sources (library books, academic articles) when writing the essays.

Length: Each paper will be between 3-4 pages in length, typed and double spaced. Use a legible font such as Time New Roman, 12 point font, with normal margins.

Sources: Use *at least* 3 external academic sources and your course textbook when researching and writing your essay (in addition to what you've learned in class). These will be either books or scholarly journal articles, and will most likely be found in the University's library or online database system, using the tools explored in your Library Assignment. Three good places to find academic articles are the Encyclopedia of Religion, JSTOR, and the ATLAS Religion Database and all three can be found online: http://www.uregina.ca/library/eresources/databases/

Format: A good essay will contain relevant information and demonstrate critical thought, but will also be well organized and structurally sound. A good format to follow (in any academic essay) is to begin with an introductory paragraph that introduces your reader to the subject you are examining, including your thesis statement and also a "road map" of your essay: the topics you intend to cover in the body paragraphs that follow. This is helpful for both your audience, and for you the writer, as it will allow you to stay on track as you do your research and writing.

Your body paragraphs should begin with a topic sentence that summarizes what you will be discussing in that paragraph. The content of each body paragraph should revolve around one central idea or theme; if you are introducing a new topic it's time to start a new paragraph. A concluding sentence to your body paragraph is a good opportunity to summarize the paragraph you've just written, and/or also to introduce the reader to the paragraph that follows.

Ideally you will have a series of body paragraphs, each following logically from the previous one, and each contributing to your thesis statement and the overall thrust of your essay. Finally, you'll finish with a concluding paragraph that summarizes what you have discovered and examined in the course of your essay.

A good tool for writing a well organized essay is to begin with an outline, in jot-note form, of the topics you intend to deal with in each body paragraph. This will allow you

to determine (before you actually start writing) whether or not each paragraph is focused enough, whether each one follows logically from the previous paragraph (and thus contributes to a smoothly flowing essay) and whether each one contributes to the overall thrust of the essay (ie. is it relevant to your thesis statement and the subject of your essay?).

<u>Citations</u>: In any academic paper you must cite the sources you're using in both a bibliography and footnotes/ or in-text citations. I prefer you to use the MLA style, but will permit you to use a different style (APA, Chicago, etc.) *with prior permission*. If you're quoting somebody else's work or summarizing an idea from someone else's work, you need to include a footnote or in-text citation indicating where this information is coming from. If you've never written an academic paper before or are unsure about citing others' works, feel free to contact me for clarification. This website is also pretty helpful:

http://owl.english.purdue.edu/owl/resource/747/01/

Also, the <u>Harbrace Handbook for Canadians</u> (available in the Reference section of the Library) is very helpful for learning how/where to employ citations in an essay.

The final page of your essay will be the Bibliography, where you list the sources you've used (in alphabetical order, based on the last name of each author). I've included samples on how to write a bibliography on page 4 of this document.

<u>Grading</u>: In grading your papers, the most important thing I will be looking at is the content of your essay: is the information you include both accurate *and* relevant to the topic you are writing on? In addition to factual information, I will be looking for a demonstration of independent, critical thought. Although the bulk of your essays will be expository (descriptive, rather than argumentative), I still expect that you will add your own voice to the discussion in the form of an analysis of the subject matter. Such analysis or commentary could be interspersed throughout your body paragraphs, or could be the subject of its own paragraph(s). I will also be looking for a well-structured/formatted essay, correct spelling and proper grammar.

See page 3 Grading Rubric I will use in marking your essays

Essay Rubric

Length
- 3-4 pages   /5

Sources
- Minimum 3 academic   / 10
  sources

Bibliography and Citations   / 10
- Properly Cited

Introduction
- Introduces topic, thesis statement,   /10
  and "road map" of the paper

Body Paragraphs   /30
- Introductory sentences
- Cohesive/ Logical
- Contribute to the thesis

Conclusion   / 10
- Succinctly summarizes the essay

Analysis   / 10
- Demonstrates critical thought

Overall Impression   /15
- Including proper spelling and
  Grammar

Total   /100

<u>Bibliography</u>
(In each case I list the *Format* and an *Example* of how to cite a particular source)

<u>Book by one author</u>
Author. *Book Title*. City of Publication: Publisher, Date.
Kinsley, David R. *Hinduism: A Cultural Perspective*. Upper Saddle River: Prentice Hall, 1993.

<u>Book by two authors</u>
Author and Author. *Book Title*. City of Publication: Publisher, Date.
Neusner, Jacob and Tamara Sonn. *Comparing Religions through Law: Judaism and Islam*.
      New York: Routledge, 1999.

<u>Encyclopedia article</u>
Author. "Article title." *Encyclopedia*. Editor. Volume. Edition. City: Publisher, Date.
      Page Numbers.
Mayer, Ann Elizabeth. "Islamic Law: Shari'ah." *Encyclopedia of Religion*. Ed. Lindsay
      Jones. Vol. 7. 2nd ed. Detroit: Macmillan Reference USA, 2005. 4691-4705.

<u>Journal Article</u>
Author. "Article Title." *Journal* Volume (Year): Page Numbers.
Reddy, Deepa S. "The Ethnicity of Caste." *Anthropological Quarterly* 78.3 (2005): 543-584.
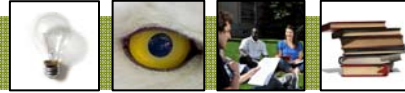
<u>Chapter in a Textbook</u>
Author. "Article title." *Book Title*. Editor. Edition. City: Publisher, Date. Page
      Numbers.
Bond, Kevin. "Shinto." *Religious Studies 100: Introduction to Religious Studies*. Ed. Leona
      Anderson. 4th ed. Regina: University of Regina, 2010. 303-321.

Exam Review and Discussion

> **"The students are divided into groups with others who have been assigned the same unit, and they spend part of the class discussing amongst themselves what the most relevant aspects of that unit were."**

Description (Purpose):

I'm not certain if this even constitutes a pedagogical "tool", but since first implementing this strategy in Winter 2012, I have continued to use it in subsequent semesters, and it seems to be working. Basically, I had a need for some sort of a review session at the end of the semester, to somehow better prepare students for their final exam without either a) going over everything covered in the semester (obviously impossible), or b) basically telling them what to study for the final exam (obviously undesirable). What I do instead, is spend two classes (if possible) reviewing the material from all previous units by focusing on the first half of the semester (Eastern Religions in this case) on day one, and the second half of the semester on day 2 (Western Religions in my course). I assign each student a unit (ie. Buddhism, Hinduism, etc.) for each day, which they are to review on their own prior to class. Then the students are divided into groups with others who have been assigned the same unit, and they spend part of the class discussing amongst themselves what the most relevant aspects of that unit were. Their goal is to come up with what they consider the "top 5" most important topics/aspects of their assigned unit. Then we re-congregate as a class, and each group in turn reports on their findings, while I record it all on the chalkboard in the form of a massive chart. Along the way, students from other groups are invited to contribute their thoughts after the group has had a chance to present, and I'm able to poke and prod them in different directions if they're forgetting some important topic(s). By the end, they all have a large list to work from as they go forth in studying for the final, a list that they have

(for the most part) come up with by themselves. I also stress that this is a good strategy to use in their other classes as well: to do a "preliminary study session" before the actual cramming begins -- to first identify the most relevant topics covered in the semester (and then work from that list when studying), rather than simply re-reading one's notes and textbook from cover to cover, trying to memorize each and every detail from those materials.

Preparation considerations (time, materials, etc.):

Preparation time for the instructor is minimal (non-existent really), and I feel it's time quite well spent on the last day or two of the semester, given that most of us devote a class or two to wrap-up/ review anyway.

