

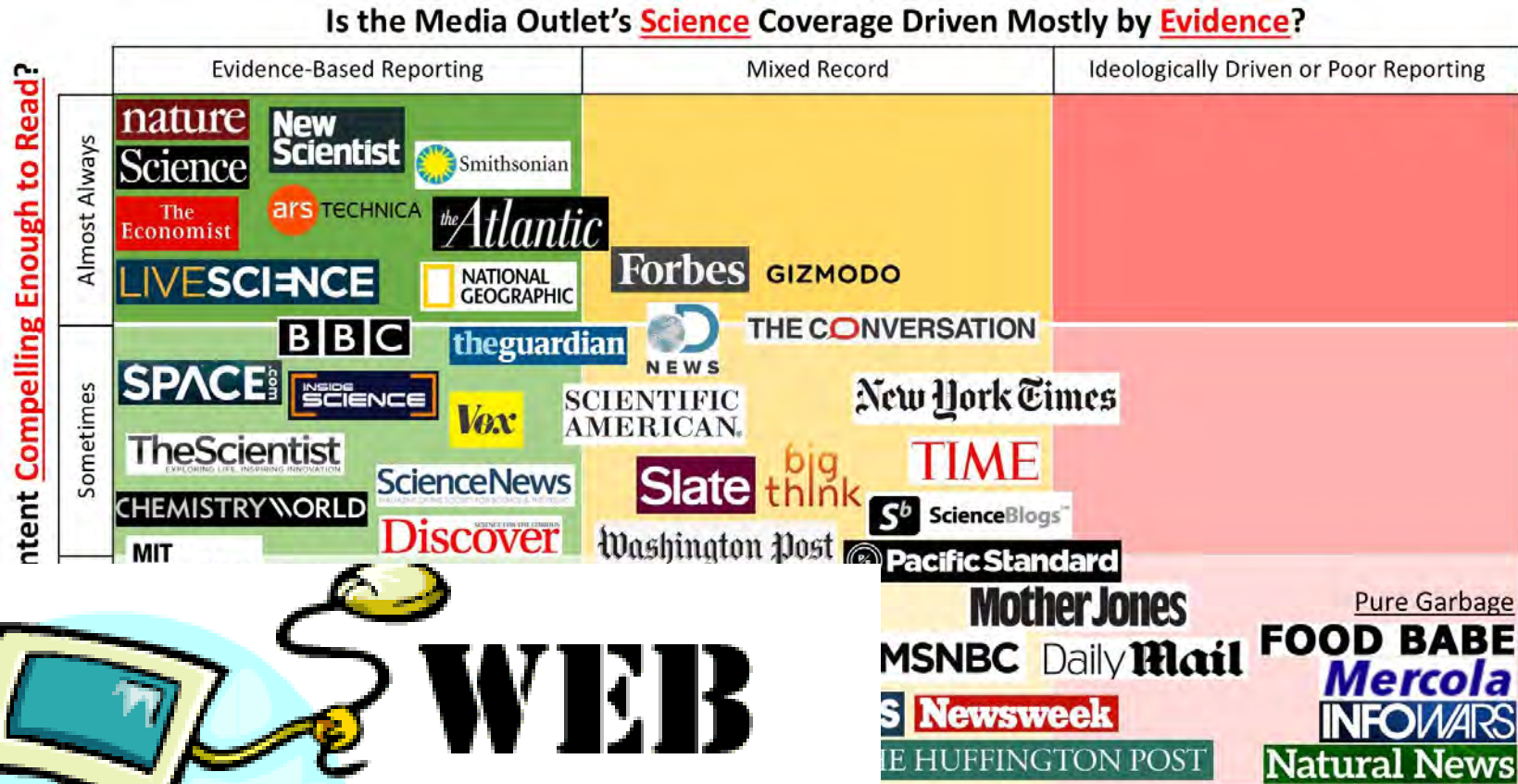
# Development of Fully Online BIOL 212

Leah Allen  
SET Cohort 2018



# Original Plan

Biology  
101



