

TALK ON PROCEDURES MABA
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Manitoba (MABA) presentation as of OCTOBER 4, 2006

As people enter the lecture room, they will see cartoons or excerpts of humor on Behavior Analysis and/or teaching related topics. These will be shown continuously as a PowerPoint (looped) presentation.

[PPT 1] – SWITCH PPT FROM HUMOR TO PRESENTATION

Manitoba Association of Behavior Analysis (MABA) at the University of Manitoba, Saturday October 7, 2006. Below is a draft of an invited address.

An Interactive Session on Teaching as a Term For All Seasons – Hopefully Something Useful for Everyone.

Jerry Mertens and Bradley Dreis
St. Cloud State University

[PPT 2]

First, a note to those of you who are going to be note takers; a full version of this presentation is now on my website. It may even be a more complete text of the material, for here we may shorten segments as time restraints demand, and as spontaneity sidetracks us from the planned presentation. If you have an online laptop along you could get the text now. However, please don't leave, as our hope is that the discussions with you that will be dispersed throughout this 90-minute presentation will be the best part of the presentation. The draft of this talk on the website appears as the last article found in the Behavior Principles section of my website. My web address is:

(Power Point) <http://web.stcloudstate.edu/gcmertens>

[PPT 3]

A first association some have when hearing terms such as “learning, teaching or training” are related to that supposed hallowed thing called “college education”. When one gives a little more consideration to the topic, all areas of life relate to learning, teaching, and training in some form at some time. These are terms for “all seasons.” If you saw the cartoons and humor examples as you came in the room, you saw our small effort to show in a humorous way a few of the vast numbers of issues related to teaching in a variety of situations.

In my early work life I can recall a number of times when I considered myself as a low man on the job hierarchy. Even there on the bottom of the job ladder I was confronted with a requirement to teach. As an example, I was not going to go to college when I graduated from high school. I found a job in June when I was just out of high school. The job I found involved working with animal hides in a stinky tannery. (That is a literal descriptive term of the tannery, and not a derogatory attack on the tannery.) By September of that same year, for financial survival, I had to continue to work the graveyard shift at the tannery, but I did come to realize that taking some college courses at a local hometown college in the daytime had some possible merit. There is more than one teaching issue to point to in this tannery example. First, the actual experience of flipping hides in a tannery taught me much more quickly what others tried verbally to teach me; that is, if I wanted to get a better job, going to college might prove useful.

A second measure, more directly related to this presentation on teaching; I did, as an 18 year old punk, have to train other people on “my machine”, once I had learned how to throw a hide in the air, catch it, and stick it into a steam brush for 8 hours a day.

Another example of the teaching requirements found at the bottom of the job hierarchy; as a young boy, I had a paper route and in summers cut the lawns of neighbors for survival money.

Employers had me teach my replacements the “big secrets” of doing good work on these jobs when I was to leave these low skill jobs. The “secrets of success” had to be passed on by teaching my replacements. Teaching and training are with us in all aspects of life.

Later in this presentation I will talk about a practice I have used a number of times since I started my teaching career; that is, having a student co-present my papers at professional meetings and conventions. Brad Dreis is an undergraduate student at St. Cloud State University. We will be switching back and forth in this presentation.

BRAD: An example of a job found in my own past that would be considered very low on the job hierarchy would include my time spent as a corn detassler. A corn detassler is usually a high school student who is not yet old enough to enter the “official” labor force. Stocks of corn have “tassels” on the tops of the stocks. These “tassels” are removed on hybrid corn. This job may sound easy, but it stills requires teaching. Realistically, hundreds of tassels are pulled each day by a single worker. New workers are recruited daily and are taught the “tricks of the trade” by the current workers. Those new workers who are improperly trained typically end their day with extremely sore arms and a new hatred of corn.

JERRY: In a discussion at ABA in Atlanta with your MABA committee, we tried to find a topic for today that would have relevance to those attending this presentation. Having us look at some currently used teaching methods in behavior analysis and attempting to tie them to audience repertoires appeared to meet that

relevancy goal. The committee expected generally an audience with the background we have here today. We think in this presentation we have something for all seasons, something for all of you.

