Cell Biology Summer Workshop
Feedback Form 2011 Responses

1. Describe your reaction to this session:

I am EXCITED about making my class all hands on!

Amen! This methodology is a more evolved and tested version of what my instincts told me is good teaching from the very beginning. This session challenged me to refine what I know to be good pedagogy and gave me concrete ways to increase rigor in the courses I teach.

This is what I have been looking for – ideas that will take my biology students to the next level, get them to think and read for understanding. Also, I learned ways to evaluate or grade that next level, which is something I was weak in.

I loved that you didn't just explain how to teach using different styles, but pointed out the process as it was going on in our class.

I'm so glad I found you, I'm so glad I came!

I feel like I have finally found a way to engage all of my students, not just the most able and easiest to reach. I plan to apply as much of these methods as I can, I really feel like I can serve my population of students better by taking them from where they are and bringing them further with experiences.

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

Cell respiration, I came in with a list of items/topics I wanted help covering, all were covered and in a way that I feel my students would understand very well. Loved the glucose-insulin activity and co-transport activity. I plan to completely change the way I approach my class using hands-on.

In graduate school I have heard that these kinds of methods needed to be chased with lecture, but have found the reverse to be true when I was actually teaching. This session gave me the confidence to and a framework in which to teach using experiential methods.

I know a student learned more by doing but it was reinforced when we were at work in our groups, coming up with ideas and talking about the subject. I was learning so much from my peers and I am thinking, "Yes! This is what would/could happen in my classroom!"

Students have to do the work to earn the rewards of knowledge.

The idea of not telling the students what I want them to know before and after the learning exercise was sort of a scary "ah-ha" that will impact the way I teach activities from now on.

I was most impressed at how often I found gaps in my own knowledge during activities that made me think about concepts I thought I knew very well. I see how the same thing will happen with my students when they are placed in the same role.

I learned that activities are not to be used to review and reinforce but to teach the topic and deepen the understanding.

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

You modeled pedagogy associated with each type of activity throughout, this helped tremendously to understand how delivery of content impacts the level of student comprehension.

The electronegativity activity is brilliant and illustrative. The kinesthetic/visual representation gave me a degree of clarity on this subject that I have not had before.

I like how the participants were from a wide variety of school types, backgrounds and were at different points in their careers; this diversity was a key part of the conference and should be maintained. I enjoyed going through the activities from the student point of view – we need to see how it impacts us to understand why we must teach in this manner.

Keep teaching the concepts we think we know well, even if we say we know it. I never really knew cell respiration and photosynthesis like I know them now – memorization and recall does not compare to true understanding.

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

Any teacher who wants to push the rigor of content up even if they do not always have students who are well prepared.

This workshop is for any teacher not satisfied with their current teaching methods or results, who wants to move from a traditional lecture mode of teaching into a more hands-on, "out-the-kids-to-work" mode of teaching and develop critical thinking skill in their students. While the workshop and lesson plans are designed for AP Biology, they can be modified for General Biology or other science subjects.

Vertical teams should come together to this workshop. We have had the support of one another this week and now we are all on the same page on how to promote

thinking. We are coordinated as we have never been before and ready to change the progression of thinking as students move between our courses.

One who is ready to relinquish some control and let the students find out for themselves.

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

This was the best professional development event I have ever attended. You really "practice what you preach" in terms of showing rather than telling, and that approach made the experience more meaningful and adaptable to our individual interests.

Definitely take 5-days, it will bring home the full picture of how we learn and why kids are not learning using the traditional methods.

They would not be disappointed if they signed up for this workshop. They will get their money's worth. It was fast-paced and so interactive that time just flew by. In addition to all the information that Kristen provides, the knowledge that the other participants contribute guarantee that you will come away with many tolls that you can add to your toolbox.

It was wonderful – I highly recommend it and hope to come to another!

If you want to improve your biology class…TAKE THIS WORKSHOP!