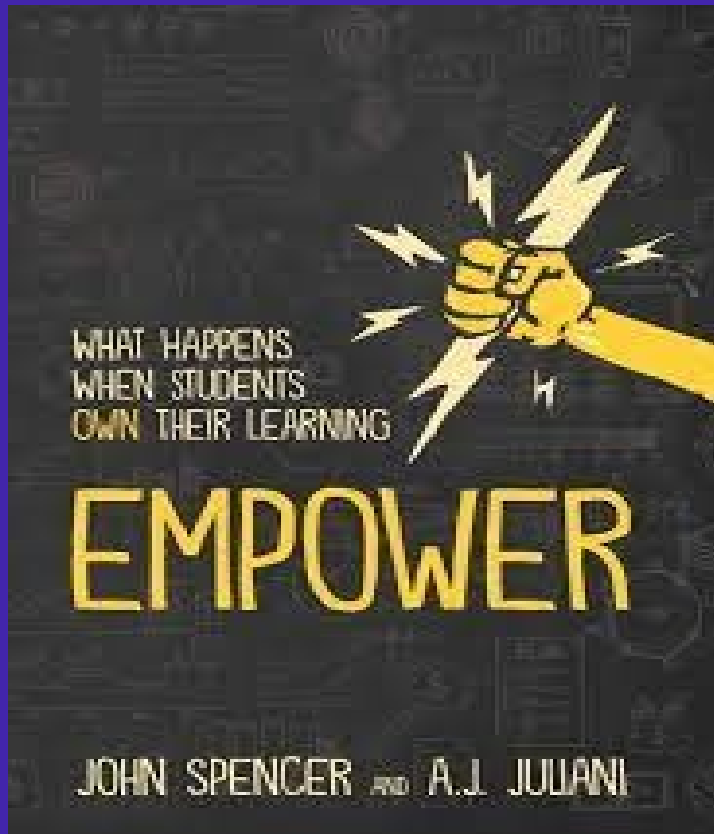


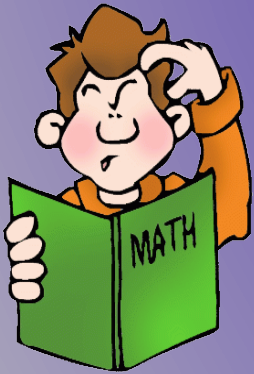
SCHOLARSHIP OF EXCELLENCE IN TEACHING



AJ “Tito” Baca, Ed.D. - Professor
Exercise Science & Health Enhancement

Challenge or Opportunity?

Often times, students become too reliant on educators to resolve issues that arise, so they fail to learn resiliency, problem solving and to critically think on their own.



Problem Solving



EMPOWER Learners

@jenniferward

EMPOWER, NOT ENGAGE
MASTERY WITH MENTORS
PROCESS OVER PRODUCT
OWNERSHIP
WONDER
ENABLE CONNECTIONS
REFLECTIONS

= Transformative learning



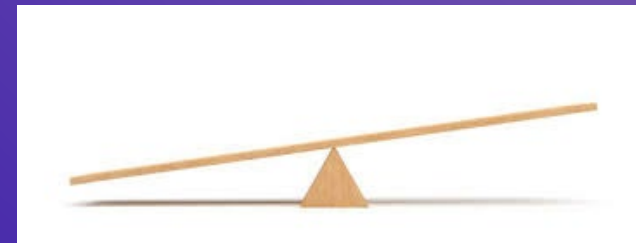
Flickr image by Kate Ter Haar

Self-discovery through empowerment

“Change is not thwarted by lack of self-control or persuasion. Avoidance behavior is often caused by a competing commitment that is preventing change” (Bowen, 2021).

