P.O.W.E.R. Learning **Instructor Manual (K. Surman)**
Chapter 1: Becoming an Expert Student

This resource for Chapter 1 contains the following:

1. Learning outcomes
2. Messages to the student and to the instructor
3. Ideas and concepts
4. Clarifying questions and discussion prompts
5. Using the P.O.W.E.R. learning process in your instruction
6. Activities and assignments for the classroom or online
7. Extending the course content beyond the classroom
8. Additional activities and assignments

1. Learning Outcomes

LO 1.1 Discuss the benefits of a post-secondary education.
LO 1.2 List the skills, attitudes, and behaviours valued by Canadian employers.
LO 1.3 Identify the basic principles of P.O.W.E.R. Learning and the ways in which expert students use P.O.W.E.R. Learning to set goals and achieve academic success.
LO 1.4 Compare and contrast learning styles, striving styles, and multiple intelligences. Identify your own styles, and reflect on how they relate to your academic success.

2. Messages

2.1 To the student

You are creating the foundation on which your academic career will depend. Make this foundation strong and broad enough to support a diverse and demanding college or university experience as well as to establish a process you will use throughout your life.

There are greater expectations of a person who has received a post-secondary education. You will be looked to for leadership in your work. You will be sought out to facilitate difficult conversations. You will be considered the change agent in your community.

Learning is a personal journey. How you process information and what you choose to spend time learning is based on individual preferences and past experiences. A successful learner will learn "because of and in spite of" the teaching styles of instructors, the physical environment, or other circumstances. The more you know about yourself–your strengths and weaknesses–the more you can strategically go about the process of becoming a better person.

Your self-esteem will grow as you come to trust yourself as a confident and competent learner who can successfully negotiate diverse classrooms and instructors. This flexibility is a vital skill for navigating through the even more complicated world that awaits you beyond college or university. Embrace all of these expectations and challenges as you engage in your education.

Teaching the Text: Chapter-by-Chapter Notes - 1-1

2.2 To the instructor

We invite you to explore these lessons with your students. Answer the questions provided by each chapter from your unique perspective as course facilitator. The P.O.W.E.R. Learning process outlined by Bob Feldman and Danica Lavoie can enhance the skills and knowledge that you already bring to the classroom experience. Learning to teach can be as tough as learning to learn.

Chapter 1 encourages students to assess their strengths and weaknesses particularly as these characteristics influence success in the academic environment. Learning styles, multiple intelligences, and striving styles are covered in this chapter. Students are often fascinated by this information because it validates their individuality. Take this opportunity to link different learning and striving styles to different teaching styles.

It is important that you allow time for students to complete the Striving Styles Self-Assessment contained in this chapter because much of the material in this book hinges on the application of these striving styles to various aspects of student success.

Moreover, in this chapter, the concept of P.O.W.E.R. Learning is defined, and the process is outlined. Encourage your students to make a commitment to use this process now. Re-emphasize the P.O.W.E.R. plan each time you teach a chapter. By the middle of the term, your students will use the process with ease.

In addition to exploring these fundamental ideas, the first days of class are vital to begin establishing the following ideas within your class:
- your role as the instructor
- your expectations of your students
- your students' expectations of the class and you
- an awareness of the role of each student within the academic community

And so begins your academic journey with your students. A successful instructor is a master weaver. The process of creating an intricate basket or an exquisite tapestry is the same process that happens in each class. Pull one lesson from the first week of class, one comment from a student midway through the semester, one journal entry from the second, anxiety-filled class day, and wisdom from the text–page linking page, chapter linking chapter. Weave the thoughts, words, reflections, and activities together; pull each thread, weave a garment, connect your students and this class to you and one another.

