

O :

- Recorded screencast of Keynote/Powerpoint for each lecture. Used a headphone/microphone to record voice.
- Used Camtasia to record/edit (Echo360 and/or Powerpoint also work).
- Each lecture was between 5-25 minutes, averaging 10-15 minutes. Shorter is better, even if it means breaking up lecture arbitrarily.
- Uploaded mp4 file to Echo360 for conversion to streaming video.
- Linked streaming lecture to Kodiak.

F /**B** :

Class one:

- Have them read syllabus for class two.
- Assign “Tips for Students” for class two; have them write their reaction.
- Describe how this class is different.
- Have them choose groups and do a group activity (e.g., “What is the most important body system?”).
- Content survey (for assigning groups)

Class two:

- Assign students to group (by color; each group has 4 members). Describe folder system.
- Describe how group work will work (peer review, group work contribution to grade, etc).
- Assign activity for group ice-breaker.
- Have them create and sign group conduct sheet (for next class; to be put in folders permanently).

Every class:

- Entry ticket
- Today we will/For next time
- End of class: metacognition

Team Policies†

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TEAM EXPECTATIONS A

Your Name _____ Your Team _____

Please write the names of all of your team members, INCLUDING YOURSELF, and rate the degree to which each member fulfilled his/her responsibilities in completing the team assignments. *D A A C A B A !* Place this form in a sealed envelope, with your team name/number on the outside, and give it to your instructor. The possible ratings are as follows:

- : Consistently carried more than his/her fair share of the workload.
- : Consistently did what he/she was supposed to do, very well prepared and cooperative.
- : Usually did what he/she was supposed to do, acceptably prepared and cooperative.
- : Often did what he/she was supposed to do, minimally prepared and cooperative.
- : Sometimes failed to show up or complete assignments, rarely prepared.
- D** : Often failed to show up or complete assignments, rarely prepared.
- : Consistently failed to show up or complete assignments, unprepared.
- : Practically no participation.
- : No participation at all.

These ratings should reflect each individual's level of participation and effort and sense of responsibility, not his or her academic ability.

C (D A B A !)

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Your Signature _____

Bio 215

Class number: 30

Lecture(s) or book section(s) covered: Ch 13.5-13.8

Today We Will:

1. Announcements
2. Mini lecture: monosynaptic vs. polysynaptic reflexes
3. Case study (group; put group answers in folder)
4. Review answers
5. Peer review and most important point (on back)

Activities:

1. Printout 2 case studies per group. Have them hand in sheet. Peer review. Most important point on back of peer review.

For Next Time:

- Jigsaw
- Jeopardy
- Memory matrix
- Worksheets
- Crossword puzzle
- Demonstrations
- Skits
- Model building
- Case study
- Concept map
- Flow chart
- Group quiz (the class before an exam)

- 3 things you learned
- K-W-L (What you knew, what you wanted to learn, what you learned)
- Clearest point
- Muddiest point
- Explain it to a 7-year-old
- Taking stock surveys (what's working, what isn't)
- One minute break to share notes
- Most significant/important point
- Most surprising point
- Exam post-mortem

1. Students take the quiz individually (15-20 minutes).
2. Students turn in the quiz. Each group has one clean copy of the quiz, which they will complete together in the remaining class time.

1. Grade the individual quizzes. If a student gets less than 50%, they fail and get no bonus points.
2. Calculate the individual quiz average of the group members who have passed the quiz.