Adjustments/Recommendations:

As mentioned above, it seems to be working quite well as it's currently structured. Having done it a number of times now though, I've found that it works much better if I give it a more "official feel"; sometimes I put an excel spreadsheet up on URCourses with units assigned to each student, and other times, I've simply said on the day before, "you guys at this table review Buddhism, you guys do Hinduism, etc., etc.". Perhaps not surprisingly, the students come better prepared if I've made it more official, by assigning them units in writing, posted for all to see on URCourses (it's also better for mixing up the class, requiring them to work with colleagues other than those they sit beside on a daily basis).

The above technique was used in RLST 100 in the Winter 2012 semester.

> **"Each group in turn reports on their findings, while I record it all on the chalkboard in the form of a massive chart....By the end, they all have a large list to work from as they go forth in studying for the final."**

Feedback Mechanism - Shapes Feedback Sheet

Description (Purpose):

This technique attempts to solicit student feedback to a lecture or a reading in a more visual and non-linear way. The idea was taken from Patrice W. Hallock, "Using 'Frameworks to Enhance Teaching and Learning", *Faculty Focus*, September 17, 2012 (http://www.facultyfocus.com/articles/teaching-and-learning/using-frameworks-to-enhance-teaching-and-learning/) , where it was presented as a way for students to take notes on their out-of-class readings. The technique was transformed here into a means for students to offer feedback on a lecture.

Something that "squares" with my experience

3 points to remember

A question circling in my mind

Preparation considerations (time, materials, etc.):

 A sheet with three feedback prompts (1. Something that 'squares' with my experience or beliefs; 2. Three points to remember; and 3. A question circling my mind) and associated shapes (a square, a triangle, and a circle/oval) was prepared by slightly modifying the example from *Faculty Focus* (see attachments). This sheet was duplicated and distributed to students at the beginning of the class period. A brief time was given at the end of the class period for students to complete the sheet and they then handed it in on their way out of the classroom. The instructor read the comments, checking them off and occasionally adding comments, especially on the students' responses to "A question circling my mind". The sheets were returned to the students at the next class, and the instructor responded to some of the feedback as a way to start the class session. This technique was used twice during the semester.
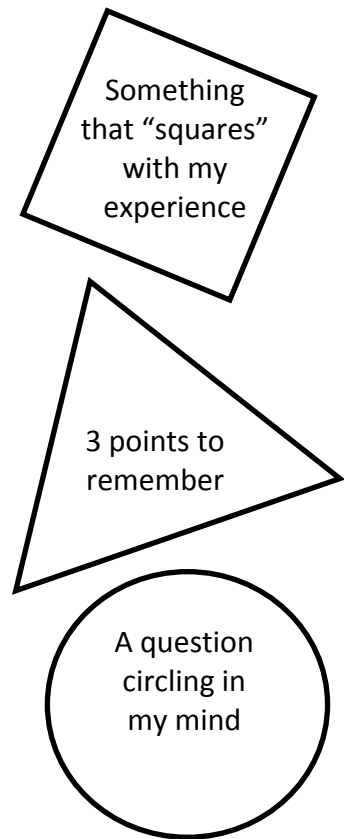
A way to "solicit student feedback to a lecture or a reading in a more visual and non-linear way."

Adjustments/Recommendations:

This was a nice variant on the usual feedback techniques of asking about "the muddiest point" or "one thing I learned/one thing I have a question about". The visual aspect seems to be helpful. In his article, Hallock describes giving students, after having used the three shapes several times, the chance to design their own visual feedback/note-taking sheets (see Hallock article referenced above for examples).

The above technique was used in RLST 100 in the Fall 2012 semester.
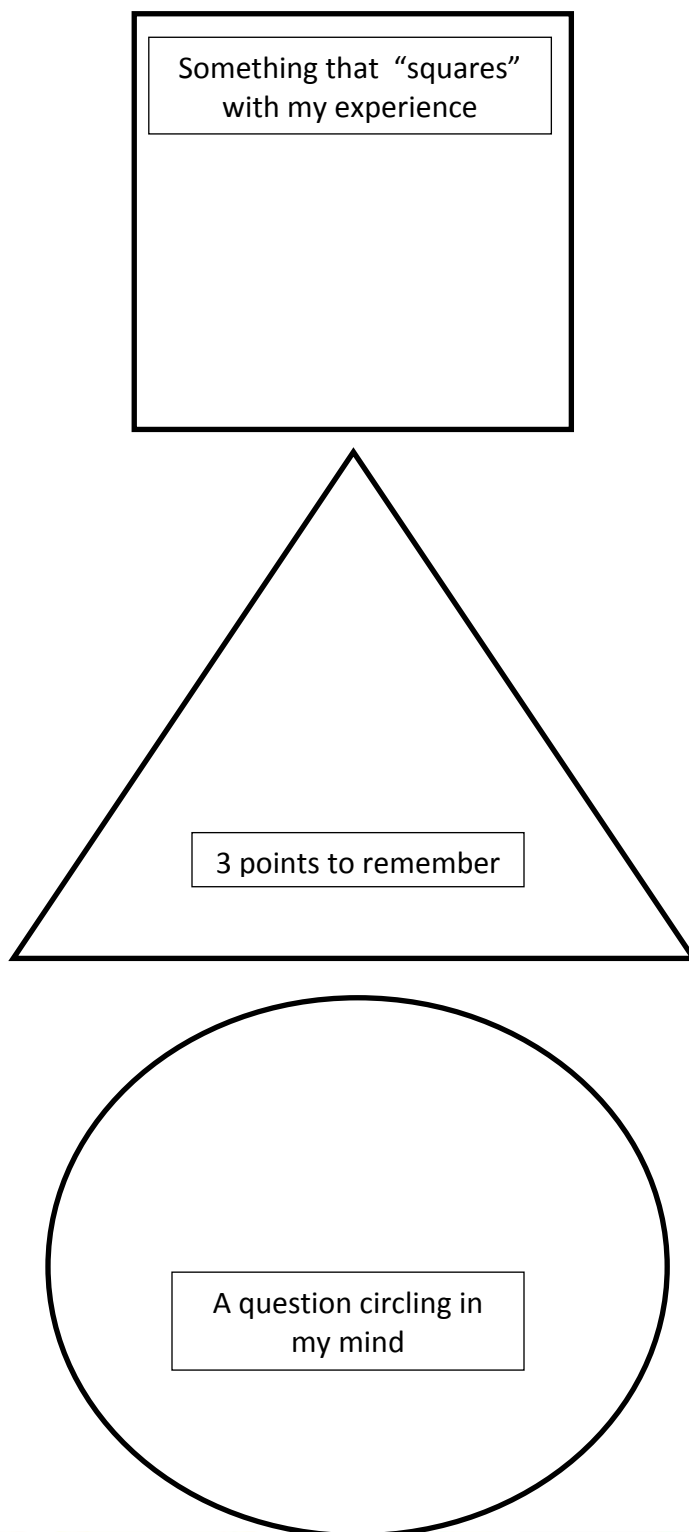
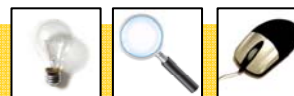**Supporting Materials:**

- ☐ "Shaping Up Framework" (1 pages)

Name: _____   (From Patrice W. Hallock, Utica College)

"Shaping Up" Framework

Something that "squares" with my experience

3 points to remember

A question circling in my mind

Library Exercise

Description (Purpose):

The purpose of this assignment is to familiarize students at the introductory level with the wide range of scholarly resources available to them through the university library system; ultimately to wean them off of Wikipedia and Google searches, and have them start using books, journal articles, and library databases to conduct their research for future assignments in this class and in their future academic careers at the university. The assignment (attached) requires them to physically visit one of the campus libraries, and answer questions pertaining to the library catalogue and numerous different scholarly journals and databases available there. The final component of the assignment requires them to analyze a website and evaluate the extent to which it conforms to academic standards.