# Changes due to Summer Challenges

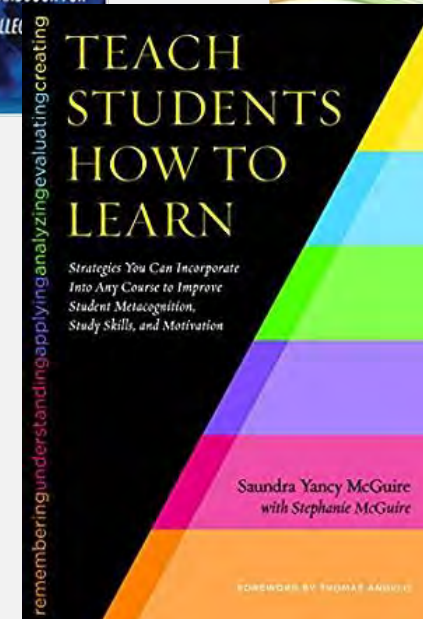
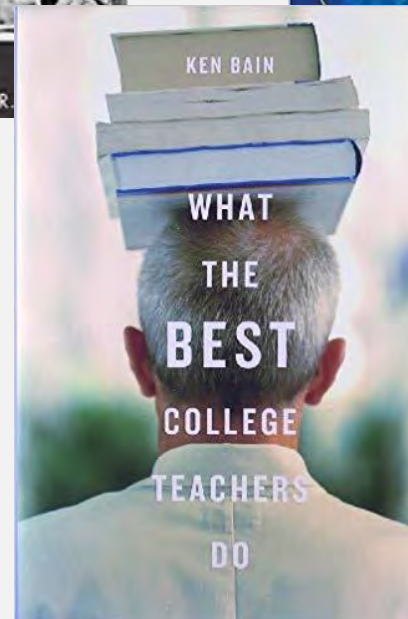
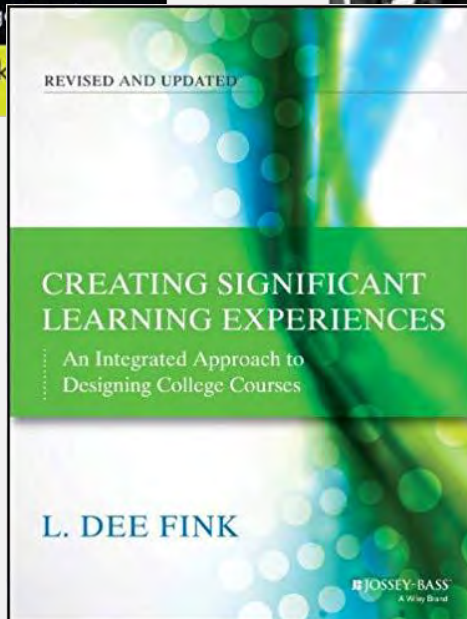
