

Link 1P9

Innovative Teaching Practices

- The math and science departments uses Teaching Triangles where three department members take turns visiting their colleagues' classes and then meet to share their observations and discuss strategies. They also place students-of-concern on their weekly agendas and brainstorm ways to help them improve.
- Every Thursday night the math and science departments offer informal peer and faculty led instruction so students can get additional help either in small groups or one-on-one.
- The chemistry department has been experimenting with POGIL (Process Oriented Guided Inquiry Learning), which involves having students respond to very specific questions in small groups. The chemistry department does not rely solely on this method but is in the process of creating a hybrid version that combines lecture (3 times per week), lab (2 times a week), and POGIL. Research has proven that in some classes, like Organic Chemistry, students who participate in POGIL do not forget the concepts.
- Faculty members regularly attend conferences such as the KCCTC and BCCE to keep current in their fields and investigate new methods and techniques in improving student learning.
- The business department takes a proactive approach and does not wait for departmental meetings but discusses its students-of-concern routinely as cases arise. Being proactive enables faculty members to brainstorm. This is easy for the department because its members are in such close proximity to one another. Diverse learning strategies include using current events as a springboard for discussions. Students in an ethics or management class look at current events to which they can relate. They may learn, for example, about a University of Arkansas coach who was fired after hiring an athletic training and engaging in an illicit affair. This information is on television, radio and other media, so students can see it and hear it in a variety of formats, which target multiple intelligences. The business department also conducts out-of-class study sessions either one-on-one or in small groups. Weekly meetings address factors interfering with student progress and determine appropriate modifications. Additionally, coordination is done on a daily basis with the ARC so that maximum support can be offered and different strategies can be employed.
- The nursing department monitors its students closely and is initiating a new approach to assist students who are entering the nursing program on academic probation. The ARC and Office of Student Success will work with the Nursing Department to develop a success plan for probationary nursing students. Students will meet with ARC staff individually before classes begin to discuss study skills, address any special needs, and identify specific problems that impede academic progress. This meeting will be followed up by mandatory weekly meetings with ARC staff, who will coordinate with the Nursing Faculty Remediation Advisor to check on progress. The Office of Student Success will

meet with each student a minimum of three times: in August, at mid-term and at the end of fall term. These meetings will focus on highlighting resources, making action plans and initiating a Plan B, should the need arise. In addition, the nursing department will hold weekly tutoring sessions open to all nursing students but designed to be remedial in nature. By meeting the specific needs of students, these departments also address the institutional need to retain students and help them in their quest to graduate. This also improves the University's standing in terms of increased retention and graduation rates.