

# WarmUp Exercise

## for

### Just-in-Time Teaching

Teaching and learning is easier if the teacher has an idea of what the learners know and think before class begins. This is just as true in a PKAL session as it is in a semester long course. In order to make the most of our session, please fill out both sides of this form, and return it by lunchtime on Monday. A box will be available at the front of the room. Having your input will make the session more interesting, enjoyable, and productive.

Your name and institution \_\_\_\_\_

**What do you think the phrase Just-in-Time Teaching means?**

**I have listed several commonly cited learning issues below. Please select UP TO SIX of these as the most important ones in YOUR department.**

- Most students are more interested in grades than learning
- Most students do not feel safe in the classroom
- Most faculty members write tests that do not accurately assess learning
- Most students are poorly prepared by the K-12 system
- Most faculty members are overwhelmed by research and service commitments
- Most faculty members do not make the subject interesting
- Most students are overwhelmed by nonacademic pressures
- Most faculty members create an inhospitable environment for learning
- Most students lack self confidence
- Most faculty members do not make the case that the subject is useful
- Most students spend too much time goofing off
- Most students lack the ability to do college-level work
- Most faculty members focus their efforts on the best and the brightest
- Most faculty members fail to recognize diverse learning styles in the class
- Most faculty members do not present the subject clearly
- Most students lack intellectual curiosity
- Most students have poor study habits
- Most faculty members do not know what makes their subject difficult

**In each row below, select the word from columns 2-5 that is the best synonym for the word in column 1.**

| Column 1      | Column 2    | Column 3    | Column 4     | Column 5       |
|---------------|-------------|-------------|--------------|----------------|
| Accommodation | Suggestion  | Connection  | Relationship | Adjustment     |
| Cohesiveness  | Similarity  | Heaviness   | Cooperation  | Unity          |
| Divergent     | Dissimilar  | Causal      | Conditional  | Periodic       |
| Exemplar      | Opposite    | Rebellion   | Release      | Representation |
| Generative    | Similar     | Sudden      | Productive   | Adjacent       |
| Recondite     | Innumerable | Apologetic  | Concealed    | Insufferable   |
| Collateral    | Unnecessary | Concomitant | Extraneous   | Excessive      |
| Intrinsic     | Real        | Harmful     | Internal     | Implicit       |
| Legate        | Teacher     | Emissary    | Judge        | Juror          |
| Ostensible    | Bony        | Extendable  | Showy        | Apparent       |
| Predicate     | Affirm      | Follow      | Replace      | Precede        |
| Gorgonize     | Reject      | Defile      | Paralyze     | Repel          |
| Salient       | Truthful    | Exceptional | Similar      | Related        |
| Sententious   | Pithy       | Foolish     | Wise         | Argumentative  |
| Palliate      | Moderate    | Heal        | Replace      | Increase       |

**I have listed several educational practices below. Please rate the utility of these practices to a student's learning of science according to this scale:**

**5 = very useful, 3 = neutral, 1 = highly damaging**

|                                                                                                          | Rating: | 5 | 4 | 3 | 2 | 1 |
|----------------------------------------------------------------------------------------------------------|---------|---|---|---|---|---|
| Performing laboratory experiments                                                                        |         |   |   |   |   |   |
| Reading material in the text before attending the corresponding lectures                                 |         |   |   |   |   |   |
| Attending lectures before reading the corresponding material in the text                                 |         |   |   |   |   |   |
| Observing lecture demonstrations                                                                         |         |   |   |   |   |   |
| Writing about recently learned material                                                                  |         |   |   |   |   |   |
| Explaining recently learned material to a peer                                                           |         |   |   |   |   |   |
| Studying worked problems (examples) in a text                                                            |         |   |   |   |   |   |
| Memorizing definitions, equations, and procedures                                                        |         |   |   |   |   |   |
| Attending problem sessions in which an instructor works problems                                         |         |   |   |   |   |   |
| Attending lectures in which a mix of demonstrations, examples, derivations and discussion are presented. |         |   |   |   |   |   |
| Thinking about connections between recently learned material and subjects studied in other classes       |         |   |   |   |   |   |
| Thinking about connections between recently learned material and everyday experience                     |         |   |   |   |   |   |
| Asking questions during class                                                                            |         |   |   |   |   |   |
| Attending faculty office hours                                                                           |         |   |   |   |   |   |
| Forming a study group with peers                                                                         |         |   |   |   |   |   |
| Hiring a private tutor                                                                                   |         |   |   |   |   |   |
| Working on each class he or she is taking every day                                                      |         |   |   |   |   |   |
| Devoting full days of the week to each class separately                                                  |         |   |   |   |   |   |

Please estimate how long you spent completing this paper \_\_\_\_\_