BRAD: The next few minutes could be called a “pep talk”, or a quick look at how teaching is a “procedure for all seasons” – that is, all of us will do it often in our lifetimes.

JERRY: I recently read a book where I enjoyed the author’s use of a juncturing expression, “But wait, there still is something more!” So we will use that expression as a means to bring together the teaching concepts found in the following 8 illustrations:

[PPT 4]

BRAD: When graduating from college, many find staff training frequently a major part of the job. How do you do it? To some, this type of teaching is a real challenge.

[PPT 5]

JERRY: But wait, there is still something more! The triad model of training/teaching is where you as the teacher, clinician, supervisor, or what ever role you play; teach parents, other teachers, direct care staff, caregivers, or others involved in the teaching system for the client. It is just another facet of teaching. There was a good article back in my undergraduate days called, “The Other 167 Hours”. (That is 24/7 minus one hour of training or the traditional 1-hour of therapy a week.) If you don't involve others, that is, those direct care personnel; you offer your client far less therapy or training.

[PPT 6]

BRAD: But wait, there is still something more! Training the “client” to use behavioral principles to gain a repertoire in self-control or self-management is another area of therapy or care giving. Relatively recent books like, SHAM, One Nation Under Therapy, and many other articles and books tell of the scams and problems of the current self-help effort. So many self-help books are largely a book selling, profit-making industry. That does not mean that there are not good ways to teach people to apply good behavior principles to their own behavior. The behavioral self-help concept is sound, but it may be tricky to apply.

[PPT 7]

JERRY: But wait, there still is something more! We can teach ourselves as well as others to apply good science and good behavior principles to OUR own behavior.

[PPT 8]

BRAD: But wait, there is still something more! We can also teach ourselves to self-edit our own verbal behavior. Mark Sundberg gave an excellent presentation on self-editing last year at BAAM (that is Michigan’s behavioral group.)

[PPT 9]

JERRY: But wait, there is something more! It is not just who we teach, but what we teach, is another dimension to the teaching concept we are talking about here, which opens a whole new ballpark. We have many quality academic programs for children, and we are getting more social programs. However, there still is a great need to improve social behavior programs.

Skinner, years ago, in his fictional novel Walden Two, gave examples of the forbidden soup and the lollipop around the neck as

social training examples. Social training programs are improving, but more is needed in teaching social behavior not just to children. A look at the daily newspaper shows the need to go beyond the child age-range program.

[PPT 10]

JERRY: But wait, there still is something more! The teaching concept has an even wider implication. Early in my teaching years I had, and still maintain, an interest in a real life Walden Two effort. A term that came up in the real-life Walden Two effort that fits nicely here; this was the expression, “A flank attack at Walden Two.” All studies showing successful applications of behavior principles were useful in the Walden Two effort, because what was learned could, of course, be used to teach in that larger social context called “community”.

[PPT 11]

BRAD: But wait, there is something more! Consider the nature of teaching to change long standing reinforced staff behaviors. For example, the situation where staff members live their entire life talking of mentalistic notions such as mentalistic fear, ego strength, inferred drives causing behavior, and on and on. This kind of long learning history can make these mentalistic concepts appear real. This long-term language use followed by reinforcers, with no self-editing behavior or critical feedback, “freezes in the behavior”; that is, establishes that learned mentalistic repertoire.

I hope many here are saying to themselves something like, “How silly, the difference between observable and an inference is a matter of looking.” This is a reflection on our learning history.

TIME 16 minutes

JERRY: In reference to Brad's point, I was a young "whipper snapper" at St. Cloud State University when a new behavior analysis oriented staff member brought me in for staff training at a nearby, newly formed behavior analysis delinquent treatment program. (I see a few Minnesotans in the audience; this was a program at the now nonexistent delinquent center in Sauk Centre.) Here I found direct care staff with an average of a high school education or GED, many with 20-40 years on the job, all of those years used traditional mentalistic languages. Mentalistic concepts of love, hate, ego strength, internalized anger, self-actualization etc. were accepted by the staff as real things. They were the terms used to write reports on the delinquent clients in question. These staff members had been trained far longer with this mentalism being real than the amount of time many in this room have been trained to look for observables. I am NOT at all suggesting that we cannot teach change in this situation, but don't be surprised when change in staff behavior is difficult. Consider what is needed to change a long-standing behavior in you. Teaching and training issues can be complex.

