

## 22. What are your course(s) strengths (teaching and learning strategies that work?)

- Strengths are evening sessions, hands on activities, research papers. Letting students utilize life experiences for their coursework.
- Hands on experience, small classes.
- Cooperative learning approach (group discussion..... In class). Integrating technology (slide presentation, power point, etc...). Retaking some tests.
- Individual attention & responsiveness. Hands on projects.
- Developing creativity through exploration (research, notebooks, hands-on).
- My knowledge of the subject. My ability to explain concepts. My experience in the lab or field. Personal relationships I developed with students.
- Resourcefulness, treat students with respect.
- Topic development leads to critical thinking.
- Implementing technology to help track student progress and learning.
- I enjoy teaching and want my students to feel comfortable in my classroom. I try to get to know each of my students and know something about them or their families.
- Repetition of concepts among classes, rigorous testing, and high expectations.
- Hands on activities, communications, diversity in assignments.
- Use practical applications to demonstrate the usefulness of contents. Provide power point outlines with highlighted important concepts.
- Web design and computers. Hands on training for programs.
- Hands on teaching - practice skills.
- Collaborative projects, student centered assignments, videos (with periodic questioning),
- Easy material, easy reading.
- I'm strong in all aspects of teaching the Lakota language, reading writing, speaking. I teach by example. I know the resources I need as it arises. I pick relevant speakers of language and culture who are available locally.
- Variety of ways that the textbooks used to engage students. Discussion, computer self-tests, and self-assessments. Relating the material to Standing Rock has been good for getting the students involved.
- I have an excellent library of training material for in class and online.
- Hands on activities.
- The coursework and tests are available exclusively online - available to complete coursework at anytime day or night.
- Demonstrating solutions step by step in classroom.

- My goals and objectives are clear. The students know what is expected of them and what they need to do to succeed.
- Note taking by students, assigning text questions. Review tests for practice in the session before the exam.
- Engaging in class activity. They said that they enjoyed it. Social interaction. They participated very well in our class discussions. Reflective essays about music. True to life experiences (e.g. concerts).
- Postmodernism. Involve the students, build a relationship with students, go out of my way for students.
- Hands on. Variety of technology-online, email, p point, etc.
- Lots of real world experience in validating the theory.
- I think there are several strengths that I would highlight: First, I use multiple kinds of resources in my courses, including oral (guest speakers from the community), audio (recordings of songs or spoken native language texts), visual (video) and written (native language texts). I believe that use of a variety of resources exposes students to the depth and variety of cultural expressions and perspectives that exist for Lakota/Dakota people. It also helps to reach students with different learning styles. Second, given the subject of my courses, cultural relevancy is the primary focus of everything I cover. Even with that as a given, I emphasize for my students how the various aspects of their native culture – values, beliefs, philosophy, behaviors, etc. – continue to be significant and relevant in the world in which we live, and how they can implement these cultural ideals in practical ways in their everyday lives. The students seem to really appreciate this and I know from hearsay that it is generating positive discussion outside of the college setting. Third, the essay questions I design for my students are carefully crafted to get them to think critically about the topics we have covered, as well as thinking about those topics on a practical, and personal, level.

**23. What are your course(s) weaknesses (teaching and learning strategies that do not work)?**

- Allowing students to be unsupervised, the need to ensure students are utilizing the writing lab.
- Writing
- Writing a paper project. Homework
- Too much leisure time.
- Students in the evening were rarely patient enough to sit through/participate in a power point presentation. Lectures also left students restless. (Time of day? Subject? Conditioning?)
- Poor preparation for labs. Less than optimum preparation of lectures.
- Need to strengthen course syllabi and strengthen grading.
- Some of the record-keeping on my part. Lack of interest in some topic areas (the search continues.....).
- Attendance issues- need better techniques to encourage better attendance. Research paper started too late in semester.
- I need to incorporate more interactive activities and practical, experience-based activities.
- Computer assisted lessons, lecture (long periods of time), independent computer or tutoring help.

