

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 _____