

Chapter 10: Increasing Student Interest and Learning Through the Use of Visuals, Handouts, Written Assignments, and Answer Keys

When I attended college 40 years ago, I rarely was shown a film in class, never viewed a popular movie for an assignment, and did not receive handouts. Today we know that some students learn well from visuals. Consequently, I have increased my use of films and videos, overheads and posters (problems, examples, cartoons), and PowerPoint presentations. Most of the visuals are shown during class but a few are assigned as homework. The videos can teach basic concepts, provide examples, and provide opportunities for application.

I also have increased my use of handouts. Some are written lectures, some are outlines for study, and some are problems for discussion. Some of the handouts are video guides which prepare students to get more from one viewing of the video in class. Some video guides are extensive to allow students to watch, observe, and think rather than take notes. The video guides are also useful when students miss class to indicate what we studied.

All of the video guides have questions or written assignments which require students to think about the video and write their thoughts. The Idea Notebook is an assignment which I use in Logic and Critical Thinking which has as its purpose to get students to reflect on what they learned about their thinking every class. After Tuesday's class they can write on anything related to the class with a focus on reflecting on their thinking. That Idea Notebook entry is due at the next class on Thursday. I read each entry, students get credit, and I make written comments designed to get the writers to think more deeply about their thinking. I have included the handout I wrote on Idea Notebooks.

Some students requested more comments. We (my students and I) came up with two types of written handouts that I now use extensively in most of my classes. The Example Answer is given for students to read before doing their homework to provide hints at what I am looking for in the assignment. The Answer Key is given out usually after the assignment has been handed in to provide students with additional "Very Good" answers to stimulate their thinking for future entries.

Contents:

Idea Notebook

Self-Assessment

Handouts for Videos, Written Assignments, Answer Keys

I. IDEA NOTEBOOK [Handout for students in Logic and Critical Thinking: Students do an Idea Notebook after every class]

What things might you do to improve your thinking? You could read about good thinkers

for ideas. You could read hints for improved thinking. You could watch others solve problems. You could solve problems. An additional approach is to become more aware of how you are actually thinking and solving problems.

Class time is used primarily for activities as a full class or in small group activities. During homework assignments you will be doing what others are doing but alone or with a friend. Consequently, everyone in the class is usually doing the same thing. To make courses more useful to individual students we have developed the Idea Notebook.

The Idea Notebook is an opportunity for you to record your ideas and thinking related to how you think and how to improve your thinking. Besides noting interesting ideas from your readings, from class, or from the mass media that you wish to remember, besides recording your reactions to what you are learning, you are encouraged to use what you are learning in everyday practical situations. A very important goal of this course is for you to apply what you are learning about thinking to situations outside of the classroom.

Most of you are familiar with recording ideas, recording reactions, and recording how you use what you are learning. But there is an additional category which involves recording your reflections about your own thinking processes. Another important goal of this course is for you to become more aware of your own thinking and approaches to problem solving and critical thinking so as to improve these processes.

The Idea Notebook is an autobiographical learning approach in which you make the course personally meaningful. You will be making entries in this journal about what you are learning. The Idea Notebook is not a diary for in a diary the focus is mainly on what activities you did; a description of those things that happened to you. A journal is the chance to look more carefully at what you are learning, use what you are learning, and think about your thinking. Your Idea Notebook is a journal which will be unique since you will be recording your own thinking based on your own experiences.

Since an Idea Notebook may be a new learning experience for you, previous students have suggested ideas, examples, and guidelines which are included here. In summary, the purpose of the Idea Notebook is to make this course more meaningful to you by encouraging you to react, reflect, and apply what you are learning about your thinking. The Idea Notebook is the major project for the course and will be reviewed each class. It is essential that it be turned in on time and be up to date. Guidelines have been devised to clarify what is expected. If you have any questions, let me know.

Reactions; Reflections; Applications

Your Idea Notebook entries should include reactions, reflections, and applications. You do not need at 3 in any one entry. Here is a brief overview of each category.

REACTIONS: One type of entry involves describing interesting ideas (summarizing), explaining your reactions to what you are experiencing, and evaluating what you are learning both in class and in the homework. Both cognitive and affective reactions can be included.

APPLICATIONS: A second type of entry involves using what you are learning in your everyday life. You might apply what you are learning to family life, to your employment, to discussions with others, to your readings in other courses, to information gleaned from TV and films, and to your own experiences.