Preparation considerations (time, materials etc):

The template of the assignment was borrowed from Volker Greifenhagen, with an updated section on website evaluation authored by myself; henceforth, construction of the assignment will require very little time, although I've found it is a good idea to make slight changes to the content/subject matter of the questions each semester to prevent against students copying from a friend's submission in a previous semester (similar changes to content would need to be made by instructors teaching different subjects). Grading the assignment is quite simple, and so overall, this is not a "time-intensive" tool.

> **"The purpose of this assignment is to familiarize students at the introductory level with the wide range of scholarly resources available to them through the university library system; ultimately to wean them off of Wikipedia and Google searches.**

Adjustments/Recommendations:

The assignment itself can be tailored to meet the individual instructor's needs and goals, and in the future I may add content, if for example I wanted to familiarize students with an additional journal or database (at present it focuses on the Encyclopedia of Religion, JSTOR, and ATLA primarily). Otherwise, this assignment ran very smoothly and I don't feel it requires major adjustments.

The above technique was used in RLST 100 in Winter, 2012 semester.

Supporting Materials:
- ☐ Research Exercise (4 pages)

> **The assignment itself can be tailored to meet the individual instructor's needs and goals**

RLST 100-L02   **RESEARCH EXERCISE**   Due:

Name: _____   Student # _____

Step 1: Go to the Archer or Luther Library
Step 2: Log onto a computer and go to: **http://www.uregina.ca/library**

BOOKS

1. Do a *Keyword Anywhere* search in the U of R library catalogue for a book on "Daoism":
     author & title: _____
     call number: _____

2. Do a *Keyword Boolean* search in the U of R library catalogue for a book on "Buddhism AND Meditation".
     author & title: _____
     call number: _____

3. Find either of the books in 1 or 2 above, and photocopy the title page. Attach the photocopy to this exercise (you need to go and find the book in the library, so copying the image from "google books" will not suffice ☺).

ARTICLES

4. Using the *Encyclopedia of Religion* Database (www.uregina.ca/library→ Databases→Database by Subject→Reference→Encyclopedia of Religion→all volumes), find the entry on "Kashrut".

Author: _____
Entry (volume, edition & page #'s):_____

Skim the article and write a one or two sentence summary of "kashrut":

_____
_____
_____
_____
_____

5. Using JSTOR (www.uregina.ca/library→ Databases→Databases by Title→JSTOR), find the citation for a journal article on "Islam AND Feminism":
     author: _____

title of article: _____

journal title: _____

journal volume, year, page numbers: _____

6. Using the ATLAS Religion Database (www.uregina.ca/library→ Databases→Databases by Subject→Religious Studies→ATLAS Religion Database), find the citation for a journal article on "Hindu deities" (refine your search to only include full-text, scholarly articles)

author: _____

title of article: _____

journal title: _____

journal volume, year, page numbers: _____

7. In addition to the Encyclopedia of Religion, JSTOR, and ATLAS, there are many other article databases available to you through the library. Browse through the Religious Studies databases (www.uregina.ca/library→ Databases→Databases by Subject→Religious Studies→) and select one (other than the three you've already used).

Then do a basic search within that database on a religion or a religious topic that interests you and record the citation for one of the articles you find.

database:_____

search topic:_____

author: _____

title of article: _____

journal title: _____

journal volume, year, page numbers: _____

8. Open up one of the articles found in question 5, 6, or 7 above, and print the first page of the article. Attach the printout to this exercise.

INTERNET

9. The library is your best place to find scholarly materials when conducting research in an academic environment (ie. at university); when researching and writing essays for this class, the library catalogue and databases (explored above) should be your primary sources for information. The internet is another source of information, which is increasingly being used by students in their academic research. While there is a great deal of good information on the internet, there is a lot of unreliable or biased information as well. As such, we must be very critical of internet sources when using them for academic purposes.

Supporting Material – Library Exercise Cont'd
Academic books and articles differ from much of what is on the internet in a few important ways:

- With academic works we always know *who* the author is, and as such we can ensure that they are academically qualified to write on a given subject. The authorship of websites/pages is often conspicuously absent.

- Academic works are subject to a review process, meaning that books and articles are peer-reviewed before publication. As such, these works are not only produced by qualified authors, but edited and critiqued by other qualified individuals. It is less likely that a website/page will be subject to the same rigorous process.

- Works by academic authors are ideally going to be free of biases, as these authors strive to meet the same standards of neutrality and objectivity towards religion(s) that we have discussed in class (ie. they are not trying to convince the reader of the validity of one religion over another). While some websites/ pages strive for this objectivity, others clearly do not.

With these issues in mind, and using the evaluation checklist below, complete the following exercise:

Find an interesting website/ page that has something to do with religion in general or one of the world religions in particular. Print out a copy of the home page and attach it to this exercise. **Evaluate the web site and answer the following question: Is the information on this website reliable? Is it appropriate to use this information for academic purposes (such as when writing an essay)? Why or why not?**

(Write your answer on a separate piece of paper, one or two paragraphs)

Website Evaluation Checklist

1. Do you know who the author is?   YES   NO
Comments:

2. Is the author academically qualified?   YES   NO
(Does he/she have a university degree(s)? Do they work at a university? Are they a specialist in the field they are writing on? etc.)
Comments:

3. Does the author quote/cite the work of other scholars?   YES   NO
(Do they use footnotes/ endnotes, is there a bibliography? These features are integral to any academic work, whether it is a book by a professional scholar or a short essay you write for class)
Comments:

4. Is the information unbiased and objective?   YES   NO
(Is the purpose of the website/ page to describe, explain, and analyze the religion, or is it perhaps intended to criticize or invalidate that religion? ... this may require deeper reading/ reflection)
Comments:

5. Is the information intended for an academic audience?   YES   NO
(Or is it directed towards a "popular" audience? The content of an academic work will be more in-depth and penetrative, whereas a popular work will be more basic and generalized. Information directed toward a popular audience isn't necessarily a bad thing [especially if it's written by a qualified, objective author], but it likely won't be as useful for your purposes compared to a more academic work).
Comments:

Attach your photocopies and printouts securely to this handout before turning it in.

Library Research Assignment

Description (Purpose):

Most history courses require the writing of a research paper on a topic related to course material. Teaching students the steps they need to go through is essential to student success at such a task at the first-year level.

See assignment attached.

Preparation considerations (time, materials etc):

I modified an existing library assignment from another course (religious studies) to the needs of my students in a history course. This involved a greater focus on locating reliable scholarly sources (books and articles) and less emphasis on on-line sources, which are not generally used for historical research. I spent one class period introducing the students to the tools they would be using - voyager and the archer library databases – and gave them tips on finding the best material possible.

The assignment required them to begin finding materials pertinent to their chosen topic.

Adjustments/Recommendations:

Upon marking this assignment, I realized that students experienced some difficulties that I had not anticipated. For example, when using an online database (e.g. Summon), they did not pay attention to whether the item they were citing was a book, an article, a review, etc. This information is given in the database entries, but either students were careless about reading, or not fully aware of the different formats that scholarly writing takes. When I returned the assignment to them, I discussed this issue and spent time reviewing correct citation methods, which was not specifically a part of the original assignment. Ultimately, I did find that by the time the students handed in their next related assignment (a paper proposal) that such problems had been rectified and that they did have better bibliographies than in comparable classes where I have not given a library assignment.

The above technique was used in HIST 115 in the Winter 2012 semester.

Supporting Materials:
- ☐ Library Research Assignment (3 pages)

> "Ultimately, I did find that by the time the students handed in their next related assignment...they did have better bibliographies than in comparable classes where I have not given a library assignment."

