



University of Maine

Faculty Course Modification Incentive Grant – Maine Learning Assistant Program (FIG-MLA Program)

Current Course Modification Project Examples

Farahad Dastoor/Karen Pelletreau – BIO 100

- Addition of **MLA**-led help sessions that specifically target students who score poorly on the first exam.
- **MLAs** coach students through solving weekly problem sets.
- **MLAs** are also used in the large-enrollment lecture to facilitate group discussions and answer questions.

Michelle Smith – BIO 350

- Incorporate problem solving by using clickers and **MLA**-facilitated discussions in large lecture course. Use of Peer Instruction – clicker question, individuals vote, talk to their neighbor/group, vote again, follow-up by instructor with student input.
- Group portions to course exams: students first take exam as individuals (85% of their grade), turn in their bubble sheets, get into groups and retake the exam while talking with their peers (15% of their grade).

Sally Molloy – BMB 155

- Expanding the research component by scheduling an additional hour of class time for students to conduct computational experiments with the assistance of **MLAs**.
- **MLAs** facilitate productive student discussions, respond to questions, and provide guidance.

Jon Kreps – CHY 121/122

- Integrate and assess clicker-mediated discussions in lecture. **MLAs** facilitate discussions and help students. **MLAs** also help run recitations. Address conceptual understanding and misconceptions.

Torsten Hahmann – COS 250

- Problem-solving tutorial sessions, online lectures and group discussions to improve student-learning outcomes. **MLAs** assist in class and prepare for & conduct tutorials, and run student help sessions.

Jen Tyne – MAT 126

- Flipping the classroom: students watch videos (and take short Blackboard quizzes) prior to class. Class time is spent on clicker questions and group work. **MLAs** and TAs work with groups during class.
- Use of new technology to facilitate research-supported teaching practices.

MacKenzie Stetzer, George Bernhardt – PHY 121/122

- Implementation of clicker questions, shift to Peer Instruction method.
- Revamping lab sequences, including modifications of lab manuals and development of tutorial labs.
- Addition of review sessions with **MLAs** to a course that previously did not offer review sessions.

Paul Rawson – SMS 300

- Introducing collaborative learning activities, including “expert topic”-based approach to cover material (jigsaw technique), with case study reports.
- **MLAs** help with the learning circles discussions, each responsible for guiding one learning circle.

Additional Faculty Course Modification Incentive Grant Recipients:

David Batuski – AST 109

Mindi Summer – BIO 465

Kristy Townsend – BIO 307, 480, 483

Bill DeSisto – CHB 112

Sara Walton – CHB 350

Peter van Walsum – CHE 386

Natalie Machamer – CHY 251

Brian Frederick – CHY 472

Nuri Emanetoglu – ECE 343

Sarah Nelson/Kate Ruskin – EES 100

Chris Gerbi – ERS 151

Karl Kreutz – ERS 201

Balunkeswar Nayak – FSN 330

Jennifer Tyne – MAT 103

Todd Zoroya – MAT 122

Paula Drewniany – MAT 126

MacKenzie Stetzer – PHY 441

Sara Lindsay – SMS 201