

# High-Impact Practices

**Presenters:** Anamarie Mixson and Dan Lessard

**Reading Assignment:**

“Getting Started with Team-Based Learning” by Larry Michaelson

“Tips and Strategies for Promoting Active Learning” from *Student Engagement*

*Techniques: A Handbook for College Faculty* by E. F. Barkley

“How Do They Treat Their Students” from *What the Best College Teachers Do* by Ken Bain

**Supplies and Electronic Resources Needed**

- o PowerPoint Slideshow
- o Computer / Overhead Projector
- o Rubric Template
- o Rubric Handout with Sources
- o Team Survey Handout

**Learning Objectives**

**#1** – Students will use their understanding of team-based learning concepts to construct an information-gathering tool that assists them in creating well-rounded, high-performing student groups.

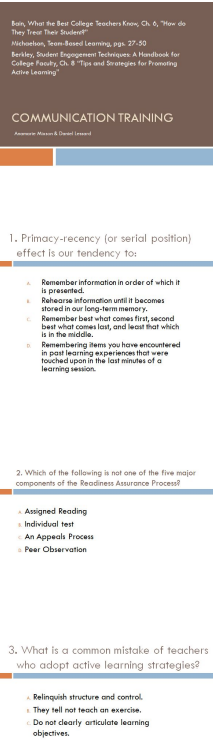
**#2** – Students will create a simple grading rubric by applying the principles of a good rubric as presented in class.

# Instructors' Agenda at a Glance

Topic	Segment Time	Elapsed Time	Supplies
<b>Minitest</b>		6:00	
Ask if any questions	5 mins	6:05	Notes
Administer minitest	20 mins	6:25	Minitest Copies for appeals
<b>Introduction</b>			
Attention-getting opening	4 mins	6:29	Street Symphony Youtube Video
Participant Introductions	1 min	6:30	
Credibility Builder	3 min	6:33	Picture slide
Objectives	1 min	6:34	Objectives Slide
Preview	1 mins	6:35	
<b>Creating Student Teams</b>			
Attention-getting opening	2 mins	6:37	Softball Story Slide
Objective	1 min	6:38	Objective slide
Discussion of Groups	5 mins	6:43	Michaelson Youtube Video (1:07)
Group Survey Exercise	8 mins	6:51	

Discussion of Exercise	7 mins	6:58	Michaelson Video
Review & Transition to Segment 2	2 mins	7:00	Team Handout
<b>Creating an Effective Rubric</b>			
Attention-getting opening	2 mins	7:01	Question/Rubric history
Objective	1 min	7:03	Objective slide
Discussion of Rubrics	5 mins	7:08	
Group Rubric Exercise	8 mins	7:16	Rubric Template
Discussion of Exercise	3 mins	7:19	
Review & Transition to Closing	2 mins	7:21	Rubric Handout
<b>Conclusion</b>			
Review of Objectives	3 mins	7:24	
Reflection and Application	4 mins	7:28	
Connect back to Intro	1 min	7:29	
Survey Note	1 min	7:30	

# Instructors' Detailed Agenda

Time and Audiovisuals	Content	Notes
<p>25 min.</p> <p>Elapsed time: 25 min.</p>  <p>The screenshot shows a presentation slide titled "COMMUNICATION TRAINING" with a subtitle "Remember, Research &amp; Student Learning". It contains three numbered questions with multiple-choice options:</p> <ol style="list-style-type: none"> <li>1. Primacy-recency (or serial position) effect is our tendency to:             <ul style="list-style-type: none"> <li>a. Remember information in order of which it is presented.</li> <li>b. Rehearse information until it becomes stored in our long-term memory.</li> <li>c. Remember best what comes first, second best what comes last, and least that which is in the middle.</li> <li>d. Remembering items you have encountered in past learning experiences that were touched upon in the last minutes of a learning session.</li> </ul> </li> <li>2. Which of the following is not one of the five major components of the Readiness Assurance Process?             <ul style="list-style-type: none"> <li>a. Assigned Reading</li> <li>b. Individual test</li> <li>c. An Approach Process</li> <li>d. Peer Observation</li> </ul> </li> <li>3. What is a common mistake of teachers who adopt active learning strategies?             <ul style="list-style-type: none"> <li>a. Relinquish structure and control.</li> <li>b. They tell not teach an exercise.</li> <li>c. Do not clearly articulate learning objectives.</li> </ul> </li> </ol>	<p><b>Minitest: Administer individual minitest and team minitest. Allow groups an opportunity for discussion of test questions and content. Allow time for appeals.</b></p>	