We could add more to this list, but to make this a 90-minute presentation let us move on:

As I talked at ABA in Atlanta with your MABA committee to select a topic for today, the idea was developed to discuss the teaching procedures I am using now in my classes, and see if relevance to your work and personal experience can be found. We will do this in a 3-step process that Brad will describe.

[PPT 12]

BRAD: JERRY'S CURRENT TEACHING PROCEDURES AND PRACTICES: First we will look at the behavioral procedures and practices Jerry currently uses in his classes which have slowly

evolved over 40+ years of attempts to find the best in effective teaching procedures.

Then we will look at the **BACKGROUND** section and as they appear throughout the presentation, we will present brief historical background and comments on how Jerry came to use these procedures and practices. If we found a specifically useful and relevant article or book that relates to the procedure, we will talk about it in this background segment.

DISCUSSION RELAVANT TO THIS AUDIENCE’S WORK OR PERSONSONNAL EXPERIENCES: This section provides you (the audience) an opportunity to participate in a discussion regarding how the procedure being discussed can be applied in your personal life or work situations.

Time 20 minutes

[PPT 13]

JERRY: Here is a list of the daily procedures, practices, or features we will look at.

- A. Graded Homework
- B. Daily Oral Quiz
- C. Daily Written Quiz
- D. Working Humor Into the Training Curriculum
- E. Critical Analysis Training

[PPT 14]

Following this we will take up some teaching methods I use that are not a good fit for this daily class procedures category. We will cover these at the end of our presentations. These include:

One – Enrichment activities I use in my classes,

Two - New to the St. Cloud State University Campus This Term – a university wide Classroom Clicker System, I may use in my class.

Three – Students posting their own scores and grades as a way to increase feedback to the student,

Four - A Website Addition “Contribute” (This is a new addition to my course this term.)

Five – Students do present with me segments of my presentations at conventions.

Six – The Psychology Tour Class

BRAD: Let us start our look at Jerry’s daily class procedures:

[PPT 15]

Graded Homework

PROCEDURES FOR GRADED HOMEWORK:

Student’s homework questions pertaining to the day’s readings are found on Jerry’s website.

[PPT 16]

Students record their answers on a machine scored answer sheet (*show one). The homework answers are graded a couple of minutes before and at the start of class each day. The machine scored answer sheets are fed into an in-classroom-grading machine that provides instant feedback to the students.

[PPT 17]

An important feature is that the homework only takes about a minute of class time. The way the homework is graded is if the student gets 90% or better they get full credit on the in class test taken later in the class period. If they get less than 90% they get only ½ of the in class test score. Thus, it is important to get the homework right, but learning the material to get a high score on the in-class test is also crucial. Being on time is essential because being late means that the students do not grade their homework, and therefore get half the in class test score. On the homework questions, talking about answers before class with other students is encouraged. In this sense there is no way to cheat. The intent of the questions is to encourage students to talk with each other before class about the content of the day's assignments.

JERRY: BACKGROUND ON GRADED HOMEWORK:

[PPT 18]

I wish to draw some background from Keller's PSI (Personal System of Instruction) A quick point of inquiry, coming to a conference at this University with an active computerized PSI research program, we wondered if the basics of the PSI sequence is known by all here. There are some outside the university here, so it may be there are some that could use a brief introduction to the concept. Does everybody in the audience have some familiarity with what we mean by PSI? If anyone could use it we have a brief overview of PSI.

BRAD:

As Jerry will expand on next, there have been many variations to the basic procedure, but I will try to present the PSI basic paradigm in a quick summary.

PSI is a system of instruction that allows students to work at their own pace. Students in the class read through the required assigned reading material, and then visit a proctor. Proctors are students who have usually in a previous course, demonstrated their mastery of the course content. The proctor gives students a test over the assigned material. Students who do not display mastery of the course material during the proctored test review the material again for another proctored test. Students who do demonstrate mastery of the material move on to the next assignment. This procedure continues until students have mastered all of the course objectives. The proctor is available to answer student questions before and after testing. If lectures are used in this PSI system, they are usually used as enrichment activities.