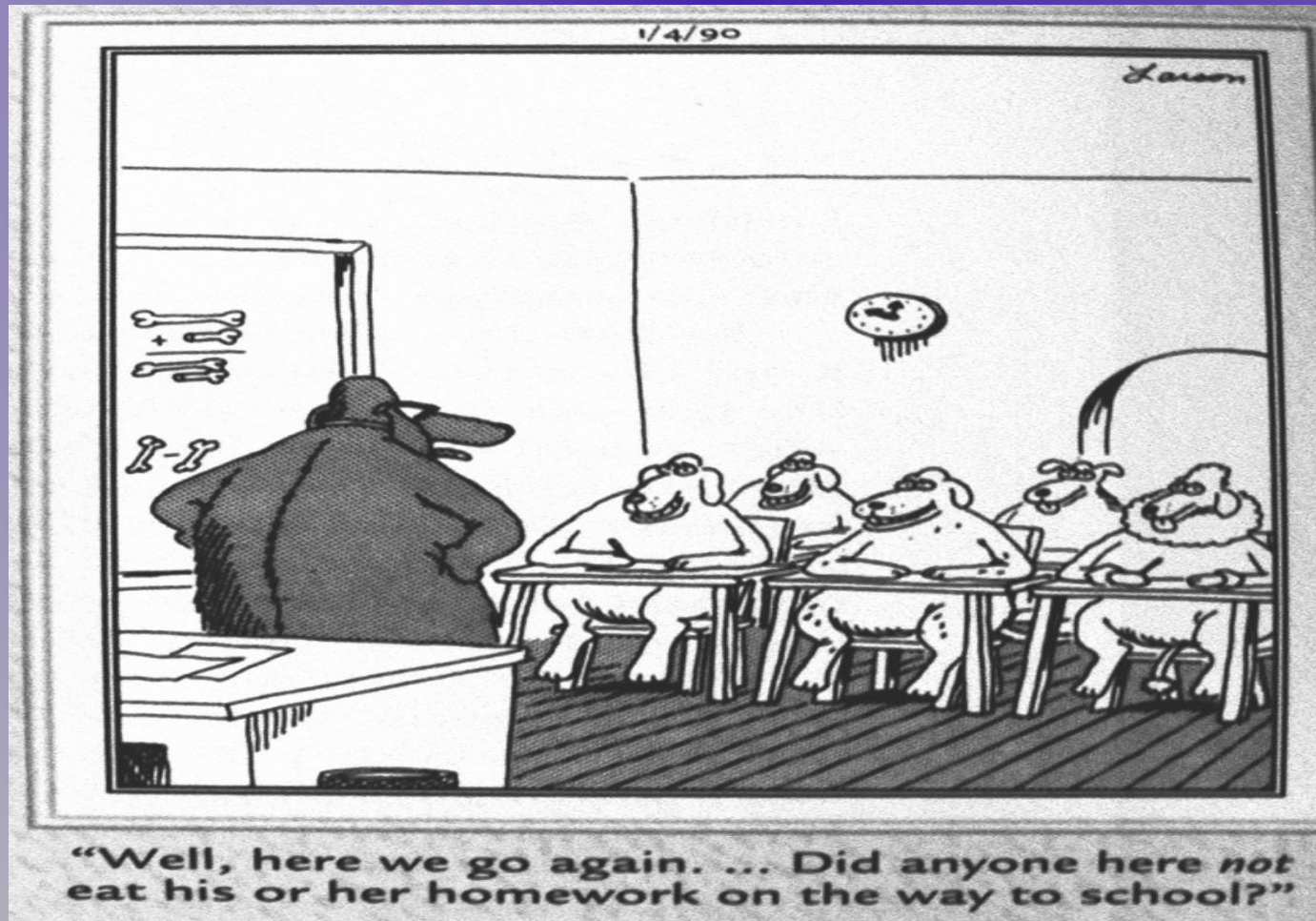
Fun

Responsibility



**Leveraging
Empowerment**

Empowerment in the short-term for long term success



Self-control is a battle between dualing motives of long-term and short-term goals" (Bowen, 2021).

Goal: To empower & utilize students as resources and peer facilitators through-out the course to help classmates to achieve successful outcomes.



GOAL: Encourage peer learning by empowering students to help one another in various academic requirements throughout the course.



