For those teachers and administrators who use cooperative, collaborative or group learning techniques I would like to ask:

**WHAT DO YOU DO TO PREPARE YOUR STUDENTS FOR THE GROUP LEARNING EXPERIENCE?**

It is not very effective to walk into class on the first day and simply group students and tell them to go to work. Johnson and Johnson suggest that cooperative groups need to be trained in social skills as well as in content areas. They have detailed methods for encouraging groups to process how they are functioning. At the college level I find that the lack of time makes group processing harder and must be scheduled into content DRIVEN syllabii. Some form of group processing is necessary if you have any hope of getting students to work together effectively. My areas of teaching are math and engineering which are very content oriented appearing to leave little time for group process.

Below is a description of some of the things I do to encourage student cooperation and acceptance of the concept of group learning. I would appreciate your comments, suggestions or descriptions of what you do to help students become comfortable with the process of working with their peers in groups in class.

One or two weeks prior to the start of course I send my students a letter welcoming them to the class and giving them some words of advice and encouragement. (A copy of the letter follows.) For algebra students who are prone to high levels of anxiety a great deal of reassurance is needed. I try to be humorous while attempting to establish a serious learning environment. I include my home phone number and office number and have answering machines at both places to be sure to get their messages. Few students actually call but they tell me during class that they feel reassured that I would invite them to call, even at my home. The few that do call have important questions or concerns which I am usually able to address by talking to them.

In the letter I ask them to get the text before class and start working on the first chapter so they will be able to come to class prepared to start learning and working together. I usually throw in a few comic strips which use math anxiety as their thesis to break the tension and introduce more good humor and reinforce the idea that learning math can be fun, especially if you are willing to poke fun at it and yourself. I also ask them to write a math autobiography and bring it to the first class in order for me to get to know them better. (A copy of the assignment statement and samples of student responses follows.) I ask them for personal information and specifically how they feel about math and taking the course. The intent is to have them think about their anxieties prior to class so they will be more comfortable when I ask them to discuss their feelings with a partner during the first class.

The effect of sending students a letter prior to class is very strong. It calls attention to the fact that my class will not be a typical math class and that my approach will be different than what they are used to. It sets high expectations for them and for me, which is important for succeeding in any course and especially math. Many students have low math self esteem to begin with. Setting a high expectation begins the process of building up their self esteem. The writing assignment demonstrates that I am interested in them as individuals and would like to establish different lines of communication. Once the shock wears off they really get into the writing and describe their innermost feelings about their anxieties. A word of caution is appropriate here. A few students may react negatively. Some students miss the humor of the letter because they are so overwhelmed with anxiety. Often they will call to discuss their concerns and I can reassure them that they are not being asked to learn algebra on their own, quite the contrary, we will all be working very hard together. Some students are aware of cooperative learning teaching techniques and prefer lectures. They have a chance to switch classes without losing any class time or they can attend a class or two on a trial basis while still being prepared to switch. Once I get them in class however they never do switch.

With their autobiography in hand and a healthy curiosity they arrive at the first class. I spend only a few minutes describing the course and then ask them to pair up in order to interview each other. I explain that most people do not feel comfortable talking about themselves in public but are willing to tell us about someone else. They generally agree and we are off and running. If they wish to write down information about their partners' hobbies, interests, reasons for attending Cape Cod Community College, how they feel about math and what their biggest concern is etc. they may do so or they can just chat together and remember key points to report back to the class.

I ask for volunteers to start and there is always one pair that wants to go first, perhaps as much to get it over with. I will ask questions and make comments or clarify misconceptions that I hear as the pairs talk about their concerns. I also weave into the conversations additional course descriptions. I find this much better than spending 45 minutes describing the class because a lecture presents the material out of any context. When a student raises a concern or question through their partner my comments become relevent and understandable. Think about the first hour of most of the classes you took in school. So much material was covered about how the class was going to run that you probably only remembered a small fraction of what was said.

During the report back portion of the class the students get to hear about everyone else's concerns and anxieties and quickly realize that they are not alone. People who are in a strange environment with strangers often feel a sense of isolation. By addressing their concern and hearing that other people feel the same way they are able to overcome a great deal of their anxiety. They see that other people in the class will listen to them and sympathize and/or empathazise with them. The effect is wonderful. By the end of this exercize the students feel relieved and excited about the class. The scuttlebut they have heard about the class being unique yet helpful and supportive is reinforced and they return with the mindset that they can work with other students. The process establishes a friendly, open and caring environment. Interestingly the level of anxiety expressed is much lower in the advanced courses. I have many students who take additional courses with me and they reflect an improved self esteem and confidence.

In the next few classes I use worksheet exercizes and practical problems which they work in pairs, usually with the person they have interviewed. We review all the problems together by asking pairs to put their solutions on the board. One or both partners may go up to the board and several pairs work at the board at the same time in order to difuse the attention focused upon any one person.

At the end of the second class, after the students have had an opportunity to work together, at the board and with me I hand out my "Algebra Success Contract", which is appended at the end of the chapter. This contract spells out what I will do to help insure the students' success and what I expect of them as a minimum effort. I sign the document and I ask them to read it, sign it and return it if they feel they can live up to their end of the contract. I can't remember any students not signing it. They are again a little surprised by this activity but by now they expect the unexpected. The students appreciate the fact that I have made this kind of effort to communicate with them and put my committment in writing. I reinforce the contract by referring to it throughout the semester and asking various students if they have read the material before clas and attempted as many problems as the could etc. I have had students confess at the end of a semester that they did not live up to their contract and these are the ones who need to repeat the course. They never get upset or mad at me because we agreed to the level of effort eact of us would make to insure their success. They have only themselves to blame and they take responsibility for their not completing the course. We have a grade called "repeat" which carries no academic penalty as an "F" grade would, it just signifies that the student did not complete all the requirements of the course and needs to take it over again. This grade classification is only available for developmental classes.

In addition to content driven group work I give a writing assignment after the 3rd or 4th session which asks the students to analyse an article from the Wingspread Journal entitled "Seven principles for Good Practice In Undergraguate Education" by Chickering and Gamson. There are several reasons why I give this exercize. First it calls their attention to my teaching practices and invites them to join me by making suggestions on how to use the principles in algebra, second it focuses their attention on their responsibilities, which are needed to insure their success, and it emphasizes the use of writing in a math class, even though it is not mathematical writing. I like to encourage students to communicate with me in as many ways as possible. Especially at the beginning of the semester they are hesitant to speak up. Using a writing assignment gives them that opportunity. As you will read in the student samples not all the students are enthusiatic about group learning. After a few weeks of practice and discussions about my processes most students relax and enjoy the class. The assignment statement and Seven Principles follow at the end of this chapter.

After using this process for a few classes I am ready to expand the groups to 3's and 4's. The students have become comfortable working together and with the class as a whole. For many students their previous experiences presenting solutions to the class and/or going up to the board alone have been traumatic. By working out solutions together prior to making any presentation they build their confidence and avoid the embarrassment they felt in other classes when they were singled out. If they make a mistake it is the pairs' responsibility not the individual students'.