<p>4. Which of the following is an essential component of Michaelson's team-based learning approach?</p> <ul style="list-style-type: none"> <li>- Include assessment one not necessary because the most important outcomes are based on group projects.</li> <li>- Professors should encourage team autonomy by encouraging class attendance. Good teams should prefer autonomy.</li> <li>- Professors should formulate group assignments to encourage discussion and decision making. Group assignments with large written portions are discouraged.</li> <li>- All groups to emerge after the first few class periods. Groups are more productive when self-selected.</li> </ul> <p>5. In Bain's article, his reference of "high priests" refers to professors who:</p> <ul style="list-style-type: none"> <li>- Push religious agendas on students.</li> <li>- Teach as if they have special powers that students can only venerate.</li> <li>- Refuse to hold office hours to assist needy students.</li> <li>- Treat students' questions as an opportunity to deal with the student until the professor wins the battle.</li> </ul>		
	<b>OVERALL INTRODUCTION</b>	
<p>4 mins</p> <p>Elapsed time: 29 mins</p>	<p><b>Attention-getting opening</b></p> <p><i>Show the street symphony video:</i>  <a href="https://www.youtube.com/watch?v=qh4ms4xgHko">https://www.youtube.com/watch?v=qh4ms4xgHko</a></p> <p><i>With this video we see the beautiful result of what can happen when the right people are put together in teams and taught how to play music. We see teachers as the conductor of the classroom, creating high-performing teams and bringing in the right notes and instruments at the right time.</i></p>	<p>Show Symphony Street Video</p>
<p>1 mins</p> <p>Elapsed time: 30 mins</p>	<p><b>Purpose and overall objective</b></p> <p><i>The overall objective of this class is to move beyond the theoretical qualities of team-based learning and active learning strategies and to instead focus on the practical application of these teaching tools.</i></p>	<p>Show objectives slide</p>

<p>4 mins</p> <p>Elapsed time: 34 mins</p>	<p><b>Introductions and credibility builder</b></p> <p><i>Introduce the instructors</i></p> <p><b><i>Lifeguard slide:</i></b> <i>Anamarie credibility - She has experience being on high-performance teams that integrated members with diverse skill sets and liabilities to react to high-risk situations.</i></p> <p><b><i>Army Training slide:</i></b> <i>Dan credibility- He has experience training small teams to thrive in austere, high-stress environments and in using rubric-like tools to determine the training level of those teams.</i></p>	<p>Show slides of lifeguard and Army training</p>
<p>1 min</p> <p>Elapsed time: 35 mins</p>	<p><b>Preview of session</b></p> <p><i>Throughout this evening's class, we will facilitate class discussion and two different activities to provide a practical understanding of how to divide students into high-performing teams and how to effectively design a grading rubric.</i></p>	
	<p><b>LEARNING OBJECTIVE #1: Creating Student Teams</b></p>	
<p>2 mins</p> <p>Elapsed time: 37 mins</p>	<p><b>Attention getting opening for this segment</b></p> <p><i>Dan tells a story about his daughter's softball tryouts, and how the coaches are faced with the decision of picking girls for their teams. Coaches focused only on winning will try to stack their teams with only the best players, but coaches focused on teaching the sport and love of the game to 8 year olds will do their best to pick a variety of skill levels. A team of low-skilled girls will come away from that season demoralized, hating the game forever. A team of girls with balanced</i></p>	<p>Show softball picture slide</p>

	<i>skills and abilities will raise the level and attitudes of all the players.</i>	
1 mins  Elapsed time: 38 mins	<b>Purpose and learning objectives for this segment</b> <i>The purpose of this section, though, is not to dwell on the value of using the team-based approach. We will, instead, look at the practical matter of how professors should create those student teams.</i>	Show learning objective #1 slide
5 mins  Elapsed time: 43 mins	<b>Information to share</b> <i>Start Michaelson Youtube Video and stop at 1:07.</i> <b>Initial Discussion questions:</b> <i>What makes a good team good?</i> <i>Why do Team-Based Learning proponents insist that professors must select the teams?</i> <i>What types of factors should we consider as assets or liabilities?</i> <i>What tools can we use to gather this data?</i>	Michaelson Youtube Video (until 1:07)
15 mins  Elapsed time: 58 mins	<b>Learning activity</b> <i>We will break the class into groups of 3 for this exercise.</i> <i>Following the exercise, we will discuss the surveys created by the groups.</i>  <b>Survey Handout source:</b> <a href="http://www4.ncsu.edu/unity/lockers/users/f/felder/public/Papers/Oakley-paper(JSCL).pdf">http://www4.ncsu.edu/unity/lockers/users/f/felder/public/Papers/Oakley-paper(JSCL).pdf</a>	See "Creating Student Teams Activity" outline on p.12 of this document.  Play the remaining Michaelson video until 3:58  Give out Survey Handout

