

**Scholarship of Excellence in Teaching**

*Implementation of Strategy*

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*“EDUCATION IS FOR IMPROVING THE  
LIVES OF OTHERS AND FOR LEAVING  
YOUR COMMUNITY AND WORLD BETTER  
THAN YOU FOUND IT”-*

*MARIAN WRIGHT EDELMAN*

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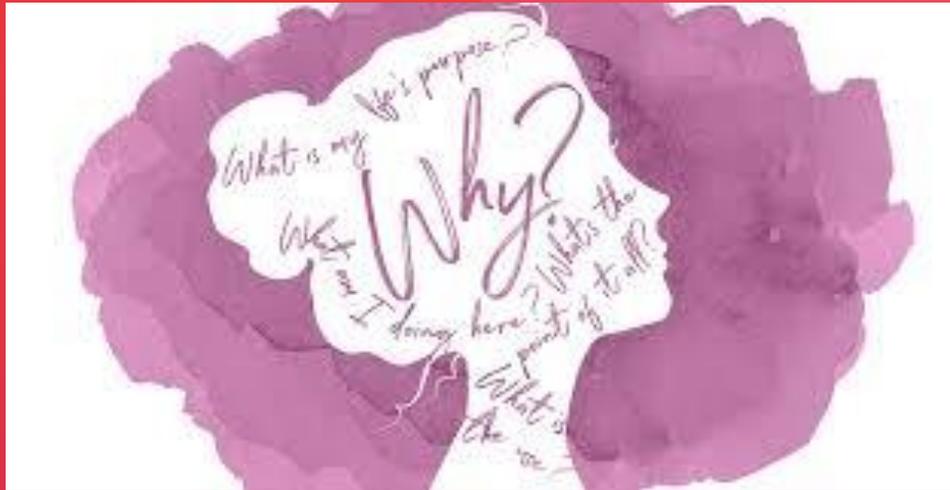
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# PURPOSE & GOALS



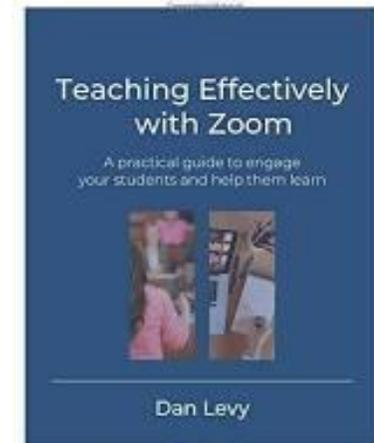
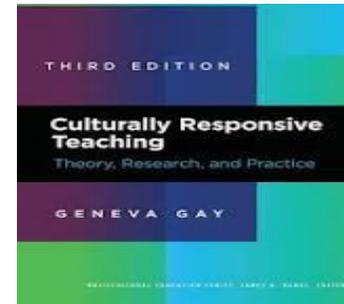
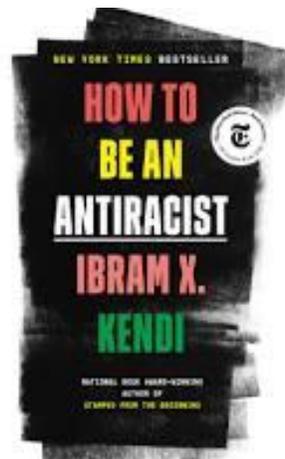
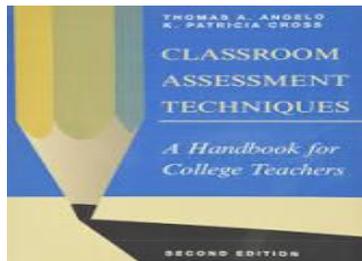
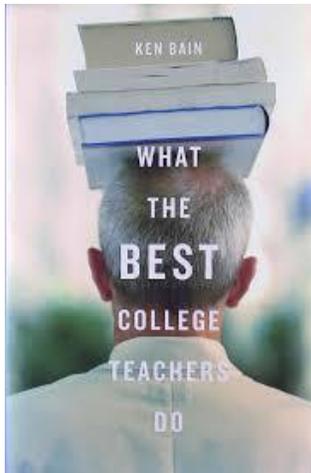
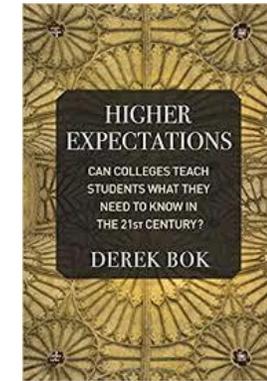
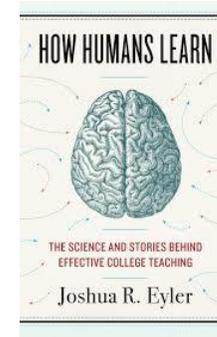
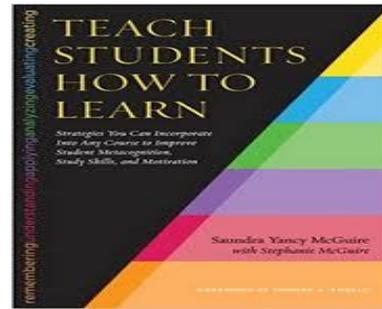
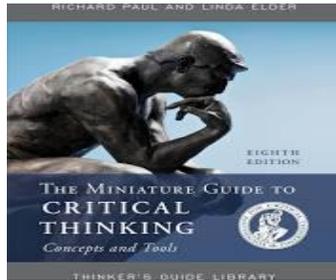
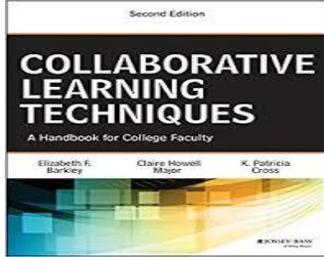
*Goals:* The purpose & intended goal is to not only increase student success with required assignments and exams but to engage *positive interactions* & understanding of scholarship through *intellectual dialogue*