HISTORY 115 – L01
LIBRARY RESEARCH ASSIGNMENT
Due: Monday, January 30, 2012

Name: _____

Topic # and Question _____

_____

_____

LOCATING BOOKS USING THE LIBRARY CATALOGUE

Step 1. Do a *Subject* search in the U of R Library Catalogue for a book on your topic. Make sure that it is available. Make sure that it is a scholarly source (with footnotes, bibliography, index).

List the author, title, and publication information, using the format provided below:

_____

_____

_____

What is the call number of this book? _____

Step 2. Using the Library Catalogue, find three Library of Congress Subject Headings that are used for your topic:

_____

_____

_____

Step 3. Using the Library Catalogue, find the names of three authors who have written on your topic:

_____

_____

_____

Step 4. Locate the book you listed in Step 1. Look at its bibliography. Write down one book and one article on your topic that you find there, using the format provided below:

Book: _____

_____

_____

Article: _____

_____

_____

LOCATING ARTICLES USING THE LIBRARY DATABASES

Step 5. Using the Library Catalogue, do a *Journal Title* search for the journal listed in Step 4. Is this journal available in the library, electronically, or through inter-library loan? If it is in the library, provide the call number. If it is available electronically, provide the name of the database which has it.

_____

Step 6. Go to UR Summon. Using the Subject Headings listed in Step 2, find another article on your topic.

List the author, title, and publication information, using the format provided below.

_____

_____

_____

Is this journal article available in the library, electronically, or through inter-library loan? If it is in the library, provide the call number. If it is available electronically, provide the name of the database which has it.

_____

Step 7. Using UR Summon, do a search using the names of the authors you identified in Step 3. List a book or article that that one of them has written, using the appropriate format. This item needs to be a different item the one you listed in Step 1.

_____

_____

_____

Step 8. Using JSTOR, find one additional article using either a subject search or author search. List it, using the format provided below:

_____

_____

_____

FORMAT FOR CITING BOOKS AND ARTICLES IN HISTORY

For a book:

You must include: author (surname first), title (in italics), place of publication, publisher, year of publication. Use the punctuation provided in the example.

Example:

Jones, Billy. *The Persian Wars.* Cambridge: Harvard University Press, 2011.

For an article:

You must include: author (surname first), article title (in quotation marks), journal title (in italics), volume, number, year, page numbers. Use the punctuation provided in the example.
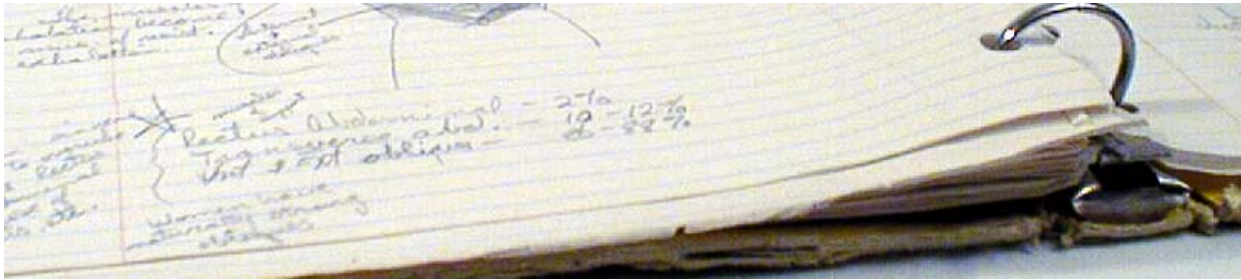
Example:

Jones, Billy. "The Role of Sparta in the Persian Wars." *Journal of Ancient History* 57, no.3 (2004): 347-82.

NOTE: Book titles and journal titles are always in italics. Article titles are not italicized, but are placed in quotation marks.

Note Taking Review

Description (Purpose):

To make students aware of the importance of taking notes during class. Also to make students aware of different note taking strategies and to assist them in finding a style of note taking that works for them. Prior to implementing this technique, one of two things was observed. Students were trying to write down the lecture verbatim, which did not leave any time for comprehension of the material, or students were only writing down what was listed in the Powerpoint slides (slides that were accessible before class).

> **"Make students aware of different note taking strategies and...assist them in finding a style of note taking that works for them,"**

> because **"trying to write down the lecture verbatim [does not] leave any time for comprehension of the material."**

Preparation considerations (time, materials etc):

Students were supplied at the beginning of class with the NCR paper that the accessibility centre uses for its note takers (available through the U of R printing services). This allowed students to take "regular" lecture notes while also providing a copy that they handed in at the end of the class for analysis. After an analysis of the notes, Selene Deschenes was able to pin point various effective note taking strategies and produce a power point slide show using samples of the "best" notes from the class. This power point show was then used by the instructor as part of a 10-15 minute session at the beginning of the next class to highlight the importance of taking notes and various effective strategies of note taking.

Adjustments/Recommendations:

It is time consuming to go through some 35- 50 examples of note taking, and so it was very helpful to have someone like Selene to do some of this work. Selene also observed the class beforehand to see if and how students were taking notes. The resulting power point could also have shown some ineffective note taking strategies instead of just concentrating on effective strategies. The use of the NCR paper bypasses those students who take notes electronically on their lap tops or who print out the power point slides ahead of time and take their notes on them (some students did provide their electronic notes or a photocopy of the notes they had taken on the printed-out power point slides). Some sort of follow-up should occur; for example, the note taking exercise could be repeated to see if the students picked up on the suggestions from the power point show.

The above technique was used in RLST 100 in the Fall 2012 semester.

Supporting materials:

- ☐ Copies of student notes
- ☐ Presentation highlighting effective note taking strategies
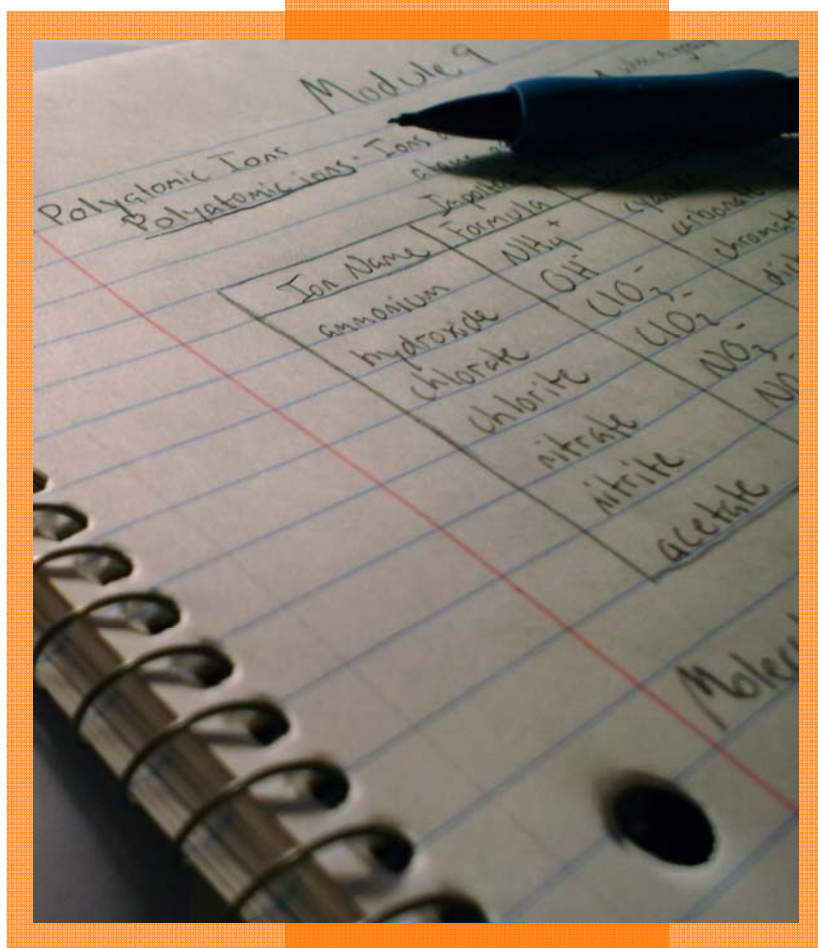
Note Taking Skills (A)

Description (Purpose):

A transitional need for first year students is to understand the importance and process of note-taking for readings, lectures, films and events. My goal this semester was to illustrate the efficacy of note-taking and to show how this skill translates into better understandings and of course better grades.