[PPT 19]

I was a graduate student at Arizona State when Fred Keller first introduced his PSI (Personalized System of Instruction) in the U.S. (This is the same time period that your faculty member Gary Martin was at ASU.) Keller had previously developed and used the system in Brazil. (A side note: my wife Sylvia, who is here, was the first student in the U.S. to complete Keller's PSI course. She was pregnant with our first child at that time, and her due date was the end of the term. Thus she had an added incentive to finish the course as fast as possible.) At ASU I became a fan of Fred Keller and PSI, and used PSI systematically at St. Cloud State early in my teaching career. For a number of reasons I dropped the formal PSI system. During a discussion, a break, or any free time we can talk about my reasons for giving up formally on PSI. I have tried in my current teaching to use the same behavioral principles as PSI in a more manageable system. Fred Keller, in

some of his last writings on PSI, states that PSI has become SLI (Something Like It). I think that this was true in my situation, and true in many other PSI situations.

[PPT 20]

JERRY: An observation I made after implementing this graded homework system was the number of students who came earlier than usual, sat in the hallway before class, and talked about the homework. The use of this graded homework system encouraged more students to review the class material with fellow classmates. I like a procedure that encourages this type of student interaction. I joke about this being a unique form of observable data for teaching success. It is certainly not the usual way of measuring the success of a teaching technology.

I do talk with students in class on their becoming behavioral engineers and not allowing constant freeloading of answers by a given student. In survey evaluations at the end of the course I have never received anonymous survey feedback that there is a lot of abuse of free loading answers for the homework. Brad will give you a more traditional relevant study of graded homework.

TIME: 30 MINUTES

[PPT 21]

BRAD: Recently an article appeared in JABA relevant to graded homework in college. Let me tell you a little about it. A side bar here, this article was also covered in a small excellent publication you might not be familiar with, "Behavior Digest". (SHOW COPY) When Jerry told Behavior Digest editor Joe Wyatt we were going to mention Behavior Digest he sent some give away copies for samples. They are here for the taking.

We will not give the specific details of the study. This information can be found on the website, or you can ask us later.

[Ryan, C.S. and Hemmes, Nancy (2005) Effects of the contingency for homework submission on homework submission and quiz performance in college courses, Journal of Applied Behavior Analysis, 38, 79-88]

[PPT 22]

It was reported by Ryan and Hemmes in the Journal of Applied Behavior Analysis that the consistent submission of homework by college students was better maintained through the use of a point system that is contingent on the completion of homework as opposed to merely relying on teacher provided feedback.

[PPT 23]

JERRY: DISCUSSION OF GRADED HOMEWORK:

(We will use as much of the following paragraph to get the discussion going. What we are looking for here in this section is related discussion of the content for this section. Your discussion point can be from work situations or other life experiences. If we do not get spontaneous discussion we do have a few prompts available.)

Prompts:

-Would it be beneficial to have staff members stay current with training through the use of “graded homework”? Would they get extra pay or some form of overtime credit?

Daily Oral Quiz

[PPT 24]

BRAD: PROCEDURES ON DAILY ORAL QUIZ:

In the class, students answer oral questions daily pertaining to the day's reading assignment. The students are asked questions in a somewhat random order. This segment of the course was originally referred to as: STPD (Student Teacher Participatory Discussion). Over the years the more popular term for STPD has become the shorter term, "orals". Students often orally answer a question about the content and keep a written record of their points as well as their questions and answers on a provided oral answer sheet. This sheet gives an important written record. Points are added to the student's total class points list at the end of the class period. The instructor systematically grades these orals on a 5-point system. Once students have demonstrated that the reading assignment has been learned via correct oral quiz performance, the concepts that were covered in the readings can be extended or elaborated on by the instructor in the class session.

JERRY: A couple of examples from my past students who went on in their schooling. They have written to me about other variations of oral questioning they encountered.

One: A student who went on to a law school wrote back to me and stated that students were randomly called on to orally proceed with a sample court case when they were called on. They are then the oral presenter for the whole class. The students always have to be prepared to present their case because they never know when they may be called on to orally present their case.