3. Ideas and Concepts

Auditory/verbal learning style
Body-kinesthetic intelligence
Critical thinking
Employability skills
Evaluation
Interpersonal intelligence
Intrapersonal intelligence
Learning disabilities
Learning style
Linguistic intelligence
Logical-mathematical intelligence
Long-term goals
Motivation
Musical intelligence
Naturalist intelligence
P.O.W.E.R. Learning
Read/write learning style
Short-term goals
SMART approach to goal setting
Spatial intelligence
Striving style
Tactile/kinesthetic learning style
Visual/graphic learning style

4. Clarifying Questions and Discussion Prompts

These questions can be used to encourage class discussion, small group work, or individual reflection about the information presented in this chapter. Also, they can be used in some of the activities listed in Part 8 of this IM chapter.

- What do you want for your future and how does your post-secondary education support these plans?
- What do you already know about yourself, especially how you learn, that can help you obtain your goals?
- What do you know about yourself that will hinder you in obtaining your goals?
- What do you look for in teachers? What do you look for in classes?
- What examples of success and of failure do you have in respect to your academic goals?
- Who is in your life that can help you to be academically successful?
- How will being successful in your program affect your self-esteem?
- What is P.O.W.E.R. Learning?
- How can your college or university experience help you to understand the world today as well as prepare you to deal with changes in the world in the future?

- How could you apply the SMART approach to a goal in your personal life?
- Which of the skills, attitudes, and behaviours valued by Canadian employers do you need to work on?

5. Using the P.O.W.E.R. Learning Process in Your Instruction

Whether you are learning to learn or learning to teach, the P.O.W.E.R. Learning process is a useful tool. Here are some ideas for applying this process as an instructor with this chapter.

P.repare: Arrive in the classroom 10 minutes early. Make certain the room is arranged properly and is clean. Create a welcoming tone by writing your name on the board. Have nameplates available (the ends of old file folders can be used to create name tents). Bring a marker for writing names on the nameplates. Greet students as they enter. Establish through these actions that "being prepared and on time" is valued.

O.rganize: Decide on one or two questions that you wish students to consider today. Consider using the Boundary Breaking exercise (see Part 8 for more details) during the second or third class once class enrolment has stabilized.

W.ork: During class have students *write, speak, and listen.* These skills are critical to learning. You can ask them to write a response to one question. They can then share their answer with an individual, a small group, or the whole class. To encourage listening, you should revise their original answers to reflect at least one other piece of information they have heard.

E.valuate: Ask students to write or say one thing they learned or share an unanswered question that they have at the end of class. Use this information to understand whether you were successful in getting your point across. Jot down on your syllabus whether you allotted enough time for all that you covered. Give yourself a grade for your effectiveness that day as the instructor. Acknowledge what you believe was on target.

R.ethink: Use the information and the experience to improve your teaching the next time you meet with the class; shorten the lecture, consider the interests of your students, allow for new directions.

TRY IT!   Begin a teaching journal. Jot down the ideas that worked and changes you would make the next time you teach this topic.

6. Activities and Assignments for the Classroom or Online

The following activities appear in the textbook and are also available through ***Connect***. Therefore, they can be completed during class time using the textbook or using laptops. They can also be completed online as part of a hybrid or online student success course.

Try It! 1: Why are you going to college or university?
Ask students to identify the reason listed most closely aligns with their reason for attending college or university.

Try It! 2: What are your goals?
Some of your students will report that they have done goal-setting exercises before. Encourage them to plan anew as they begin your course. Suggest that they consider goals specifically aligned with their reasons for being in school. Also, many students may struggle with writing specific goals. Give them direct feedback on their goals using the SMART approach.

Try it! 3: Examining the causes of success and failure
Encourage or select student groups that allow for varying viewpoints. This will help reinforce a positive classroom experience and give students valuable exposure to new ideas.

Try It! 4: What's your learning style?
Be sure to keep track of your students' learning styles to assist you as you convey information to them throughout the term.

Try It! 5: What's your Striving Style?
This personality assessment, developed by Canadian psychotherapist Dr. Anne Dranitsaris, is referred to throughout the P.O.W.E.R. Learning book. **It is important to have your students complete this exercise either in-class or online at the beginning of your course**.

The assessment will help your students understand how to best approach learning and will be invaluable as they invest in their post-secondary education.

