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| **Class Date: 3/2** | **SI Facilitator: Christopher Simon** | **SI Course: CSC 15** |

**Today’s Objective: How can I prepare the students for the midterm?**

1. Help students to identify what they don’t know so that they know where they stand for the midterm
2. Figure out what we need to review before the midterm
3. Give the students some test taking tips for the midterm
4. Make the students feel more comfortable during the exam

**Meeting Agenda:**

3:00-3:05

Student Evaluation Forms: Students are briefly told to fill out the student evaluation sheets for PARC. These forms are mandatory and are to be turned in by the next meeting. If students fail to complete the form by the next meeting, the instructor shall remind them to get it to them by the beginning of next week.

3:05-3:35

Practice Midterm: Students will be given a surprise practice midterm during the beginning of class. Students shall work for 30 minutes, so that there is enough time to go over some questions after the test. The test will be delivered through paper copies and will be projected on the projector for students to work on.

3:35-3:40

Midterm Discussion: Students are told to talk to their fellow peers about any immediate questions they might have right after finishing up the mini exam. Class discussion will elicit a form of active thought processing that will help students to quickly discover solutions to concepts they didn’t understand while taking the test. It helps them to identify what they don’t know.

3:40-3:50 Midterm Discussion

The instructor shall reveal the answers to the problems and shall ask for a show of hands for the number of people whose solutions were correct for each problem. Depending on the number of questions that students would like to go over, the instructor shall use them remaining time in class to address how to solve each of these problems, either in depth if there is enough time, or as a general method of solving the problem.

**Why did you implement these activities and process?**

* A practice midterm is often a fair indicator of where students stand in terms of understanding. Getting the students to talk to each other can help them to answer each other’s questions, effectively allowing them to teach and be taught in the process, thus strengthening learning.

**Reflections: How effective were the implemented strategies?**

* Students were definitely surprised about the midterm, as I expected. While printing out the exams, I didn’t grab all of the copies off of the printer, and so three students had to rely on the projector for the questions. Unfortunately, those students didn’t realize that there was more than on problem on the midterm because I didn’t mention anything about it, so they only attempted one of the three problems.
* After discussing about the midterm, most students decided that they wanted to go over the first problem. We spent the rest of the class reviewing that solution. I made sure to send out an email with solutions to the other problems as well.