Two: I have heard from a student that went on to graduate school that one instructor in a research course gave oral questions following a written test over the assigned article. The written test covers the knowledge of the article. The orals were used to elaborate on an assigned article, find shortcomings of the research,

determine where the research topic might go next, and other issues related to the extending of the research aspect of the article.

BRAD: BACKGROUND ON DAILY ORAL QUIZ:

[PPT 25]

It is useful to be verbally fluent when called upon. Becoming verbally fluent requires practice. Consider the value of oral skills for the computer repair shop technician who spends most of the workday silently alone, perhaps repairing computers in a shop, and then is asked to give instructions related to a computer problem to a computer novice customer. The aspect of technology that requires minimal oral communication can certainly have a negative impact when suddenly one is asked to communicate information verbally. In daily life, the ability to “think on one’s feet” is often involved with oral communication and this takes practice. The “orals” procedure used in Jerry’s classroom not only gives students the opportunity to practice their oral repertoire during class, but may also be applied to various other situations where oral communication is required. Jerry has indicated that he has had students who stated that they were originally reluctant to speak in class, but after the class where they were required to frequently answer orals, they did find it easier in other classes to speak in front of the whole class.

JERRY: Brad is going to report on a recent JABA study next. A little side information about the first author of the article, Bryant Saville, he was an SCSU undergraduate, now teaching at James Madison University.

[Saville, B.K., Zinn, T.A., Neef, N.A., Van Norman, R., & Ferreri, S.J. (2006) A comparison of interteaching and lecture in the college classroom, *Journal of Applied Behavior Analysis*, 39, 49-61]

[PPT 26]

BRAD: The use of “orals” may have other benefits to a classroom besides just providing students with the ability to practice their oral repertoire. A recent study by Saville et al. published in JABA provided some further data into the benefits of using a more verbally oriented testing approach to instruction as opposed to one that is lecture-based. In the article, a teaching technique known as “inter-teaching” was utilized. Inter-teaching is described as a teaching technique that preserves elements of traditional behavioral approaches. Students work in small groups and discuss questions that pertain to course material. The instructor moves throughout the room as they monitor conversations and answer questions. This form of instruction allows the instructor to evaluate the student’s grasp of the material through verbal interaction. In the article, 83% of students preferred inter-teaching over regular class lecturing and 81% of students scored higher on unit tests after participating in the inter-teaching technique.

[PPT 27]

JERRY: DISCUSSION OF A DAILY ORAL QUIZ:

(We will use as much of the following paragraph to get the discussion going. What we are looking for here in this section is related discussion of the content for this section. Your discussion point can be from work situations or other life experiences. If we do not get spontaneous discussion we do have a few prompts available.)

Prompts:

-Can anyone here envision any other uses of random oral questioning? Can this oral quiz procedure be useful in your work place?

Daily Written Quiz

[PPT 28]

BRAD: PROCEDURES FOR DAILY WRITTEN QUIZ:

Usually towards the end of a class period, students complete a short multiple-choice quiz on the assigned daily reading (usually close to 10 questions). The answers are recorded on machine scoring sheets for immediate feedback right in the classroom. Students keep a record of their test scores on their grade sheets. One comment on daily testing is that if weekly tests are good, then daily tests are better.

BACKGROUND ON DAILY WRITTEN QUIZ:

[PPT 29]

Wesp, R. (1986) Reducing Procrastination Through Required Course Involvement, *Teaching of Psychology*, 13, 128-130

[PPT 30]

A study by Richard Wesp provided some data that suggests that students complete their coursework more rapidly and attain higher grades when daily quizzes are assigned as opposed to a more self-paced schedule of assigning quizzes. The implication of this article is that assigning daily quizzes may help control student procrastination and may provide a tool in helping to better control class-work time management skills.

[PPT 31]

This frequent feedback may have implications that go unnoticed. People in teaching roles may hope for miraculous results to occur

when assigning complex skills to be mastered without the use of frequent feedback and use of behavioral principles. The act of utilizing frequent feedback can help one to break a complex task into smaller and more manageable parts. The process a class instructor uses in developing test questions for daily tests helps in breaking the concepts down into smaller units to teach.

