

# CAS TEACHING SUBCOMMITTEE SURVEY RESULTS

N= 26 responses

46% from Science & Math

27% from Languages/Lit./Comm.

27% from History & Social Sciences

## TEACHING NEEDS

	IMPORTANCE		
	Less	Neutral	More/Most
<b>1. Improving classroom discussion</b>	<b>2</b>	<b>3</b>	<b>21</b>
<b>2. Maintaining &amp; imp. academic rigor</b>	<b>2</b>	<b>4</b>	<b>20</b>
<b>3. Alternative teaching strategies</b>	<b>5</b>	<b>3</b>	<b>18</b>
4. Selling discipline to non-majors	6	7	13
5. Designing hybrid online/F2F classes	16	3	7
6. Improved use of instructor tech.	8	11	7
7. Dealing with cell phones, etc. in classroom	14	8	4
8. Converting F2F classes to online	18	5	3

## OTHER TEACHING PROBLEMS/COMMENTS (N=11)

1. Student Motivation/Preparation
2. Class Discussion/Anxiety Issues

## ANY SUCCESSES/STRATEGIES TO SHARE? (N=11)

1. Student Motivation/Preparation
  - a. Get to know each one better and try to convince them that I am a human being with a history and personal interests.
  - b. Not yet. I may start requiring a one on one meeting with each student at the beginning of the semester.
  - c. I am not sure, but I have had some good experience with bringing along and reaching out to our dual credit students, or I think I have. And I continually improve my online class that I have every semester to stay up with improvements learned in the last semester and enhancements in technology.
2. Class Discussion/Student Anxiety Issues
  - a. I try to have students discuss topics in small groups before opening up a discussion for the entire class. This generally helps them warm up to the idea of talking in front of the whole group.
3. Academic Rigor
  - a. Yes, here's a bit of obvious wisdom: know your materials well, be up to date in your research, and treat students as adults - don't act as if you're middle-school teachers.
  - b. Research implementation in the classroom has assisted me with my endeavors. In all upper level courses, research is implemented. It teaches students how to think as a

scientist, how to work independently, and how to engage with peers and faculty. Science courses already have rigor, and this adds to such rigor. It also removes the electronic distractions. I highly recommend such implementation into upper level courses. I have students write a proposal, which I "correct." Then, they create a materials list and make orders. After which, they complete the experiment. A final poster or oral presentation is the outcome.

c. Making students write a lot - using formative assignments that require thinking and calling students out on not thinking - not in front of the class but on written assignments - pushing the students to dig deeper - that is the solution. But if few classes do that, students go right back to being passive. We all need to set the bar high for our students.

#### 4. Other Teaching Strategies

a. Integrating real-world, hands-on research into the curriculum has worked for skill-based, applied learning. It has helped some students get interviews and gigs when they might not with just regular course work. Plus, it is more fun!

b. flipping the classroom; using technology in a F2F class

Teaching Sub-Committee:

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