<p>2 mins</p> <p>Elapsed time: 60 mins</p>	<p><b>Review Objectives / Transition</b></p> <p><i>Our objective was to some practical experience in forming student learning teams. Hopefully through our discussion and the exercise you now have a better understanding of what tools you may want to use as an instructor using a team-based approach.</i></p>	<p>Show learning objective #1 slide</p>
	<p><b>LEARNING OBJECTIVE #2:</b> Students will create a simple grading rubric by applying the principles of a good rubric as presented in class.</p>	
<p>2 min.</p> <p>Elapsed time: 62 min.</p>	<p><b>Attention getting opening for this segment</b></p> <p><i>Have students take out a sheet of paper. Question: Write down the first word that comes to mind when I say “rubric?” Share students response and discuss. Question: Ask does anyone know where the word rubric originated? Answer: It is thought that Rubrics originated in the 13th century or earlier, Rubrica is latin for rubric and means red ochre or red chalk. Rubrics were used to identify section headings and names of religious significance in manuscripts.</i></p>	<p>Source: <a href="https://en.wikipedia.org/wiki/Rubric">https://en.wikipedia.org/wiki/Rubric</a></p>
<p>1 mins</p> <p>Elapsed time: 63 min.</p>	<p><b>Purpose and learning objectives for this segment</b></p> <p>Learning Objective: Students will create a simple grading rubric by applying the principles of a good rubric as presented in class.</p>	<p>Show learning objective slide 2</p>



	<p>The purpose of this segment is to practice developing a rubric for use in grading various assignments. To understand the principles that make up a good rubric and how rubrics are beneficial for some assignments but can be less useful for others.</p>	
<p>5 min.</p> <p>Elapsed time: 68 min.</p>	<p><b>Information to share- Touch on basic concepts.</b>  <i>Show UWF CUTLA website</i>  <a href="https://uwf.edu/offices/cutla/supporting-pages/rubric-development/#form">https://uwf.edu/offices/cutla/supporting-pages/rubric-development/#form</a></p>	<p>See “Creating Effective Rubrics” Resource section on where to find examples of good/bad rubrics.</p>
<p>8 mins</p> <p>Elapsed time: 76 mins.</p>	<p><b>Learning activity</b>  <i>Break into teams.</i>  <i>Hand out a blank rubric sheet along with Scenarios and ask teams to develop rubrics to grade their scenario.</i></p>	<p>See “Creating Effective Rubrics” Activity Sheet. Page 13 of this document.</p>
<p>5 mins</p> <p>Elapsed time: 81</p>	<p><b>Wrap-up/closing</b>          Question: How has this lesson changed your view of rubrics?          Question: Write down the first word that comes to mind when I say rubric?</p>	<p>Ask students to compare thoughts on rubrics          Show learning objective slide</p>
	<p><b>Conclusion: High Impact Practices</b></p>	

<p>7 mins</p> <p>Elapsed time: 88 mins</p>	<p><b>Review Purpose and Objectives; Discuss Application to Students</b></p> <p><i>So here were the learning objectives for tonight's class.</i></p> <p><i>Did we accomplish these objectives?</i></p> <p><i>How can you use what you learned tonight either in your current student role or possibly a future instructor role?</i></p>	<p>Show learning objectives slide</p>
<p>2 mins</p> <p>Elapsed time: 90 mins</p>	<p><b>Conclusion / Link to Introduction</b></p> <p><i>As we continue to learn about how to become better teachers, maybe we can adopt the model of the teacher as the classroom conductor who produces the beautiful music of learning by creating diverse, high-performance teams and facilitates effective feedback through tools such as rubrics.</i></p> <p><i>Remind students to complete the online survey to give us feedback by Friday. The link is located on the syllabus for tonight's class date.</i></p>	<p>Music Conclusion Slide</p>

# Creating Student Teams Activity

**Student Learning Objectives:**

Students will use their understanding of team-based learning concepts to construct an information-gathering tool that assists them in creating well-rounded, high-performing student groups.

**Estimated Time Required:**

15 Minutes

**Instructions for Facilitator:**

Divide the class into groups of 3.