Students can be directed to the *Connect* site or to www.striving-styles.com to access a more in-depth report on their striving styles.

As seen in the summaries in Tables 1.1, 1.2, and 1.3, there are several types of learning styles, striving styles, and intelligences. Students should be encouraged to learn and to learn to deal with situations that require them to use less-preferred styles in their education and in their careers.

Additionally, the following activities are available online:

- Skills Assessment and Portfolio Building Tool (Conference Board of Canada)

7. Extending the Course Content Beyond the Classroom

Creating opportunities for learners to become actively involved in the process of thinking, doing, and reflecting is a key role for the instructor. During the first days of class, in addition to supporting the private dialogue between the textbook author and your students, you need to encourage students to share their thoughts with one another and with you, thus extending the conversation into the classroom setting. We believe that you must consciously connect the course content to the individual student's life, the programs and practices in the broader academic community, and the world in which we live–our global society.

Here are some ideas that can carry the conversation beyond the chapter activities.

GOAL: To connect the information to the individual student's life.

a) Have students write a reflection card (3-5 sentences) that is turned in at the beginning of each class. This card focuses on a single question such as "What have I observed or accomplished about my educational goals since the last class?" These cards are often called *admit/exit cards* (see Part 8 for more ideas) and can be used to create a dialogue between the instructor and the student. Additionally, they can be used to check attendance.

b) Personal relationships can take on a different texture when students consider how learning styles and striving styles influence choices and priorities. Ask students to reflect on a misunderstanding or conflict with a family member, friend, or colleague at work. Does the information on learning styles or striving styles provide any insight to that situation?

GOAL: To connect the information to the programs and practices in the broader academic community.

a) Give students 10-15 index cards and ask them to list the skills needed to be successful in college or university (1 skill per card). Ask them to consider their courses, family life, work, and community obligations. After a period of about five minutes, invite them to leave their desks and stand in a circle. Ask one student to state one of his or her skills and put the card with that skill on the floor; ask other students who have cards with the same or a similar skill listed to add their cards to the pile. Continue until all cards have been placed in specific piles. Usually the cards can be divided into 10-15 different piles. This activity allows students to think and write as well as analyze and regroup their ideas. Having the students leave their desks creates valuable movement that keeps students physically and mentally involved in their work.

b) Ask your students to create an imaginary study group for a test in either your class or another subject. Given their knowledge about learning and teaching styles (and perhaps striving styles, as well), what abilities need to be present in such a group for it to be successful? What would guarantee that the group would fail?

GOAL: To connect to the global society.

a) One of the greatest outcomes of a student success course is the communication that you encourage among your students. Several issues must be considered as you invite open discussion among your students and yourself. It is important to create a trust-filled environment that allows for respectful and thoughtful listening to genuine and truthful responses. These skills are needed not only in the classroom, but in all social interaction. The Boundary Breaking exercise (see Part 8) is useful for setting the stage for students to understand how to share personal information and how to respond appropriately.

b) Learning styles can be influenced both by culture and gender. For example, ask your students to compare the classroom experience of a Canadian student with that of a Japanese student. How is the room set up? How long do they meet? How is information delivered? What is the level of participation by the students?

8. Additional Activities and Assignments

These activities and assignments are listed in order of time required.

8.1 Introducing Preferences (3-4 minutes, in class)
8.2 Admit/Exit Cards (5-10 minutes, out of class)
8.3 Journal Writing, Reflection Cards, and Reaction Cards (10-20 minutes)
8.4 Learning Pyramid (20-30 minutes, in class)
8.5 Forced Choice (20-40 minutes, in class)
8.6 Boundary Breaking (45-60 minutes, in class)
8.7 Group Interaction Courses/Low Ropes Initiatives (3-4 hours, out of class)

8.1 Introducing Preferences

There are several ways to introduce students to the idea of learning preferences; most are simple and take very little time. For example, ask your students to clasp their hands together. They should look and see which thumb is on top. Ask them to open their hands and re-clasp them, this time being certain to place the other thumb on top. All of your students will be able to successfully accomplish this but they are likely to say that it isn't comfortable or isn't natural. So it is with learning new ways of doing other things.