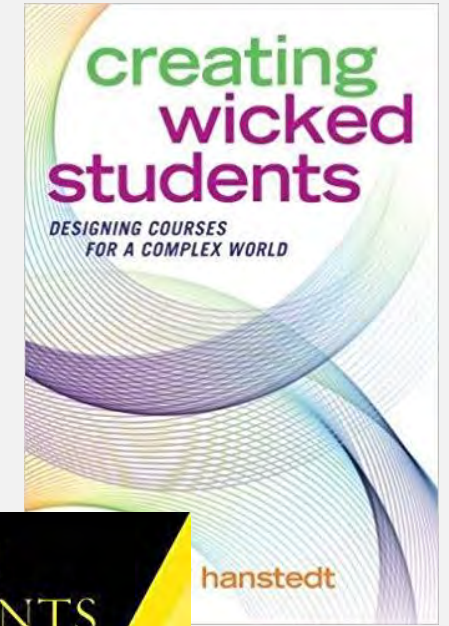
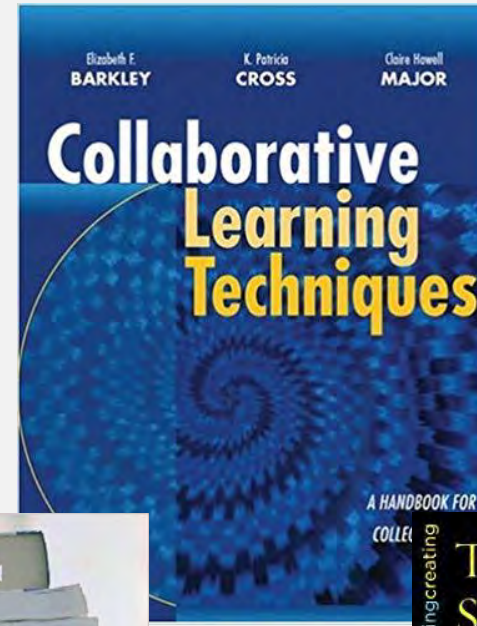
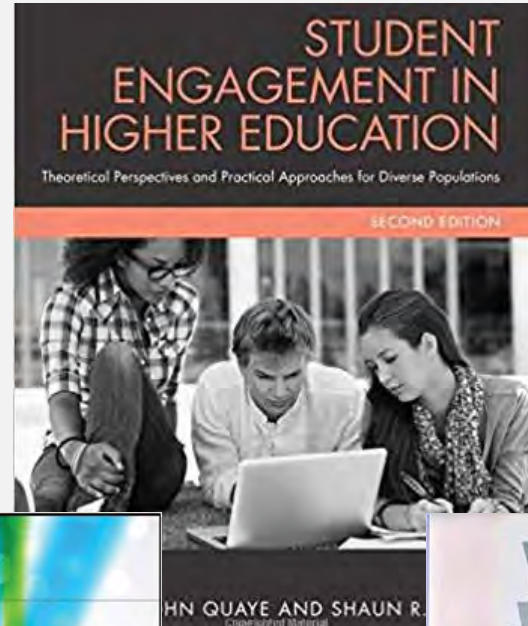
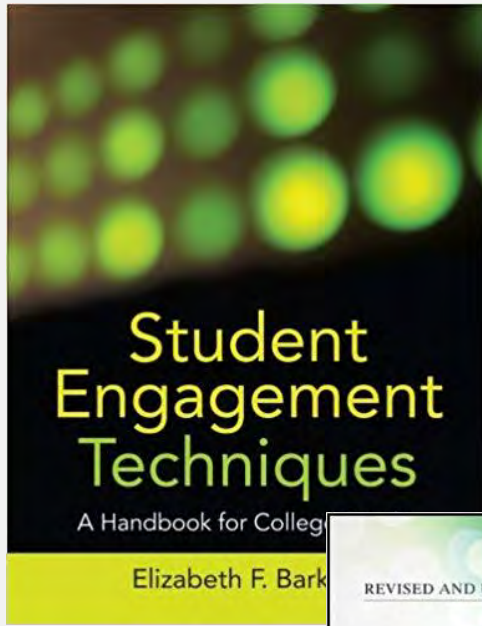


