

Anatomy & Physiology Summer Workshop Feedback Form 2011 Responses

1. Describe your reaction to this session:

Seeing so many teachers excited about teaching was an inspiration. It was great to have renewed enthusiasm for the methods and techniques that brought me into teaching.

This was a wonderful experience. I will almost everything we did here with my students in both AP and general biology (with different expectation levels).

I have already drank the Kool-Aid. I have with a workshop under my belt from last year, I have seen a significant improvement in my students using these methods. I am all in.

I love this method of teaching, you did a great job detailing how to intentionally make this a successful structure. Very satisfying!

I am excited to teach this year and really feel this will help ALL of my students master more biology and be able to retain much of what they learn.

The hands-on methods and simulations were not new for me, but the level of sophistication of models, the experiential nature and much of the format for teaching your entire class all year was very informative and eye-opening. I love how you keep the students thinking and doing all the time.

2. Did you learn anything about teaching methods that will significantly impact the way teach your class?

Yes, I will use a peer review process for every lab – this gives the students something I have tried to give them in the past, but have not succeeded in doing effectively. Grading the audience participation and models, models, models...

The neuron model and immune system simulation helped me significantly in my own understanding. I will certainly be using these with my students.

The steps for note-taking and textbook reading will change how I structure each week. Also the method for writing my own activities and how to get students to write activities, I will use these and hopeful have good results at creating more hands-on experiences.

How to use case studies effectively. I have heard of using them, but have never done it myself. I look forward to adding these.

Yes, I loved the response of individuals and the groups we had when we hit the “gritty” part. It was a new perspective to think that it is not a result of teacher doing something wrong or inadequately (as I have interpreted it in the past), rather it is the objective – to stretch and learn required getting past the place where your comfort zone ends.

Honestly if I can manage to organize myself well – I would love to implement much of what I have learned here this week. Specifically in structure and format of classtime and the exclusive use of activities to make students think. I am actually looking forward to my second year teaching A&P even more than the first.

I recognized that these activities would have helped my students with areas of the curriculum that they find challenging. When my contact time is cut by pep rallies and testing I realize now that I will cut lectures rather than hands-on learning. Although I have been doing hands-on learning I feel like I can do it much better and have a vision of what needs to happen to make it significant.

3. What things should I change or definitely not change about this workshop?

Keep all the games, simulations and models. We have learned from them as much as our students will – great depth of understanding from these resources and techniques. I was deeply affected by the dialysis center, amazed by the significance and consequences of living systems out of balance. Be sure to do this again next year.

Modeling of the student-designed lab experiments. This process is essential and should be used by all teachers across the country for science literacy. The blood glucose game, the brain mapping and explorations, the nerve response, mating and reproduction, the debate logistics.

The pace, I liked that so much was included and we never stopped. The handouts and activities were great, and the explanations.

4. What type of teacher would you recommend take this workshop?

Any teacher could benefit from these tools, but specifically those who are in it for the kids.

Someone who is bored with the same old thing, or wonders why students aren't learning/remembering material, someone who is curious and open to new approaches.

Any teacher who would like to incorporate modeling but is not creative enough to build the activities or doesn't know enough about student-centered teaching to manage the students while it is happening.

One looking to reach their students who don't respond to reading and answering questions.

Definitely all science teachers. I realize currently our curricula are biological and environmental but all teachers could benefit from learning how to engage kids and use critical thinking methods regardless of the content.

Any teacher who has said, "I don't know how to reach these kids today."

5. What would you say to another teacher about this workshop?

I have actually gained more here than almost any workshop I have ever been to. Flinn Chemistry was good, but they had three teachers and a large company of kits and resources. Amazingly, this workshop rivals that one. While we talked theory, we walked away with so many useful tools for the classroom.

Shifts your paradigm – but in a wonderful way!

I would highly recommend the workshops. If one of my colleagues was on the fence about whether or not to attend, I would pester him/her until they signed up!

This workshop will impact my teaching more than any other I have ever taken. My AP institutes were great but this is so much more helpful in terms of how to impact my student's learning rather than just mine.