

## Designing Activities that Enhance Student Learning

Please use this form to describe a teaching activity that you have modified or developed (or will modify or develop) in response to the working group sessions.

**Name:** Ellen Rosenfield

**Role :** Faculty Member, Lecturer

**Home Department(s):** GSI Teaching and Resource Center

**Course(s) in which you would use this teaching activity:** LPP 100A, B or 150

**Activity Title:** “Learning Tour of your Building”

**Description:**

*Please give a short synopsis of the activity and its learning goals, maximum 100 words.*

I plan to add a “leading a tour” activity to my LP 100A class. I’ll be assigning students to work in small groups to gather information, design, rehearse, and finally lead a tour of the building, work area, and/or labs where they are currently doing their research. The goal is to give students a collaborative, situationally appropriate learning experience in which to practice oral communication about their fields.

**If this is an activity you have used in the past but now will modify in response to the Working Group sessions, please describe the activity as you previously conducted it:**

No! I haven’t tried this before. The idea actually comes from a TESOL workshop I attended, but the features of this activity reflect many of the points brought up during the working group sessions.

**Describe the changes you made or will make to the activity and the reasoning behind these changes.**

The activity encourages lots of practice opportunities (aka “rehearsing”) and is, I think, a good example of “situated learning.” Another idea from Alan Schoenfeld’s talk: get students to tell me their “metacognitive” processes when using a certain structure (ex. Did it sound right? Did they apply a rule? What rule?)

**Which session(s) of the Working Group influenced the changes you made or will make to this activity? How so?**

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**How will you assess the effectiveness of this activity in enhancing student learning?**

Blank

**If this is a new activity developed in response to the Working Group sessions, please describe the activity:**

Blank

**Which session(s) of the Working Group influenced your development of this activity? How so?**

Rosemary Joyce- remarks about situated learning- designing “doable” activities rather than “undoable” large research papers which doom students to failure or yield less than satisfactory results. Arthur Shimamura- importance of rehearsal.

**Have you used the activity in the classroom yet? If so, please describe its effectiveness. If not, how you will assess its enhancement of student learning.**

Not yet! Peer evaluations? Level of student enthusiasm?