

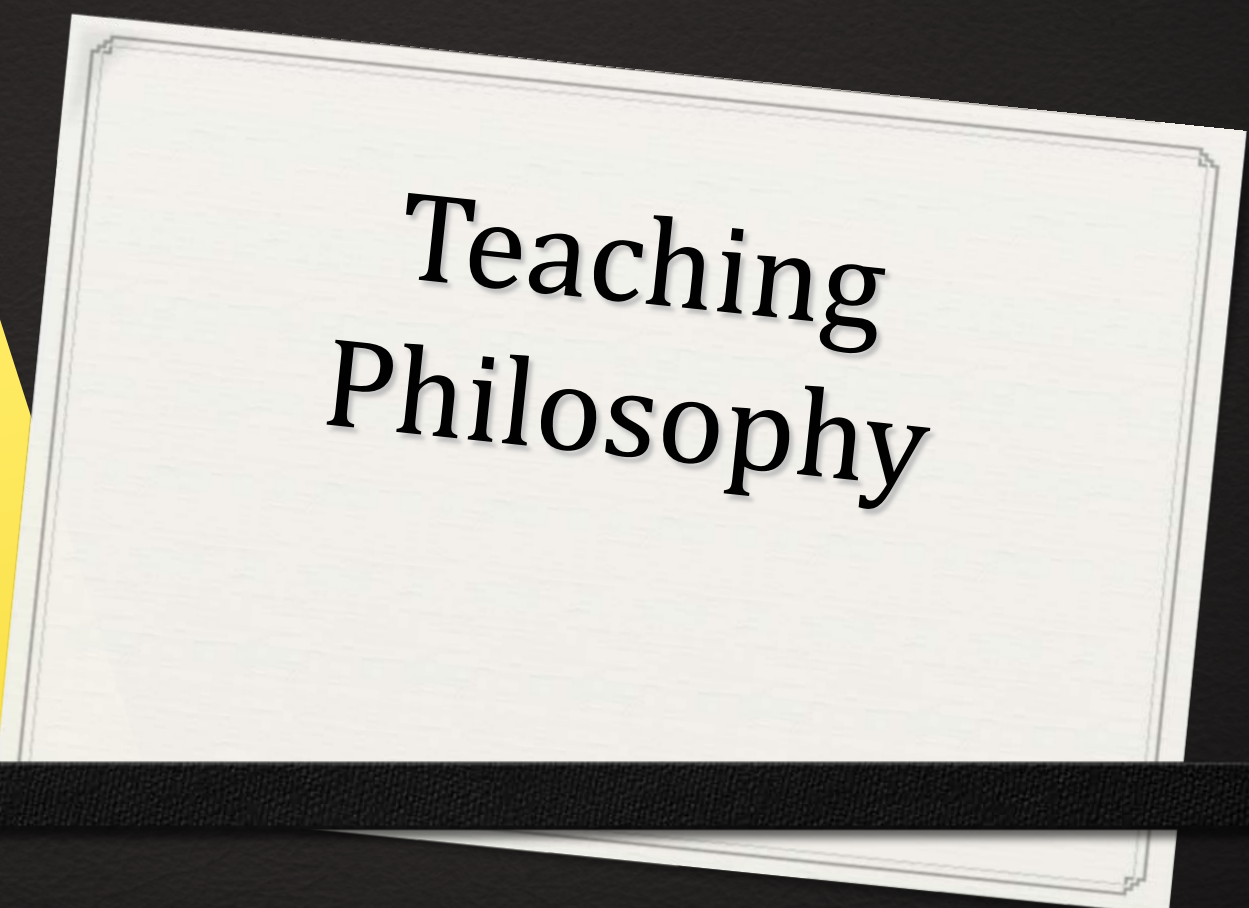


Creating a Culture of Engagement

Jennifer Taylor, PhD, MPH
Drexel University School of Public Health
267.359.6060 jat65@drexel.edu

Outline

- ✓ Share your Teaching Philosophy
- ✓ Discuss your Expectations Regarding Etiquette and Professionalism
- ✓ Syllabus as Contract

