Enhancing Teaching Through Research

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Sharing some of my questions about my teaching and my students...

- **BIG Q.** How can I enhancing the teaching and learning experience of my students in my large introductory undergraduate class (FSHN 101)?

- **Problems with large classes…**
  - They are challenging to manage, to engage, and to assess

- **Smaller Q.** How can I effectively engage students in my large introductory undergraduate class?

- **Smaller A.** I can engage my students by capturing and using their feedback
As employed in FSHN 101, Daily Microthemes are an in-class writing task during which the students script brief (micro) responses to select questions (themes) pertinent to the lecture topic.

- Assignment Objectives
- Advantages:
  - Large amount of think time, small amount of text
  - Maximizes student learning, minimizes grading
  - Provides a window into the students’ thinking process
Daily Microthemes

Adapted from Bean and others (1982)
Daily Microthemes
Daily Microthemes

- **Question Types:**
  - Develop cognitive skills (Bloom’s taxonomy)
  - Generate class discussion
  - Summarize lecture highlights
  - Capture students’ questions, feedback, and opinions
  - Construct potential exam questions

- DM question and responses posted on web site
FSHN 101 Questions and Comments Cards

- Students pose questions and/or provide comments to the teaching team using the Questions and Comments cards, which are responded to via e-mail and/or the course Bulletin Board by the teaching team.
The student feedback committee is a volunteer problem-solving and decision-making group that communicates student-generated input to the teaching team for the purpose of improving the course content, structure, and environment.
In Summary...

- Students are a very valuable and often underutilized resource for improving our pedagogical practices and course policies.

- All we need to do is ask our student what they think and keep our ear to the ground...