REFLECTIONS: A third type of entry involves thinking about and evaluating the quality of your own thinking in light of what you are learning in this course. Let's look at these three types of entries further.

Here is an expansion of the brief overview.

REACTIONS: What do I mean by "reactions"? Reactions may deal with reviewing information for improved understanding, thinking about what is being learned, and/or noting feelings attached to your experiences. You are aware of a number of ways to improve your learning. For example, you might summarize or outline some material. Or you might do a synthesis. Synthesis involves pulling together ideas from several sources into a unified whole.

Here are some questions you might use when doing reactions. What did you learn or relearn that was new? What in summary was the chapter about? What was the most important thing you learned from class? What did you learn about others? Did you agree or disagree with what was said or with what you read? Explain your reactions. How convincing was the speaker or writer? What was convincing? How good was the evidence? Did you detect any reasoning problems? Do you know of any evidence that differs from what was presented? Did you like, enjoy, and/or appreciate what was done in class? If not, why not? What would you recommend to improve the activity?

APPLICATIONS: Although some classes focus primarily on memorizing information, this class is different. In this class you are asked to sharpen old skills and learn new skills so that you can apply what you learn about thinking to your own class work and to life outside of class. In other words, you are to use what you are learning and have learned about thinking. Use skills that you have learned from your reading for homework assignments, from class activities, from guest speakers, and from me. Practice the thinking skills of compare and contrast, synthesis, logical reasoning, critical evaluation, creativity, and problem solving. Explain through examples how you are using what you are learning in this class.

REFLECTIONS: Reflections involve thinking carefully about your own thinking. How did you first react to the problem? What did you do when you were stuck? How did you handle your frustration? What helped you solve the problem? What increased your creativity? What helped you spot the logical errors? In what ways might you be a better problem solver? In what ways can you improve your study skills? In what ways can you better manage your time to allow better thinking? In what ways can you better control your own behavior? Think about how you are thinking. Metacognition is a topic we will look at later which is another term for Reflections.

Idea Notebook Requirements

1. Purchase regular size lined paper (8.5" x 11") to use for your Idea Notebook. If you wish to type or use a computer, great! You will not be doing your writing in a notebook. We tried that for 2 semesters and found the approach described better.
2. Write in ink on only one side of the paper. Skip four lines between entries so I have room to write. Place a 1 before the first entry (Idea Notebook Entry 1 - and the date of the class you are writing about) and then indicate what you are writing about, class, homework, event, thought, and the associated date. Write your entry. Label each entry: reaction, application, reflection. Some entries may have more than one label.
3. Number each entry consecutively. You may do as many as you wish beyond doing a minimum of 2 per week, one relevant to each class. The length of each entry is to be at least 150 words at the start of the course and move up to 250 words. Keep all Idea Notebook pages together.
4. Soon after each class is over write down your thinking. Give some thought to your entry before writing. When writing, do not worry about spelling, correct grammar, or being organized. You are writing down your thoughts as a first draft. You are not expected to revise your entries, to edit them, or to say what you think I might want to hear. However, if one of your goals for the course is to become a better writer then editing and improving your written work is a good idea and worth the extra time.

Here are some things you might focus on: (1) the most important things you learned in class, (2) the things you want to remember from class, (3) words of wisdom from a classmate or a teacher, (4) something you want to disagree with and why, (5) some insight you had during class, (6) some idea you want to think on more to get clear, (7) some idea that you want to relate to homework or out of class experiences.

In general, you will not be tested on class activities. You will be learning and developing skills which will be useful later in the course and other courses. The experience of being in class is useful. But experience by itself does not equal learning. Learning comes from being active in class and then later thinking on the experience - rethinking, reviewing, questioning, analyzing, interpreting, evaluating, relating. And then later putting into practice your improve thinking.

5. If you miss a class, you have missed a lot of learning which is very difficult to capture. However, talk with 2 classmates about what happened and think about what you might have learned. For classes missed, you still need to make an entry based on your conversations and review of class activities.
6. Turn in your Idea Notebook entries every class. Put a big R (for read and respond) next to any entry you want me to specifically respond to.
7. Bring your Idea Notebook folder to class in case there is class time to write an entry.
8. At midsemester and at the end of the course you will be asked to review your Idea

Notebook to answer several questions over your entries. Those questions are on the Assignment Sheets.