# BREAKDOWN OF PROBLEM

- Students have openly expressed concern with not feeling adequately prepared for course examinations
- Students discussed not grasping the literature within textbooks that are presented for every chapter
- Students often are afraid or scared to ask questions during class lectures. Fear of professor not answering or judgement from the types of questions asked



# SCHOLARSHIP



## Engagement

“Indeed, our sociality is fundamental to everything we do, including learning”

*-How Humans Learn- pg. 68*



## Student Empowerment

“While we want students to be motivated and comfortable, we also want to challenge thinking and promote diversity”

*-Collaborative Learning Techniques- pg. 87*



## Critical Thinking

“Critical thinking is the art of analyzing and evaluating thought processes with a view to improving them”

*-The Miniature Guide To Critical Thinking- pg.9*

IMPORTANT TARGET AREAS



# Student Tutoring



- Originally my strategy was called *“Peer Tutoring”* we’re students would demonstrate knowledge by picking a peer tutor after each lesson or chapter
- After each chapter covered students will demonstrate knowledge of the content by discussing with their peer tutor the lecture’s and writing questions that they need answers or clarification about so that I can revisit the material that may have been confusing
- Due to COVID’19 and students transitioning to a virtual format, I renamed the strategy *“Student Tutoring”* and used break out groups on Blackboard Collaborate Ultra every Friday to implement the strategy

## Directions:

- Monday & Wednesday-Go over chapter & lecture
- Friday: Student Tutoring-Breakout groups (20 minutes)-(20 minutes) go over questions presented below and any additional questions that groups needed answers too



- Each week students will participate in a discussion surrounding the unit being covered that week. This week is an introduction to sociology... I will provide some framework questions and students will write a minimum of a paragraph answering those questions. Students will also respond to 2 other student posts. The questions for this week are below:
- What is Culture?
- Explain the differences between material and non-material culture
- What are the elements of culture?
- What is Ethnocentrism, cultural relativism, & xenocentrism?
- Why are norms important?
- Briefly describe how each theoretical perspective looks at culture

# STRATEGY EXAMPLE: CHAPTER 3 (*CULTURE*)

# UNIT ONE: CRIME, CRIMINOLOGY, & THE LAW

- August 31<sup>st</sup>- September 6<sup>th</sup>
- : Each week students will have a discussion board post that aligns and details the specifics of the chapter or unit! Students are to write a minimum of 1-3 paragraphs describing the contents of the chapter and how it relates to criminology. Students are provided framework questions to help guide the discussion board post. Students must also respond to 2 other class mates post. All discussion board posts are due the Sunday before the start of a new week. The questions for this week are as follows:
- What is criminology?
- What is the difference between criminology & deviance?
- What are the three concepts of crime? And why are they important?
- Discuss the different perspectives in criminology
- What are some ethical issues that criminologists deal with?