When they first work in fours I use a warmup activity which asks them to find 5 things in common, not related to school or work, but of a personal nature such as a favorite food or movie etc. I do not ask for anything of an intimate personal nature. We have not been together long enough for such questions and some students might find that line of inquiry offensive. For that matter I do not ask this type of question at any time during the semester. They start off slowly and after a few minutes are having a great time laughing and kidding each other as they try to find things they have all done, places they have all been to or foods they all like. They generally find that they have more in common that they ever expected. A bonding takes place which facilitates the group process enormously. The effect is especially strong because these are math classes and students just don't expect this kind of interaction among their peers. The other effect of this activity is to raise the students' expectations for the class. They look forward to other group activities.

After the warmup activity I introduce an content exercize for the groups. I call it "math olympics". Each group is responsible for solving a set of five problems and placing their answers on an answer grid on the blackboard. All groups put their answers up at the same time. They determine how to get the work done whether it is by having each member do one problem or all members do all problems. Before they place their answers on the board they are asked to make sure they have a consensus. I serve as a mediator in case fisticuffs break out. I try to adjudicate disputes by asking leading questions. I will often ask if other groups can help resolve the question or dispute taking place. Only when all other options are exhausted will I discuss my approach. If the class as a whole is confused then I will give a mini-lecture to try to clarify a sticking point. While the groups are working I walk around the class and observe each student. I give encouragement and hints or ask pertinent questions. This gives me a wonderful opportunity to interact with the groups or with individuals, being careful not to interrupt the group process. The students complete as many as 50 problems in a class using this approach which would be unheard of in a lecture format. At around 30 problems some students realize how much work they have done and good naturedly register complaints. Their expectations and self esteem soars when thay realize what they were able to accomplish in a short time. They help each other, discuss and debate answers, argue about their methods and then reach an agreement. Often they conclude that there are several ways to solve a problem and get the same answer. If I try to point that out by lecturing to them and doing a problem several different ways it has little impact. When their peers show them different solutions it has a strong impact. I find an analogy between children not accepting their parents' admonitions yet finding their peers totally believeable.

From this point on the class gets stronger and stronger in the use of cooperative learning techniques. They appreciate the hands on approach and active nature of the classes. Many comment how these math classes are their favorite classes and they are amazed to feel that way. They look forward to coming to class and this is reflected ion their attitudes and approach to the class.

Finally, I look forward to each class with great anticipation and excitement knowing that the students will be make new math discoveries, work with new found friends and have fun doing math while I will also learn more about each student, make new friends and also discover new ways to help students learn math.

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Dear Elementary Algebra Student,

Welcome to the Fall of 1995 and Elementary Algebra. I can't think of a better way to spend a Spring semester, having fun with algebra. I would like to say hello and offer a few words of advice and encouragement before we meet on Sept. 6. I promise not to use more than 5 x 10 words in this letter. The prerequisite for this course is DE-051 Basic Math an identifiable pulse and a temperature of 98.6F and permission from your psychiatrist to subject yourself to this course over the next 15 weeks with this instructor, alias Attilla the teacher.

I have a few suggestions that are intended to guarantee your success in this course. If you make a good effort there is no doubt in my mind that you will pass. I am batting 1000 so far. (What the heck does batting 1000 mean?)

1. It is vitally, imperatively, critically important that you read the text BEFORE class and TRY TO DO as many excercizes as is humanly possible.

The text is "Elementary/intermediate algebra" by Aufmann and Barker. This is a new book and is different from the one I used previously in elementary algebra.Get the book before class. Call the bookstore at 362-2131 ext 4022 before coming in.

2. Get extra help immediatly if you feel you need it. I am available  for extra help 24 hours a day 7 days a week except Sundays  from midnight to 6am. I need to sleep sometime. We will work  in groups and I will try to arrange study groups outside of class. Tutors will be available also and the math lab is open many hours during the week on a walk in basis.

With all the help available you can't not pass.

3. Back to number 1. The most important thing for you to do is try as many problems before class as possible. That is correct! I am  not delerious. But you say "How can I do the problems before  they are explaoned to me??". That is the very essence of this course; to help you gain your math independence. We will work together in class on the material of the day. By the time the class is  over you will know what you are doing.

You will need plenty of time for homework. If you have a job or family pressures you will need to schedule your hours to allow for blocks of time to study. Experience shows that you need at least 3 hours outside of class for each hour of class. Some people need lots more. I suggest you do about an hour at a time instead of trying to do all the work at once. When you are studying math you can only do so much before you need a break.

I am enclosing a copy of the schedule. Please review chapter1 This is considered a review, material covered in basic math . I am also enclosing a writing assignment for you to complete before the first class. Bring it with you on Sept. 6. Your math autobiography will help me get to know you better. Please type it.

If you have any questions or concerns about doing algebra in the Fall please feel free to call me at home at 428-7538 or at school at 362-2131 x421. I have answering machines at both places so you can leave a message and I will return your call.

One last word; if you are concerned about anything I have written here, relax!!!. There are many opportunities for extra help inside and outside of the class. If you are willing to work at it I can guarantee you will pass this course.

I look forward to seeing you on Sept. 6 to start a fun and interesting Fall semester.

                                                                                                                            Sincerely yours

                                                                                                                            Ted Panitz

P.S. If you have any comics or jokes about math or using math please bring them to class for extra credit..

THIS SPACE HAS A COMIC STRIP ABOUT MATH--------------------

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WRITING IN MATH--- IS THIS FOR REAL????

This course will include writing assignments which are intended to help you understand how you are doing in the course and reacting to it. They will also help me to understand how you are doing in the course. This may be new to you so I would ask your patience and perhaps your indulgence.

To start I would like you to write your math autobiography using the following questions as a guideline. You do not have to answer them in order but please do include all the topics. Also write in narrative form, not single sentence responses. Please type using double spaces. I will collect them the first day and return them by the next class.

WHY ARE YOU TAKING THIS COURSE

HAVE YOU TAKEN MATH AT 4C'S BEFORE, WHEN?

WHEN WAS THE LAST TIME YOU TOOK MATH? HOW DID YOU DO THEN? WHY?

HOW DO YOU FEEL ABOUT MATH? ANY IDEA WHY YOU FEEL THAT WAY?

(please be candid with this question, I am never offended by an honest answer)

WHAT IS YOUR MAJOR AND HOW WILL THIS COURSE FIT INTO IT?

WHAT TYPE OF EXPERIENCES HAVE YOU HAD IN MATH BEFORE?

WHAT WOULD YOU LIKE TO TELL ME ABOUT YOURSELF THAT I DIDN'T ASK?

The writing part of this course is very important and will be new to you in a math course. I take it very seriously and will collect the assignments and return them to you. They are not graded but help top provide a different way of communicating about the course and math.

The key to understanding math is reading and writing, not algebra or arithmetic. Thus I want us to work on writing as a means of reinforcing our reading applied to math.

When you are finished add a headline to your autobiography as though it were a newspaper article. Use your imagination.

IF YOU CAN EXPRESS YOURSELF IN WRITING THEN YOU UNDERSTAND WHAT YOU ARE DOING. A famous quote by author and scholar--Ted Panitz.

This space has a comic strip on autobiographies

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**EXAMPLES OF AUTOBIOGRAPHIES**

Better late than never, or I sure hope the tortoise had the right plan describes how I feel about starting this course. Let me explain. The year was 1990; on the ground floor of the North building, Instructor Ted Panitz enters a classroom. He confronts the mob with a syllabus, a grin and an easy manner. Anxietyridden faces stare blankly back. They don't understand the approach. They are after all, a highly suspicious group- present only by prerequisital force, and here to study..... the "m" word.