To this end, a series of specific periods of class time was created for certain exercises, including taking five minutes at the end-of-class for students to summarize in writing two key points of a lecture, with assessment following. Time was also taken at the beginning of some classes to have students review their notes and then write one or two key points or definitions based on their notes and then hand this in for assessment. This was to show how we do or do not retain information from one class to the next. We spent time in one class having senior students share their skills and tips on effective note-taking. After several individual time slots on note-taking, a series of group work was designed to have them read and write notes and answer questions collectively. Throughout the semester, I reviewed the intention of the day and the reflection of the day in my lecture so they could hear and see the repetition of important points and I tried to more explicitly state what they should be capturing.

The two written assignments were designed around how to transition notes into academic reflective papers and was designed as a progressive writing experience. The first assignment was to attend an event, take notes, develop a paper on the event by integrating its information with lecture and reading material, and hand in the notes and the paper. The second assignment was the same except they did the work on a film of their choosing that is shown

"Two written assignments were designed around how to transition notes into academic reflective papers."
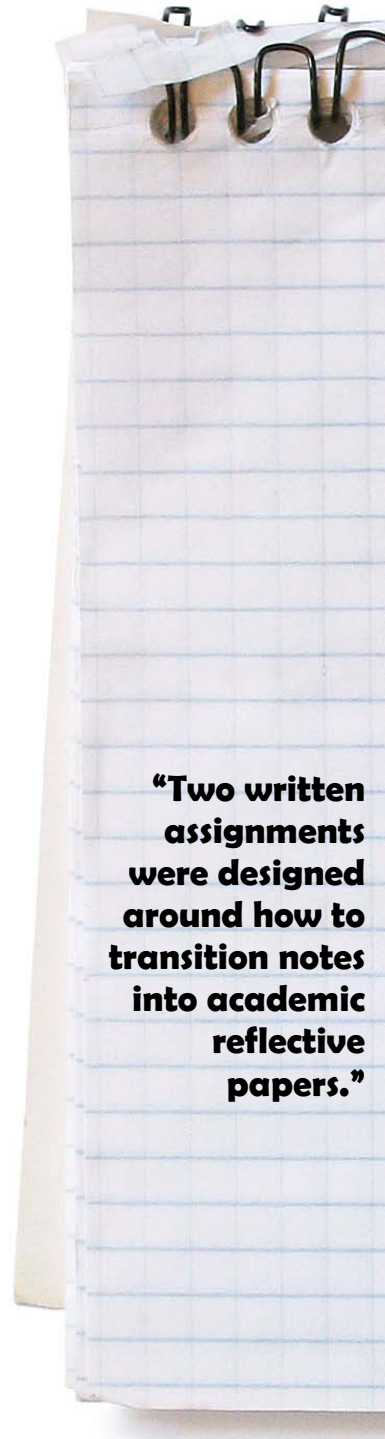
in class. The first assignment was marked with extensive comments and the second assignment was partially marked on the basis of them taking those comments and improving on their writing. (They hand in the first assignment along with the second one).

Preparation considerations (time, materials etc):
It was a good semester to do this work, particularly in terms of marking. I had 48 registered students which was down drastically from the usual 78-80 students.

Adjustments/Recommendations:
I have seen some improvements in some of their second essays. I'm not sure this translates into better grades for this specific class – time will tell – but I also know it takes time to develop note-taking skills and hopefully the emphasis on note-taking will help them understand and develop the process earlier and help with retention and a good university experience.

The above technique was piloted in WGST 100 in Fall 2012 semester.

Supporting Materials:
- Written assignment outline, 4 pages
- Syllabus excerpt

WGST 100 – L01
Fall, 2012
Two written assignments, each worth 10%

Emphasis for Assignments

The two assignments are designed to help you develop your personal notetaking skills and to use these notes to develop short essays. Each essay is a personal reflection piece – please use "I" – but you must also *explain* and *provide examples* to support your opinions.

The first assignment is based upon attending a public lecture (to be selected from the choices listed on your syllabus), handing in the notes you took at the lecture along with a paper on your personal reflections on *how* the public lecture does or does not fit into class lectures, discussions and readings. Do NOT use secondary sources on this topic other than what is provided in class. This is NOT a research paper and I want to see YOUR work. There will be plenty to discuss based on the material provided, and I am marking your ability to *develop good arguments*, NOT your comprehensive knowledge of the topic. **The first assignment is due November 5.**

The second assignment is based upon viewing a film (to be selected from the numerous movies shown in class), taking personal notes on the film, and again handing in these notes along with a film analysis. This paper will again have you connect the film content to class and reading content. **The second assignment is due December 3**. The films that are scheduled to be shown are listed at the end of this assignment. However, occasionally I add one or two and those are acceptable for you to work on as well.

Either of these assignments may be handed in earlier than the deadline if we have already discussed the film or topic of the event in class. This may be advantageous to you as work and anxiety always build up as the semester progresses. Please check with me first, though, to ensure that we have discussed the topic as much as we're going to in class.

NOTE: I will make substantial comments on your first assignment in order to help with strengthening your note-taking abilities and your paper for the next assignment. Please take time to read and understand and implement any changes, and above all, come and see me if you would like to discuss anything. HINT: successful senior students will tell you it's important to get to know your professors and to seek them out for conversations outside the classroom.

Specific Instructions and Questions for Assignment One
Due November 5

1.   Attend event

2.   Take comprehensive notes by drawing out the purpose of the talk, the thesis statement,
        the main points and any good audience questions or observations you make. I would
        suggest you review the notes and add in information immediately after the event so you
        don't forget what you heard or thought during the event. Keep in mind these notes
        will form the basis of your paper and reflections, so take the time to develop your
        responses. You may wish to use a recorder. However, you would still be required to
        hand in notes with your essay. Your notes need to be typed out, so please don't hand in a
        photocopy of your handwritten notes. Note that not all events are lectures, e.g. the
        October 4 vigil. For these sorts of events, it is especially important for you to schedule in
        time after the event to write out what happened and what your thoughts and responses
        were throughout the event.

3.   Hand those notes in along with a 5-6 page paper that:
        1) *states* the purpose of the event - briefly
        2) *outlines* the highlights/most pertinent points covered – briefly
        3) *connects* the talk to learnings from class, either from lectures, discussions, readings or
        films. This part shows your integration of material, so be as comprehensive as
        possible – show your stuff! The material may differ in perspective – note that and think
        about *why* that might be – is it because of the personal location of the
        speaker/event/film/lecturer, etc.?
        4) *describe* what new learnings you gained from the event, what you agree or disagree
        with.
        5) *end* your essay with a question – yup, it's radical, but it's to show you're moving to
        the next step of learning. Develop a thoughtful and substantive question, again showing
        your absorption, integration and thoughtfulness on the topic. Avoid superficial or
        rhetorical questions.

4.   Include a Works Cited page (see information below).

The paper should be double-spaced, 1" margins all around, using Times New Roman 12.
Citation style must be MLA. There is a handbook on reserve in our Luther library or you can go
online to learn how to use MLA. All direct quotes AND paraphrases from lectures, readings and
films must be cited both within the paper and in a Works Cited page (not included in the 5-6
page limit). You need only cite the speaker/event once in the paper the first time they are
referred to – see MLA on how to cite an event or speaker.

