<table>
<thead>
<tr>
<th>Text</th>
<th>Problem</th>
<th>Solutions</th>
</tr>
</thead>
<tbody>
<tr>
<td>Dr. Goodheart’s first faculty appointment.</td>
<td>• New faculty member with limited teaching experience</td>
<td>• Best teaching practices and UDL principles covered in professional development required for all new faculty.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Faculty peer mentoring.</td>
</tr>
<tr>
<td>PY100 is one of largest classes at NCCC.</td>
<td>• Larger classes may create challenges for instructor to get to know students, and to know whether students understand the material.</td>
<td>• Ask students to create name cards, with their name and study focus area. Have students display these cards in class so instructor can see them, call students by name, and develop awareness of each student’s area of study.</td>
</tr>
<tr>
<td></td>
<td>• Larger classes may create difficulties for instructor to tap into students’ interests, to challenge and motivate them, i.e., provide enhanced opportunities for engagement.</td>
<td>• Adopt instructional technologies that increase communication and allow for alternate modes of expression AND allow instructor to know immediately whether students understand the content (e.g., clickers).</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Ensure that examples and content are relevant to students’ interests.</td>
</tr>
<tr>
<td>Lecture hall has fixed seating.</td>
<td>• Fixed seating makes it difficult to facilitate student movement, participation and small group activities.</td>
<td>• Implement ‘think, pair, share’ activities, creating opportunities for students to problem-solve with students next to them.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Engage students in group activities that engage them with content in front of class (e.g., content games, such as Who Wants to Be a Millionaire, but instead, Who Wants to Get an A?, with questions about content that involve whole class in determining answers.).</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Ensure that students with disabilities have appropriate space and access – if not possible, request room change.</td>
</tr>
<tr>
<td>Instructor has limited knowledge on how to give students in large classes an active role in their</td>
<td>• Students in class are first or second semester students, so many may be right out of high school. With limited opportunities for active learning.</td>
<td>• Create a welcoming class environment. Learn students’ names and use their names when calling on them. Arrive early to class and</td>
</tr>
</tbody>
</table>

Case Study #2 – Solutions
| **Learning.** | younger, less mature students may tend to skip class and/or sit on the back row and not participate or even listen.  
- Literature suggests that there are consistent problems with student persistence in first-year large ‘gateway’ courses such as PY100. | greet students as they enter. Stay a few minutes after to take questions.  
- Create some “energy” during lecture (e.g., humor, anticipation, suspense) to increase attention and recall.  
- Involve students individually and in groups when demonstrating learning concepts, e.g., case studies, presentations and demonstrations, clickers, on-line and in-person discussion groups, etc. |
| **Hands out paper syllabus on first day of class.** | Students may tend to lose or misplace syllabus, or, if not in attendance on the first day, miss the chance to receive a syllabus.  
- Paper syllabus may not be in accessible format for all students in class. | Make a detailed course syllabus available on the Web prior to class start.  
- Create activity with syllabus FAQs, facilitating opportunity for students to become familiar with vital information.  
- Create rubric with class assignments, possible points and due dates. Include in rubric space for students to track their points and know what their grade is at any point during the semester. |
| **Dr. Goodheart lectures extensively on the information in the required textbook.** | If students miss class, they miss the content of the course.  
- The length and passivity of lectures and their demand for sustained attention and concentration are significant barriers that may render lectures ineffective.  
- Even though the words spoken in lecture are accessible because they can be heard and their meanings recognized, they raise barriers stemming from high demands on linguistic and cognitive abilities, including memory, attention and the amount of background knowledge they assume.  
- If the information is in the textbook, it is redundant and possibly uninteresting when repeated in lecture form. | Provide alternative representations of course content other than lecture, e.g., videotape each lecture and post the video on the course Web site.  
- Make lectures on textbook interesting and exciting, connecting the information to current events, life experiences, etc.  
- Break up lecture time with activities, class participation, etc.  
- Use informative PowerPoint slides to accentuate important points of the lecture. Make sure these slides are available to students before class.  
- Implement techniques to make the lecture structure more explicit and memorable and to |
reduce the cognitive load (e.g., by using repetition, by explicitly stating the structure of the talk early and often, and by summarizing the points).

