HIGH-IMPACT PRACTICES FOR UNDERGRADUATE GENERAL EDUCATION LIFE SCIENCE COURSES

1. **Constantly reflect about the way you teach AND ask yourself, "Why am I teaching this particular topic/concept/fact?" Then, revise as necessary.**
2. **Think about what you want your students to know, value, and be able to do, and then use backward design to develop your activities and course. How can you make your class more relevant to your students?**
3. **Use active learning methods throughout your course. Have students DO something in class EVERY DAY---break up the routine of the course.**
4. **Recognize misconceptions and anticipate difficult areas of understanding for students---be prepared to address these issues and then repeat key/important points.**
5. **Use formative assessments on a regular basis to check student understanding AND your teaching (What do you need to do if students don't "get it?")**
6. **Use concept maps to help students connect ideas/concepts at different levels of biological organization. This helps prevent students from "siloing" information.**
7. **For every concept/major topic, focus on the big picture first (and make sure your students can explain the big picture) before ANY details. Ask yourself what details are "essential" for students to learn.**
8. **Use a variety of assessments to evaluate your students—not just high-stakes exams.**
9. **Review Bloom's taxonomy to generate questions and activities that develop the reasoning power of your students---but practice thinking processes with your students because they may have had limited practice in reasoning.**
10. **Empower students to take ownership of their learning and help them to be metacognitive—to reflect about what they know and don't yet understand.**