9. **EVALUATION:** There is no right or wrong way to express your ideas. Entries will be evaluated on a pass or not pass system. I will be looking for evidence of your active involvement in the course both in terms of learning and thinking. The amount you wish to learn from the Idea Notebook is up to you. I have found this a very useful type of assignment.
10. If you would like clarification, help, or consultation on doing the Idea Notebook, please ask after class or call me.

II. **Reflecting on the Idea Notebook** [Handout used the third week of class.]

By this time you have made several entries in your Idea Notebook. Here is an entry I wrote when I started wondering what an idea is. What is an idea in an Idea Notebook?

- A. Who should get up early? I think we all know. (2) Who should get up late? That will take some thought. Somebody who thought on the second question is Shel Silverstein (1974) in *Where the Sidewalk Ends*.
Oh, if you're a bird, be an early bird
And catch the worm for your breakfast plate.
If you're a bird, be an early bird --
But if you're a worm, sleep late.

What is an idea? I thought I knew. Certainly all of the authors of the books in my home study seem to think so. Not one (I exaggerate, I didn't check all of them) defines what an idea is.

I tried the dictionary and found:

1. "That which is conceived in the mind as a result of conscious thinking or creative imagination; a thought." (*Funk and Wagnall's Standard College Dictionary*, 1977, p. 665)

There is a bunch (10 others) of other definitions but this is the one that fits the Idea Notebook.

Webster's Collegiate Thesaurus (1976, p. 412) has some more info. "syn - concept, image, impression, notion, perception, thought." "rel - assumption, belief, conclusion, conviction, estimation, feeling, inclination, judgment, opinion, persuasion, presumption, reaction, reflection, sentiment, view, conjecture, guess, surmise, hypothesis, speculation, suspicion, theory, brainstorm, inspiration."

When the light is green you go.
When the light is red you stop
But what do you do
When the light turns blue

With orange and lavender spots?
(Shel Silverstein, 1981, *A Light in The Attic*, p. 20)

Well, what do I do? A solution calls for some thinking. Let's go to the thesaurus again and look at think and thinking.

"think - 1. to form an idea of something in the mind." (p. 828)

Here are some of the related terms: conceive, imagine, realize, consider, contemplate, study, weigh, appreciate, comprehend, understand, conjecture, guess, surmise, assume, believe, expect, deliberate, reason, reflect, meditate, mull, muse, ponder, conclude, deduce, infer, judge, ponder.

Ok? We have got it. What is the opposite of thinking? They say "unthinking." That adds a lot! My answer: without thought, not thinking, habit, settle for the first answer, "One way to do this."

MY SYNTHESIS

idea - the result of thinking designed to understand, to set up and solve a problem, to make a decision, to evaluate so as to be able to decide what to believe.

idea - broader scope -- result of any thinking process

idea is similar to concept, impression, notion, thought,

idea is related to any thinking process --

imagine, contemplate, muse, hypothesize, speculate, create
consider, study, weigh, ponder, deliberate, reason, mull
conclude, deduce, infer, decide, determine, resolve, settle
guess, conjecture, surmise, assume, surmise, predict,
judge, evaluate, reflect, estimate, appraise, assess

"idea" has been around for a long time, the quotes suggest ideas have power to influence others, but new ideas are often resisted. By the way, are you clear on what synthesis means? Did you look it up?

Hints:

1. Distinguish between the speaker and the idea
2. Separate the format from the idea
3. Evaluate our own ideas, this is tough to do but essential
4. Be aware of being too easy on those who agree with us and too harsh on those who disagree with us

What did you learn from these two pages of trying to get clear on the concept of idea, as in Idea Notebook? Here are some examples of answers from previous students.

1. Solving a problem is not a straight line. It is important that I have a plan and keep it in mind so that the tangents don't sidetrack me.
2. It is hard to follow another's thinking because of the gaps and tangents. But most thinking

we see in books is a recasting into a logical sequence. But that isn't the way it usually happened.