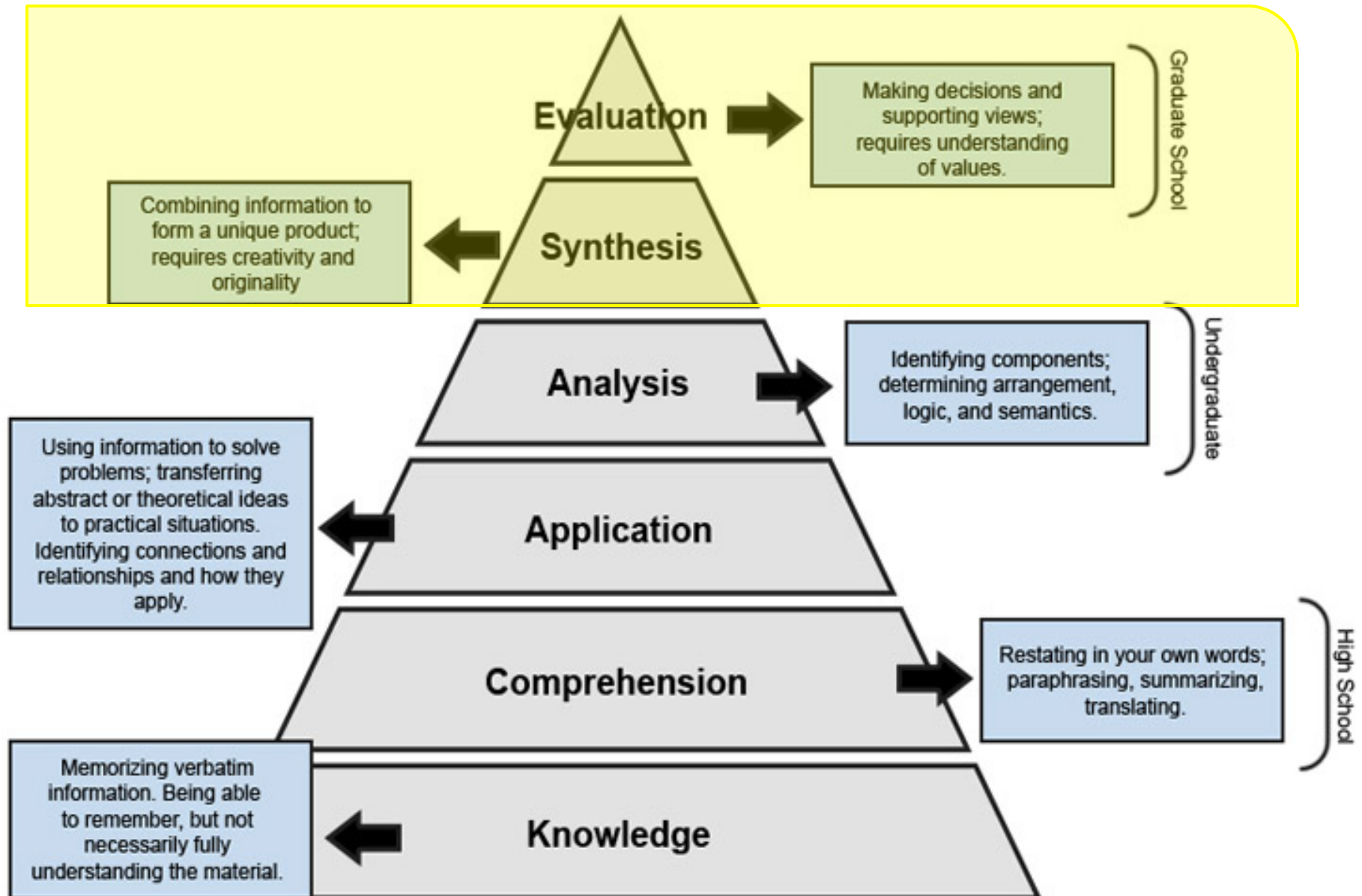
A white rectangular card with a thin double-line border, tilted slightly to the right. It features the text "Teaching Philosophy" in a black serif font. To the left of the card is a bright yellow, irregularly shaped paper-like object, also tilted. The entire scene is set against a dark, textured background.

Teaching Philosophy

My kind of classroom environment

- ✓ Creative http://www.youtube.com/watch?v=CSJbD_YGW3g
- ✓ Flexible
- ✓ Comfortable
- ✓ Feedback – Assessment - Challenge – Support
- ✓ Learn how you learn best, but at an engaged, higher-order level...