# Utilizing SET Knowledge

Scholarship  
of Excellence  
in Teaching

Program for Transforming  
Student Success

# Utilizing SET Knowledge



# Utilizing SET Knowledge

## Concerns:

1. Keeping lecture interactive
2. Encouraging a sense of community
3. Fostering growth mindset



# Part 1: Keeping Lecture Interactive

edpuzzle

Basic account

Content

Curriculum

Montgomery College

My Content

My Content > Week 1 - Day 3

Search in folder

Videos

49:58 4♥

Chapter 1 - AvsP, organization, systems, homeostasis and...

49:27 5♥

Finish Ch 1 (regional/directional terms, cavities, regions, seros...

Popular channels

Edpuzzle

YouTube

Khan Academy

National Geographic

TED Talks

Finish Ch 1 (regional/directional terms, cavities, regions, serosa) and Begin C...

### Anatomical Terminology

- **Superficial Anatomy**
  - Locating structures on or near the body surface
- **Anatomical Landmarks**
  - **Anatomical position:** hands at sides, palms forward
  - **Supine:** lying down, face up
  - **Prone:** lying down, face down

00:44 / 49:27

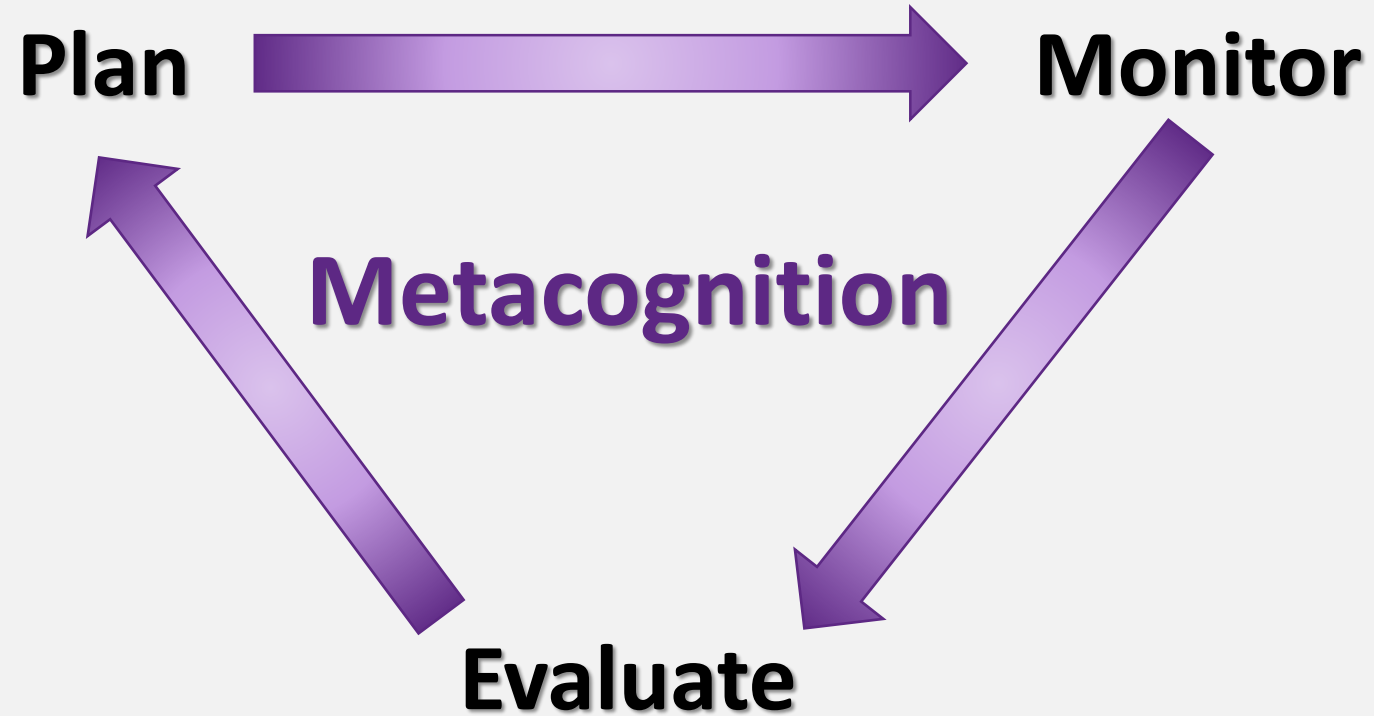
Speaking of feedback, which of the following is an example of negative feedback?