Specific Instructions and Questions for Assignment Two
Due December 3

1.   View film selected from list and viewed in class. There are often film guides handed out for note-taking for most of the films. These will be useful for this assignment.

2.   Take notes and again type them out to hand in along with your paper. Remember, these notes will form the basis of your film analysis, so be vigilant in your note-taking, asking the same types of questions as in the first assignment, and again, NOT using secondary sources outside of classroom material.

3.   The paper is 5-6 pages long. You will

        1) *state* the purpose of the film - briefly
        2) *outline* the highlights/most pertinent points covered – briefly
        3) *connect* the film to learnings from class, either from lectures, discussions, readings or films. This part shows your integration of material, so should be as comprehensive as possible – show your stuff! The material may differ in perspective – note that and think about *why* that might be – is it because of the personal location of the film/lecturer/reading, etc.?
        4) *describe* what new learnings you gained from the film, what you agree or disagree with.
        5) *end* your essay with a question – yup, it's radical, but it's to show you're moving to the next step of learning. Develop a thoughtful and substantive question, again showing your absorption, integration and thoughtfulness on the topic. Avoid superficial or rhetorical questions

4.   You will require a Works Cited page (see information below).

The paper should be double-spaced, 1" margins all around, using Times New Roman 12. Citation style must be MLA. There is a handbook or you can go online to learn how to use MLA. All direct quotes AND paraphrases from lectures, readings and films must be cited both within the paper and in a Works Cited page (not included in the 5-6 page limit). You need only cite the speaker/event once in the paper the first time they are referred to – see MLA on how to cite an event or speaker.

FILM OPTIONS

Twentieth Century Gals – a charming and humorous documentary of the early women's movement in Canada – September 28
Topahdewin: The Gladys Cook story – a woman's story of residential school and her struggle towards recovery and beyond – October 1.
Homosexuality and Religions – a survey of different religious attitudes towards non-heterosexuality with an emphasis on support for all sexual orientations – October 26
The Pill – the history of contraception and the success of women's lobbying for all medications to include a summary of possible side-effects – November 5
Killing Us Softly (4th edition) – an examination of the use of women's sexuality to sell products and the increasing hypersexualization in our media – Nov. 12
North Country – Hollywood movie based on the true story of the first class action suit against a Minnesotan mining company for sexual harassment on the job. This movie takes 2 and ½ classes to view – Nov. 16, 19, 21.

There may be one last movie focusing on a global issue to be viewed in late November. Stay tuned! All of these movies are on reserve and can be viewed in our Luther library, so if you wish to see them a second time after class, that is possible. I wouldn't recommend missing the class viewing, as we typically discuss the film afterwards to draw out central themes.

Syllabus excerpt:

Emphasis for Assignments

The two assignments are designed to develop personal notetaking skills and developing those personal notes into short essays. The first assignment is based upon attending a public lecture (to be selected from the choices listed on the next page), handing in the notes you took at the lecture along with a paper on your personal reflections on how the public lecture does or does not fit into class lectures, discussions and readings. The emphasis in this assignment is as a personal reflection with you developing the skills of stating your opinions, explaining them, and providing examples to show why you have developed that opinion. The second assignment is based upon viewing a film (to be selected from a list that will be handed out later in class), taking personal notes on the film, and handing in these notes along with a film analysis. This paper will again have you connect the film content to class and reading content. Specific questions that will help guide you in each of these assignments will be handed out. Each assignment is worth 10%.

There will also be opportunity for in-class writing on specific material covered in class. We will focus on personal note-taking as well as sharing readings and notes amongst small groups.

Note Taking Skills (B)

Description (Purpose):

The goal of this tool is to stress the importance of note-taking in class, and if possible, offer some tips/advice to take more effective notes. Admittedly, my engagement with this tool was much less than with the others outlined above and below, and I am still looking for some way to impart knowledge to students about how to take better notes in class, in addition to simply stressing the importance of note-taking in general. I spent a fairly short amount of time in one class discussing the importance of note-taking. I opened up this discussion by showing students the "Curve of Forgetting" study (by the University of Waterloo, I believe), and stressed to them, on the basis of this study, the importance of not only taking notes every day, but going back to those notes periodically throughout the semester (ie. before the midterm or final) to "refresh" one's understanding of subject matter from weeks past. Beyond this general encouragement to take notes and review periodically, I suggested that a good strategy for students is to take time at the end of each day to re-copy one's notes one a new sheet of paper (or word processor, or whatever).

I stressed that this serves a number of purposes:

1) it allows them to "clean up" their notes, which is useful if (like me) they have messy handwriting; it also allows them to omit certain unnecessary notes, add relevant information from class readings into their notes, and construct a more holistic summary of information that takes into account the lecture as a whole, rather than proceeding line by line;

2) It allows for an additional review of the lecture material (if we trust the "curve of forgetting" results, an extra review session will no doubt assist in the process of

"refreshing" that information in one's mind, long before an exam date; 3) your notes are better preserved for the future, in a more organized fashion (many students probably won't care about this, but I sure wish that I had preserved a nicely organized set of notes from my 100 and 200-level courses, rather than a stack of notebooks full of sparse, messy, ad-hoc scribbles!)

"I opened up this discussion by showing students the "Curve of Forgetting" study (by the University of Waterloo, I believe), and stressed to them, on the basis of this study, the importance of **not only taking notes every day, but going back to those notes periodically** throughout the semester."

Preparation considerations (time, materials etc):

Preparation time was negligible; it simply required brainstorming for a short time on why I think note-taking and reviewing is actually important, and then making some time in class to discuss it.

Adjustments/Recommendations:

I recognize that the above summary isn't very groundbreaking or innovative, but I am at a loss for ideas on how to improve upon the tool. It could be more interactive, perhaps by creating a short assignment aimed at cultivating better note-taking skills, and I would be interested to hear if other tool-kit participants have ideas towards this end; I also feel that note-taking is a fairly personal endeavour/ process, so I am somewhat hesitant to institute a rigid framework for "proper" note taking, in the form of an assignment that would ultimately require a high level of conformity between students.
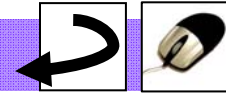
The above technique was used in RLST 100 in Winter 2012 semester.

Supporting Materials:
- The "Curve of Forgetting", (http://uwaterloo.ca/counselling-services/curve-forgetting)

## On-line Lecture Videos

Description (Purpose):

In an attempt at working towards a "flipped classroom" (where students participate in a lecture on-line in preparation for class, and then work on engaging the material from the lecture when they come to class – a reversal of the usual way university education happens),

the instructor experimented in producing two lecture videos. These videos were posted on the course website in advance of certain classes, and the instructor

> **"Students participate in a lecture on-line in preparation for class, and then work on engaging the material from the lecture when they come to class."**

used them as a starting point for continuing the class, usually by engaging the students in discussion of the material on the on-line video.

Preparation considerations (time, materials etc):

This technique involves considerable preparation and access to technical resources. The first video made by the instructor was an hour long video recording of an entire lecture by a film student. The lecture included power points slides with copious images as well as a film segment. The film student edited the video for basic sound quality and then provided the instructor with a digital copy on DVD. It was extremely difficult and time consuming to try to make this video available to students on-line because of its huge size. For this reason the usual course website (UR Courses) could not be used and instead the university's file upload service was employed. But many students could not download and view the video because of its size; the few that succeeded appreciated the video and found it helpful.