- Length of classes and 5 minutes breaks given to the students was difficult to manage. Implementing and respecting deadlines was difficult to manage.
- Web coursebook and computer program did not match.
- Someone used the CD for class and never returned it. Watching this would be very beneficial for all students as it covers more in-depth information than the book has or I know.
- Online course was not as effective due to my inexperience. Providing immediate feedback to students is a weak area for me.
- Presentations - student skip class.
- I felt the McLaughlin site could have more resources available to them, readily. Space was a problem this year. Class schedules conflicted with Lakota Language. The IVN room would have helped this problem.
- The quizzes show that students were not doing the reading assignments.
- Lack of lab facilities.
- I still have same difficulty with classroom discussion. I want all of the students to participate and it do not have 100% participation from the students yet.
- None
- For a hybrid, students were no adequately prepared to do work under a hybrid format.
- Testing without reviewing sessions.
- I regret for not able to get the "recording package". It would be more effective if 2 started with their preferred music (e.g. popular music) rather than western art music in which they lack exposure to it.
- Sometimes less is more.
- Specific detailed lesson planning.
- Ability to apply locally.
- There are a couple of weaknesses, or areas that I would improve, in my courses: I utilize technology in my courses through use of the lab top and projector for the notes, which generally saves time in terms of note taking (and classroom preparation in the long run). I had the computers in the lab outfitted with the Lakota Keyboard and Fonts Bundle from the Lakota Language Consortium last summer, for use in my language courses and assignments, which was one of my goals from last year. However, given the issue of days lost to weather and the fact that the Fonts were subsequently uninstalled (in order to install the new Windows programs) and not reinstalled until relatively late in the spring semester, I have not been able to realize this goal entirely. But it will be a goal again for the upcoming year. For my language classes, I had the goal from last year of increasing the amount of time and activities devoted to giving the students opportunities to work with the language and use it actively. I did implement time and exercises for these activities, and found that they worked quite well. But I still feel that the more time and activities that we can do in class, the more confident the students will be in language use. Therefore, my goal is to increase the time and diversity of exercises devoted to these activities. The one issue that I continue to struggle with is that of daily attendance. I have not as yet used class attendance as a point-value or percentage of overall grade. As a rule, I have not had regular daily assignments that each student is responsible for completing. However, I am thinking this through for my courses, and consulting with other experienced faculty to come up with a system that encourages attendance positively and yet requires responsibility and accountability from the students. I am seriously considering a technique suggested by another faculty member that

provides immediate feedback to the instructor and involves accountability to the student as well. This is a daily activity which involves each student writing a brief summary of the material covered in the course that day during the last 10 minutes. This assignment has point value, cumulatively counting for 15% of the course grade, and cannot be made up if a student misses. Furthermore, it gives the instructor positive feedback as to whether students understood the material or not, and gives students the opportunity to ask questions they were afraid to ask in class. The instructor then begins with these questions at the beginning of the next class. This technique seems like it might be a useful and positive technique for dealing with the issue of class attendance.

#### **24. What are your course(s) weaknesses (teaching and learning strategies that do not work)?**

- More time spent on e-portfolio, extra class time for research papers and presentation (more).
- Try more writing in class.
- More cooperative learning approach. Replace homework with seatwork. Integrating technology. Experiential learning.
- Implement simulation studies. Add back in smaller writing projects.
- Develop a guidebook for techniques so students can refer. Have students research and present special lecture on ceramic topic of their choice.
- Pray for better weather. Get the lab preparation done earlier. Spend more time on lecture preparation.
- Work more closely one on one with students.
- Continue to look at new strategies and topics.
- Begin English 120 w/research writing.
- Technology is a weakness. I wish we had access to smartboards, etc.
- Hopefully, more field trips, guest speakers, and practical hands-on exercises.
- More computer assisted lab work, 2) more concrete direction and guidance, 3) stricter grading/hand in policies, 4) a multiple choice final-not essay- I could not give feedback.
- Do a better job at explaining to the students the importance of respecting deadlines, and being strict with deadlines. Spread my classes over a two-day period to reduce student stress.
- Make sure course book and program are same.
- To hold an evening class in McLaughlin and one in Fort Yates. to also order supplies for splinting and bandaging.
- Take and make more time for course preparation.
- Get students more involved with each other so they feel comfortable.
- Improved class scheduling. Unsure who to contact for back-up. Was this an extra duty? More space needed in case there's a large class again.
- Assign specific reading and more research papers. Some students did not write their papers as directed (objective, resources, format, etc.).
- More hands on and more internet research. Increase online activities for students.

- Try to have more student directed instruction.
- None.
- Go back to regular classroom teaching.
- n/a
- Possibly, more enrichment activities.
- Fall 2009 - trying casegrader in my spreadsheets class. Casegrader should help students with more real life work experiences. Also a new way to assess the students in their learning.
- Teach twice a week. Short hours but better retention. More students; more concerts, change the textbook.
- Doing better on less.
- Use more assignments though-out the semester and take no late work.
- More marketing?
- The quizzes showed that students were not doing the reading assignments.

**25. What strategies did you implement during this academic year?**

- More hands on activities, more class time spent at writing lab.
- Kinetic learning and instruction. More investment, power over projects. Greater emphasis on notebooks.
- Slow down
- Cooperative learning approach and homework. Integrating technology. Retaking some tests. Writing a paper project.
- More hands on projects, fewer big papers.
- I was able to do a better job timing lecture material with labs. I made better use of email for announcements and homework assignments.
- Effective listening, giving student's feedback.
- Different topics - more a discussion format.
- Using online Moodle for both online and face-to-face classes. Implement discussion forums during weather related days off.
- Writing across the curriculum was implemented. I had my students write more but shorter in length essays.
- Journaling with NA stories, critical thinking skills, reading out loud in class and comprehension skills and discussions.
- Used practical applications in explaining theory and adapted the labs to fit the local environments. Provided power point outlines indicating the most important concepts the students could focus on.

