

## Instructional Materials Development Assignment Grid 2006

<b>Date</b>	<b>Topic</b>	<b>Assignments Due</b>	<b>Readings Due</b>
Week 1	Introduction	<ul style="list-style-type: none"> <li>▪ 2- to 3-minute summary of team and student learning problem</li> </ul>	<ul style="list-style-type: none"> <li>▪ Understanding by Design, Chapter 1: “What is backward design?”</li> </ul>
Week 2	Identifying the Objectives for the IM	<ul style="list-style-type: none"> <li>▪ Post student problem in team forum</li> </ul>	<ul style="list-style-type: none"> <li>▪ Posner, et al: “Accommodation of a Scientific Conception”</li> <li>▪ Intro packet</li> </ul>
Week 3	Assessing the Problem/Challenge	<ul style="list-style-type: none"> <li>▪ Post modified problem with learning objectives</li> <li>▪ Comment on one other team’s problem</li> </ul>	<ul style="list-style-type: none"> <li>▪ Teaching at its Best, Chapter 27: “Assessing Students’ Learning in Progress”</li> </ul>
Week 4	Literature Search	<ul style="list-style-type: none"> <li>▪ Start collecting data on root of problem</li> </ul>	<ul style="list-style-type: none"> <li>▪ Jacobson &amp; Reddick: “Using Alignment in Inclusive Teaching and Learning”</li> </ul>
Week 5	Science Education Reform: National thinking and action	<ul style="list-style-type: none"> <li>▪ Post background and learning objectives for intro to RR</li> <li>▪ Post teams needs/interests</li> </ul>	<ul style="list-style-type: none"> <li>▪ SENCER or Lawson article</li> <li>▪ DeHaan: “The Impending Revolution in Undergraduate Science Education”</li> </ul>
Week 6	Learning Styles	<ul style="list-style-type: none"> <li>▪ Take learning-style inventory</li> </ul>	<ul style="list-style-type: none"> <li>▪ Tanner &amp; Allen: “Approaches to Biology Teaching and Learning...”</li> </ul>
Week 7	Assessment in the Classroom	<ul style="list-style-type: none"> <li>▪ Add evidence and hypothesis to complete intro of RR</li> </ul>	<ul style="list-style-type: none"> <li>▪ “Using Rubrics to Provide Feedback to Students”</li> </ul>
Week 8	Classroom Climate	<ul style="list-style-type: none"> <li>▪ Comment on another team’s hypothesis</li> <li>▪ Midcourse SALG</li> <li>▪ Concept map of problem and how it will be addressed</li> </ul>	<ul style="list-style-type: none"> <li>▪ “Benefits and Challenges of Diversity”</li> </ul>
Week 9	Creating a Learning Environment	<ul style="list-style-type: none"> <li>▪ Draft of pieces of IM and assessment of methods of RR</li> </ul>	<ul style="list-style-type: none"> <li>▪ Montgomery &amp; Barrett: “Undergraduate Women in Science and Engineering”</li> <li>▪ Excerpts from LEAD Report</li> </ul>
Week 10	Diversity Issues in STEM	<ul style="list-style-type: none"> <li>▪ Complete methods section of RR including implementation</li> </ul>	<ul style="list-style-type: none"> <li>▪ “Strategies for Inclusive and Effective Teaching ”</li> <li>▪ CEOs: U.S. lagging in science</li> </ul>
Week 11	Building Learning Communities (Cooperative learning)		<ul style="list-style-type: none"> <li>▪ Phipps &amp; Phipps: “Group Norm Setting: A Critical Skill for Effective Classroom Groups”</li> </ul>
Week 12	Inquiry-Based Labs (Participant Request)		<ul style="list-style-type: none"> <li>▪ Wisconsin Program for Scientific Teaching: “Uncooking the Lab”</li> </ul>
Week 13	Tech Solutions for Active Learning		<ul style="list-style-type: none"> <li>▪ Cuseo: “The Empirical Case Against Large Class Size...”</li> </ul>
Week 14	Using Visuals in Science	<ul style="list-style-type: none"> <li>▪ Work on poster and RR</li> </ul>	<ul style="list-style-type: none"> <li>▪ “Points of View: PowerPoint in the Classroom”</li> </ul>
Week 15	Poster Session	<ul style="list-style-type: none"> <li>• Final poster</li> </ul>	
Last day of exams		<ul style="list-style-type: none"> <li>▪ Final research report</li> <li>▪ SALG</li> </ul>	