GOAL: Develop useful and healthy relationships through mentoring and information sharing.



GOAL: Challenge students to think critically for themselves to collect and communicate appropriate information such that they are an adequate resource for classmates.

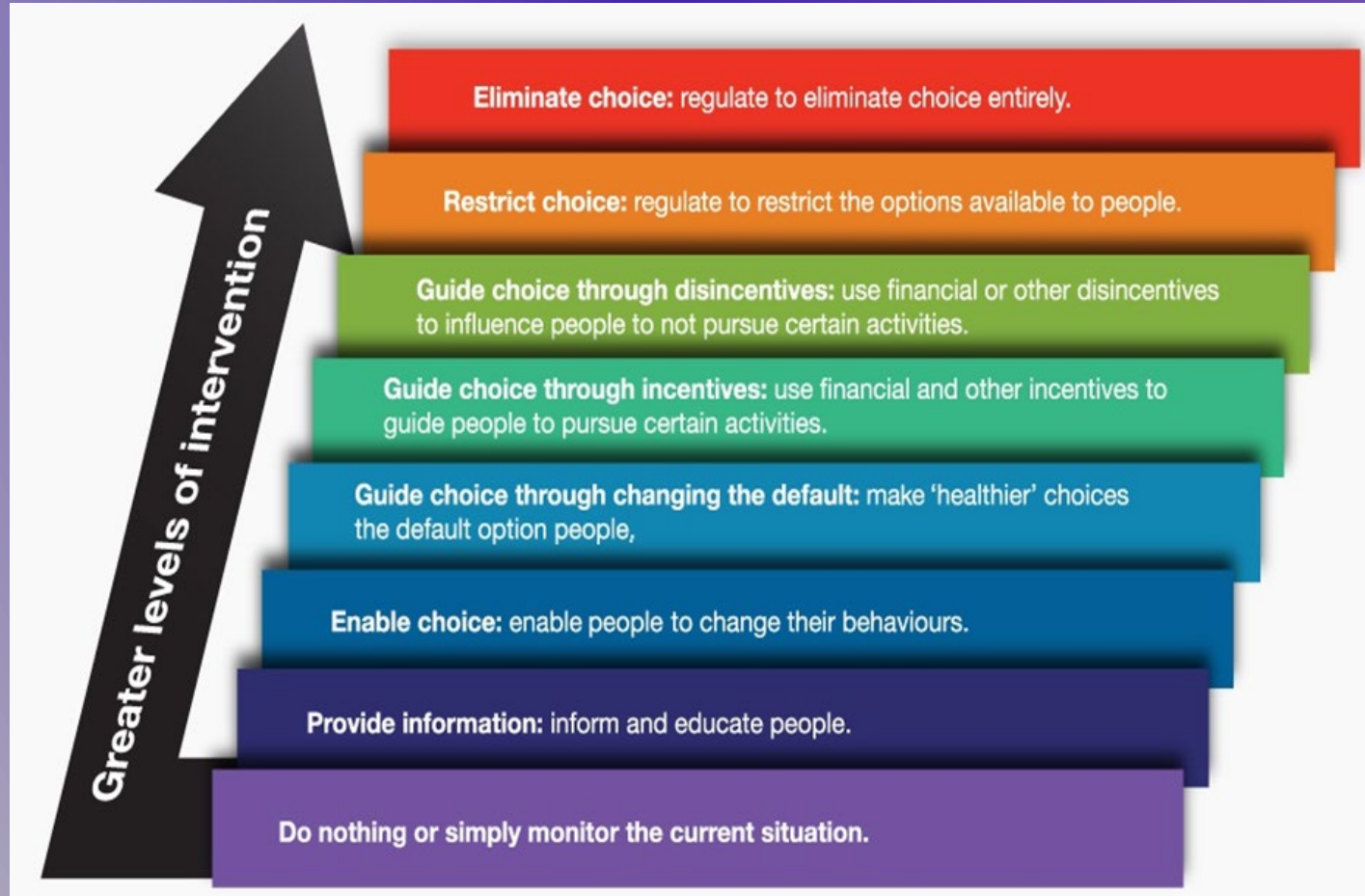


GOAL: Establish a Course Captain as a “go between” for students to keep classmates apprised of useful information and the instructor aware of issues that need attention.



