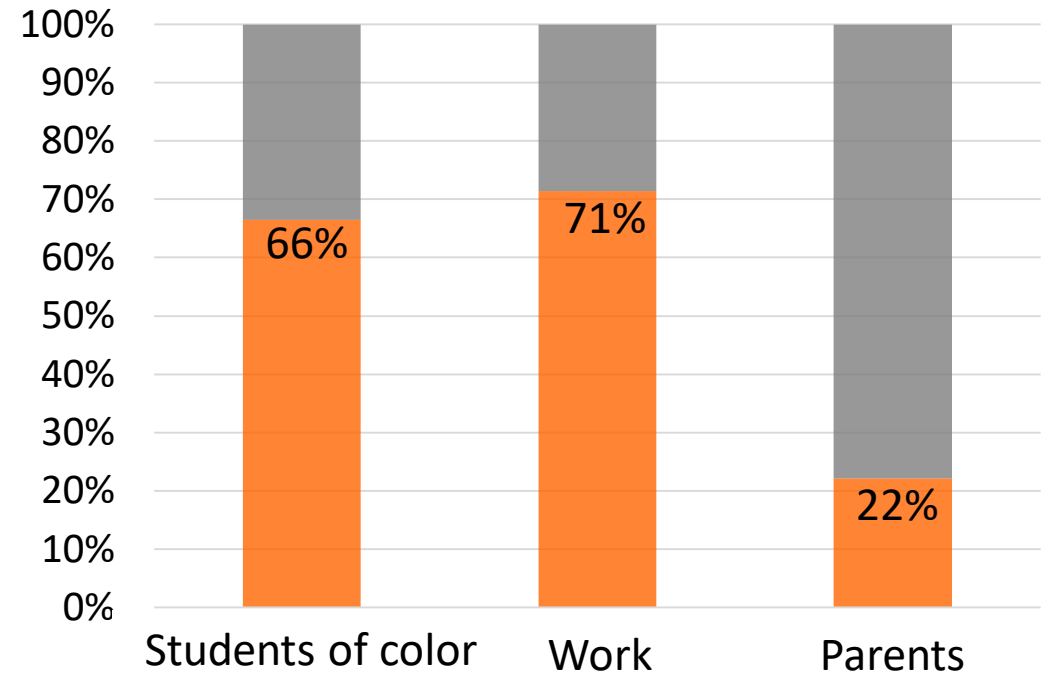
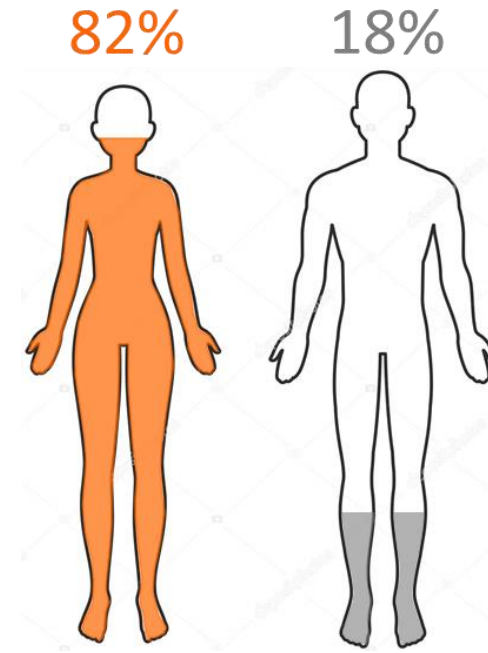
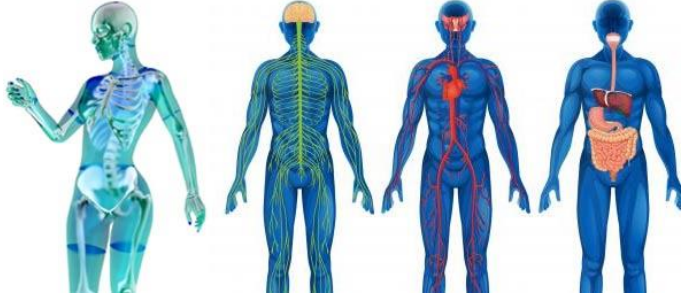