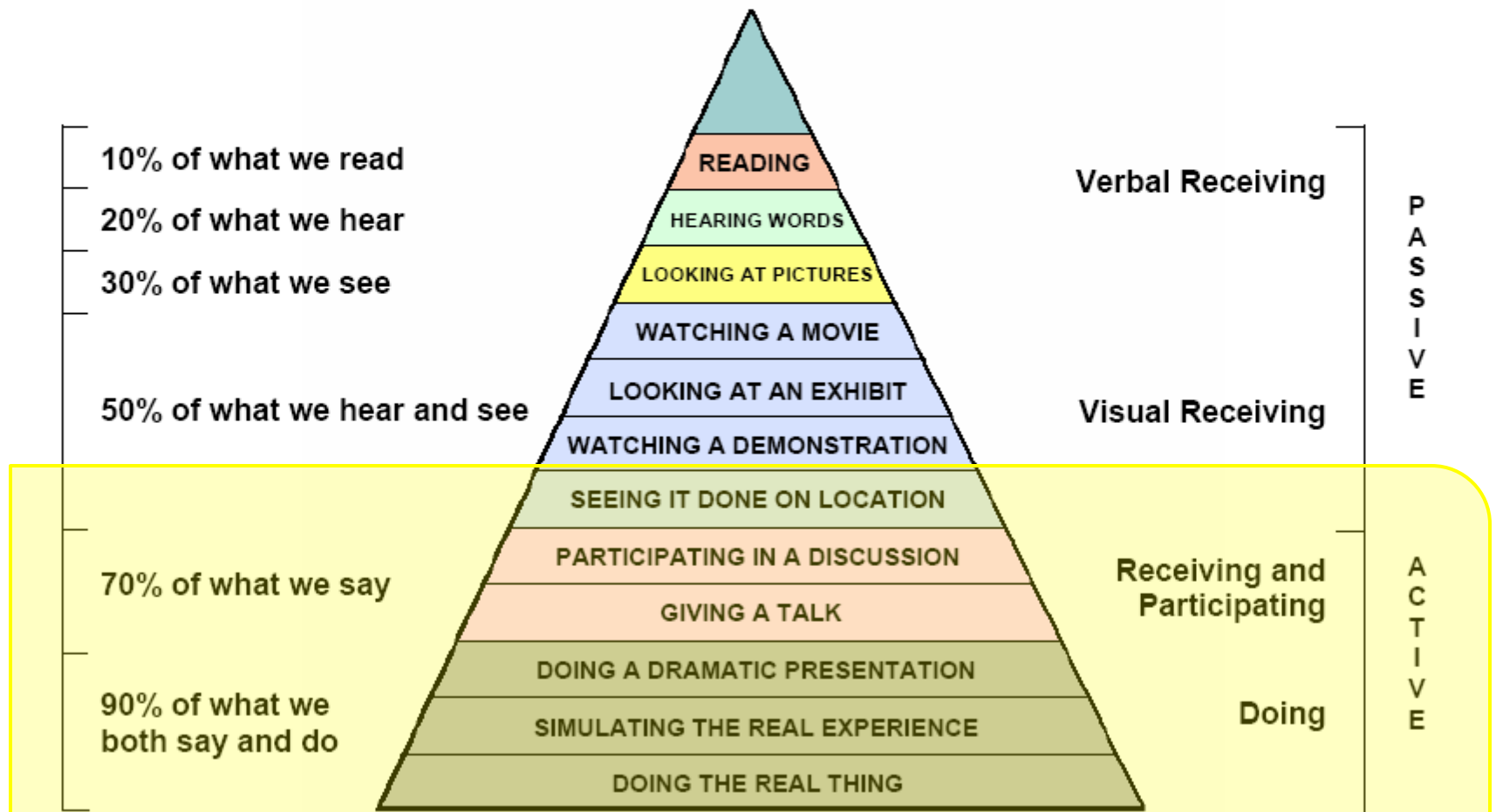
Bloom's Taxonomy



CONE OF LEARNING

WE TEND TO REMEMBER OUR LEVEL OF INVOLVEMENT

(developed and revised by Bruce Hyland from material by Edgar Dale)



Edgar Dale, *Audio-Visual Methods in Teaching* (3rd Edition). Holt, Rinehart, and Winston (1969).