Platelets stick to a damaged portion of a blood vessel and then release a chemical that attracts more platelets to the damaged site.

Blood pressure has gotten low because of dehydration (not enough water in the body) so the thirst response is initiated which causes the person to drink more water.

Uterine contractions causing the release of a hormone that causes

# Part 2: Fostering Community & Growth Mindset





# Part 2: Fostering Community & Growth Mindset – Day 1

- Give time on first day for making a plan.
  - How to study for this course
  - Metacognition videos
- Students share their plans on first discussion board and get feedback.



## How to Succeed

This class will run very much like a face-to-face summer A&P course which means that you should have time in your schedule to devote a minimum of **40 hours a week** to this class. I know this sounds like a lot to require, but if this course is going to prepare you for A&P II and your upper-level classes, you **MUST** learn this information well. In fact, don't take my word for it...here is advice from a former MC nursing student who made it into a nursing career. Even if you aren't going into nursing, be sure to check it out because his advice is good for all professional programs. Check it out here: [Why 99% of Students Struggle in Nursing School](#)

## How to organize your time

1. You will need to make a schedule to ensure that you devote enough time to this class. Expect that it will take you 2-3 times the amount of time to make it through each video...the run times are listed on the schedule, but it will take longer because you will be pausing them to take notes and do questions. Here is a great link on making a schedule: [MC How to Make a Weekly Schedule](#)
2. Make sure that you know how you will use that A&P study time! Rather than simply putting "A&P Study" into your calendar, make it specific such as "Watch Week 1 Day 1 Video," "A&P Lab Week 2 Day 2 with Visible Body," etc.
3. Use the lecture Topic Lists to make checklists for what you need to study more in depth on your own.

## Study smarter, not harder

1. Great tips from a world renowned LSU professor: [Study Smarter](#)
2. Learn more about how people learn here: [Bloom's Taxonomy](#)
3. Use Visible Body to help you find the terms you need to know for exams! This is important because it is definitely correct (unlike random Google images that may be incorrect) and you will see some Visible Body images on exams. The college has purchased access to Visible Body that students can now use on their own personal devices for free! To download to a personal device, **the device must first be connected to the MCPA Wi-Fi at the Rockville campus**. Then follow the links below:
  - <http://atlas.visiblebody.com>
  - <http://skeleton.visiblebody.com>
  - If you cannot get to campus to download this software for free, you can purchase the [atlas here](#) and the [skeleton version here](#).
4. Before watching the videos, pre-study by using the PowerPoints to find key concepts, bold terms (write

# Part 2: Fostering Community & Growth Mindset – Future Discussions

## 1. Monitor via Modified Muddiest Point

What was the most confusing or difficult part of lab this week AND what was the most confusing/difficult part of lecture? Why do you feel that these points were difficult (for example, did you have a misconception related to the material, or was there a combination of terms that was hard to memorize, etc.)? What strategies did you use or what have you found to help yourself understand these confusing points better?

# Part 2: Fostering Community & Growth Mindset – Future Discussions

## 1. Monitor via Reflection

Tell us how your plan seems to be working so far. What is working well? Where are you running into problems and how do you plan to change things to set yourself up for a great grade on the midterm exam?

# Part 2: Fostering Community & Growth Mindset – Future Discussions

## 2. Evaluate via Reflection

Now that you have seen the results of your midterm exam, what do you plan to keep doing and how do you plan to change your study habits?

Please do not share your score here...even people who get A's should have things that they would like to change to better prepare for the final exam.

# Future Assessment

- Students will be given surveys to determine how they feel about the Edpuzzle questions and Discussion Boards...were they helpful and how could they be improved?
- Assess student achievement on the video questions vs. test scores.
  - Impact of not watching videos on test scores if applicable.
- Comparison of DFW rates from this section vs. other online science courses at MC if possible.

# Leah Allen - SET Cohort 2018