# Sherrie Gallipeau, PhD



# The problem

1. Not prepared to take a science course
  - Poor reading comprehension
  - Lack strong foundations in math & chemistry
  - Working too much ( $\approx 30$  hrs)
2. Don't know how to study for science courses
3. Imposter syndrome

# The intervention & rationale (#1)

**Not prepared to take a science course  
&  
Don't know how to study for science courses**

<b>Intervention</b>	<b>Rationale</b>
Weekly iClicker quizzes	<ul style="list-style-type: none"><li>- Train students how read/answer multiple choice questions</li><li>- Improve reading comprehension</li></ul>
Study guide assignments	Teach students study tools: how to condense material & write their own practice exams
Flipped classroom	<ul style="list-style-type: none"><li>- Replay portions of lecture that students need more help with</li><li>- Address “muddiest points” &amp; do problem solving questions during lecture</li></ul>



# Outcome (#1)

## study guide assignments

Your Answer:

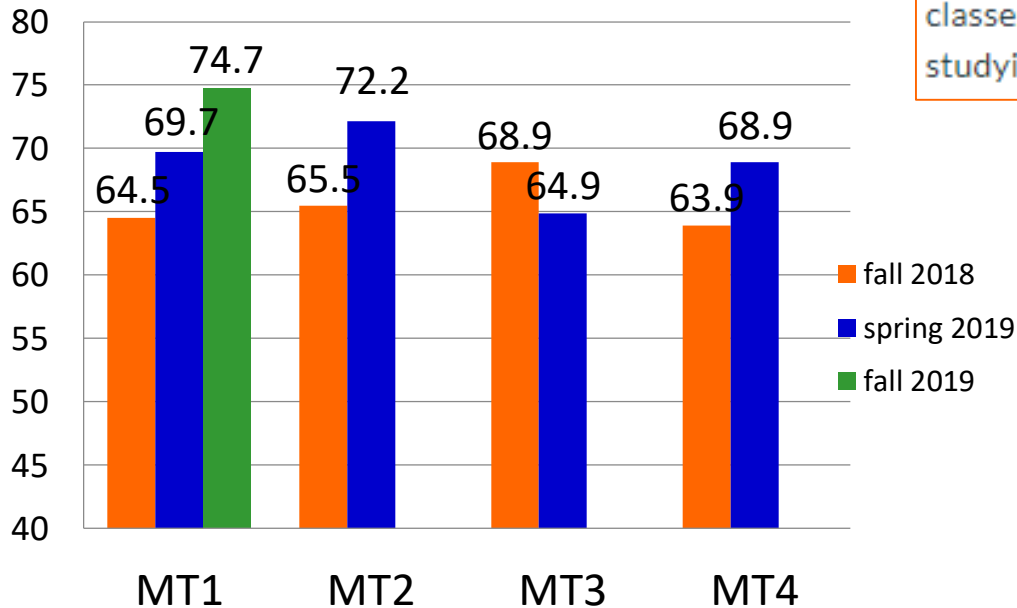
The lecture that most benefited with this exam personally was Lecture 5 when Dr. G introduced the concept of how to compose most information into one-two pages with the format of how she takes her notes. Although I feel like not a lot of questions resinged about this lecture on the exam, that concept of note taking opened up my brain and made lectures easier to understand from then on out. I know it might be time consuming but I would definitely (for future classes) show students that concept of learning and studying.

the HUGE advantage of recording lectures. Making myself one of your MAGIC study sheets Dr. G! Thank you thank you thank you!