That was the scene six yeras ago, when I decided, after a 19 year recess, to continue mu college education. I wondered what I was doing in an elementary algebra class. I had done all of that in 9th grade, and had continued with geometry, trig and calculus. I even loked math (what anal personality doesn't?!)- used it every day in my business, and even preferred balancing my checkbook "by hand", just to keep sharp at adding numbers. Whu was I here? The math pl;acement test had answered that question. And so, I swallowed my pride, and began my second semester in college with the inclusion of a non-credit, 9th grade high school algebra course.

It was a GREAT course. It was interesting, it was fun, and I even found a nice friend in my math "partner". The only reason I didn't take Intermediate Algebra the very next semester was that I was living in Boston and taking classes at Harvard Extension. Prerequisite math courses don't transfer, and so I was forced to put math on hold. It's also so discouraging, when going to school at a snail's pace, to have to take a class for no credit. However, I now have two years of undergraduate work complete and am applying to three schools for full-time status for the Fall semester. I thought it best to complete akgebra now so I can hopefully test into a college level course in September.

Thank you for your help and enthusiasm. I'll do my best to keep my part of the Algerbra Success Contract.

Egad. A written paper for math class! What have I done to myself? My reason for taking this class is very basic. I took the basic skills test and did poorly in math. I have not had an algebra course since my first semester of college almost 25 years ago. I guess I forgot an awful lot. So here I am on beautiful Cape Cod taking an evening course in math. What a way to spend a summer! I am acrually excited and very nervous.

I knew this would be necessary because I have been tutoring a seventh grade student in math and found she was helping me! I also took a course to be a tutor for the "Greater Plymouth Literacy Program" and found out not only did I have to tutor English but also basic math. I took a very basic math class, one night only, and said "Oh no!". Seriously, I knew my math skills were lacking and I better study hard and prepare for this course. I am a little uncertain of my major but I am considering a job in the medical field and Algebra and Chemistry are prerequisite for these areas.

At the amazing age of 46 I find mtself back to life when I was 18. Where am I going and what skills do I need to take me there? I have been forced out of a job that I have had for 17 years with no other skills to enter another field. Here I am trying to do what I told my children, "Find a field that interests you and go get the skills necessary for that job". My answer unfortunately is the same as theirs, "What field and how long do I want to be in school?". Great at least I'm 18 again. I certainly hope by the end of the summer I will have found an area that interests me and also a great need for this occupation. I need a job!

Thank you for letting me relate my frustrations and excitement at attending 4C's. I feel somewhat confused but also awakened and hopeful. I started college after high school and had to quit for several reasons. This time I plan on staying as long as I can afford it.

Ten years after high school, with one child, and the sting of a nasty divorce still hanging over my head, I have come back to school in hopes of becoming a pre-school teacher and eventually opening my own school. This class is a requirement for graduation, as I'm sure you are aware of. It has always irritated me that I must take algebra in order to teach four and five year olds. Coeect me if I'm wrong, but I don't believe that's my department. I know, I know, I've heard all the brew-ha-ha about the requirements for graduation, but I still feel I'm getting a bum deal. Please don't take this personally, in fact, after reading your introductory letter, Ive become somewhat intrigued and I'm almost looking forward to your class. Math has never really been my thing, however I can learn it. I took the basic math in the Spring. The teacher was a bit odd, yet I learned a lot and I did enjoy his class. I think a sense of humor is essential for maintaining the classes' interest in what I find to be a very dry subject.

The thing that I think should be known to any instructor I have in that in high school I was not a very good student, for many, many reasons. As a result I always thought of myself as inadequate and unable to go to college. Now that I've been going to school full time for a year and part time for the year before I have discovered that I can do well, despite the unbelievable and dramatic changes that both my daughter and I have had to endure in the last year. I do see the light at the end of the tunnel, as we try to rebuild our lives. So what I'm really saying is that I'm not afraid any more. I'm not afraid of what kind of crap life can spit at me, and I'm not afraid of algebra any more. I will do my best to get through this and remain on schedule for intermediate algebra in the Fall. Last but not least, I've heard very good things about you and your teaching method, and I'm looking forward to getting to know you and taking your class.

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ALGEBRA SUCCESS CONTRACT

THIS CONTRACT SHALL BE ENTERED INTO BETWEEN THE COURSE INSTRUCTOR, TED PANITZ AND \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_, IN ORDER TO GUARANTEE SUCCESS IN ALGEBRA. EACH SIGNATORY TO THIS AGREEMENT AGREES TO THE FOLLOWING ITEMS LISTED BELOW AS EVIDENCED BY THEIR SIGNATURES.

I, Ted Panitz, as the instructor of algebra agree to the following actions to be taken by me to insure your success in this course.

\* I will provide answers to your questions in a variety of ways which will include your participation.

\*I will make the class fun and interesting.

\* I will solicit your comments on class activities and your reactions to my methods and try to adapt suggestions to the class.

\* I will try to explain the rationale behind my class activities to help you better understand how it will help you understand math and your reaction to it.

\* I will not take personally any comments you make in class that are made in the spirit of participation and trying to help us succeed.

\* I will never criticize or belittle anyone for asking a question or raising a classroom issue.

\* I will do everything I can to help you succeed in this course providing you  have met your half of the contract.

\* I will encourage new ideas for approaching the study of math and to try to include them in class.

                                                                                                                                        \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

I \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ HEREBY AGREE TO THE FOLLOWING ACTIONS TO BE TAKEN ON MY PART TO INSURE MY SUCCESS IN ALGEBRA.

\* I will commit myself to spend one hour minimum on each section assigned.

\* I will read the section assigned before the class and attempt to do the  problems at the end of the section. I will check the answers to all the work I attempt.

\* If I cannot get the correct answer to a problem I will not get mad or give up. I will put the problem number on the board at the next class, and continue  working on the rest of the section problems.

\* I will take the chapter review and correct it before doing the chapter mastery demonstration in class.

\* I will work with other people in class in groups of varying size.

\* I will try to help other students as well as ask for help if I need it.

\* If I have a problem I cannot solve I will share it with the class verbally or by  putting it on the board for all of us to work on and discuss.

\* If I cannot complete the class because of personal reasons or health problems I will not simply leave without first discussing alternatives with Ted. It may appropriate to receive an incomplete which allows you more time to finish the class or an R which means you can repeat the course without any penalty.

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name date

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ALGEBRA WRITING ASSIGNMENT

I WOULD LIKE YOU TO ANALYSE THE ATTACHED LIST OF PRINCIPLES SUGGESTED FOR GOOD UNDERGRADUATE EDUCATION. IN PARTICULAR PLEASE ANSWER THE FOLLOWING QUESTIONS AND ADD ANY ADDITIONAL OBSERVATIONS OR COMMENTS YOU WOULD LIKE TO.

-HOW DO THESE PRINCIPLES APPLY TO ALGEBRA?

-CAN YOU THINK OF ACTIVITIES THAT WOULD BE HELPFUL IN OUR CLASS WHICH WOULD FACILITATE THE PRINCIPLES?

-DOES THE IDEA OF WORKING WITH OTHER PEOPLE CONCERN YOU?

-PLEASE ADD ANY ADDITONAL COMMENTS YOU FEEL ARE APPROPRIATE TO THIS TOPIC OR FOR RUNNING THE CLASS.

