Biological Sciences 407 (2 credits)  Teaching Practicum

Professor: Martina Ederer, PhD and Patricia Hartzell, PhD
Office: Life Science 281

Expectations – for a 2 cr lab class, you are expected to work 8-10 hours per week
Your grade is determined based on the following:
25%  Weekly meeting to discuss the upcoming activities, practice the assignments, discuss problems and learn about evidence-based teaching techniques.
50%  Weekly lab participation 3 hours: you are expected to come to lab prepared to lead discussion (if necessary), you must know the material well enough to guide students on the experiments, to help students if they are struggling with calculations/chemistry/lab protocols/equipment, and to check students out of lab (file their lab notes and ensure that bench and equipment are in order) when they leave.
   + prep time (= 1-2 hr to read material, check on-line homework and protocols and learn about the experiments and equipment
10%  Helping the Lab instructor grade lab reports and skills tests
15%  Complete a weekly reflection (below) and post it on BbLearn

This is an independent research project lab. Since some of you do not have a lot of research experience, you should be honest with the students if you do not know how to design/interpret an experiment. Send them to the instructors.

Weekly reflection
What activities did you do this week and approximately how much time did you spend? (i.e. reading the background material, actual lab time, grading, etc)

| Activity | Time spent | Comments???
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Were the instructions and background material provided to the students this week easy for you to understand?

Why do you think the material was easy for you to understand?
   a.  Because I already knew the material
   b.  Even though I had only limited knowledge of the topic, the reading material that was provided on BbLearn (for the students) very clear and had explanations that made it easy to understand.
   c.  Other, briefly explain _________________________
   d.  Any additional comments?

Were the instructions and background material provided to the students this week difficult for you to understand?

Why do you think the material was difficult for you to understand?
   a.  Because I have not had the appropriate background education yet
   b.  The background reading was not clear and did not really help me understand the topic
   c.  Other, briefly explain _________________________
What sources did you consult to help you obtain the necessary information to adequately prepare for the lab this week?

Do you think these sources would be helpful if provided to the students? Explain.

In your opinion what could make this week’s topic “more digestible” for you and the students?

**Student performance:**
Which parts of the lab seemed easy for the students to understand and which topics/activities were difficult for the students? Was there a difference between the Biol majors vs non-Biol majors?

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<th>Lab topics</th>
<th>Your opinion on student perception of difficulty</th>
<th>Your suggestions</th>
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In your opinion, do you think the students read the background material to prepare for the lab?

If you were involved in grading this week, can you identify concepts and questions that were particularly challenging for the students?

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<th>Difficult question</th>
<th>Why do you think the question was difficult for the student?</th>
<th>Your suggestions how student performance could be improved</th>
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Overall, what do you think worked well this week and what would you change to make learning in the lab more effective?

What did you do that appeared to be particularly helpful to students?

Suggested changes and improvements: