

**Scorecard Goal 1. Crow language, culture, and history** – Notes from a July 2023 faculty workshop

**Goal 1b. Instructors use active teaching, learning, and assessment strategies in all classes**

- a. **In 2019, do you feel you were using active teaching, learning, and assessment strategies more, less, or the same than you are now?** Faculty responses: 6 less, 3 same, and 2 more
- b. **In 2022-23, what % of the class time do you feel you used active teaching, learning, and assessment strategies?** Faculty responses: 50%, 50%, 35%, 30%, 50%, 30%, 30%, 40%, 20%, NA. Average is 37%.
- c. **Examples of how faculty used active teaching, learning, and assessment strategies in classes they taught in 2022-23**

**Faculty 1:** Follow up with students a one page essay (in your own words). Give me an example (what we studied). Observation.

**Faculty 2:** I use the Kagan cooperative learning strategies and structures to teach and model. Work on community building and team building as a classroom management strategy. I require students to demonstrate the strategies they learned.

**Faculty 3:** Group work; discussions; presentations; guest speaker in nutrition and invite public health nurse to talk about topics that are important to our community. Guest speaker from food bank and garden project to make a healthy snack or smoothie. Buffalo hunt lab.

**Faculty 4:** Class discussion. 15 basic counseling responses mock counseling sessions - students pair off; one plays the role of counselor, the other a fictitious client. Then the counselor utilizes the 15 BCR's in a mock session with the clients. Developing initial intake assessments, case conceptualization notes, treatment plans, and contact notes from fictitious case examples.

**Faculty 5:** Group discussion, reading/writing labs, video clips, YouTube, interviews, social media, presentations, activities in campus

**Faculty 6:** Crow studies Tim McCleary assignments are given in class that are then discussed. Written and verbal assessments are made to help the student develop their analytical skills.

**Faculty 7:** Discuss topics and work on assignments together utilizing class time. Accounting courses do practice sets together in tutorial format before being asked to apply concepts in individual homework (BU 221 / BU 222). Provide individualized feedback on research/writing / discussion post assignments. Discuss relevant course topics in discussion panel, type post in person sessions (BU 241). Active simulation that works on decision making and action/consequences.

**Faculty 8:** Quizzes and a final project are used. The final project requires a student to review an oral tradition story and then evaluate the story for how it is used to interact with the natural world.

**Faculty 9:** Project where I ask students to take the area of a teepee to determine how much carpet to get. Project where I ask students to find the area of teepee to determine the amount of lining needed (fabric for wall). Project to find the area of a tent to determine rug size and lining amount. Take an event (powwow, hand game, arrow throwing, Shoshone dance, wear bonnet dance) currently happening and find mathematical concepts associated with it.

**Faculty 10:** In math course that have more than 2 students, I encourage group work to complete in class quizzes; this does not exist of online students. Discussion happens for more than two students in science courses. In science courses I try to pause from time to time during lecture to discuss any relevant word or local issues or Crow culture as a group.

**d. Faculty goals for 2023-24 to increase the use of active teaching, learning, and assessment strategies in their classes.**

**Faculty 1:** Maybe after every chapter.

**Faculty 2:** Expand and improve active learning opportunities to enhance student engagement. Incorporate participation points and track on a bi-weekly basis.

**Faculty 3:** My goal is to get out of the classroom and conduct classes in a different setting. Tour clinics or hospitals. Visit and ask questions about different career opportunities and how important their jobs are to the community. Using library more; homework nights; study groups; discussion groups; more participation.

**Faculty 4:** Look for an active group counseling practice module for group counseling classes. Diagnosis of case studies in abnormal psychology. More guest speakers.

**Faculty 5:** Use local experts on various topics (e.g., interview presentations etc.). Research on what is effective for other teachers/instructors. Network with other TCU faculty to learn what is working for them.

**Faculty 6:** To increase participation from students.

**Faculty 7:** To get more students interacting in classroom discussions.

**Faculty 8:** Integrate two people discussion groups to assist the students.

**Faculty 9:** Require study groups. Homework night. Students finish 75% homework in study group. Take a day or two and do cultural activity, bring a carpet and a lining and have students measure it. When Vance's class put up a teepee have math students go out and measure for carpet and lining. Introduce add, subtract, multiply, divide in Crow language to develop mental classes.

**Faculty 10:** I will attempt taking more opportunities for group discussions during my course lectures. Maybe incorporate a library assignment. Come up with more creative ways to engage students.