## Teaching Notes: Intro to BIOMAAP Student version

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**Course Information**

Department: Science

Level: **Introductory**

Course type: **Lecture & Lab**

Students: **Majors & Non-majors**

Number of Students: 17

**OVERVIEW OF HOW I USED ALL BIOMAAP MODULES IN ONE SEMESTER**

**Modules Used this semester**

* Introduction to BIOMAAP – student version (PPT)
* Introduction to Growth Mindset (PPT & Handout)
* Value of Mistakes (PPT)
* Answer Checking (PPT & Handout)
* Reflective Writing

I implemented all of the modules in the lab section of my course during a 4-week period in my semester-long course.

Based on my experience, I recommend:

* **Start implementing modules from the beginning of the semester** (instead of 4 weeks after the start, as in my case, due to delays from IRB approval for the Faculty Mentoring Network). *Set the stage for how to think about math anxiety from the very beginning of the course.*
* **Incorporate the modules *throughout* the course**. Don’t just present the powerpoint or handout once and then not refer back to it again (as I did). For example, after going through the Answer Checking powerpoint and handout, have students explicitly practice answer checking with their own work (or others’ work) throughout the course.

**Module Information**

Original Module Name: **Intro to BIOMAAP - Student Introduction**

Link to Original: https://qubeshub.org/qubesresources/publications/696/1

Files associated: Lecture Powerpoint

**Teaching Notes**

The powerpoint took about 20 minutes to go through in class. I did not change the Powerpoint at all.

The 18x5 activity was engaging and helped students realize there are many ways to process a math problem. It gave us a language to talk about approaching math problems – that doing math isn’t just about getting the “right answer”, it’s also about thinking about how we do the math. This was a useful conversation for introductory-level students. We referred back to this concept repeatedly throughout the course.