- First year teaching. Did not have any improvement strategies.
- Added a cultural relevant assignment.
- Anytime I have allowed students to have some freedom over the direction of the course and input it seems they are more engaged. open discussions are always important in any subject.
- Writing, reports, reading, speeches.
- Strategy that works for me is to lay ground rules on day 1. Explain expectations of classroom grading system aligned with SBC. Do pop quizzes unannounced for extra points (in class, no make-ups).
- Application of principles learned to employment in our area. This helped to have participation in class discussions. Utilize speakers for some portions of the class.
- Increased home study assignments.
- I had some student directed instruction and found the students like it as it gave them ownership of the class.
- Well maintained website. Active learning, virtual labs.
- Experimented with the hybrid format but was not satisfied with it.
- I worked on asking better questions of students during lecture.
- More writing and activities in spelling, grammar, and punctuation.
- Change a few things in the way I lectured to class. Had them work through the practice (step by step) section first. Then I went over the labs with them. This gave them more time with me walking them through the chapter.
- Flexibility, whole to part learning, I asked them to compose a song. I believe that to learn musical elements and concepts in the process of music making may give them a new way of thinking about music. The way we think about music also affects the way we make music.
- Classroom discussion, activities, assignments to highlight points.
- Made more detailed course schedules for students and used Moodle for two classes.
- For some of these strategies, see the previous answers. I also developed a checklist-inventory of sounds in the language to evaluate the students' ability to recognize and identify those sounds so that I know what we have to work on. I also developed a pass/fail performance checklist of 5 basic Lakota phrases and 10 basic responses to questions for evaluation of pronunciation and comprehension, and 6 basic Lakota phrases to evaluate the students' ability to write the language. These checklists were used for the first time in the NAS 101 and NAS 102 classes during the Fall 2008 and Spring 2009 semesters

**26. Please provide any additional comments (greatly encouraged):**

- I need to let my students be students and I the instructor. I need to remember that all students can grow to their full potential if allowed and encouraged. I will encourage more speech presentations. More technology will be used, introduced, and try not to baby my students too much.
- I strongly believe that applying the proposed strategies mentioned above #24 would improve classroom instruction if accompanied with the right or appropriate balance and timing.

- Please provide a tentative schedule of "Brown Bag" times at start of semester so I can work it into my classes for the students rather than just before it occurs.
- Although I recognize that pottery does not bring in a large number of students/dollars, I feel the facility may not be adequate. The sink is small and we must put a bucket inside to catch the clay silt. So, at clean-up time only one student can clean at a time. It cuts into our work time. Additionally, we often did not have enough work space. The room is small for 7-10 students. Also, a few of my students requested additional - higher level classes within pottery (discipline). Improvements might include: 1) installing a dual sink with silt trap, 2) expanding space (the other room? another space altogether? 3) adding an advanced class.
- The weather caused a lot of problems this year. I tried to do some catching up at the end of the semester, but the students did not adjust well to the increased load.
- I really enjoyed teaching for SBC this semester.
- I enjoy working at SBC. However, I do feel that (some of) the support staff is not as professional as they should be. People make mistakes. No one is perfect. Thank you.
- I would like to see SBC take an active, proactive role in tribal education at the elementary, middle, and high school levels to attempt to better prepare native students for college-level academics.
- At times I felt disjointed because of the location of my office. I didn't feel comfortable around some staff. I wished there was more of an orientation process. I wished tenured faculty would have made an effort to make newer people feel at home. Only two faculty ever came to my office to introduce themselves and welcome me. I can see where that would be a problem for people who are not as outgoing as myself. I felt sometimes, as I was intruding or going into areas where I crossed boundaries. I felt new ideas weren't readily accepted or thought about.
- With this being my first year I feel I have a better insight into improving my teaching methods.
- Would like to move this course up to a First Responder course as it would be more beneficial to those in remote areas and Fort Yates because of the many times the ambulance service cannot respond.
- If I had only my courses to worry about would be the ideal situation. However faculty (some) is expected to be advisors, committee members, program/grant directors, etc. (other duties as assigned). This is an overload for some faculty.
- I had good attendance, good participation although a few were no shows. Students should be encouraged of consequences if this happens. The McLaughlin center is a choice site, consequently it should be bigger. I enjoy students, I love my job. Thanks!
- With the snow days it may be helpful to have students aware of MOODLE ( if instructors are using Moodle) so assignments can be posted for the snow days.
- More plant tours.
- If students are to take classes online or hybrid, they need to have an orientation specific to online learning.
- Pleased with flex-time for faculty.
- I am thankful to my students for showing their interest in music. Although, we had many interruptions due to bad weather, they did not disappear. Well, except for one student who never showed up in class. Even if there were only three students I was never discouraged. I took it as a challenge to make this course meaningful to them. I emphasized how music can be used as a means of personal and social transformation. I would be very happy to teach this course in Fall. Thank you so much SBC.

- In terms of faculty satisfaction, I would say the biggest issue here at SBC is unprofessional communication. (parent to child voice tones/nonverbal/demands) rather than (adult to adult). The other angle would be to say that often faculty are "told" what to do rather than "asked" which is not typical of college level communication. Another issue is the making of decisions without consulting with the person first, especially decisions that directly affect that faculty thus administration heavy.
- Find other ways to discipline individual faculty/staff than attacking annual leave - particularly at a time when you are reducing health benefits and freezing salaries. Leave has nothing to do with the budget issues of this business.