Etiquette & Personal Comportment

Our Contract

- ✓ Expect decorum: no email, no phone calls
- ✓ Professionalism
- ✓ Respect
- ✓ Talking and Listening
- ✓ **Do We Agree?**

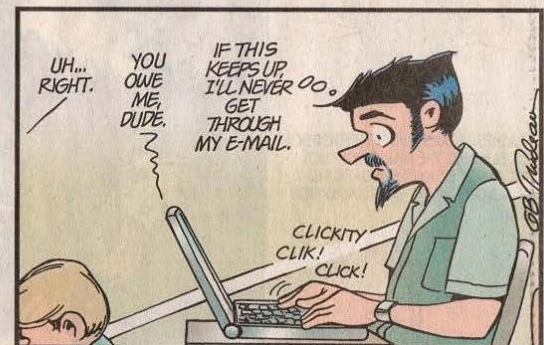
Intellectual Habits of Critical Thinkers

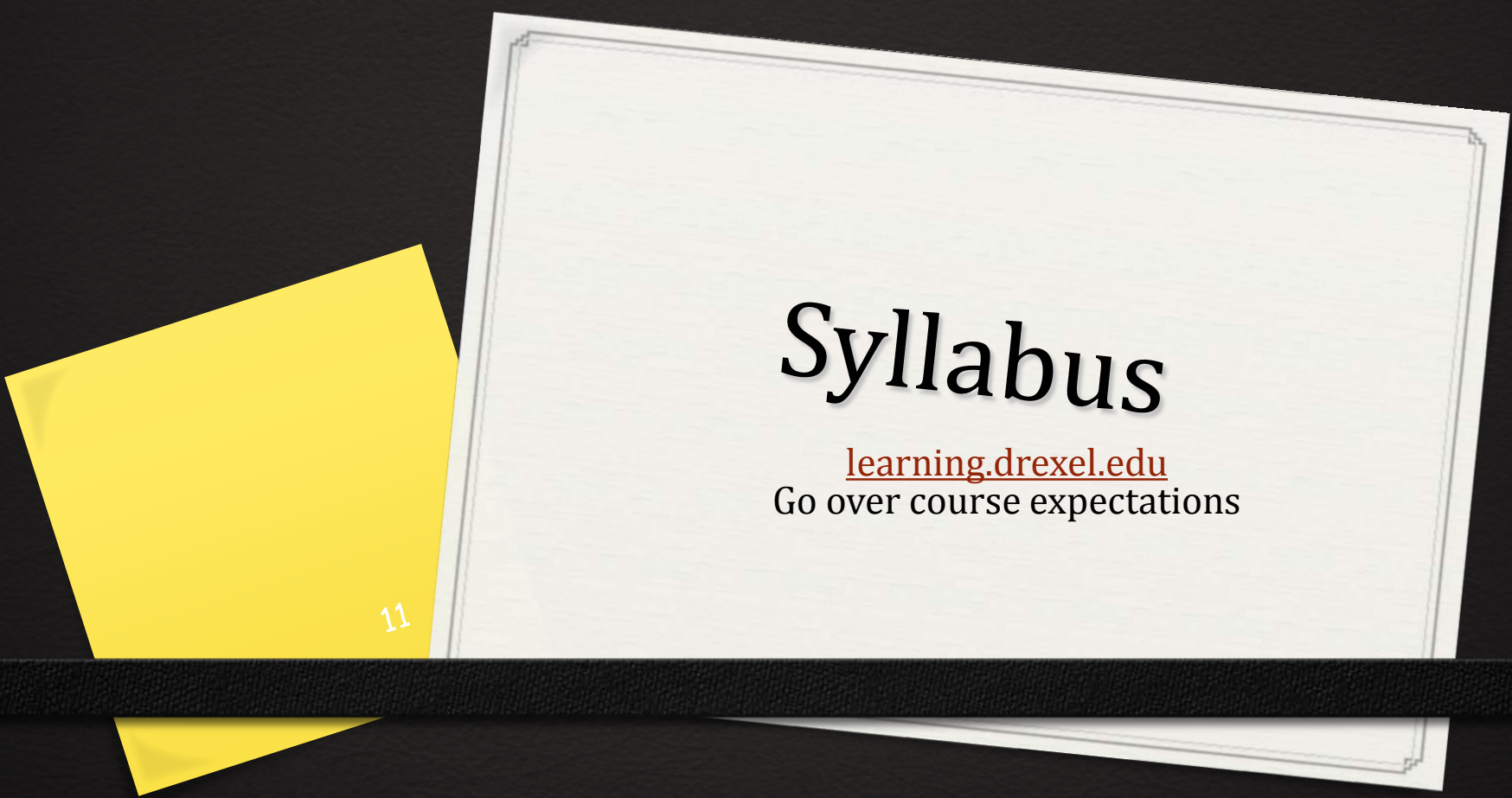
- ✓ Humility
- ✓ Courage
- ✓ Empathy
- ✓ Integrity
- ✓ Perseverance
- ✓ Confidence in Reason
- ✓ Autonomy