  You and 7 others

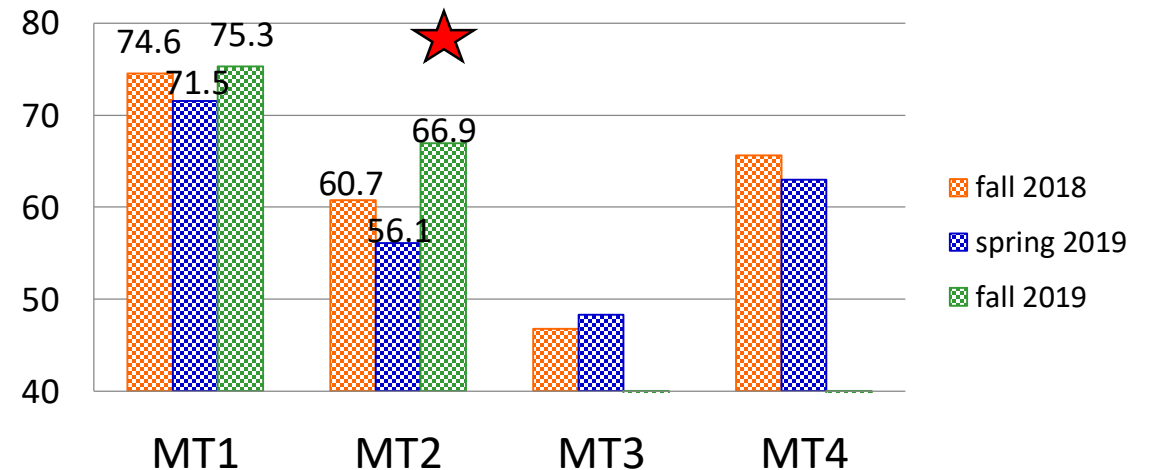
1 Com

multiple choice exam scores (physiology)