3. Thinking can be supported by careful observation in our own environment. Sherlock Holmes was a master at observation. If you can catch one of his films, observe his observing. Holmes was out with Watson on a campus trip. They pitched their tent, ate summer by the fire, and then went to bed. Holmes says: "Watson, what you to conclude our seeing many stars in the heavens?" Holmes replied: "It is a night with many stars and I am ready to sleep." "Watson, it means someone has made off with our tent!"
4. Thinking can be supported by library research from your personal library, from a college library, and from the Internet.
5. Sources don't usually give us the answer. We have to think about what we have gotten. Most of our serious questions can't be looked up directly. We can find hints and help though.
6. Idea is not a solid term. It has many meanings. In thinking the meaning is not specific, nor easy to use.
7. Wandering through the Reference section of the library can produce unpredicted results. I found some sources I didn't know were there that turned out to be relevant.
8. Entries in Idea Notebook need to be more of your actual thinking as it happens rather than a cleaned up version if we are to reflect on and improve our own thinking.
9. Looking for one thing can bring something else into view. Shel Silverstein is not your usual reference on thinking.
10. There are a variety of places to look for answers, some not obvious.
11. Shel Silverstein can take the obvious and look at the not obvious.
12. Improved thinking depends on some psychological insights.
13. Thinking can mix the obvious with the fun and unusual.

III. Self Assessment [A handout dealing with Example Answers and Answer Keys.]

Note to students: There are questions at the end of this section to be answered. Your answers are to be written to share with group members and then turned in.

In what ways can you become better at assessing your own learning? An important course goal is for you to develop the thinking skills and attitudes involved with assessing the quality of your own work, sometimes called self assessment. Self-assessment means

being able to stand back from your work and evaluating how good your work is by using specified standards (criteria). (Assessment = appraisal, evaluation, judgment, rating, weighing, discriminating)

One important goal for this course can be for you to better determine if the work you are turning in is of very high, high, medium, or low quality. And to know what must be done to move it to very high quality. A longer term personal goal can be for you to turn in work which meets a higher standard than that used by college teachers or later by bosses. Knowing what is quality work allows you to decide how good your work is and then to take steps to improve it. Developing accurate self-assessment is one of the most important goals of college.

List here blocks to accurate self-assessment.

Example: lack of feedback from others

Accurate self-assessment involves improving your thinking as applied to the things you produce. Here are four ways I use to help you improve your thinking. Increasingly I have been designing assignments which involve thinking skills. In addition, for some assignments I provide detailed instructions on how to go about answering the assigned question. Other assignments have hints. For some assignments I suggest you work with a classmate.

In what ways can I help you improve your thinking and your self-assessment? In this course I have developed with the help of previous students both **Example Answers** and **Answer Keys**. Example Answers and Answer Keys are important to you when you are learning more than recall of information. When you have to problem solve, critically evaluate, analyze, synthesize, or apply, examples can be very helpful in understanding what is desired. In general, example answers are very good answers to a related question, but not exactly the question assigned. Answer Keys are very good answers on the actual assignment.

Example Answers provide a model for you to use before doing your own answers. Example answers are concrete indications of what you are to learn. Example answers can also be used later to compare your answer to the example answer to be sure you have learned.

An **Answer Key** is not

the only right answer	the only way to answer the question
the only way to look at the question	the best answer
the most creative	the longest answer
the most thoughtful answer	

What is an **Answer Key**? An Answer Key is

a good or very good answer (often written by previous students with peer help),
confirmation of your thinking,
a way to promote additional thinking by immediate feedback,

feedback on additional ways to think about the problem,
a way to get an idea of how to set up an answer or how detailed you might make
your answer,
a way to improve the quality of your answers and thinking.

Mastery Learning is another way to improve the quality of your work by getting a second chance to improve. However, even when written homework is returned the next class after it has been turned in, this feedback is some time after the completion of the assignment.

Psychologists have found that immediate feedback is important when learning new skills and knowledge. For example, let's assume you just listened to a lecture on the topic of problem solving. How do you know if you learned everything you were supposed to learn? Usually, you won't know until the next quiz, test, or exam. These assessments may be days or weeks or months later.

How can you get immediate feedback for your learning? Let's assume that you have read the objectives, looked over the instructions for the assignment, read the assignment, thought, written a rough draft, and then revised your answer. Do you now have a high quality answer (equal to an "A", to 95%, to a very good answer)?

If you carefully assess what you have produced, you probably would find ways to improve your answer. Often students allow a day before going back to improve their work. If you took it immediately to a classmate, you could get some feedback. If you took it to the instructor, you could get additional feedback. Sometimes the classmate is not available and sometimes you may not be able to get to the instructor.

Using an **Answer Key** is another solution. You could then get immediate feedback on your answer, if you know how to compare and contrast. How is your answer like the Answer Key? What is your answer lacking? Is there something that the Answer Key is lacking? After comparing and contrasting your answer to the Answer Key, you can then revise your answer to improve it.