Becoming aware of their existing learning styles and preferences will empower students to understand why it sometimes is awkward or uncomfortable to learn differently than they did in previous learning environments. Perhaps the most important perspective to share with your students is that when the learning is tough, it doesn't necessarily mean that the student is stupid or the teacher can't teach. All that it means is that they don't understand information in the same ways. Students who know about learning styles and preferences are simply better able to expand their repertoire skills than students who don't know about these ideas.

8.2 Admit/Exit Cards

There are many variations on this idea. Consider which of these ideas appeal to you; mix and match ideas or create your own. Here are some examples:

- To be admitted to class, students are told ahead of time that they must arrive with a question about the topic to be discussed that day. The teacher arrives early and collects the card with the question at the door. No card, no admittance.

- In the syllabus, students are informed that they must write a 3-5 sentence paragraph responding to the prompt "Since the last class, I have observed or accomplished the

following about my educational goals…." The card with this paragraph is due at the beginning of each class period and must include the student's name and the date. Not only does this promote reflective thinking about learning but also it creates a private conversation between the faculty member and the student. Furthermore, the faculty member can use the cards to determine class attendance and when the cards are returned, the student has a record of his/her attendance as well.

- Students are requested to record what they have read since the last class (be it required or for pleasure) and to provide comments about their readings. Placed on a 3 x 5 card, with the student's name and date, this card is taken up at the beginning of each class.

- At the end of each class, students have to provide a card in order to leave. Request your students to do one of the following:
  ❖ write a summary of the day's lesson
  ❖ write one question that has been left unanswered about the day's topic
  ❖ make an observation about how today's lecture applies to another class
  ❖ define a keyword that summarizes the lesson
  ❖ critique the instructor's teaching
  ❖ critique the student's participation
  ❖ identify the "muddiest point" from the lecture
  ❖ suggest what the next class topic should or will be

8.3 Journal Writing, Reflection Cards, and Reaction Cards

Processing personal experiences through written reflection is an important part of thinking and learning. Most student success course faculty use some form of written communication to keep in touch with students about events and self-discovery. These writings are a way to create a private conversation between you and your students and to assess the integration of experiences in your students' understanding of your course goals.

There are several factors to consider regarding these writings and there are a variety of ways to manage them. Here are a few examples:

- Semester long notebooks or blogs with multi-entries (usually weekly) that are evaluated quarterly
- End-of-class reaction cards or e-feedback where students spend the last five minutes summarizing the class and the impact or influence that specific information has on the student
- A sequence of papers or blog entries guided by assigned topics and assembled in a portfolio
- Weekly reaction cards or e-entries that respond to self-discovery and goals

It is important that these be evaluated regularly and that personalized feedback be given to the students.
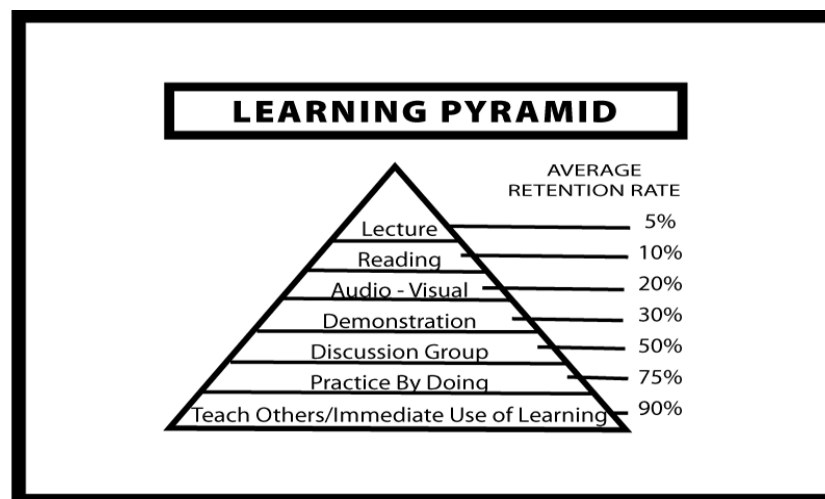
8.4 Learning Pyramid

Pair up the students and ask one person from each pair to volunteer to be the teacher–the other will be the learner. Ask each of the teachers to step outside of the room with you.