PLEASE SUBMIT AS A MINIMUM A ONE PAGE TYPED ANALYSIS. ALSO IT WOULD BE HELPFUL TO ME IF YOU ADDRESSED EACH OF THE SEVEN PRINCIPLES, IN WHAT EVER ORDER YOU FEEL COMFORTABLE WITH. I AM VERY INTERESTED IN HEARING YOUR THOUGHTS ON THIS ARTICLE SINCE MY PHILOSOPHY OF TEACHING AND EDUCATION, IF NOT LIFE, IS EMBODIED IN THESE IDEAS. IT WILL BE ESPECIALLY HELPFUL TO ME TO GET YOUR INPUT, SUGGESTIONS, AND HEAR YOUR CONCERNS AT THIS EARLY STAGE OF THE SEMESTER. YOU YOU MAY WRITE WHAT EVER YOU THINK. I AM NEVER OFFENDED BY CONSTRUCTIVE CRITISM OR OBSERVATIONS.

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SEVEN PRINCIPLES FOR GOOD PRACTICE IN UNDERGRADUATE EDUCATION
by Arthur W. Chickering and Zelda F. Gamson
From the Wingspread Journal-- special edition

Summary-

Following is a brief summary of the Seven Principles for Good Practice in Undergraduate Education as compiled in a study supported by the American Association of Higher education, the Education Commission of States, and The Johnson Foundation.

1. GOOD PRACTICE ENCOURAGES STUDENT FACULTY CONTACT

Frequent student-faculty contact in and out of classes is the most important factor in student motivation and involvement. Faculty concern helps students get through rough times and keep on working. Knowing a few faculty members well enhances students' intellectual committment and ancourages them to think about their own values and future plans.

2. GOOD PRACTICE ENCOURAGES COOPERATION AMONG STUDENTS

Learning is enhanced when it is more like a team effort than a solo race. Good learning, like good work, is collaborative and social, not competitive and isolated. Working with others often increases involvement in learning. Sharing one's own ideas and responding to others' reactions improves thinking and deepens understanding.

3. GOOD PRACTICE ENCOURAGES ACTIVE LEARNING

Learning is not a spectator sport. Students do not learn much just sitting in classes listening to teachers, memorizing pre-packaged assignments and spitting out answers. They must talk about what they are learning, write about it, relate it to past experiences, and apply it to their daily lives. They must make what they learn part of themselves.

4. GOOD PRACTICE GIVES PROMPT FEEDBACK

Knowing what you know and don't knoe focuses learning. Students need appropriate feedback on performance to benefit from courses. In getting started, students need help in assessing existing knowledge and competence. In classes, students need frequest opportunities to perform and receive suggestions for improvement. At various points during college, and at the end, students need chances to reflect on what they have learned, what they still need to know, and how to assess themselves.

5. GOOD PRACTICE EMPHASIZES TIME ON TASK

Time plus energy equals learning. There is no substitute for time on task. Learning to use one's time well is critical for students and professionsal alike. Students need help in learning effective time management. Allocating realistic amounts of time means effective learning for students and effective teaching for faculty. How an institution defines time expectations for students, faculty and administrators, and other professional staff can establish the basis for high performance for all.

6. GOOD PRACTICE COMMUNICATES HIGH EXPECTATIONS

Expect more and you will get it. High expectations are important for everyone- for the poorly prepared, for those unwilling to exert themselves, and for the bright and well motivated. Expecting students to perform well becomes a self-fullfilling prophecy when teachers and institutions hold high expectations of themselves and make extra efforts.

7. GOOD PRACTICE RESPECTS DIVERSE TALENTS AND WAYS OF LEARNING

There are many roads to learning. people bring different talents and styles of learning to college. Brilliant students in the seminar room may be all thumbs in the lab or art studio. Students rich in hands-on experience may not do so well in theory. Students need to opportunity to show their talents and learn in ways that work for them. Then they can be pushed to learning in new ways that do not come so easily.
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**STUDENT RESPONSES**

I think the article on the Seven principles for Good Practice in Undergradiate Education are concepts all schools should adopt, whether colleges, high schools or elementary schools. I have found for myself that communicating with instructors who make themselves accessible gives me a morale boost, as they have worked with me when I have had personal problems which interferred with my class work. Having the lines of communication open open gives my instructors whe reasons whi I am absent from class or why I did not do as well on an exam as I should have. Instructors I have had have been very understanding and helpful. This makes it so I do not feel as guilty and gives me encouragement to achieve more because they have been understanding. I do not constantly have things happen, but with raising three children on my own, from time to time something does arise which I have no control over, and they still take priority over my own studies.

When it comes to team effort I agree. I personally do not like to feel I am competing for top grades with other students. I do find working with others gives me a better feeling about myself and those around me. I like to hear others' ideas and thoughts. Sometimes it has changed my own view of the situation. I have to agree also with the statement that students do not learn much from listening to lectures and taking notes. Working in groups as we have been doing in this class, helps to relax the atmosphere and reduce anxiety. Having someone to work with on a problem helps both of us to understand it. Then sometimes we can say "ah, we aren't so dumb!". It

helps in algebra to do the problems on the board, and also to do the worksheets in class. Also to be able to say "Well this is how I was taught to do this." and then to learn there is a way to do the problem that is easier.

I think in your class you are already bringing out the seven items. So far I have not felt the anxiety I usually feel in math class, making it easier for me to learn. The idea of working together with other people does not really concern me unless I am working with a student who really just does not care or if the person gives the sigh of superiority when I do not understand something. Otherwise I have no complaint.

The Seven principles are all very, very important. Without one of these you don't have the other. By this, I mean that they all connect and work together. I strongly believe that knowing your teacher well and feeling comfortable around them makes your ability to learn and ask questions a lot easier. In algebra, cooperation among students as a group is definitely, without a doubt, more useful. I found out my first week that we all have the same difficulties and fears about the course. So by working together as a group and not on oput own, it helps you to solve the problems better rather than struggling by yourself. As far as feedback I always think it is really important to hear other people's evaluations so that you know what other people are getting out of what you are saying. When starting school, and changing your daily lufestyles, time management is the most important thing. You need to really sit down and plan time for homework and studying and limiting yourelf because it is crucial that you stay up to date with your class and focus on what you are learning. You will most likely need to make some sacrifices, like stop watching T.V. at night or stop going out so much. I think it is definitely worth it.

To wrap this up I don't have any concerns about working with other people. I think getting in pairs everyday and working on problems and then discussing difficulties is working great!! But one thing I do want to bring to your attention on behalf of the whole class is you need to be clear about what is the correct way to solve a problem and what is the acceptable answer to the problems. Because like myself and many other, anything we might have learned in high school we have all forgotten. Please be more specific for our benefit. Okay? Overall so far things are going smoothly.

author's note:
(By way of explanation- I start from the very beginning to
encourage students to chose what ever method they like, not
just accept my suggestions. Also answers may be written as
decimals, fractions or mixed numbers. Each is correct, but they
want to know which will they get credit for on their tests.
My response frustrates them at first since I tell them that I
will accept any correct answer of their choice. They get used
to this after the first Mastery Demonstration, when they see
that they will not be penalized for an answer which is different
from mine.)

In a symphony orchestra, there is a large group of people and a conductor who leads many different kinds of people, playing a wide variety of musical instruments. There are the strings, brass, woodwind and percussion sections needed to present the beautiful sound of music. Its a blending of individuality by homogeneous elements. Like a great conductor, a teacher is one who leads or shows the right way for his/her students in their learning and understanding new material. Teachers ask for feedback from their students, so that he/she may be able to be assisted in their learning process. Not everyone is in tune with each other all the time, while they are learning something new. It takes a good teacher to help motivate and build one's own expectations.

