

# Teaching Capstone Category 5 Documentation Form

## Student Information

Higher, Ed	Biology	05/21/13
Last Name, First Name	Department	Date

## Teaching Capstone Item Documentation

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Item		
“An Instructor Survival Kit: For Use with Large Classes” in <i>Teaching College: Collected Readings for the New Instructor</i>		
Title		
Location (if applicable)	Time	Date
Maryellen Gleason (author)		
Presenter’s Name (if applicable)	(please print clearly)	

## Item Content

Please specify in the space below how this event or action contributed to your knowledge and/or work toward a Teaching Capstone (250 word max.):

Gleason’s article was not extremely helpful with regard to practical application, but she offered several helpful general ideas. Overall, Gleason encouraged instructors to seek help elsewhere about problems they may encounter in teaching a large class and cautioned never to “go it alone.” A few things that I plan to implement in the future in order to engage students beyond lecture are asking students to generate exam questions to test their engagement with the material and then use some of those questions to demonstrate that I listen to students, acknowledge group work in some form or fashion (have them turn it in, have everyone give short reports, etc.), take down review requests in advance to facilitate a better review session, and do mid-semester evaluations for course-correcting. Gleason’s article was probably most helpful in offering resources for each section she discusses that are very specific to the problem being addressed.

## Teaching Capstone Honor Contract

I, the participant, confirm that I attended the above event or completed the above action at the indicated time, date, and location:

<i>Ed Higher</i>	5/21/13
Participant’s Signature	Date

**Please submit with your final Teaching Capstone Notebook. Indicate the Menu Items that you have chosen for fulfillment of Category 5 requirements and include an Activity Tracking Form (if applicable) for each.**