For the second try, the instructor engaged the services of an instructional designer who had simultaneous screen
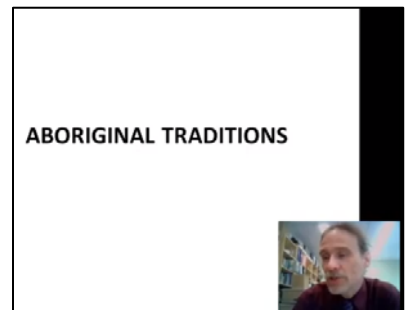
capture and webcam software on laptop (*Camtasia*). A 12 minute video was produced (see attached) and was uploaded to You Tube, from which it was linked to the course website. Most of the students were now able to access the video and the instructor was able to use the material from the video to start the class.

Adjustments/Recommendations:

To use this technique successfully, the technology must be available and used effectively. Screen capture software allows for the easiest production of shorter videos – this requires breaking a normal lecture into coherent smaller units and scripting them for maximum visual effect – care must be taken so that the instructor's image does not block the power point, for example. It also requires having access to the software. Since the instructor did not have ready access himself to the software, he was unable to make any other attempts due to time pressures. However, this technique shows much promise and, if time for extensive advance preparation is available, the instructor intends to make use of this technique in the future.

The above technique was used in RLST 100 in the Fall 2012 semester.

Supporting materials

  ☐ A great webpage on flipped learning:
       http://www.miscositas.com/flipped.html
  ☐ YouTube video, accessible here:
       http://www.youtube.com/watch?v=sS_TKAzfLHE&feature

Plagiarism and Citation Exercise

Description (Purpose):

I normally spend some class time reviewing citation practices in history (based on the Chicago Style for the Humanities) which are often unfamiliar to students. As part of that class period, I had them actively participate by giving them a small group exercise in which they had to determine whether a given example involved plagiarism or not.

Preparation considerations (time, materials etc):

I did find some models online to use as a starting point and from there, I developed a format and outline tailored to my purposes and to the content of the course.

> **"I discovered there were some misconceptions about what qualified as plagiarism (e.g. some students thought it was okay to provide a loose paraphrase without citing a source)."**

> **"I can also report that I did not find any cases of plagiarism in the students' term papers."**

Adjustments/Recommendations:

When the students worked on the exercise in small groups, I discovered that there were some misconceptions about what qualified as plagiarism (e.g. some students thought it was okay to provide a loose paraphrase without citing a source). As part of the large group discussion when we went through the assignment together, I did see that the students were correcting their own work.

I can also report that I did not find any cases of plagiarism in the students' term papers, so I believe I can conclude that this was a useful exercise for first-year students.

The above technique was used in HIST 115 in the Winter 2012 semester.

Supporting materials:

- ☐ "When is it plagiarism?" (2 pages)

ACADEMIC MISCONDUCT

History 115 – L01
When is it plagiarism?

Instructions: *Read the original source and then analyze the ways that various students have used that source in their term papers. Which ones involve plagiarism?*

Original Source:
 "Christopher Columbus is a prime example of the importance of mobility among the early explorers and of Italy's distinctive contribution to the Age of Discovery. Born in Genoa in about 1451, he subsequently settled in Portugal, where he married a Portuguese woman from an influential family. He participated in at least one Portuguese trading and slave-raiding expedition down the West African coast and may possibly have travelled to Iceland. He first offered his scheme for sailing westwards to China to the Portuguese court. Rejected here, he sought French and English support before eventually finding a royal patron in Queen Isabella of Castile."
David Arnold, *The Age of Discovery, 1400-1600* (London/New York: Routledge, 2002), 16.

Student: Alphonse
Christopher Columbus had a great deal of sailing experience prior to 1492. He participated in at least one Portuguese trading and slave-raiding expedition down the West African coast and may possibly have travelled to Iceland. He was thus well-prepared for the arduous journey across the Atlantic.
Is it plagiarism? Why or why not?

Student: Bernice
Christopher Columbus had a great deal of sailing experience prior to 1492. He participated in at least one Portuguese trading and slave-raiding expedition down the West African coast and may possibly have travelled to Iceland.[1] He was thus well-prepared for the arduous journey across the Atlantic.
Is it plagiarism? Why or why not?

Student: Clovis
Christopher Columbus had a great deal of sailing experience prior to 1492. According to David Arnold, he "participated in at least one Portuguese trading and slave-raiding expedition down the West coast and may possibly have travelled to Iceland."[2] Columbus was thus well-prepared for the arduous journey across the Atlantic.
Is it plagiarism? Why or why not?

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[1] David Arnold, *The Age of Discovery, 1400-1600* (London/New York: Routledge, 2002), 16.
[2] David Arnold, *The Age of Discovery, 1400-1600* (London/New York: Routledge, 2002), 16.

Student: Desdemona

It is commonly believed that Christopher Columbus was Spanish. In fact, he was born in Genoa around 1451, and eventually settled in Portugal, where he married a Portuguese woman. In this way, he became integrated into Portuguese society.
Is it plagiarism? Why or why not?

Student: Engelbert

It is commonly believed that Christopher Columbus was Spanish. In fact, he was born in Genoa around 1451, and eventually settled in Portugal, where he married a Portuguese woman.[3] In this way, he became integrated into Portuguese society.
Is it plagiarism? Why or why not?

Student: Florence

By the time Christopher Columbus sailed across the Atlantic, he had acquired considerable experience in sailing and navigation. It is possible that his voyages took him as far as Iceland. And there is evidence that he had sailed with the Portuguese down the West coast of Africa on a voyage to capture slaves. He was thus well-prepared for the arduous journey across the Atlantic.
Is it plagiarism? Why or why not?

Student: Guillaume

By the time Christopher Columbus sailed across the Atlantic, he had considerable experience in sailing and navigation. It is possible that his voyages took him as far as Iceland and there is evidence that he had sailed with the Portuguese down the West coast of Africa on a voyage to capture slaves.[4] He was thus well-prepared for the arduous journey across the Atlantic.
Is it plagiarism? Why or why not?

Student: Henrietta

There are clear connections between Italy and Portugal during the Renaissance. Christopher Columbus was born in Genoa in 1451, but as a young man went to Portugal to work with his elder brothers.
Is it plagiarism? Why or why not?

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[3] David Arnold, *The Age of Discovery, 1400-1600* (London/New York: Routledge, 2002), 16.
[4] David Arnold, *The Age of Discovery, 1400-1600* (London/New York: Routledge, 2002), 16.

Power Point - Converting Overheads to Power Point

Description (Purpose):

The instructor had been using overhead transparencies successfully for teaching for many years. Overheads did well in displaying text, but producing images on overheads was difficult and involved. The use of overheads allowed for flexibility in terms of the order in which they are used and in that the instructor could write on them, but they did tie the instructor to the projector. The instructor decided to

"Transfer lecture content to power point slides...in order to incorporate more visuals."

transfer lecture content to power point slides mainly in order to incorporate more visuals such as images and film segments.

Preparation considerations (time, materials etc):

The actual transfer of the content on the overheads was simply a matter of cutting and pasting from the underlying Word document to the power point slides. Finding images was, however, sometimes very time consuming, as was also the adding of animation.

Adjustments/Recommendations:

The classroom used did not allow for a good visual perception of the projected power point slides unless the classroom was made very dark. The dark classroom, however, cut down on student-instructor interaction and negated the advantage the instructor now had to be able to wander around the classroom. It also made student note-taking difficult. Therefore, the instructor had classroom lights on, which washed out the power point visuals and returned the focus to the text on the slides (the text still stood out, even with the lights on). A more flexible lighting system in the classroom is required (i.e. allowing for the screen at the front to be in darkness while the rest of the classroom is lighted); the power point slides also still use too much text. The power point slides were posted in advance on the course website, and a significant minority of students either called them up on their laptops while in class or printed them out beforehand in order to take notes. It was difficult to note any difference in the success of the class due to the transfer from overheads to power point.