Students are all different, no two are the same; each one has his/her own past experiences in learning, some were good, some were not. It's nice having a teacher walk into the classroom with a smile on their face. It makes everyone feel comfortable, instead of feeling as though they are about to be blindfolded and placed in front of a firing squad, to face the task of algebra. It's not just a learning experience, it's an improvement towards our future goals. I like working in groups, learning different ways of doing math. I have never been taught math in this manner before. Some ideas from the other students have helped me get a better grasp on algebra. I look forward to the rest of the semester.

I can not concentrate very well when I have someone looking over mu shoulder and pushing me to do the best I can. That is what I do; I do the best that I can when I do anything. When a teacher encourages me too much I feel that I can not meet up with that teachers expectations of me. That makes me feel upset and I just kind of give up. I also do not believe in studying in groups. I think math becomes more competitive when working in a group. I believe students should voice their own ideas and opinions to their teachers to give them a better understanding of how they are teaching and how the students are learning. I think one class, every two weeks or so should be set aside to openly voice opinions about math and/or other subjects that are troubling them, to see if anyone else could shine some light on the problem.

My very first thought of taking algebra scared me out of my wits. I actually enjoyed Basic Math, partly because of the professor, and partly because of my classmates. Although we did not work in groups, and I thought this was a strange way to teach, I now understand and like this approach. All of these seven principles are offered at this college. The help is there for any student, they need only to ask for it. Student-faculty contact is important, but a student should feel somewhat comfortable with the teacher. I had a sour experience with my English Comp. I teacher, therefore I was leery of Comp. II. Feedback is great, whether it be praise or a little criticism, it makes a person try harder. To expect more doesn't mean you will always get it. To some people who expect more means, do it or else. This could lead to a stressful time for them. These principles apply to algebra because math is cumulative and practice makes perfect. Working in groups does not concern me other that the fact that some groups get a little loud and off track sometimes, but you are getting everyone under control quite nicely.

The Seven Principles are invaluable to us all. We should always have good contact with our professors. That way we'll understand each other and figure out problems easier. I like the fact that we work in groups because it forces us to cooperate and also we can share ideas on how to solve a problem. In some cases a friend sitting next to you may have a good way of remembering a concept you're having trouble with. I think the way we conduct the math class is a very good way to learn, that is assuming the people in the class want to learn. Doing the work in the book first, then coming into class and going over it works well for me.

Like the article says there's nothing quite like "Time on Task". I know I must do all the problems in the book to fully understand the concepts. I think we should carefully go over tests when we get them back and see where we made out mistakes. Some good things for us to do in class that would help our learning ability would be to take some of the most difficult exercizes from the chapter and have a student do them on the board. This way we'd all be enlightened unto the problems we are having. The practice sheets that we have now are also very good. If we put to use half of these practices, the learning level would increase tremendously.

Algebra has always been a tough subject for me. When you develop a student-faculty relation it can help the student feel more comfortable around the professor. Algebra is the hardest subject because it requires the ability of putting things together. One must develop student faculty relations as a type of trust in the professor to develoip future plans. Isolated learning in algebra is not as productive as learning within a group, from my personal experience. When learning in a group toy are putting two minds together, one may know more in a certain area than the other. I feel as far as activities that may help to enhance group production would be to put a group of four together, because then you have more ideas and input. Trying to figure something out on your own always can be agoniozing after a while.

Everyone learns in diverse ways. The main ingedient I feel that is essential in the learning of algebra is understanding that. The idea of working with other people does concern me, I want to do it all the time, even on tests if possible. I like working in groups and I hope we will continue the trend.

 +++++++++++++++++++++++++++++++++++++++++++++++++++++++++++++++++++++++++++
From: J. Ryan Archer <jarcher@PigsEye.Kennesaw.EDU>
Mrs. Taylor,
I'm sending you a compilation of our groups responses to
principle #5- "GOOD PRACTICE EMPHASIZES TIME ON TASK".

It is unanimous that we must use our time well. There are many reasons
for this. First of all, time is a scarce commodity. We are all given only
a limited numbers of hours in the day. In order to maximize our learning, we mu
st stay alert to use our time effectively and
efficiently. (Elijah Khan)

This is true for both students and teachers. Students must be taught time manag
ement and its importance. This skill will be needed
all throughout their lives. (Wesley Roach) It would be a diservice to not
train students to master this principle. One way to encourage this is to
challenge students with projects and activities that demand they manage
their time wisely in order to accomplish the task according to the
guidelines. Then, the teacher should reward on time material and punish those w
ho do not comply. (Wesley Roach)

As far as for teachers, we must also use our time in and out of the
classroom wisely. We are given only a limited number of days to teach
each class, so we must use each class period to its maximum. Part of
doing this is to teach the most important aspects of the course. (Elijah Khan)

Another thought that was suggested was that the more time we spent on a c ertain task,
the more valuable it becomes. (Brian Lewis) Also offered
was the thought that time on task is important. It will be evident in
the student's work that he/she spent a good amount of time on a task.
(Margaret Roberts)

It is also important to learn what deserves our time. Too often, we get
caught up in the small things that steal our time and efforts that could
have been better used if we kept a better focus of what needed to get
done. On the other hand, some people get too focused on the big picture
that they have trouble living in the now and completing the tasks at
hand. There needs to be a balance.

Those who learn to be diligent with their time will be at a great
advantage over those who do not. Also, being able to manage time as a
team is a valuable lesson. For example, this project has encouraged us
to be considerate of others. We should have responded to the other
principles of the group in an adequate time frame so that they have enough time
to complile our suggestions and respond to their principle. This team work
sets up an accountability for our actions. This is usually a very
helpful approach. So, assigning group project in the classroom will be a
good way to encourage the growth of students in using their time wisely,
especially when it effects someone else.
I've enjoyed your class! Thanks for teaching us!  (Ryan Arch)

++++++++++++++++++++++++++++++++++++++++++++++++++++++++++++++++++++
From: Beverley Taylor <btaylor1@PigsEye.Kennesaw.EDU>

I just wanted to share one of the messages between my students addressing
the Principles you shared. I believe this was a most meaningful
assignment combining the need to practice computer-mediated
communications with thinking about education and technology.
Subject: EDSM Cooperative Learning Project

Della,

You were assigned principle 2 according to the handout we
received from Mrs. Taylor.

I believe you and I have general consensus on my principles 1 and
7 and your principle 2. Whereas our ideas on how and to what extent
cooperative learning is best utilized in our respective classrooms may
differ, I think we both agree that cooperative learning is generally a
good principle to teach and learn by.

