## **Director's Column**

Saint Louis University has outstanding teaching faculty, many of whom are regularly invited to share their innovative teaching strategies at conferences and other institutions. In order to increase opportunities for faculty to share their teaching strategies with their campus colleagues, the Center for Teaching Excellence has inaugurated the "Spotlight on Teaching" series. Dr. Richard Harvey, Psychology, inaugurated the series with a presentation on "Monopoly for the Classroom." Dr. Anneke Bart, Mathematics and Computer Science, continued

and then call on a student. This takes some of the pressure off an individual, since the answer is based on what 2 or 3 people discussed. Another strategy is to move around during class and even to walk up several rows in a lecture hall. This serves at least 2 purposes. First, it makes it easier to encourage participation from the back of the room and second, it may break down that invisible barrier at the front of the room between the teacher and students.

Lately I have

semester. Additional ways in which I try to create an environment of active learning is by requiring students to take responsibility for presenting the material

Enhancement of the Aging Respiratory Physiology Component of the Pre-clinical Curriculum

The division of geriatrics has had a longstanding presence in the pre-clinical medical school curriculum in select areas, one of which has been in the second year medical student (MS-2) respiratory curriculum block. Dr. Paniagua has had

A few years ago (at a former institution) I was tasked with teaching large (200+ students) sections of a core information systems course. The first time out, the results were less than ideal. Students did not perform well, and if evaluations were any indication, they neither enjoyed the course nor found it valuable. My coteacher and I met to assess the situation. We made two changes, the most fundamental of which was to integrate an activity into each lecture section. The activities typically involved students getting in groups of three or four and working together and discussing some task. For example, we asked students to find three ways in which two systems were similar and three ways in which they differed. After students worked on the activity, we discussed their findings as a class. While the activities could get ear-splittingly loud, results were quite remarkable. In one semester, exam performance increased dramatically and evaluations improved by almost a full

Dr. Matt Grawitch has developed intensive online courses that require student interactivity. From virtual groups to threaded discussions, his online courses provide an asynchronous format that requires student participation and active engagement. To facilita

of play. During this stage, oppressed players 2 and 3 lose money quickly and some go deep into debt.

The second stage of the game is played using normal Monopoly rules (i.e., player 2 nd 3 are liberated). The title *Equal Opportunity*