# ASSESSMENT OF STRATEGY



Professor creates a discussion board forum and asks for positive critiques and feelings toward student tutoring at the end of the semester

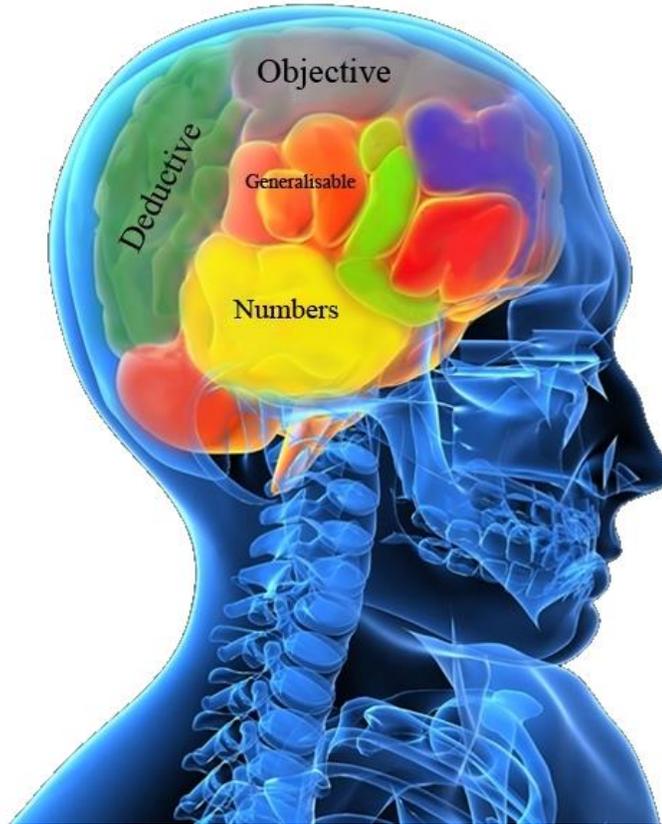


Combines and looks at past grades and incorporation of the discussion board posts that students use to examine and assess the strategy

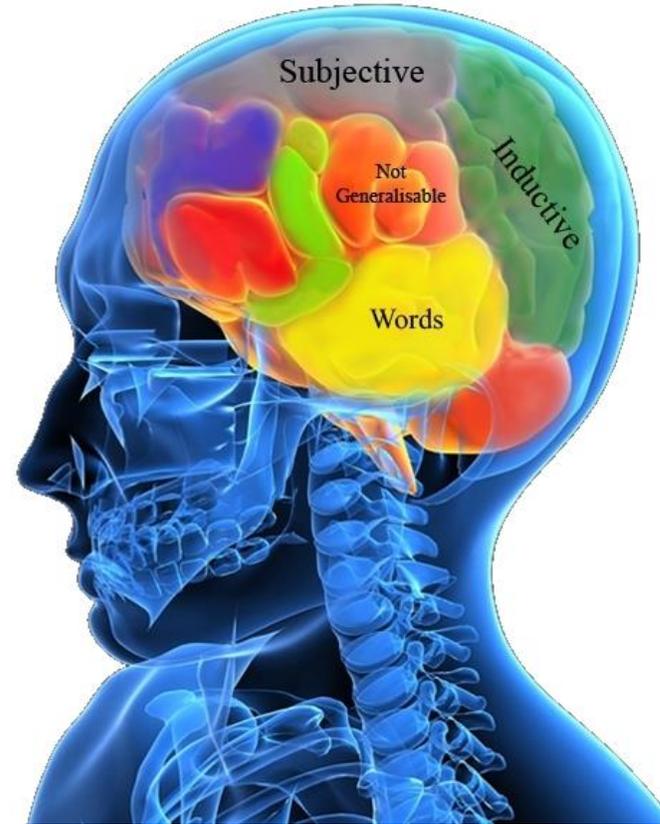


Student thoughts and opinions are the best way to discover if the strategy worked and anything that can be implemented to improve the strategy moving forward

# Quantitative



# Qualitative



QUALITATIVE  
METHODOLOGICAL APPROACH

# Student Responses-Introduction to Sociology

I personally really enjoyed the review in virtual class because it was very helpful to revisit the key information. I would definitely recommend and encourage having more of these review days for future students! In regard to the group and peer review thing, I thought it was a smart idea to break up the virtual class and have different students chat, and work on brainstorming and stuff.

The main thing I learned was the three sociological paradigms and the founders of each! I think that it was really interesting to learn that the three sociologists paved the way for so many theories to pop up. Another important thing I learned was the two analyzing formats which are small (micro) and big (macro). These two things influence what the sociologist is trying to investigate or answer so I thought that was neat. I really enjoyed learning about sociology and how it deals/ looks at society and people.

One thing I feel you would have to change or make sure is that other members of the breakaway group actually are participating and not just quite!