Thanks for your feedback. I enjoyed reading your views on the
other principles. Our only significant divergence of opinion seems to be
with principle 5 concerning emphasis on time on task. You make excellent
points on the principle 5 issue particularly the establishment of good
work habits in meeting deadlines. My problem with principle 5 is
primarily with the word "emphasis". I want to "emphasize" meaningful
lerning and quality of work more than how long it took to accomplish it.
I believe that a motivated individual wants to produce quality work, and
given time he/she will. As we focus on quality work and meaningful
content, the speed will come or follow because the more quality work we
produce the more we want to produce and so naturally we will be motivated
to work faster as well as deeper. So at this point, I still maintain
that good practice emphasizes quality of work and meaningful content much
more than time on task. I do understand that deadlines are necessary,
however, and that a beginning composition course can't go on forever.
Thanks Della. I also very much liked your concrete examples in
your principle 7 response. Hope to hear from the rest of the group soon.
Sincerely
Bradley Dilbeck
+++++++++++++++++++++++++++++++++++++++++++++++++++++++++++++++++++++++++++
From: Craig Wilson <cwilson1@PigsEye.Kennesaw.EDU
Subject: group project

I really did not fit into any group. The group I could most
identify with was the math and science. After getting my group all
together I began my e-mail. I received response from everybody. This
e-mail thing works!!!

After going back and forth with my group I finally decided what the
consensus on my principle was.

Good practice respects diverse talents and ways of learning.
The two main points that were brought up were the cost and
multiculturalism of education today. These two things along with all the
different types of teacher can make for some major headaches. Respecting
diverse talents is very hard. The cost for this will be excessive, but
you cannot throw out that the united states is a very diverse culture.

1)these principles apply to math and science like they would apply to
everything else. Since math and science are able to be taught as more
hands on, the ways of learning may be taken care of. Diverse talents will
be a little bit harder to asess.

2)Using more than one style of teaching will hopefully encompass all
the styles of learning. We all agreed that one way to handle struggling
math and science students is to vary teaching style and use many hands on
experience.

3)We decided the more the marrier. Working with a group allows more
than just your opinion or your teaching style to show through. I believe
that teachers must be able to work in a group.

4)I really enjoyed the class. This class should be a requirement for
all teachers. The only problem I had with the class was the amount of
work for a two hour class. I feel like I digested about half the
information and the other half is still waiting to be finished. The
presentation programs were excellent and the internet was really cool.
+++++++++++++++++++++++++++++++++++++++++++++++++++++++++++++++++++++++++++++++
Ted:

Ready or not, here they come. Overall, students enjoyed this assignment.
I also felt it was an excellent application as they were more motivated to
reflect and share with one another. They merely used the technology as a
medium for sharing their ideas and opinions. Thanks again, for a great
idea. If these don't arrive intact let me know. I noticed you split
things up...but I've got to get on with this quarter!

Bev

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ALL 7 CONSOLIDATED BY ONE GROUP

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Response to Principal #1
The group agreed that good practice encourages student faculty
contact. This contact includes interaction in class and outside of class.
One-on-one relationships between individual students and their teachers
are important because it shows students that we really do care about
them, not only as students, but also as individuals. By developing a
one-on-one relationship, students will feel more comfortable about coming
to us with academic and personal problems when they need advise and
encouragement. Iwould also like to add that contact between faculty
members is also important. Teachers not only can help each other with
individual students, but they can also offer great support to each other.
Remember, teachers are human too.

Response to Principal #2
We agreed with the principal, and believe that cooperative learning is
the way to go! Although there are some activities which must be done
individually, cooperative learning helps to increase student involvement
and encourages the social skills needed in today's society. It also
allows students to learn how to handle constructive criticism and to
accept praise. I would also like to add that it gives students opportunities
to interact with other students from different backgrounds, cultures, and
ethnic groups; thereby, developing their appreciation for our
multicultural society.

Response to Principal #3
As you put it "learning is not a spectator sport". Students must be
constructive learners and active in the learning process in order for
higher-levels of critical thinking to develop. Social studies, as well as
all other subjects, has many areas to which students can relate aspects
of their own lives. As educators, we must try to design units, lessons,
and activities which encourage critical thinking. Does the word "MINDTOOL"
ring any bells?

Response to Principal #4
I did not agree with the suggestion of frequent quizzes and exams. I
believe this puts unnecessary pressure on the students. I also believe
that activities (and sometimes exams) are needed in oreder to evaluate
students, but I do not believe they should be used as a continuous method
of feedback. Instead, feedback should be shared between the students
themselves and the teacher as the material is being studied in class (or
after class if necessary). Suggest to students to form study groups
outside of class , and teachers should try their best to monitor the progress
of the students by way of assignments so they can offer suggestions for
improvement, as well as, point out areas of progress.

Response to Principal #5
Time plus energy definantly equals learning. Students need to develop
an understanding of how important this is. Without this understanding
they will always be "pushed to the last minute". That is stressful!
Believe me! Suggestions for this principal may be to discuss as a class
the amount of time required for a particular project or unit. Have
students help you organize the class time so that it is most efficient
for the students and the teachers.

Response to Principal #6 (my principal)
Good practice communicates high expectations. Students need to know
that we know they can do it! When teachers have low expectations for
their students, the students know it. Not only does this give them an
excuse not to try their best, but many times it reiterates their belief
that people think they are incapable of doing well in school. High
expectations also give the students who are not exerting true effort the
"push" they need to make progress, and challenges students top better
themselves. All in all, high expectations creates an attitude which
affects the educational community in many positive ways!

Response to Principal #7
Cristy did an excellent job at responding to this question. She
pointed out that considering that we all have different styles of
learning and different experiences, we need to communicate with each
other to further our understanding of different subjects ans studies.
Basically, we can learn from each other, and share each other's strengths.
Christy also suggested that we consider Gardner's 7 intelligences when
creating activities, units, and lesson plans. I would also like to
suggest asking students for different styles or methods of completing
projects. This will give teachers and students an opportunity to create
the project together, and new ideas may be discovered.

Subject: Math/Science Group Principle 1
In the Math and Science content area it is very important to
maintain good faculty-student interactions, as is true in all areas of
education. In our specific area this positive interaction can provide a
good resource for the student. Our faculty can be a readily available
knowledge base if there is a good relationship. Any concerns we might
have about entering the job force could be answered by the professor.
Also, a good relationship with the faculty can help us to grow
intellectualy and emotionally. Most of the group agreed that good
faculty-student relationships lead to greater student motivation, but
there was a disagreement. Someone felt that strong supportive family and
friends can sometimes outweigh the motivation of faculty- student
relationships.

I think this exercise (e-mail) is a good way to keep up
faculty-student relations through EDSM. By getting a pigseye account we
can freely interact with other students, which is also very important,
and faculty.

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Principle 1: Student-faculty contact applies to English in much
the same as in any other subject but perhaps more-so since English is
concerned with the exercise and practice of language. Since English is
focused on language, it becomes increasingly important for the English
teacher to model appropriate use of that language. Frequent
student-faculty contact in large group or class context and in
one-to-one conversations are probably the most obvious forms of contact
but it also consists of all the grades and notes that teachers write on
students' papers. Every "little" thing we say or do can have big
effects on the students. A teacher needs to take the contact issue
seriously and to provide generous amounts of praise while avoiding the
constant criticism trap that is limiting to any relationship. It is
important that the teacher be as knowledgeable about a subject as he/she
can be in order to answer students' questions
and to provide insight for their future learning through direct
interaction with them.

Principle Two: Good Practice Encourages Cooperation Among Students in
Reference to Mathematics and Science.
HOW DOES THIS PRINCIPLE APPLY TO MATH AND SCIENCE?
Math and science are two subjects that have traditionally been solo
projects. They are reserved for those competitive A-Type personalities
with more drive and ambition than people skills. However, in today's
classroom, this type of education is unproductive and inferior in nature.
Today, it is imperative that students work together to solve problems.
Whether this be by cooperative groups or study sessions together after school,
it has been proven that students learn better when they are in a safe,
cooperative environment.