TIME: 50 MINUTES- DISCUSSIONS NOT INCLUDED

[PPT 32]

JERRY: DISCUSSION OF FREQUENT TESTS:

(We will use as much of the following paragraph to get the discussion going. What we are looking for here in this section is related discussion of the content for this section. Your discussion point can be from work situations or other life experiences. If we do not get spontaneous discussion we do have a few prompts available.)

Prompts:

-In staff training, would frequently written tests help staff members to stay current with new information?

-Has anyone here had experience with staff training using frequent written tests?

Working Humor Into the Class

[PPT 33]

BRAD: PROCEDURES ON WORKING HUMOR INTO THE CLASS:

Historically Jerry has used various procedures to incorporate humor in the classroom situation, such as:

- (1) Jerry tries to work humor into course material he writes.
- (2) There is effort to insert “on the spot” in ongoing class discussions and student interaction.
- (3) Student projects and independent studies have been used to build up the current file of humor.
- (4) At times, Jerry has used as a project a “Good Humor Person”. This person’s role is to bring humor to the class.

JERRY: This term, in addition to some of these long standing efforts just listed to include humor in classes I have introduced a new way to bring humor into class. One student a day can volunteer to select humor relevant to the content assigned for the day. This is aided by my long-term interest in collecting and indexing jokes related to class material. Some of these files are available on my website. These are good sources of related humor for students to draw from. Certainly, students are welcome to bring in new related humor material.

[PPT34]

BRAD: BACKGROUND ON WORKING HUMOR INTO THE CLASS:

Torok, S., McMorris, R., Lin, W. (2004) “Is Humor an Appreciated Teaching Tool: Perceptions of Teachers Styles and Use of Humor”, *College Teaching*, 52, 14-20

[PPT 35]

In a study by Torok et al. using survey data, students found that the use of humor in the classroom resulted in making teachers more likeable, facilitated a better understanding of course material,

lowered tensions, boosted student morale, and increased student attentiveness. The study was conducted through the use of surveys that were given to the students before class began and asked them to think back to the previous day's class. The surveys intent of measuring humor was not provided, as the students were told that the surveys were measuring teaching styles.

[PPT 36]

JERRY: DISCUSSION OF WORKING HUMOR INTO CLASS WORK:

(We will use as much of the following paragraph to get the discussion going. What we are looking for here in this section is related discussion of the content for this section. Your discussion point can be from work situations or other life experiences. If we do not get spontaneous discussion we do have a few prompts available.)

Prompts:

-Any sample in your life of a "teaching moment" with the use of humor?

Critical Analysis Training

[PPT 37]

BRAD: PROCEDURES ON CRITICAL ANALYSIS TRAINING:

The Ghostbuster/Ellery Queen/Scooby Doo E.S.P Detective activity is a procedure that helps students to develop a critical analysis repertoire. It is a fun time in class, yet it exposes students to a crucial critical analysis procedure. Students see the instructor present a fake psychic event. This is presented as a supposed "real"

psychic event and students write a critical analysis of this event. The students' task is to analyze the fake psychic event and then write about how this supposed "psychic" event could be explained in real world terms. This process involves a number of factors: the students' repertoire to see an event and then quickly write about it, the students' alertness, and their knowledge of science principles. The winner of this contest, the best detective, is determined by the best student analysis during the whole term. No grade points are given for the guesses of what is going on, but a separate award is given to the best psychic detective.

[PPT 38]-LET AUDIENCE BRIEFLY VIEW BEFORE NEXT SLIDE

[PPT 39]

JERRY: BACKGROUND ON TRAINING STUDENTS TO THINK CRITICALLY:

To be able to do this type of class activity, it helps that I had some 40 years of developing a repertoire of mental magic and mentalism stunts.

In my "Introduction to the Procedures" handout found on my website is some early data on the effectiveness of the critical analysis procedures. It does appear to influence survey data reports by students as to their belief in extra ordinary events.

Darlene Crone Todd earned her doctorate from here and was a student on one of my psychology tour courses. I used this critical thinking procedure (fake psychic stunts) on the psychology tour. Darlene has tried some of this analysis of supposed psychic behavior in her classes. One year Darlene also stopped by St. Cloud with some students from here on a trip to a convention. Part of my presentation to the students in St. Cloud was a

demonstration of some of these stunts. If you want some more information, Kerri of your MABA committee was part of that group. She can tell you more on what happened.