Multitasking

PHILADELPHIA INQUIRER
04.27.08

DOONESBURY By Garry Trudeau





Syllabus

learning.drexel.edu

Go over course expectations

TEACHING METHODS

Class meets once a week for 3 hours each session. Regular class attendance and active participation in class discussions are essential for achieving a meaningful learning experience. Request for absences will only be considered only if the instructor is notified *prior* to class and only if there is a significant personal or professional need. Decisions will be made at the instructor's discretion. Failure to attend each class session will adversely affect your final grade. Medical absences must be accompanied by a doctor's note.

You are expected to complete the required readings prior to class. You are required to submit two questions or observations for each class based on the required readings for that week. **You must post your questions to the designated weekly forum on Blackboard Discussion Board by 5:00 PM the day *before* class.** Failure to submit


questions will result in a penalty to the participation portion of your grade.

The Instructor will coordinate the lectures. Depending on enrollment, students will be called upon to lead the introduction of the discussion. In this 5-10 minute presentation, students will summarize for the class the main findings of the readings. After the seminar, the Instructor will meet with the student to share feedback on the presentation, discussion style, and literature synthesis. A randomly-generated schedule of seminar assignments will be distributed during the first class. If a conflict arises, it is the student's responsibility to arrange a switch with another student. Please let the course director know in advance if you choose this option.

The course instructor reserves the right to make modest adjustments to the course and syllabus throughout the quarter.

I read:	Week 2 Questions/Comments	Posted Date:	January 14, 2014 12:00 PM
Post:	Week 2 Questions/Comments	Status:	Published
Author:			

1. My first question occurred while reading the Injury Fact Book. I am curious about injury rates for in the United States vs. Europe (or other developed countries). If the injury rate is less, what comparisons can be made between these rates? Also, what lessons can be learned and adapted for the U.S. to help decrease unintentional injuries?
2. My second question is regarding the bone injuries discussed in the Injury Fact Book. I am interested in why these bone injuries are highest for specific age ranges, i.e. intracranial and other internal injuries, lacerations, and dislocations for ages 15-24; sprains of the back and neck for ages 35-44?

Thread: Week 7 Comments
Post: Week 7 Comments
Author:  Priya Chaddah

Posted Date: February 18, 2014 4:58 PM
Status: Published

1) I wanted to bring up what I thought might be an interesting discussion point. I read the book *Freakonomics* by Steven Levitt and Stephen Dubner a few years ago, and they contended that there was a significant and unexpected drop in the crime rate and violence during the 1990s due to the legalization of abortion in 1973. The essence of their argument was that unplanned pregnancies or "unwanted" children tend to be predetermined to engage in crime or be at greater risk of engaging in violent behavior compared to children who resulted from planned pregnancies. I thought it was a fascinating premise to be explored. Do you agree with that theory?

2) In Chapter 11 of *The Injury Fact Book*, it is mentioned that the ICD codes do not distinguish deaths that occur in connection with hunting. Why is that so?

I thought the Foreword of the WHO World Report on Violence and Health by Nelson Mandela was so eloquent and illustrated a couple of points that I think are important to remember when approaching violence prevention: 1. "Safety and security don't just happen: they are the result of collective consensus and public investment." 2. Violence is predictable and thus preventable.

So just as injury is predictable and thus preventable, so is violence. These two points are empowering, and I too believe that empowerment is a vital component to preventing injury and violence.

I also thought it was interesting in reference to gun violence and Law Enforcement Officer homicides, that similarly to prescription opioid drug prescribers, Webster et al. (2006) pointed out that in major cities with high levels of gun violence, ten or fewer gun dealers sell the majority of guns used in criminal acts.

Lastly, I think it is imperative to strengthen and enforce the laws requiring the subjects of protection orders to surrender their firearms. Frattaroli and Webster (2010) conducted a study of a sample from New York and California, and Moracco et al. (2006) looked at North Carolina, and their findings were consistent in that these laws are not enforced and their implementation has

What Past Students Say

- ✓ Wait for response to answers
- ✓ “Tell me more...” statements
- ✓ Scribing class responses on smart/white board
- ✓ Encourage class movement
- ✓ Collaborative assignments
- ✓ Students leading class
- ✓ Setting expectations (Bloom’s taxonomy)
 - Offering multiple assessment opportunities to get there