

Increasing levels of faculty engagement in knowledge exchange across institutions

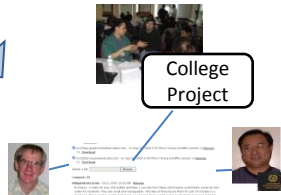


Recommend & re-use exemplary practices/resources

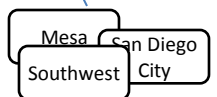


Issue-oriented compendium of exemplary practices & resources

Discuss shared issues & explore potential solutions



Contribute ideas & expertise for projects at other institutions



Collaborate to create & adapt new practices/resources

Recommend & re-use exemplary practices and resources



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DNA from the Beginning



Material Type: [Simulation](#)

Location: [Go to Material](#) or [Mirror Site](#)

Date Added: April 11, 2000

Date Modified: August 18, 2009

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About this material:

Peer Reviews (1) avg: ★★★★★

Comments (24) avg: ★★★★★

Learning Exercises (9)

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[Author Snapshot](#)

Author: Cold Spring Harbor Laboratory

Submitter: [Jeff Bell](#)

Description:

DNA from the Beginning is an animated tutorial on DNA, genes and heredity. The science behind each concept is explained using animations, an image gallery, video interviews, problems, biographies, and links. There are three sections, Classical Genetics, Molecules of Genetics and Organization of Genetic Material. Key features are the clear explanations of classical experiments and the excellent photographs of researchers and their labs.

For information and credits on the development of DNA from the Beginning, go to <http://www.dnafb.org/dnafb/credits.html>

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FLORE is a free repository of French language educational resources. It is meant to help the user find appropriate sites and specific learning objects to learn or teach French. FLORE is designed for faculty and students in post-secondary institutions and it offers over 1000 online resources with annotations such as content descriptions and peer reviews. FLORE differs from online repositories because it contains links to very specific objects such as tables extracted from a larger web site for instance. By using the advanced search function, you can find sites or learning objects that answers your own learning needs.

FLORE is in the process of building its database of resources. However, our aim in collecting online materials is to provide quality resources rather than quantity.

If you visit FLORE for the first time, you may simply browse the materials collected or you can register. Subscription is free and it gives access to such functions as reviews and advanced searches. To register, simply click on "Registration".

If you are already registered, enter your "Username" and "Password" and click on "Login".



Discuss shared issues & explore potential solutions



South Bay Dev Math team



Welcome

Team Members

Latest team news

▼ College Plans

▼ Cabrillo College

[Discussion and Ideas >](#)

Linking homework & course success

Gabriela Rodriguez - Oct 22, 2009 12:05 AM - [Remove](#)

This discussion was started on my behalf. I was not sure what I wanted exactly from my students or exactly the input I needed from all of you. I am at an OnCourse workshop--not sure how many of you know about OnCourse--and the entire 4-day conference has been about designing learner-centered experiences. I would invite folks to read my subpage, under the Cabrillo College college plan, once I figure out how to do that! I now have a clearer idea of what the direction I want to take with 'hw'.

robbiebk@aol.com - Oct 26, 2009 6:28 PM - [Remove](#)

I will offer some opening thoughts here. On all my course syllabi I have the following quote: "I have never heard of anyone who has earned rewards without studying or who attained realization with practice" by Dogen Zenji. And I spend much time trying to alter my students study and hw behaviors to adapt to this philosophy. I spend at least weeks, often months and sometimes the entire semester trying to help students to see the rewards, realization and insight that can come from hw done regularly, thoroughly and thoughtfully. Part of the reward and satisfaction comes from my belief that it is better to do five problems each four different ways than to do 20 problems one way each. When students do a problem symbolically, numerically, graphically, with technology and without, and analytically, they can say they REALLY are starting to understand the problem. And when it works student do sense the rewards, the feeling of satisfaction, and gain the insights. And I would suggest that this is much more of what mathematics is about than the more traditional approach to math homework, e.g., do #1-67 odd.

rick hobbs - Oct 27, 2009 8:50 AM - [Remove](#)

We all know that practice is essential for learning mathematics and developing math skills. The dilemma that I still continually face is that many students do not seem to be willing to put in that time for practice. Why is that?

Issue-oriented compendium of exemplary practices & resources



LACCD Dev Math Team

[Discussions & Ideas](#) >

Helping students who are frequently late for class

The challenge of helping students who are frequently late for class was raised in a meeting with Dev Math instructors at LA Southwest College. I promised Guadalupe Ramos from SW that I would do a quick scan of research in this area, and post on the team site for others to add their insights and experiences. Feel free to comment below or to add/edit text on the page itself.

The problem of tardiness seems to be common in student populations at many colleges, with data indicating that the current generation of students exhibits "*all time high measures for boredom and tardiness*".

http://www.taylorprograms.com/images/Gen_NeXt_article_HLC_06.pdf

The first thing you would want to determine is the reasons your students are coming late to class, as the tardiness could be caused by a number of underlying factors.

In my quick scan I did not find rigorous research specifically addressing the reasons for student tardiness in college students. The research on high school students is quite comprehensive, e.g., the following ref contains a rich description of some causal factors: [Attending to Attendance](#). [I can get the full paper if you want it.]

