

Teaching Unprepared Students

Problems and concerns to think about for the final chapters (7-Epilogue) for 4/28:

1. Considering the concept of “deep vs. shallow learning,” what strategies does Gabriel suggest to encourage students to engage in more profound learning?
2. How does an instructor justify the amount of time consumed in formative assessment activities as opposed to lecturing and summative assessment?
3. Why does Gabriel suggest that norm-referenced assessment is less equitable than criterion-referenced assessment?
4. As instructors, do we regularly give enough assignments to create a balanced picture of student achievement? What does Gabriel envision as “fair and relevant” testing?
5. To what extent have the principles of Universal Design of Instruction influenced instructors as well as institutions such as CSUN?
6. What role does vocabulary development play in our classrooms?
7. Do instructors typically have sufficient knowledge of campus resources that can support students? How do we educate ourselves in this area so that we can provide information to our students?
8. Does plagiarism/cheating rear its ugly head in our classrooms? What do we do to promote academic honesty?
9. How do we use rubrics in our courses? What is their particular value for unprepared students?

--Mary Riggs, CSU Northridge, April 2009