The above technique was used in RLST 100 in the Fall 2012 semester

Short Quiz at beginning of selected classes
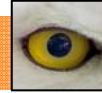
Description (Purpose):

Students often seem to come to class unprepared, not having read the required readings and expecting the instructor to tell them all they need to know. In order to encourage reading in advance and better engagement in the lecture and discussion, the instructor occasionally began class with a short two question quiz (not worth any marks) based on the readings for the day. The quiz questions were simply dictated and the students answered them on a piece of paper. After a few minutes to answer the questions, students exchanged their papers and discussed their answers. A plenary followed in which the answers were discussed by everyone. This then led into the lecture and discussion for the day.

Preparation considerations (time, materials etc):

The instructor needs to focus on constructing two fairly simple questions to ask, but ones that are based on the assigned reading and will focus the students on the topic for the day. No other materials are required. Students who did not bring notepaper (because they are taking notes on a laptop, for instance) can always borrow paper (and pen, if necessary) from fellow students – helps build some community and makes evident that paper and writing cannot be totally abandoned.

> **"In order to encourage reading in advance and better engagement in the lecture and discussion, the instructor occasionally began class with a short two question quiz."**

Adjustments/Recommendations:

Since the quiz is not worth any marks, the power of this technique to encourage all students to prepare in advance of the class is doubtful. If the possibility of a short quiz for marks is announced in the preceding class, this may encourage more of the students to do the advance reading.

The above technique was used in RLST 100 in the Fall 2012 semester

Small Group Discussions – Term Paper

Description (Purpose):

On the day that student term papers were due, I divided them into groups based on the topic they had studied (so that they were with other students who worked on similar topics). They each had approx.5 minutes to provide a description of the content of their paper. I told them that such an exercise was comparable to what scholars do when they go to conferences and present their research to one another. The goal of this exercise is to encourage students' enthusiasm for academic study and to develop presentation and communication skills.

Preparation considerations (time, materials etc):

The time involved was determining the composition of the small groups and developing the handout/question sheet for them to use.

Adjustments/Recommendations:

I was pleased to see that students eagerly participated in this exercise and entered into the spirit of it, asking one another questions about their work and finding comparisons with their own research topic.

The above technique was used in HIST 115 Winter 2012 semester.

Supporting Materials:

□ "Term Papers – Discussion Period" (1 page)

<u>History 115 – L01</u>
<u>Term Papers – Discussion Period</u>

Group Number: _____
Group Members Present: _____

_____

_____

<u>Instructions:</u>

1. Take turns presenting your paper to the others. Explore the following questions:

- Why did you choose this topic?

- How did you conduct your research? What worked and what did not work?

- What is the thesis of your paper? Provide a brief description of the content and organization of your paper.

- Did you find that your sources said the same thing or was there some variation? Discuss the points of disagreement or differences that you found.

- How did your ideas change as you worked on this topic?

- Was there anything you learned that surprised you?

- What questions are left unanswered for you?

- If you were starting this project over again, what would you do differently?

2. After each person has presented, discuss as a group the following questions:

- What were the greatest challenges you faced doing this assignment?

- What skills and techniques did you need to learn or refine?

- Are there points of agreement between any of your essays? If so, what are they?

- Are there any points of disagreement? If so, how can they be accounted for?

- Taken together, what does your research reveal about this period in western history?

Story Telling

Description (Purpose):
Story telling helps to provide examples that can make the constructs seem more real and salient to students, especially if the story has some relevance to the student. At the very least telling a story about how I encountered the construct gives the student a real world example of what I am trying to describe.

Preparation considerations (time, materials etc):
Trial and error, and trying to come up with a relevant and helpful story.

Adjustments/Recommendations:
None- just some extra time in the context of a lecture.

The above technique was used in PSYC 101 Fall 2012 semester.

"Story telling helps to provide examples that can make the constructs seem more real and salient to students."

Study Guides for Midterms and Final Exams

Description (Purpose):

The study guides are designed as practical tools to help students prepare for written exams:

1. It provides specific information on the pieces of music they need to listen to for each exam (composer, title, historical period, form, genre, etc.), as per a so-called "Listening List". This List is an essential tool to prepare for the "listening test" that each exam begins with (the number of examples to identify increases from 5 for Midterm 1 to 8 for Midterm 2; for the final exam, 10 examples need to be identified, five of which may from anywhere in the piece). NOTE: Teaching students how to develop basic active listening skills is an important course goal. Moreover, listening tests are not something that students would have typically encountered in high school or as part of private teaching/Royal Conservatory of Music training.

> **"Study Guides walk them through what each section of the exam will look like and [provide] detailed instructions, sample answers and questions, which terms to review…"**

2. The Study Guides walk them through what each section of the exam will look like and provides detailed instructions, sample answers and questions, which terms to review, pages to review in the textbook, and how to go about writing the "essay-type" parts of the exam ("Composer profile").

3. The study guides and the midterm and final exams are conceived at the same time, making sure that the language and instructions used is identical ("This is what the exam is going to look like"). First-year and international students, many of whom worry about not being able to understand exam questions or what they are expected to do, find this extremely helpful as it allows them to prepare strategically;

4. Study tips (especially in the first Study Guide) as well as general housekeeping rules about writing exams are provided as well in order to alleviate exam anxiety, especially common amongst first-year students.

5. During the semester, Study Guides for Midterms are posted at least 1, if not 2 weeks beforehand and discussed in (more) detail in class, usually during the review portion with which we begin each time. There are also official review classes held for each midterm exam (it's always the class that immediately precedes the exam date). The Study Guide for the final exam is the focus of our last class of the semester.

**Don't let it discourage you, but do keep in mind the time required to create a thorough study guide.**

Preparation considerations (time, materials etc.):

I found it amazing how much time these study guides took to prepare, also because I knew they were going to be evaluated as part of this toolkit, rather than just being part of the line-up of resources offered to the students as part of the course. I also made a point of taking careful notes as to how students responded to a particular part of the exam and whether I needed to tweak it for the next exam or change it altogether. Given the quickly changing demographics on campus (i.e. more international students taking classes) and the musical backgrounds of registered students ranging from no prior musical knowledge to many years of private lessons and a highly active music programme at their high schools, the overall pedagogical emphasis in this course was the developing of active (and by the time the semester when they will all have written a concert report) also critical listening skills.

The above technique was used in MUHI 100 the fall 2012 semester.

Test Preparation and Time Management
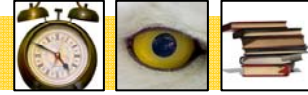
Description (Purpose):

The purpose of using this tool was to give students a way to manage their time and energy in order to be productive and prepared for their exams.

Preparation considerations (time, materials etc):

I created my own materials. I pulled together materials I had used, somewhat randomly, in the past. I am not sure how much time I spent, but I expect I spent several hours gathering the materials and then a couple of hours organizing them so I could present in class. I created sample to-do lists and schedules for time management purposes. I created sample lecture notes, study notes, and study cards for the exam preparation techniques.

Adjustments/Recommendations:

In previous semesters I would end one class early and tell the students I was going to spend 15 to 20 minutes talking, in a comprehensive way, about time management and exam preparation. I always talk about time management and exam preparation leading up to a busy period or an exam, but this talk is more directed. I then offer students who want to leave a 4 minute window to pack up and get out of the auditorium. I then focus on the remaining students and try to give them valuable strategies and tips. I do not discuss the content of the class or the exams, just preparation techniques.

The above technique was used in BIO 140 Winter 2012 semester

Supporting Materials:

- ☐ Sample time-management materials (these were created dynamically in class, by writing on overhead pages, to show students the process of creating a to-do list or study guide)