Having reviews helped with understanding how to transition from one chapter to another. It helped with revising previous concepts and applying them to new chapters. This further assisted with understanding new chapters and answering the discussion board questions. In addition to the group and peer work, which allowed the sharing of different points of views and opinions. This opened me to getting help with structuring my own theories by incorporating the different ideas given by my classmates.

With this final project, I really didn't know where to start with picking a subject or even how I would present it. I ended up choosing my topic based on a conversation I previously had with my friend. I had been interested in learning more about it, so I picked it. When it came to the way I would present it in a brochure and a video, it got tougher. I wasn't sure if PowerPoint would be the best tool to use for a well-illustrated brochure. And not just that, how would I format my brochure?

Instead of PowerPoint, I opted to use Canva; a website that provides already made and well-designed brochures and flyers. Having already chosen the design I'd use for my brochure, writing out my topic wasn't hard. I had a clear idea of how I wanted it to be laid out, so all that was left was writing or filling my brochure.

While preparing my brochure, I first did a research to pinpoint what sources I would be using for my project and listed them out. Reading through my sources gave me a little bit of an understanding of how I could order my thoughts for a smooth transition.

I must admit that at the beginning, I was a worried and a bit frustrated because I couldn't figure out how I would present my topic. But by just starting it, I kept getting a new outlook on my project.

# Student Responses-Introduction to Criminology

Dr. Jones and class,

Phew, this is our last one! I have to be honest and say that this was one of the best classes ever because albeit the course topic being a difficult one to study, Dr. Jones made it easier to learn with her engaging classroom conversations and peer group work. I liked how she let everyone discuss their opinions/viewpoints without alienating or patronizing any student who did not reflect the beliefs of the class majority. Our case studies were a lot of fun as well, as we got to learn about different serial killers and apply our knowledge of different criminological theories to discuss how we believe they might've been led to the lifestyle of criminality. Our review sessions were super helpful and much needed, especially since they let a lot of students catch up on what they were missing and keeping everyone at a steady pace.

My experience with the final project was actually very well. I thought it would've been difficult since I loathe any creative aspect of learning (especially creating visuals) but this was not so bad. Dr. Jones made it easy for us to understand what was required of us and did not ask for too much. The video was the best part for me since it allowed me to connect a lot of my floating ideas presented in my visual template into one coherent and informative speech for the audience.

I loved this class and I learned so much from the amazing and knowledgeable Dr. Jones. I came into this class with the belief that criminals are a product of an alienated and disproportionate society (which is still true) but I left having learned that criminality does not come in one shape or form. There are multiple influences within an individual's life (in or outside their control) that can lead them to criminality, which makes the field of criminology so much more complex and intriguing to study and understand, especially as we move forward to educate ourselves on how to deter future criminals and help rehabilitate current criminals as a society.

Thank you so much for everything, Dr. Jones, and class! It was an honor to work with you all and I wish you all the best of luck on your finals and throughout all your walks of life! I swear if we were in class, my sense of humor would've lightened you all up, stay safe!

# Student Responses-Introduction to Criminology

What I liked about the review classes is that they were very effective, meaning the level of difficulty on the information wasn't high. The professor didn't have to spend a lecture or two going over material that she expected most students would have previously seen but likely had forgotten to some extent because the material was tagged and reviewed in a way, we all understood. The group & peer work, as an introvert I like to work alone because what would work for others wouldn't work for me & vice versa, but the peer work was very enjoyable and sometimes fun. Instead of completing the review or work individually, everyone would complete and work through them in small groups, meaning we all get multiple opportunities to get the correct answer. Because of this way we were able to learn additional information during the review process.

My experience with this virtual project was great, better than I expected. I was able to finish the visual pamphlet in a matter of hours and record the video presentation about my topic the next day. I learned new information on my topic, and I am also grateful for the professor for letting us choose our topics to talk about.

What I learned from attending class was numerous amounts of things. Before this class, I didn't know there was a "victims right" act, the general information about Karl Marx expanded so much, I didn't know about Cesare Lombroso who is the founder of criminology, and a few of the serial killers that we had class discussions on (John Gacey, Pedro Lopez, etc.). I am grateful for all the knowledge that I learned that the professor and the students have shared with the class! :)

# OUTCOMES



Deployed Strategy in 3 Classes



2 Classes did not deploy the strategy



Grades Increased Tremendously for 3 sections



2 sections that I did not deploy: grades were extremely lower, writing needed work, and weekly discussion boards were not as thorough

A close-up photograph of a yellow sticky note on a light blue background. The note has the words "Thank you!!!" written in black cursive ink. The note is slightly tilted and partially overlaps another yellow sticky note underneath it. To the right of the note, the tip of a black pen is visible, pointing towards the bottom right corner of the frame.

Thank  
you!!!