[PPT 40]

DISCUSSION RELEVANT TO CRITICAL ANALYSIS TRAINING:

(We will use as much of the following paragraph to get the discussion going. What we are looking for here in this section is related discussion of the content for this section. Your discussion point can be from work situations or other life experiences. If we do not get spontaneous discussion we do have a few prompts available.)

Prompts:

As stated earlier, we have a few features of my teaching procedures that I would like to reference, but they really don't fit the daily practices and procedures category.

[PPT 41]

BRAD: One - Enrichments

The enrichments are a small number of activities that permit students to do assigned activities for class points. Students have the option of attending the enrichment in exchange for attendance at a regular class session at a later designated date. Thus, students do not have to go to the outside class event, but those who do attend may choose to miss a designated day of class. Students can earn equal points for attending either the enrichment activity or the regularly scheduled class. The instructor announces which class period students will be permitted to replace by attending an out of class enrichment. To get credit for the enrichment, students are

required to hand in notes at the end of the enrichment session. This feature has given Jerry a systematic way of bringing relevant out of class events into the grading system.

[PPT 42]

JERRY: Two - Student Clickers - A Classroom Response Measurement System

This fall term St. Cloud State University is installing in larger campus classrooms, a new “clicker system”, that is a student response system. Students in the class purchase a “clicker” from the bookstore. This clicker allows students to indicate their choice of answers to questions presented during the class period by the instructor. The computer-based system processes these answers and the data is viewable by the instructor, and the students in the class if the instructor so desires. This technology allows the instructor a form of immediate feedback on the students’ answers. This provides information in determining if students have mastered the content, and if the class as a whole is ready to move on.

[PPT 43]

BRAD: Three - Posting Grades: A Way To Increase Feedback to the Student

Students toward the class post the points that they have earned for that particular day as well as the cumulative point total grade that they have earned throughout the course. The act of posting grades on a daily basis can be both a reinforcer for students who remain in good academic standing, and an aversive consequence for students whose work needs to improve. The daily posting of grades “forces” students to take notice of how they are progressing in the class on a daily basis. The option is thereby minimized for students to escape the aversiveness of falling behind in the class points

needed to achieve their sought after grade. Students immediately know about a poor performance on a test, or if their cumulative grade is lower than the student's grade goal.

TIME: 70 MINUTES

[PPT 44]

JERRY: Four - A Website Addition "Contribute" (This is a new addition this term.)

"Contribute" is a computer program that allows for messages to be added daily by the instructor to the website. Jerry currently uses "Contribute" to post daily assignments or other useful material.

[PPT 45]

BRAD: Five – Students Presenting Parts of My Presentations at Conferences

As long as Jerry has taught, he has found many benefits in having undergraduate students take part in his conference presentations. Jerry typically involves the students very early on in the presentation development process as it provides them with both practice in preparing and later presenting at conferences. The students are involved in helping to gather the initial information and materials, writing rough drafts of the presentations, performing revisions of the material, orally practicing the presentation, and finally presenting parts of the actual presentation.

This close work with students provides Jerry with useful information about a particular student's repertoire. This is useful in teaching skills to students, and when it is time to write a letter of recommendation.

Presenting material in front of an audience can be a useful experience for students. Allowing them to present segments of the presentation allows them to gain some early valuable experience without the stress and the repertoire to do the whole presentation alone. It is a good shaping procedure.

[PPT 46]

JERRY: Six - Psychology Tour

A teaching technique I developed originally back in the 70's was a psychology tour course. A bus was chartered, or we would use vans with smaller groups. Students from all over the world registered for the Psychology Tour course including undergrads, grad students, and even faculty members from other universities. The tour traveled to the best of behavior analysis and related interests. The list of stops looked like the "who is who" of behavioral psychology. The Psych Tour stops included the likes of Skinner, Michael, Malott, Neil Miller, Wolpe, and Washoe (the talking chimp). While traveling, students read, discussed, studied, and gave reports about the various people we were to visit. Hopefully students became well versed on the work of a person or the center before stopping for a visit. Thus, making the stop more valuable.

[PPT 47]

WE DO HAVE 15 MINUTES AVAILABLE FOR