weekly quizzes

lab exam (anatomy)  
w/without study guides

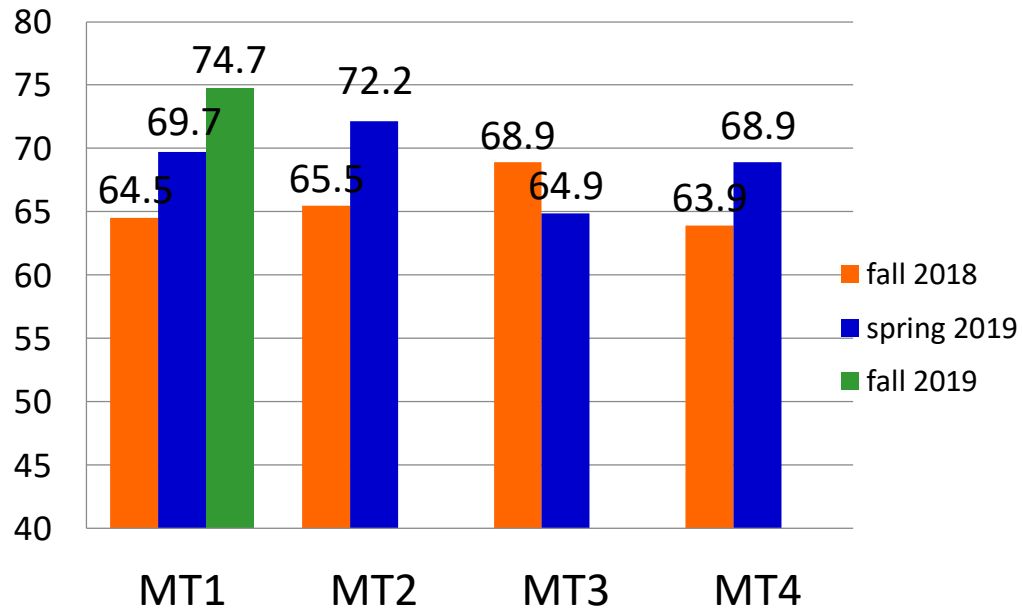


# flipped classroom

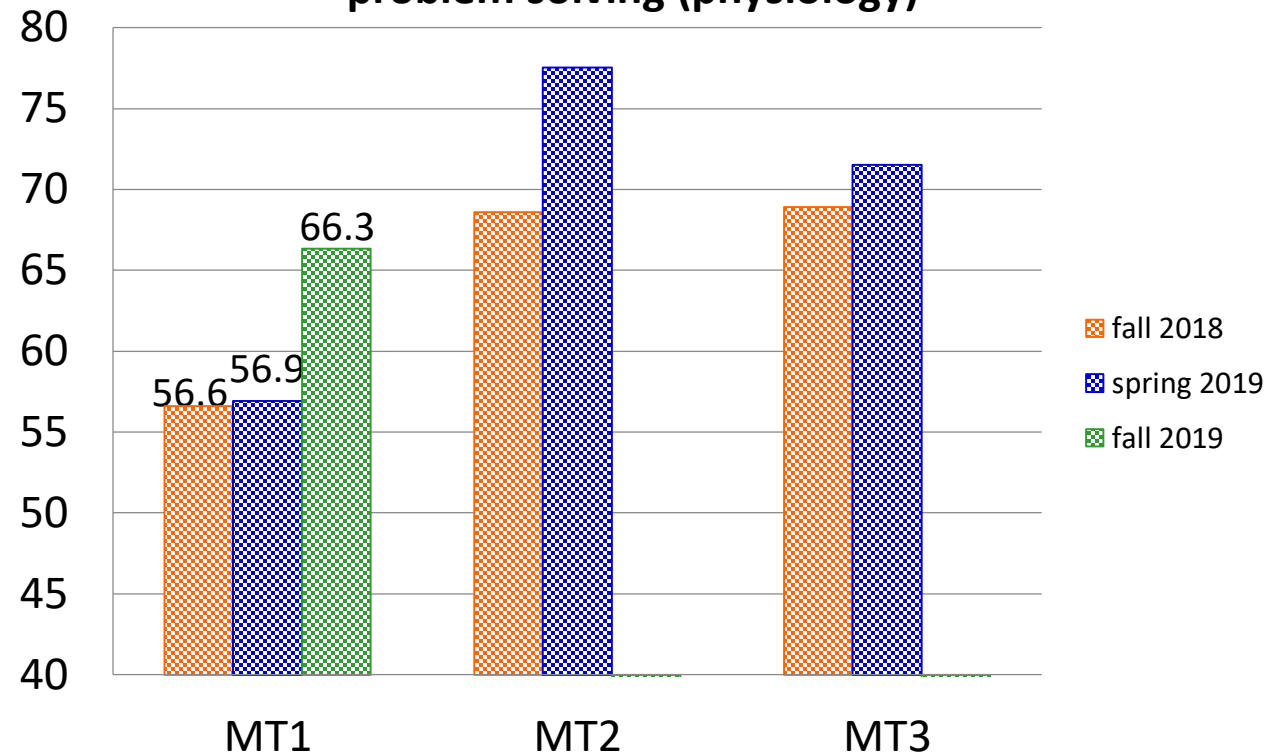
I loved the video lectures prior to going into lecture. It really allowed me to take notes at my own pace and re-watch the lectures that I didn't fully grasp. While in class we went over muddy points including Oxidative Phosphorylation which embedded the processes in my mind. This lecture and HW is when I felt most confident in the material, and not rushed to learn.

All of the lecture study problem solving based classes helped me out the most. It allowed me to actually apply what I was learning and start to critically think and use information to solve a problem. Like you said you are helping us train and those class periods help me out the most by learning to use what I know to figure out things I don't know. With learning this new way of using my brain and the information I know quickly and efficiently these class periods help the most.

### multiple choice exam scores (physiology)



### problem solving (physiology)



# The intervention & rationale (#2)

## Imposter syndrome

<b>Intervention</b>	<b>Rationale</b>
Tell students my story	Students learn best when they can: 1) relate to you 2) trust you 3) feel safe in the classroom 4) be motivated by you
Notecards (fears, obstacles, personal stories)	
5 minute check-in (notecard)	

# Institutional change