How can you use the **Answer Keys** in this course? You might look at them before doing the homework to get an idea of the format for the answer. You could use them if you get stuck to jar your thinking out of a rut or out of neutral. You could use them after doing your work to note how to improve your future homework. Or you could use it to improve the current homework.

I want to particularly recommend that in most cases you use the last suggestion: use the Answer Key to improve your answer. After comparing and contrasting your answer, make notes for ways to improve your answer. Then put away the Answer Key and revise your answer. Label the answer as **Revised with Answer Key** and attach it to your original answer. Check again with the Answer Key by comparing and contrasting. If you don't think your answer is yet a good answer, take notes again and revise your answer. Label this answer as **Second Revision with Answer Key**.

The writing and **revision process** can take a lot of time unless you do your work with a computer. I STRONGLY RECOMMEND THAT YOU DO YOUR HOMEWORK ON A COMPUTER ALONG WITH THE REVISIONS. Computer generated work is being expected at four-year colleges as well as in business. The longer you take to make the change to writing on a computer the more time you will be wasting on less essential learning.

If you have an Answer Key for an assignment ahead of time, I expect only good and very good answers. Your goal is to learn how to self assess your work so that you have high quality answers. Answer Keys are used throughout the course. However, to determine how well you self assess Answer Keys are used less often near the end of the course. What do you see as the advantages of Answer Keys to you? List your answers here.

What do you see as the disadvantages of Answer Keys to you? List your answers here.

Others assess what we have accomplished. Sometimes you get assessment not only on the outcome but also on how you accomplished something. You are used to others assessing your performance, although few of us feel comfortable when others assess us. Your parents assessed your progress as you matured. Throughout your formal education teachers assess your learning.

Coaches (consultants) assess your sports performance. Bosses assess your work. And you have been developing your ability to assess your work and that of others. This course is designed to further help you develop the thinking skills needed to self assess and to assess others work.

When you bring your homework to class, you may be asked to state how you would improve your answer, or you may be asked to get feedback from others on your work, or you may be asked to think about the process you used to learn and reflect on it to see if that process can become more effective and efficient.

I **respond** to homework in several ways:

- (1) I may stamp your work as "Credit" which means that you receive credit for turning the work in. In general, I use "Credit" when you have gotten feedback from others or from an Answer Key.
- (2) I spot check your work and write either a VGW (very good work), GW (good work), OK (needs minor improving), or Redo (needs major improving). (1) and (2) are used primarily during the first 75% of the course. I expect consistent high quality work. Therefore, I expect you to develop your skills of self-assessment and provide classmates the benefits of your assessing skills. A basketball coach does not check every free throw practiced by a basketball player. The coach periodically checks but expects the player to practice and make self corrections on their own and to use feedback from other players.

Sometimes the basketball player asks the coach how to do something. The coach

may give an answer. At other times the coach may want the student to think further and solve the problem alone. In general, we learn more when we solve our own problems. Coaches are there to provide and structure a supportive environment for learning and practice to take place.

Most individual learning takes place away from the coach. The coach focuses on group activities (the fast break) which are more difficult to learn because several things are going on at the same time, not just one thing when one player is working on free throws. I will give feedback primarily on the process of self-assessment and group assessment so you learn to self assess.

List here other examples besides sports where the "coach" does not give continuous feedback.

- (3) I carefully read your work and use the feedback system described in (2) above. I do this assessing when the assignment is usually a jump from the previous assignment.
- (4) I critically evaluate your work and award a grade of A, B, C, or redo. This type of assessment is usually done only at the end of the course. If you have a redo, the redone assignment is regraded and then dropped one letter grade because redos at the end of the course are not expected and indicate you have not learned some important skills that were studied in the course.

When are **redos** given? Redos are given when work is not of high quality. Our goal is for you to become aware and able to determine when work is not of high quality: your own and that of your classmates. Once this happens then redos will be rare. When Answer Keys are given, always use them to improve your work because you have available to you immediate feedback. In general, I am more likely to give a redo to medium or low quality work on those assignments when there are Answer Keys.

NOTE: **Get a folder to keep your returned homework and class written work. Date each assignment, label it, and keep them in order.** You will be turning in your folder at mid-semester and at the end.