I know from anecdotes that the major reasons cited by faculty who have studied the problem in their own classes seem to be the following:

- **failure to grasp the importance** of participating in the whole class (or of participating in class at all). This can be addressed through a variety of methods that make explicit the link between attendance/punctuality and performance. E.g., <http://stingteachingtips.blogspot.com/2009/01/how-to-handle-tardy-student.html>. There is also an older article with a fascinating title/premise which I did not retrieve: "Thirty Years Old and I'm Allowed to Be Late": The Politics of Time at an Urban Community College, by Lois Weis (1986). The article is really about the 'hidden curriculum' of being a college

Contribute ideas & expertise for projects at other institutions



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Latest Team news

New post

Project Summaries and Opportunities for Review

posted 17 hours ago by kklipple@sdccd.edu

To facilitate the process of reviewing and commenting on each others work, I've created a summary of each team's project.

(Please note that I did my best to write these very brief descriptions based on the college plans and some of our phone conferences, but some of the summaries may need to be expanded. If you would like me to modify the description of your project, please feel free to comment here or email me at

Comments (9)

kklipple@sdccd.edu - Oct 6, 2009 10:26 AM - [Remove](#)

Hi Teresa - I really like your skill builder activities. I can see how these stand-alone worksheets would be very useful for students. They are small and manageable - the idea of focusing on them for just 15 minutes is a good one. These can be used to help break up a longer class period and keep students reviewing material they've already learned. They're also a great way to introduce new material. You are developing a wonderful library of tools here.

yoshiwka@piercecollege.edu - Oct 18, 2009 11:30 AM - [Remove](#)

I like the idea of the SBA's, although in my view some of the examples are too complex: I would prefer to keep most of the expressions closer to what students might actually encounter. But then my focus is on doing mathematics in context: emphasis on applications more than skills ...

I don't think I would spend time in class on these Activities, but would love to assign them as exercises to be completed in a math lab or study session. I like the organization of the problems, with boxes and so on to guide student work.

Collaborate to create & adapt new practices/resources

City College Draft Lab activities

Lab 1 - Proportions

- [Instructor Handout](#)
- [Student Handout](#)

Lab 2 - Dimensional Analysis / Unit Conversion

- [Instructor Handout](#)
- [Student Handout](#)

Lab 3 - Perimeter and Surface Area

- [Instructor Handout](#)
- [Student Handout](#)

Lab 4 - Linear Modeling - Arm Length

Project plan for Mesa College

Prealgebra

- **Whole Numbers - “When in Rome...”** - An **internet research** component. Students explore prime numbers then research the F systems from two ancient civilizations.
- **Integers - “Integers in the Real World”** - An **in-class activity** applications of integers that require them to create numeric expressions.
- **Fractions - “Culinary Arts”** - An **in-class activity** created through College's Culinary Arts Department. Students make conversions of fractions.
- **Solving Equations - “Medical Math”** - An **in-class activity** created through College's Nursing Program. Students work on the multiplication problem formula involved in created medical solutions.
- **Decimals - “The Pie Business”** - An **in-class activity** where students work along with a menu from a local pizza joint to make decisions about prices.
- **Ratios - “Baseball Lab”** - An **in-class activity with an optional extension**. Students are instructed on how batting averages are calculated and then apply the same average.

NSDL Developmental Mathematics Collection proposal

[Edit](#)

March 11 09: Here is the Letter of Intent submitted to NSDL (content was edited to fit their limit of 2,500 characters) - Tom Carey

The Developmental Mathematics Collection: Extending the NSDL with content and knowledge syntheses on exemplary practices for Developmental Mathematics

NSDL Selection Services small grant (SDSU with SDOCCD & other SD region partner colleges):
<http://www.nsf.gov/pubs/2009/nsf09531/nsf09531.pdf>

We are currently working with teams of faculty from California community colleges who are redesigning courses in Developmental Mathematics as part of the FACCTS program <http://facctsdevmath.edublogs.org> funded by the William and Flora Hewlett Foundation, in conjunction with the state-wide Basic Skills Initiative, <http://www.cccbsi.org>. The FACCTS program builds on past and ongoing team work in Developmental Mathematics in the California State University, <http://groups.google.com/group/csu-transform-dev-math-teams>. The proposed Selection Services project (small grant) will leverage the activities and investments from all of these programs.

We will extend the content known to the NSDL, by incorporating resources deemed valuable by the course

Come for the Content, Stay for the Community

Posted September 9th, 2009 by Ethan Benatan, Jezmyne Dene, Hilary Eppley, Margret Geselbracht, Elizabeth Jamieson, Adam Johnson, Barbara Reisner, Joanne Stewart, Lori Watson, B. Scott Williams

Tags: Essays Science and Technology chemistry community of practice digital library knowledge spaces Web 2.0

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The Evolution of a Digital Repository and Social Networking Tool for Inorganic Chemistry

It is said that teaching is a lonely profession. In higher education, a sense of isolation can permeate both teaching and research, especially for academics at primarily undergraduate institutions (PUIs). In these times of doing more with less, new digital

communication tools may greatly attenuate this problem—for free. Our group of inorganic chemists from PUIs, together with technologist partners, have built the Virtual Inorganic Pedagogical Electronic Resource Web site (VIPeR, <http://www.ionicviper.org>) to share teaching materials and ideas and build a sense of community among inorganic chemistry educators. As members of the leadership council of VIPeR, we develop and administer the Web site and reach out to potential users. The goals of VIPeR are best captured in the following statement by a new faculty member at a small college:



Joining VIPeR made me aware that although I am the only inorganic chemist on my campus, I