GOAL: Gather data at the end of the course to help determine effectiveness to allow for modifications as appropriate.

Intervention Strategies



“Students must adopt authority at a level appropriate to their learning” (Hanstedt, 2018).

Course Facilitator Responsibilities

1. Strategy 1: Class Captain

- ▶ A go between for students and instructor
- ▶ Sends reminders / announcements as needed.
- ▶ Summarize each course meeting with brief overview of lecture and next steps.
- ▶ Act as liaison for all course topic and task facilitators.



Cultivate relationships

Empower student leader to facilitate / assist instructor & classmates

Develop / improve leadership skills

Leverage short term responsibilities to help leader achieve long term success

Assist peers to help improve academic performance



“Relationships provide a plethora of lifetime benefits” (Bowen, 2021).

Intervention Strategies

STRATEGY 2: Assign and utilize topic facilitators (volunteer sign-up)

Take the lead on course topic areas to provide personal / professional insights and assistance / resources to classmates as needed.

Examples: various health and wellness matters and course projects.



Transformative learning

Students can assess their understanding of material by teaching it to a friend” and this is what differentiates “make an A mode versus learn the material” (Mcguire, 2015).

Intervention Strategies

STRATEGY 3: Assign and utilize Topic Facilitators

Pg 8 hanstedt 2nd para



Course Facilitator Responsibilities

3. Task Facilitators

- ▶ Take the lead on specific tasks such as learning how to cite references, use the library data base, creating demonstration videos.
- ▶ Provide additional assistance / resources to classmates as needed.
- ▶ Examples: Use of data bases for research, document format, reference format, use of technology for assignments



Cultivate relationships

Empower student leader to facilitate / assist instructor & classmates

Utilize personal expertise of students to assist classmates

Leverage short term responsibilities to help facilitator achieve long term success

Assist peers to help improve academic performance

Facilitator Resources:

Provided by the instructor and sought out and / or developed by the task facilitator.

- ▶ Websites that provide accurate and valid information
- ▶ Apps that allow for daily / weekly lifestyle enhancement
- ▶ Documents that serve as completed examples or guides for students
- ▶ Templates / outlines
- ▶ Tutorials
- ▶ Surveys
- ▶ Guides

Troubletown Crime Lab – CSI Training

This assignment is a culminating project representing all that you have learned this year. Using the fine skills you have acquired, you will demonstrate your forensic knowledge through a mock crime scene investigation. Your investigation will be that of a simulated crime scene investigation including evidence, witness statements, suspects, collection of evidence, chain of custody, documentation, photographs, etc. You must demonstrate your **mastery** in these subjects in order get a job in the Crime Lab.

Students will work in groups. You will follow the schedule below. Good luck!

Procedure:

Day 1	<ul style="list-style-type: none">• Students are given the overview and schedule for the two-week training and criteria for judging are explained• Students are put into teams and each team writes up their plan for processing the crime scene on the next day
Day 2	<ul style="list-style-type: none">• Several (4-5) crime scenes are set up and secured on the school grounds. A State Trooper is stationed at each scene and acts as the first-responding officer, giving the CSI team any known information about the case• Each CSI team processes one scene according to protocol, and collects evidence following proper evidence-handling techniques
Day 3	<ul style="list-style-type: none">• Organization of Evidence, Photos, and Field Notes
Day 4	<ul style="list-style-type: none">• Prepare presentation of case to peers
Day 5	<ul style="list-style-type: none">• Schedule further tests and submit materials list• Begin testing and analysis of evidence
Day 6	<ul style="list-style-type: none">• Testing and analysis of evidence• Prepare case findings
Day 7	<ul style="list-style-type: none">• Present case to peers, give/get feedback on all cases, select further tests to perform on evidence, and/or additional interviews to perform

Example: Peer Evaluation – SMART Goals

Fitness Plan: Outline and Reflections

HLTH 125: Dr. Baca

Students in HLTH 125 are required to complete final course project that encompasses the course objectives. In this course students created a personalized fitness plan based on their SMART Goals and the principles of exercise. Now students will reflect on their plan by reiterating their overall wellness goals, articulating potential obstacles for success, and explaining how their plan aligns with their goals.