WRITE for use in group discussion:

1. List the 6 most important ideas from Self Assessment.
2. List the advantages of Answer Keys. List the disadvantages of Answer Keys.
3. List any questions you have about self-assessment, assessing the work of others, Example Answers, and Answer Keys.

IV. You will find a variety of video guides, Example Answers, and Answer Keys [here](#).

Study Guides and Answer Pages for Videos

Increasing Student Interest and Learning through the use of Visuals, Handouts, Written Assignments and Answer Keys

By Dr. James Bell, Howard Community College



To view the documents on this page you'll need to have the free Adobe Acrobat Reader. You may download and install it using the step-by-step directions which are available at

<http://www.adobe.com/supportservice/custsupport/download.html>

1. Introduction to the Idea Notebook	idea1.pdf (~ 10KB)
2. Self-Assessment	assess.pdf (~ 56KB)
3. Six Blind Men and the Elephant	elephant.pdf (~ 8KB)
4. Whazzat-!	whazzat.pdf (~ 10KB)
5. You Pack Your Own Chute	packchut.pdf (~ 21KB)
6. The Pain of Shyness	painshy.pdf (~ 17KB)
7. The Eye of the Beholder	beholder.pdf (~ 18KB)
8. Journey	journey.pdf (~ 21KB)
9. Freud: The Hidden Nature of Man	freudhid.pdf (~ 23KB)
10. Full Sound and Fury: Living with Schizophrenia	liveschi.pdf (~ 24KB)
11. Depression: Beating the Blues	depblues.pdf (~ 24KB)
12. Depression: Beyond the Darkness	depdark.pdf (~ 31KB)
13. But Jack Was a Good Driver (Suicide)	butjack.pdf (~ 38KB)
14. Kids in Crisis	kidcris.pdf (~ 13KB)

15. Ordinary People	ordpeopl.pdf (~ 64KB)
16. One Flew Over the Cuckoo's Nest	cuckoos.pdf (~ 76KB)
17. The Maze (Defining Mental Illness)	themaze.pdf (~ 22KB)
18. Case Study of Multiple Personality (Eve)	multpers.pdf (~ 40KB)
19. Sybil	sybil.pdf (~ 23KB)
20. Rain Man	rainman.pdf (~ 29KB)
21. The Social Animal (Social Psychology)	socanim.pdf (~ 44KB)
22. Emotional Development Aggression	emodevag.pdf (~ 24KB)
23. The Killing Screens: Media and the Culture of Violence	mediavio.pdf (~ 29KB)
24. 12 Angry Men	angrymen.pdf (~ 99KB)
25. Headliner on Trial	headlinr.pdf (~ 26KB)
26. Obedience	obedienc.pdf (~ 41KB)
27. Stanford Prison Study	stprison.pdf (~ 14KB)
28. The Power of the Situation	situatio.pdf (~ 18KB)
29. The Wave	thewave.pdf (~ 35KB)
30. Freedom River	freerivr.pdf (~ 18KB)
31. Information Processing	infoproc.pdf (~ 29KB)
32. Reinforcement Therapy	reinther.pdf (~ 17KB)
33. Behavioral Treatment of Autistic Children	treataut.pdf (~ 32KB)
34. Critical Thinking: Making Sure of Facts	surefact.pdf (~ 17KB)
35. Why Man Creates	whycreat.pdf (~ 33KB)
36. The Unbiased Mind	unbiased.pdf (~ 53KB)
37. Dead Poetry Society (Example answer for the viewing of the video)	deadpoet.pdf (~ 13KB)
38. Think Twice: They're Confusing You	thktwcon.pdf (~ 32KB)
39. Think Twice: The Persuasion Game	thktwper.pdf (~ 18KB)

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| 40. The Secret Government | secgovt.pdf (~ 54KB) |
| 41. Perception (Answer Key to the video) | percepan.pdf (~ 16KB) |
| 42. Still Killing Us Softly (Student responses to the video) | killsoft.pdf (~ 26KB) |
| 43. Secrets of the Psychics | secpysc.pdf (~ 23KB) |
| 44. Dreamworlds II: Desire/ Sex/ Power in Music Videos (Video Guide) | drmwrlld2.pdf (~ 20KB) |
| 45. Student Introduction to Logical and Critical Thinking (Video guide: A Helping Hand from the Past) | stuinlct.pdf (~ 30KB) |

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Last updated on 23 Jan 2003
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