ACTIVITIES THAT WOULD BE HELPFUL IN THE EDSM CLASS WHICH WOULD FACILITATE
THIS PRINCIPLE. . .

Certainly, the cooperative learning group would work great for
mathematics. Students could get together in groups as discuss homework
problems or quizes that they did not understand. They could quiz each
other or help tutor each other. Of course, this would have to be done in
a safe environment. The students need to feel that they are not being
judged by how "good" they are in the subject.

For science, students could work together to solve an experiment. They
could form a hypothesis together and test the hypothesis to see if they
were correct. This would also speed up the lab time in class because the
students would be putting their heads together to come up with
solutions. They could also be split up into groups to do group projects
outside class. They could come up with their own experiment to test.
This encourages cooperation, and it also aids in comprehension of the
material covered in class.

DOES THE IDEA OF WORKING WITH OTHER PEOPLE CONCERN ME?
No, working with other students does not concern me. I feel that this is
necessary for the growth of education. When in the "real world" it is
imperative that people work together as a team. As a matter of fact, any
family situation requires that people work together as a team. This idea
of cooperative learning reinforces these principles and teaches social
skills.

Principle 3: English Group
Principle number 3 suggests that good practice in the classroom
encourages active learning. Our group had some firm agreements about this
principle. We believe that students have to make what they are learning
a part of themselves. Students learn by doing. They need to immerse
themselves in the learning process. When students become active in their
learning, they get interested and develop a sense of ownership. Students
should also be able to be active by making decisions about what they want
to learn and how to go about it. Full involvement will help them find
their goals and meet their own expectations as well as those of the teacher.

As English teachers we need to get our students active in
learning. We should not just make them read the literature or just
listen to lectures. They will learn the material more if we can get them
involved. Creating plays, presenting plays, and reproducing them in a
creative manner, students can better understand the works of literature.
We need to help them make connections to their lives. By discovering
universal themes that still affect our society we will be preparing them
for further learning.

In EDSM we were active learners in the classroom. We actually
immersed ourselves in the technology. The book was not very helpful in
learning the technology. Being actively engaged was helpful. Working
with other people provides more brains to figure things out. By teaching
others you can learn information better for yourself.

principle 3 states
"Learning is not a spectator sport. Students do not learn much just
sitting in classes listening to teachers, memorizing pre-packaged
assignments and spitting out answers. They must talk about what they are
learning, write about it, relate it to past experiences, and apply it to
their daily lives. They must make what they learn part of themselves."
This is a very important concept to learning because a lot of teachers
just believe in the perenialistic philosophy of teaching. Although
lecture and memorization is important in some subjects, the entire
learning process should not be focusing on this type of teaching.
Reinforcement of content should come through cooperative learning and
group discussion, or, talking about it. The teacher should, in some way,
encourage the student to relate the content of the subject to his/her own
experiences and personal life. Each learner learns differently and it is
the responsibility of the teacher to find a way to reach that learner.
If the teacher can make the subject "real" to the learner, then the
learner will make it part of himself/herself.

In the social studies field the teacher should not rely on a mere
presentation of the material. Individual research and group work allows
the student to discover the content on his/her own and that allows for a
relationship between the learner and the material. The social studies
field is so broad that the possibilities for different types of teaching
seem endless. In psychology there is room for experimentation, all the
while the teacher will encourage the students to share their findings
with each other and create a wide collective knowledge bank. that is just
one example of how to go about promoting this principle. I will not bore
you any more with my endless writing, with the exception of this: I
wrote this in my previous message and I feel that it is worth repeating.
E-mail is an excellent way to discuss the material among students and
obviously, this is what we are doing.

My principle was #3. It was about the importance of active learning. I
wrote to all of my colleagues about how active learning should be an
ingredient included in every classroom. Active learning allows students
to "get their hands dirty" and it really brings to life what may
otherwise be a mere lecture or passage from a book.

I had a couple of colleagues who responded to my e-mail. They tended to
agree with the comments that I had made. They really offered no new
insights though. Ryan mentioned that learning should result in a change
of behavior. This he said is more likely to occur if active learning has
been fostered.

I would write more, but I really need to get my portfolio done... so, I
hope this will suffice. I'm actually keeping it brief as a favor for
you, so you won't have a lot of extra stuff to read while you're grading.

Well I am doing principle #4 "Good Practice Gives Prompt Feedback". My
colleagues have given me some great feedback, so this shouldn't be too
bad. Some parts I didn't agree with, but everyone has their own view. I
believe that this applies to my subject matter because I am in the
math/science areas. In Math, prompt feedback is the satisfaction of
knowing how to do something or the satisfaction of grasping an idea. One
opinion of my group was that the feedback is the response from your
teacher. I feel that the response should come from your personal
satisfaction. We can learn from our mistakes so responses from our
teachers are necessary. My approach as a student is satisfaction, but
the real responses should be whether something is right or wrong.

#4, good practice gives prompt feedback. it states that knowing what you
don't know focuses learning. the comes
straight from Socrates in that he has said "knowldege is knowing what you
don't know." with this i agree totally. at the beginnign of a quarter or
semester, a test of principles that are going to be examined should be
given out with the explicit instruction that it is just a barometer of
here they are at the begfinning and they will be able to assess theselves
at the end. while this may not be "prompt" feedback, it is a scale of
measurement so that they can see how they progressed over the term. also,
I believe that it is a good idea to give pre-progress reports to the
students before their report cards come out to the parents. frequent
examinations or quizzes will hopefully push the students to be more
attentive, study more and become a more complete student. teaching them
where to get "knowledge" is very crucial to their building knowledge. if
you know where to get information, that is all the knowledge that a
student needs. the best teacher is also a constant learner. learning
along with the students can help the teacher better understand where the
students are coming from and where they need to go. that is my synopsis
of princile four.

I think that I have an answer to principle 5 "Good Practice
Emphasizes Time on Task". I totally agree that there is no substitution
for time on task. Students will take notes and listen to a teacher all
day, but if they do not spend some time working on the assignment then
the material will not totally be learned. For example, there are many
adults that cannot effectively manage their time as forty year old
adults. This is a skill that should have been learned at the elementary
level. As a high school social studies teacher it is my job to make sure
that my students have effective time management skills. Students be able
to juggle 3 or 4 classes at a time while in college. If a student has
not learned this technique before college or adulthood the student is on
his way to trouble. Students should spend quality time in class and in
the home working on assignments. This is very important because homework
is the tool used to reinforce the lecture of the previous day. Teachers
must have effective time management techniques because they usually teach
five classes and have almost 200 students with which to deal with on a
daily basis. Time on task for students and effective time management is
critical for students and teachers.

It is also important to learn what deserves our time. Too often, we get
caught up in the small things that steal our time and efforts that could
have been better used if we kept a better focus of what needed to get
done. On the other hand, some people get too focused on the big picture
that they have trouble living in the now and completing the tasks at
hand. There needs to be a balance.

Those who learn to be diligent with their time will be at a great
advantage over those who do not. Also, being able to manage time as a
team is a valuable lesson. For example, this project has encouraged us
to be considerate of others. We should have responded to the other
principles of the group in an adequate time frame so that they have enough
time to complile our suggestions and respond to their principle. This team work
sets up an accountability for our actions. This is usually a very
helpful approach. So, assigning group project in the classroom will be a
good way to encourage the growth of students in using their time wisely,
especially when it effects someone else.
I've enjoyed your class! Thanks for teaching us!

