

Examples: How Faculty Have Established Relevance

Ask students how their knowledge relates to their lives, other courses:

When asked “*In what other courses have you applied historical analysis/thinking and how?*” students told history faculty member June Klees (Bay College, MI):

“*Recently I went to an Electrical-Coop conference. While there I researched the amount of deaths and the different tools from the past. It gave me a better understanding of where we have come safety-wise in the last century.*”

“*I was looking at the Forbes list of richest people, and I tried to see how and why they did the things they did rather than just what they did.*”

“*I had to write a paper for my business law class about the impact of e-commerce, so I research[ed] commerce before the internet and how commerce was different.*”

Klees, June. Why Do I Need This Class? *On Course* website.

<http://www.oncourseworkshop.com/Motivation028.htm>. Accessed February 1, 2011.

Establish clear learning outcomes:

Students in Malcom Campbell’s introductory biology course at Davidson College (NC) know from reading their syllabus that they will be asked to learn how to do the following:

Methods Used for Genetics - PCR and Gel Electrophoresis

- describe steps involved in PCR experiment
- calculate the molecular weight of DNA bands
- explain why DNA data cannot convict but can exonerate

Methods Used for Cancer Research - Mutagen Detection

- design a well controlled experiment to determine if a compound is mutagenic
- relate lab results to DNA sequences and mutagenicity
- analyze lab data to determine if a compound is mutagenic
- graph raw data
- explain scientific data and analysis in written and oral formats
- apply molecular genetics principles to explain causes of cancer

Campbell, Malcom A. 2010. *Syllabus for Biology III: Molecules, Genes, and Cells*

<http://www.bio.davidson.edu/people/macampbell/III/bioIII.html>. Accessed February 9, 2011.