

LBHC scorecard objective 1b. Active teaching, learning, and assessment strategies

Notes from a July 2023 faculty workshop

- a. **In 2019, do you feel you were using active teaching, learning, and assessment strategies more, less, or the same than you are now?**

Faculty responses: 6 less, 3 same, and 2 more

- b. **In 2022-23, what % of the class time do you feel you used active teaching, learning, and assessment strategies?**

Faculty responses: 50%, 50%, 35%, 30%, 50%, 30%, 30%, 40%, 20%, NA. Average is 37%.

- c. **Examples of how faculty used active teaching, learning, and assessment strategies in classes they taught in 2022-23**

Faculty 1: Follow up with students a one page essay (in your own words). Give me an example (what we studied). Observation.

Faculty 2: I use the Kagan cooperative learning strategies and structures to teach and model. Work on community building and team building as a classroom management strategy. I require students to demonstrate the strategies they learned.

Faculty 3: Group work; discussions; presentations; guest speaker in nutrition and invite public health nurse to talk about topics that are important to our community. Guest speaker from food bank and garden project to make a healthy snack or smoothie. Buffalo hunt lab.

Faculty 4: Class discussion. 15 basic counseling responses mock counseling sessions - students pair off; one plays the role of counselor, the other a fictitious client. Then the counselor utilizes the 15 BCR's in a mock session with the clients. Developing initial intake assessments, case conceptualization notes, treatment plans, and contact notes from fictitious case examples.

Faculty 5: Group discussion, reading/writing labs, video clips, YouTube, interviews, social media, presentations, activities in campus

Faculty 6: Crow studies Tim McCleary assignments are given in class that are then discussed. Written and verbal assessments are made to help the student develop their analytical skills.

Faculty 7: Discuss topics and work on assignments together utilizing class time. Accounting courses do practice sets together in tutorial format before being asked to apply concepts in individual homework (BU 221 / BU 222). Provide individualized feedback on research/writing / discussion post assignments. Discuss relevant course topics in discussion panel, type post in person sessions (BU 241). Active simulation that works on decision making and action/consequences.

Faculty 8: Quizzes and a final project are used. The final project requires a student to review an oral tradition story and then evaluate the story for how it is used to interact with the natural world.

Faculty 9: Project where I ask students to take the area of a teepee to determine how much carpet to get. Project where I ask students to find the area of teepee to determine the amount of lining needed (fabric for wall). Project to find the area of a tent to determine rug size and lining amount. Take an event (powwow, hand game, arrow throwing, Shoshone dance, wear bonnet dance) currently happening and find mathematical concepts associated with it.

Faculty 10: In math course that have more than 2 students, I encourage group work to complete in class quizzes; this does not exist of online students. Discussion happens for more than two students in science courses. In science courses I try to pause from time to time during lecture to discuss any relevant word or local issues or Crow culture as a group.

d. Faculty goals for 2023-24 to increase the use of active teaching, learning, and assessment strategies in their classes.

Faculty 1: Maybe after every chapter.

Faculty 2: Expand and improve active learning opportunities to enhance student engagement. Incorporate participation points and track on a bi-weekly basis.

Faculty 3: My goal is to get out of the classroom and conduct classes in a different setting. Tour clinics or hospitals. Visit and ask questions about different career opportunities and how important their jobs are to the community. Using library more; homework nights; study groups; discussion groups; more participation.

Faculty 4: Look for an active group counseling practice module for group counseling classes. Diagnosis of case studies in abnormal psychology. More guest speakers.

Faculty 5: Use local experts on various topics (e.g., interview presentations etc.). Research on what is effective for other teachers/instructors. Network with other TCU faculty to learn what is working for them.

Faculty 6: To increase participation from students.

Faculty 7: To get more students interacting in classroom discussions.

Faculty 8: Integrate two people discussion groups to assist the students.

Faculty 9: Require study groups. Homework night. Students finish 75% homework in study group. Take a day or two and do cultural activity, bring a carpet and a lining and have students measure it. When Vance's class put up a teepee have math students go out and measure for carpet and lining. Introduce add, subtract, multiply, divide in Crow language to develop mental classes.

Faculty 10: I will attempt taking more opportunities for group discussions during my course lectures. Maybe incorporate a library assignment. Come up with more creative ways to engage students.