Once outside of the room, you need to provide each of them with a copy of the Learning Pyramid (see below). The task of each teacher is to find a way to teach the information on the page without showing the sheet to the student or using the word *pyramid* to describe how the information is organized on the sheet. Give your teachers a full five minutes to study the information and determine their strategy for teaching it. You may choose to let them work on a similar strategy together or separately; there is merit in both approaches.

During the five-minute preparation period, you may go back in the classroom and discuss something else with the students who are in the classroom. At the end of the preparation period, take up all copies of the pyramid and tell the teachers they have five minutes to teach the information to their students. Inform everyone that at the end of the teaching session, a test will be given to see if the students know the information. When the five minutes is up, ask everyone to recreate the information that was on the sheet. They should share their picture.

To process this exercise, ask the following questions: Who was the learner, and who was the teacher? Why? What implication does this have for studying, for teaching, for learning?

LEARNING PYRAMID

AVERAGE RETENTION RATE

Lecture	5%
Reading	10%
Audio - Visual	20%
Demonstration	30%
Discussion Group	50%
Practice By Doing	75%
Teach Others/Immediate Use of Learning	90%

Source: National Training Laboratories, Bethel, Maine

8.5 Forced Choice

"Thinking on your feet" is a skill that is valued in many environments; the Forced Choice exercise allows this to happen naturally. Create a list of 8-10 statements or questions on any topic and label one end of the room as *Agree* and the other end as *Disagree*. Pose the statement or question and have the students move to the appropriate side of the room. Allow individuals to explain their choice without creating an opportunity for discussion. Then, quickly move on to the next question. This activity allows students to move around the room, to speak, and to listen.

8.6 Boundary Breaking

One of the most important steps to building community is to encourage individuals to listen to one another. Most individuals are hesitant to share personal information upon first meeting in a group. This response is not only natural but prudent. It is wise to be thoughtful about what and how much to reveal until a certain level of trust has been reached.

Over time, most classes often develop a sense of community but sometimes it is critical to accelerate this process in order to promote academic success. This exercise speeds up the process of students and faculty becoming aware of one another because the questions promote more than a superficial conversation.

Listening is basic to learning. This exercise practises and reinforces this skill. Past students and faculty have reported that the questions provoke thought and encourage personal sharing without becoming too personal for sharing with peers and teachers.

Facilitation: The teacher works best as the leader of this exercise. It is important that the teacher participate fully in the experience.

Time: Plan to do this exercise early in the semester; the second or third class period is generally best.

Setting: All persons should be in view of all group members. A circle works best. Sitting in desks is okay but the informality of setting on the floor works very well. (Should a participant have a physical disability that prevents him/her from sitting on the floor, have everyone sit at the disabled person's level.)

Close the classroom door to create a sense of privacy. Form the circle as tightly as possible. It is not recommended to do this activity outdoors because the sense of privacy may be lost, and answers may be more difficult to hear. Nametags that are large enough to read from each point in the circle are strongly recommended.

Group Size: This exercise works best when everyone in the class participates together. Ideally, student success classes are 20 or fewer students. Experience shows that it can work with as many as 25 students before considering breaking the class into two smaller groups.

Special Instructions: The teacher must present a serious face in introducing and conducting Boundary Breaking. Be especially careful of side conversations and jokes. Don't be afraid to share information about yourself.

It is important that the teacher encourage students to give honest answers, to express sincere feelings, and to respect the thoughts and feelings of others. One joker will ruin this experience for all. Laughs and funny answers (when truthful and sincere) are delightful and natural expressions. These can also be defense mechanisms that hide us from others.