| She is trying to cover all the goals and objectives in the syllabus that she inherited from previous instructors. | • Whose course is she teaching?  
• Traditionally instructors put everything that students will need to know about the course in the syllabus. But less is better! | • Develop clear, concise and measurable learning objectives.  
• Too much text and information is overwhelming. Give only the essential facts of the course. Make a separate handout with extra information and post it online and pass out when appropriate. |

| Negative feedback from students states that exams don’t reflect what is covered in class or the textbook. | • There is increased emphasis on designing assessments/tests that meet the needs of the range of students in typical college courses, but faculty rarely receive support or training in developing and evaluating their assessment tools.  
• Student feedback suggests that the instructor has not informed students what the class expectations are and what skills and knowledge will be evaluated. | • Provide guidance and instruction for faculty on test/assessment development.  
• Explicitly state the expectations for students and which knowledge and skills you will and will not be evaluating. Design the scoring guide with this information in mind. Tell students what you are trying to measure and give them clear guidance on how to prepare for tests. |

| Exam results reveal that students often misunderstand key concepts. | • Instructor has no method for determining whether students are understanding the content of the course until test results reveal the gaps. | • Use clicker technology to determine each day/week whether students are understanding the key concepts of the course.  
Allow students to anonymously fill out a question card about class content one time each week. Use one class session/week to read and answer questions. This gives students information they need and gives instructor feedback as to whether students are getting it! |
| Efforts have been made to assign group work, with little success and lack of willingness on part of students because of commuting, jobs, and limited time. | • Limited opportunities for students to engage in learning process together.  
• Limited opportunities for students to express to one another what they are learning, where they have questions – to learn from one another and share experiences. | • Adopt instructional technologies that increase communication and allow for alternate modes of expression.  
• Use technology to connect students with one another via online discussion.  
• Facilitate on-line group projects.  
• Allow class time for students to work together on class group assignments and projects. |
| --- | --- | --- |
| Few students come to arranged office hours, fewer make appointments. | • Students are stretched to the limit, with jobs, commutes, and other challenges.  
• Students may not realize until it is too late the importance of communicating with their instructor. | • Offer office hours in flexible formats: face-to-face, email, phone, etc.  
• Provide alternative opportunities for students to communicate their questions and concerns (e.g., FAQs via clickers, weekly question cards, TA meetings, etc.) |
| Students frantically take notes in class and rarely participate in class discussion. | • Students are not benefitting from class discussion and participation opportunities, and may not be understanding key concepts of the course.  
• Instructor does not know whether students are understanding the course concepts and content. | • Assign note-taking randomly to 5 – 6 students each week – post their notes on line for all to benefit from.  
• Post outline of lectures on line (e.g., P.Pt. slides) before class and allow students to print these notes and add lecture content to this outline. |
| Early in semester, students asking same questions repeatedly re: grading system, assignments, expectations and deadlines. | • Students are not understanding the information provided in the syllabus. | • Make a detailed course syllabus available in the department or on the Web prior to the first day of class.  
• Create class activity with FAQs from the syllabus, facilitating opportunity for students to become familiar with important info.  
• Create rubric with class assignments, possible points and due dates. Include in rubric space for students to track their points and know what their grade is at any point during the semester. |
| Diversity of note-taking styles with incomplete information. | Students not capturing the important concepts that are critical for successful course completion. | Begin lecture with outline of what will be covered; summarize what was covered at conclusion.  
Post lecture outlines prior to class, which students can use as a framework for note taking. |
| Dr. Goodheart is nervous about expressing concerns/questions about reasonable accommodation requests. | Instructor either not aware of or lacking understanding of legislation regarding reasonable accommodations for students with disabilities. | Provide information to all new and existing faculty on services and resources provided by Disability Services Office.  
Provide information to all new and existing faculty. re: applicable disability services legislation, e.g., 504, ADA, 508.  
Provide mentoring support for new faculty to ensure their questions and concerns are addressed. |