Part 1: Outline (the number in parentheses is the # of likely paragraphs needed)

I. Introduction:

Explain why we completed an exercise plan and what the purpose of this project for this course. (1)

II. Wellness or fitness goals:

List 2 long term fitness and / wellness goal from your SMART Goals and include the 3 short term goals that will help you accomplish those goals. (2-3)

Long term goal 1: _____

- a.
- b.
- c.

List 2 long term fitness and / wellness goal from your SMART Goals and include the 3 short term goals that will help you accomplish those goals. (2-3)

Long term goal 2: _____

- a.
- b.
- c.

III. List 4 potential obstacles / barriers to meeting your short term and / or long-term goals. (4)

Note: If you say something like laziness or not enough time, you will need to explain in your paper WHY this continues to be an issue.

- a.
- b.
- c.
- d.

IV. Evidence of Learning

List 4 ways or examples of how your Fitness Plan is a prescription that meets your goals by including specific exercises from your plan and the appropriate fitness principle that we have discussed in class for each to show how it aligns with your goal.

Example 1: Bench Press - 4 days per week at 85% of max for 3-5 sets will help me dramatically increase muscle size in my chest as stated in goal 1 above.

Example 2: Cardio (run) for 30 minutes at 5 days per week in Heart Zone 3 with heart rate at 145-157 bpm will increase metabolic rate, burn some fat calories, and improve psychological health, all of which will help me lose weight as indicated in goal 2.

- a.
- b.
- c.
- d.

V. List 4 ways to use your plan to overcome obstacles (2-4)

- a.
- b.
- c.
- d.

VI. Conclusion:

Summarize what you have articulate here above (1-2)

ASSESSMENT OF STRATEGY

DFW rate – Higher in section with Course Captain

Average final grade – Higher in section with task / topic facilitators

Course Surveys – Positive feedback on all interventions in both sections with helpful suggestions for improvement, but not negative in construct.

Faculty Evaluations – Students were overwhelmingly positive about the course and instructor.

Personal conversations – Students who facilitated and those who received interventions had only positive feedback.

Is there any correlation between this strategy and students' understanding of material that did not demonstrate via their grades?

Many students who did not perform well in the course still did much better on specific assignments when specific interventions were applied.

- ▶ **SMART Goals**
- ▶ **Drug Use**
- ▶ **Eating Disorders**
- ▶ **Reference citations**

Lessons learned

WHAT WOULD YOU DO DIFFERENTLY?

- SOLICIT MORE VOLUNTEERS SOONER
- HAVE MORE 1V1 CONVERSATIONS TO DETERMINE BETTER FITS
- MORE HAND HOLDING AT THE BEGINNING FOR COURSE CAPTAIN
- USE MORE STUDENTS AS RESOURCES

WHAT WOULD YOU KEEP THE SAME?

- PREMISE OF THE FACILITATION
- EMPOWERMENT STRATEGIES USED TO ASSIST FACILITATORS
- COURSE, TOPIC AND TASK FACILITATORS BUT W/ PEER HELP

REFLECTIONS

- GIVE RIGHT KIND OF HELP BUT TOO MUCH!
- FAIL TO ADEQUATELY UTILIZE STUDENTS AS RESOURCES
- PROVIDE CLEAR INSTRUCTIONS BUT THE FOLLOW-UP NEEDS TO BE BETTER

Final Thoughts

- ▶ Students are a wealth of information that complements instruction
- ▶ SET is a wonderful way to remind faculty of what they do well and how to encourage growth
- ▶ Teaching and learning can be simple if / when we ensure our methods are applicable to the learner