It is important for students to interpret the question and not for you to it for them. (This sets the tone for good teaching as well because it encourages students to see how there can be more than one "right answer" to a question.)

Ask students who speak softly to repeat their answer so all can hear.

Read these instructions to participants. Do not explain the questions. Simply read the question again if asked for an explanation.

Each person is to answer all questions.
You may pass while you think, but we will always come back to you. (Leader may wish to appoint a helper who keeps track of people who pass.)
No one is allowed not to answer.
"I don't know" is not an answer.
We are here to listen.
We are not here to debate.
We are not here to disagree.
You may not comment on the answers of others or ask for explanations until the end.
The key word is "listen"… "listen"… "listen."
I will read a question, and the person to my right will answer, then the next person and the next, until everyone has answered the question. I will then read another question and the second person to my right will begin. Everyone will have the opportunity to answer first.
Don't repeat the answers of others unless it is truly what you wished to say. (If students say "same as him/her," ask them to state the answer in their own words.)
You may give any answer you wish, but answers must be honest and truthful. I request your sincere thoughts and feelings.

Boundary Breaking Questions (may be presented in any order)

- What is your favorite "toy" at this point in your life?
- What is the title of the last book that you read?
- What leisure time activity pleases you most?
- What is the ugliest thing you know?
- What is the greatest problem in Canada today?
- What is the best regular TV program or website?
- If you could smash one thing and only one thing, what would you smash?
- If you could travel to any place in the world, where would you go first?
- What emotion is strongest in you?
- What do you think people like in you the most?
- What do you think people like in you the least?
- Who has most influenced your life?
- What would you like to be talented at that you are not at the present time?
- Which advertisement bothers you the most?
- What color is love if you had to paint love?
- What one day in your life would you like to live over?
- What delights you most about being at _____[name of your institution]?
- What is your strongest fear about being a college or university student?
- If you were shipwrecked on a desert island, what one item would you most want to take? (You cannot take electronic entertainment or devices, e.g. cell phone, TV, or a friend.)
- If you could have a dinner conversation with anyone alive, who would it be?
- If you could build one thing, what would you build?

Synthesis Question Set

Have the students answer these questions to conclude this exercise.

- What answer (yours or someone else's) surprised you most?
- The answer I want to know more about is _____.
- This group _____[complete the sentence].
- I promise this group _____[complete the sentence].
- Now, I feel _____[complete the sentence].

The leader should thank the group as an ending to this exercise. Groups often physically relax during the activity and the leader might note the success of the experience by calling attention to body positions. Invite people to ask questions, to continue conversations with someone they would like to know better, and so on as the class ends.

8.7 Group Interaction Courses (GICs) and Low Ropes Initiatives (LRIs)

Group Interaction Courses (GICs) and Low Ropes Initiatives (LRIs) provide students and faculty with powerful, memorable, and valuable learning opportunities. Many institutions have access to outdoor/experiential education services. These events are scheduled outdoors in a setting that encourages reflection and risk taking. It is important to note that many of these team problem-solving activities can be carried out in an indoor facility as well as outdoors. The most important aspect is to schedule a substantial block of time away from the classroom, with everyone committed to staying until the end. If your class is part of a learning community, be certain to invite other faculty and academic support team members.

A primary goal of this activity is to make the connection between risk taking and success. Whether the risk is physical, emotional, or intellectual, each person must question and communicate his or her strengths and weaknesses in order to be successful. This conversation about success and failure needs to be facilitated by the outdoor/experiential education leader; as the teacher, you need to be a participant with your students. A series of activities such as the Blind Man's Walk, the Trust Fall, the Wall, and/or other events will prompt the discussion. While the level of physical risk is relatively minimal in such programs, the level of personal psychological risk can seem high. A good group facilitator will recognize and work through these concerns with your group.

It is extremely important to communicate your expectations with your outdoor/experiential education facilitator. It is entirely reasonable to request that the activities be selected to assist you with your classroom goals such as:

- learning each other's names better
- building group communication skills
- practising problem-solving skills
- promoting personal challenge
- encouraging self and group responsibility
- setting the tone for high academic expectations

LOGISTICS

Here are a few administrative hints for a successful GIC.