**Instructions for Participants:**

You are an undergraduate professor and have decided to use a team-based learning approach in your marketing course this upcoming semester. You have the list of names of those students registered for your course, but no other information. You need to figure out a way to create high-performance teams early in the semester to facilitate several activities you have planned. Your task for this activity is to design a survey tool that will allow you to gather information about your students to facilitate you placing them into teams. Your survey should likely have between 4-8 questions.

**Debrief / Discussion Questions:**

The facilitator will then ask each group to share the types of questions asked and why they chose them.

Discussion questions to consider:

- What factors did you consider asking on your survey but chose not to? Why?

- How did you decide on factors such as race and sex?

- Can use the “Turning Student Groups Into Effective Teams” article as a response of why “at-risk” groups should not be left alone in larger groups.

**Source of Activity:**

Developed by Dan Lessard and Anamarie Mixson

Survey Handout Source: “Turning Student Groups Into Effective Teams”

[http://www4.ncsu.edu/unity/lockers/users/f/felder/public/Papers/Oakley-paper\(JSCL\).pdf](http://www4.ncsu.edu/unity/lockers/users/f/felder/public/Papers/Oakley-paper(JSCL).pdf)

# Creating Effective Rubrics Activity

Attention Getter - Jot down the first word that comes to mind when we say rubric.

Student Learning Objectives: Students will create a simple grading rubric by applying the principles of a good rubric as presented in class.

Estimated Time Required: 8 min.

Instructions for Facilitator:

- Divide the students into three groups.
- Pass out the rubric template sheet and the scenarios
- Tell students they have 8 minutes to work in their groups to make a rubric that will grade the assignment on their scenario sheet.
- Tell students they can use the “Rubric’s Resource” handout given to them during the discussion as well as web resources if they have a computer.
- Touch on the following items from CSU - Teaching and learning institute.
  - <http://www.calstate.edu/itl/resources/assessment/rubrics.shtml>
  - *Identify what you are assessing (e.g., critical thinking).*
  - *Identify the characteristics of what you are assessing (e.g., appropriate use of evidence, recognition of logical fallacies).*
  - *Describe the best work you could expect using these characteristics. This describes the top category.*
  - *Describe the worst acceptable product using these characteristics. This describes the lowest acceptable category.*
  - *Describe an unacceptable product. This describes the lowest category.*
  - *Develop descriptions of intermediate-level products and assign them to intermediate categories. You might develop a scale that runs from 1 to 5 (unacceptable, marginal, acceptable, good, outstanding), 1 to 3 (novice, competent, exemplary), or any other set that is meaningful.*
  - *Ask colleagues who were not involved in the rubric's development to apply it to some products or behaviors and revise as needed to eliminate ambiguities.*
  - Have the students begin the exercise.

*Scenario 1: You are teaching an undergraduate basic communications course. You need to develop a rubric to score students research on the history of communication. Your goal is to develop a rubric that will fairly and accurately grade the class papers.*

*Scenario 2: You are teaching an undergraduate Public Speaking. Develop a rubric that grades students speeches. The same rubric will be used throughout the semester to help show students how they have improved through the semester.*

*Scenario 3: You are teaching a class high-school speech class. In this section of your class half of the class has learning disabilities. You need to develop a rubric that will fairly and accurately measure the students ability to write speeches.*

Instructions for Participants:

- Divide into your working teams.
- You have a blank rubric sheet and a scenario
- Your job is to use what you know and the resources you have been given to create a rubric that will fairly and accurately grade the assignment on your scenario sheet.
- Upon completion we will discuss your rubrics

Debrief / Discussion Questions:

What makes a good rubric?

Limitations of a rubric?

Consider the "Rubrics for Rubrics handout?" How does your rubric score?

Fun Rubric Video - Add to hand out <https://www.youtube.com/watch?v=qSByOYETZhk>

Source of Activity: Developed by Anamarie Mixson & Daniel Lessard

Resources: <https://uwf.edu/offices/cutla/supporting-pages/rubric-development/#form>

<http://www.calstate.edu/itl/resources/assessment/rubrics.shtml>

<https://uwf.edu/media/university-of-west-florida/offices/cutla/documents/A-Rubric-for-Rubrics.pdf>

Rhodes, T. (2009). *Assessing outcomes and improving achievement: Tips and tools for using the rubrics*. Washington, DC: Association of American Colleges and Universities.

<https://www.aacu.org/value>

Rubrics for Rubrics Handout -

<https://uwf.edu/media/university-of-west-florida/offices/cutla/documents/A-Rubric-for-Rubrics.pdf>