As you can see, I received only three responses for my
principle. Since time is running out, I decided to compile my final report
on this principle.

The principle states that "Expect more and you will get it. High
expectations are important for everyone-for the poorly prepared, for
those unwilling to exert themselves, and for the bright and well motivatated.
Expecting students to perform well becomes a self-fullfilling prophecy
when teachers and institutions hold high expectations of themselves and
make extra effort."

One of my colleagues says that he believes that students need to be
challenged with decisions that will help them grow and that expressing to
students that you are set on helping them succeed if critical. He said that
high expectations by themselves will not help students and therefore, must
be accompanied by encouragement and plenty of feedback and direction. He
also said that one ecpectation for one student may crush another student.

Another colleague of mine said that the more you expect the more
you will get, but the problem is ecpecting too much. He said that a
person has to set attainable goal for himself or herself and these goals must be
attainable because he or she could get discouraged if the goals are too high.

Yet another colleague said that high expectations produce higher
results than low expectations. Therefore, he says that it behooves the
teacher to expect great accomplishments from students. He said that teachers
should push students to achieve at the level of their potential by stretching
the students out of their comfort zones and this he said can be done by
expecting just a little more from the students.

From the above valuable comments from my worthy colleagues, I conclude
that high expectations are important for everyone; but we must

define the premises of what high expectation means. I believe the definition
of high expectations must be determined by the present level of the persons
in question. If the expectations are beyond the reach of the students
in question, then the whole purpose has been defeated and more damage
is being done than the intended good. Therefore, even though expecting
students to perform well becomes a self-fullfilling prophecy when
teachers and institutions hold high expectations of themselves, These expectations
must be within their reach.

To answer the four questions in regards to this principle, here are my replies.

1. As a secondary math teacher I must set up attainable goals, because
math is a critical area as far as motivation of the students is
concerned. Most students don't like maths because of the common notion that math
is a difficult subject. I must be careful not to drive my
students away from the subject.

2. In the presentation project on HyperStudents students were given reasonable
objectives to attain after a very good demonstration by the teacher. She did
not leave us alone considering the common fear of intimidations by computers.

3. The idea of working with other people is very good as far as I am concerned.
I believe that People working together bring a pool of diversified knowledge
that could be a source of learning new ideas.

4. I believe that you have done a good job teaching this class and that you have
made the environment much comfortable for us to explore the power of technology
without fear. I would like to implement your student-teacher relationship
approach in my classroom.

Thank you very much for a quarter well utilized and Have a very happy and nice spring break!!!!

Okay group here is my responce to principal 7. I'm brain dead so ignore
grammatical mistakes, please, I beg you!

Okay considering that we all have different learning styles, whether
we be teachers or students, we all depend on each other to shed light on
anything we've missed as indviduals during collaborative studies. So keep
in mind many psychologist have come up with theories related to different
learning styles, the one who comes to mind for me immediately is Gardner
and his 7 intelligences. In educational contexts collaborative work is
important so as teachers or students we can share ideas relevant to our work.

Each member bringing into a group any number of different ideas is an
asset to the group as a whole. We bounce ideas off one another and
inspire each other to come up with new ideas.We help get each others
wheels rolling.

This is brief but I hope it makes since and helps the project.

Principle 7: Respect for diverse talents and ways of knowing is
extremely important for the English teacher who must teach English to
students growing up amongst cultures with little respect for traditional
English grammar. It is helpful for a teacher to understand the cultural
roots of his/her students so that he/she can structure more meaningful
lessons for all of her students to benefit from. English, like math and
science, has certain rules and laws that must be strictly adhered to in
order for one to be effective in practicing the language. English
teachers must stand firm on defending proper grammar and use of the
language because the distortion of our language is an overwhelming cause
of conflict in our society. All students of all races and ethnic groups
need to learn to properly use traditional English rather than following
the mobs of overly idolized models that butcher the language constantly.

Numerous models exist from all races and ethnic groups who can testify
about their way of overcoming barriers in order to become better speakers
and writers of the English language. Such individuals should be recruited
to address English classes. So while the teacher should respect the
diverse talents and ways of learning of each student, he must also provide
the guidance that will allow each student to become better English users.
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OTHER TEACHERS MECHANISMS FOR COMMUNICATING WITH STUDENTS

From: Marilyn Simon <msimon@waldenu.edu>
This is a technique that I have used for some time.
Continuous Quality Improvement in Education
Through Card- Sharing

I teach a "garden variety" of courses at a myriad of
institutions, both nationally and internationally. Most of my
"engagements" are on a short term contractual basis, by referrals only.
My customers (students) succor my future employment. To secure customer
satisfaction, while promulgating customer empowerment, I use a system
which cultivates continuous quality improvement in instruction called
"Card-Sharing". The following is a description of this system.
The Card-Sharing Model:

At the first class meeting students are conveyed the message that
teaching is not the same as slipping a floppy disc into a computer.
Teaching is an inter-active system in which the input of the student is
at least as valuable as the input of the instructor. To assure that the
course will meet the needs and expectations of all students the
Card-Sharing model will be utilized. Each student will communicate, at
the close of each class, their feelings and concerns about the class.
This communication will take place on over-sized index cards provided for
them by the instructor.

These index cards, which are available at any office supply
store, are lined. On the top line, the student writes their name and
phone number (with adult students a day and evening number is
requested). During the last 5 minutes of each class, the student writes
the following:

1. Date

2. A brief comment about the particular class which has just concluded

3. A brief comment about the course in general.

Typically, Students will express how comfortable they are with
the pace of the course and the information that was just presented.
They will share their expectations about the course, any problems that
they are having with respect to the course and information that they do
not yet understand.

The students turn the cards in as they leave the classroom. To
assure objectivity, it is useful to allow some time (at least 12 hours)
before viewing the cards. If a student is having major difficulty with
the course, that student can usually be contacted before the next
class.

This system seems to be most welcomed by a student who is not
comfortable expressing his/her concerns in front of a group. Often a
student will ask on their card for additional information that can be
provided during the next class meeting. A teacher comment always appear
after a student comment. This could simply be: "I am pleased that things
are going well for you" or " let's discuss this further at a break," or
even a word such as "great" or "elaborate, please."

Benefits of Card Sharing
Some obvious advantages of Card-Sharing are that: "fires" can be
quickly stomped out; a dialogue between teacher and student is formed; a
trust between student and teacher develops; a students' needs can be
defined and met; a student can take responsibility for his/her education;
and a dynamic system of communication can be created.

Some fringe benefits of this system are that Card-Sharing can be
used to: take attendance; learn students names quickly by identifying
names with faces when cards are returned; announce an upcoming absence
(which is frequent among adult learners); bring closure to a class; and
serve as a future reference to get in touch with a student after a course
is complete. Since constant improvement and meeting individual student
needs is inherent in this system, end of the course evaluations in
classes that use Card-Sharing are almost always perfect

In addition; color coding by classes, and hole punching the cards
(so that they can be kept in a loose leaf notebook) makes Card-Sharing
even more efficient and simplistic. After a course is over, these multi
functional "mini journals" can be stored in an inactive file.

In conclusion, Card-Sharing is a simple solution to some very
complicated problems. Any teacher who wishes a quick and efficient means
of assessing student needs could employ a Card-Sharing system in their
classroom.
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