Book a date: Make a tentative reservation and place it on the syllabus prior to the start of class or identify two to three possible dates for scheduling the event early in the term. Simply make attendance an expectation and don't hesitate to suggest that it is a required assignment.

Rain or shine: Yes, it is more fun to play outside on a clear, warm, sunny day, but that isn't how life always is. As long as it is safe (no lightning), your class can have an extremely positive and memorable GIC experience even if it is raining. Ponchos or other rain gear work quite well in the woods or wherever the course is. The facilitator has the expertise to make the judgment call about safety and should be allowed to do so.

Meeting location: Have everyone gather at a specific location and bring your cell phone so that you can call students who are missing. Be sure to gather your students' cell phone numbers on the first day of class.

Faculty involvement: You are encouraged to discuss your goals and expectations for the event with the GIC facilitator. Once the activities begin, the faculty member becomes just another member of the group. You should participate in all events, be careful not to "control" the group, and respect the authority of the GIC leader.

Remember that many outdoor education programs use student leaders and so they are often still learning. They are trained and supervised, but minor difficulties can arise. If you are uncomfortable with the handling of the group or feel there is potential danger, you should make this known privately to the GIC leader.

Should an emergency arise–sudden change in the weather, accident, and so on–the GIC leader will be responsible for taking control of the situation. You might be called upon to assist but you should fully support their leadership role and their practiced process.

Cost: Most outdoor education programs charge a nominal fee for students to participate in this event.

Follow-up: Continue to refer to the GIC/LRI throughout the semester. It is important to bring the experience into the classroom and to use this event as a reference point and metaphor for learning and self-challenge.

RESPONSE PAPER

Rationale: Many students report that the GIC is one of the most powerful experiences they encounter as a community of learners. The impact reaches far beyond the group challenges, class fun, and individual self-discovery. Students say that it raises questions about what postsecondary education is about and what it can do for each individual.

For the faculty member, it is a rare opportunity to spend a significant amount of time with students in a focused learning experience away from the classroom. The experience promotes introspection about learning and behaviours in education and career.

Not only is it important that students attend the activity but that they be evaluated on their ability to *process rather than just participate* in what happens. Therefore, assigning a paper, presentation, or other project is critical. A wide range of questions that centre around issues such as the following give some idea of how students might process this experience:

- Building community
- Developing relationships with students and faculty
- Valuing differences
- Seeking assistance
- Recognizing and creating opportunities
- Following instructions
- Communicating effectively
- Planning
- Dealing with criticism and failure
- Cheating
- Focusing attention
- Managing time
- Knowing when to evaluate
- Understanding teamwork
- Knowing when to ask questions and negotiate
- Respecting the environment
- Stereotypes and gender issues
- Learning can be fun

Instructions: The goal of this project is to prepare a 2-3 page reflective paper summing up your experience. This will require three steps.

Step 1: Brainstorming
Pick 12 of the topics listed above that seem to be the most important part of your GIC experience. Write each at the top of a 3 x 5 note card (you will create 12 cards). Spend two minutes for each card and note what you saw or learned related to that topic. Your notes may be a connection to the classroom, something about group behavior, or your personal feelings about how or why something worked or didn't work. (It can be a sentence, a couple of words, or a paragraph. The important point is to note your views.) These cards will be handed in with your paper.

Step 2: Organization

Review your 12 note cards and organize them around natural themes. Your themes might include things like problem solving, trust, or whatever else emerged from your brainstorming.

Step 3: Writing

Write a two- to three-page reflective paper on your GIC experience. Using your three to four themes and note card observations, you should focus on what the GIC meant to you. Note in particular the connections between your experience on the GIC and the classroom.

Papers should include an introduction that explains the purpose of the paper, a main body that develops and connects the separate themes, and a conclusion that sums up your main arguments. Papers will be evaluated on the basis of content, style, correct use of English, and following instructions.