

Examples of Mentored Teaching Projects

A primary component of developing and conducting a mentored teaching project is to plan an intervention in the classroom that requires some type of assessment of student learning. When developing your project it is recommended that you use the “backward design” (Wiggins and McTighe 1998) – that of: developing objectives or desired results, developing how will you determine acceptable evidence (assessments) of learning, and plan your teaching and learning experience.

Past projects students have conducted include:

Opinions about climate change among non-science majors and influence of passive and active learning strategies

Writing to learn using journals

Utilizing an informal learning experience to improve students’ understanding of the evolutionary concept of variation

Using simple cooperative learning techniques in a plant propagation course

Calculus students' understanding from the inside-out: the relationship between the chain rule and function composition

Examining whether learning space affects the retention of experiential knowledge

Assessing gender differences in response system questions for an introductory physics course

A picture is worth a thousand words: applying image-based learning to course design

Improving critical thinking skills of undergraduates health science students with case studies

Identifying successful technologies for teaching electromagnetics to undergraduates

Assessing students' attitudes towards environmental issues after completing a cascading food-web case study to understand complex ecological interactions

How do outdoor and nature-based experiences differ between science majors and non-majors?

Genetics in the green house: using active learning to improve student performance in plant genetics

Effects of cooperative learning on information assimilation and critical thinking

Field trips through the food system: experiential environmental learning in higher education