ACUE Effective Teaching Practices: Module Reflections

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Reflections on Effective Teaching Practices Lessons

Building a Big Idea Graphic

Preparing an Effective Syllabus (ACUE Module 1D)

1. Explanation of what you did to prepare an effective syllabus
To prepare for my course I created a graphic which provides a map to connect the Big Idea of the course with the Topics to be covered and the Major Dates graded course assignments.

I usually provide a course calendar with 4 columns such as:

1. Weekly Outcomes
2. Teacher & Self Directed Learning & Preparation for Class
3. Classroom Activities & Topics
4. Classroom Graded Assignment & Assessment & the related course learning outcome
As part of the Q2S, I am responsible for creating the syllabus for a nursing course that will be taught in the fall. The Course learning Objectives and Course Description is provided. But I will be responsible for developing the Course calendar for the semester to include both theory and clinical sections of the course.

1. Weekly Outcomes
2. Teacher & Self Directed Learning & Preparation for Class
3. Classroom Activities & Topics
4. Classroom Graded Assignment & Assessment & the related course learning outcome
5. Clinical Activities
6. Clinical Graded Assignment & Assessment and the related Course learning outcome

In addition, I will be establishing the type of course assessments, linked to course learning outcomes and the point values for each.

2. Success
I am pleased with the result. I will probably share the graphic with the class I am currently teaching.

3. Challenges
I am not a graphic artist and I spent too much time trying to figure out what shapes or smart art on the computer would work best for the document

4. Plans
I think this graphic will be useful to the students in future classes I teach. Having a list of topics and due dates on one page is easier than trying to find out information in a syllabus course calendar that is almost 20 pages long
Nursing 220 Intermediate Nursing Process Roles and Skills

CONCEPT

Apply Principles of the Nursing Process to the Management of Acutely Ill Adult And Geriatric Clients

Course Topics

Fluid & Electrolytes
Acid Bas Balance
Dysrhythmias
Assessment & Management of Respiratory Diseases

Assessment & Management of Cardiac & Neurological Diseases

Assessment & Management of Renal System & Endocrine Diseases

Assessment & Management of GI & Hematology & Infectious Diseases

Assessment & Management of Musculoskeletal Diseases
Emergency Care & Personal Preparedness

Major Dates

April 14: Exam #1

April 28: Exam #2
May 2: Fundamental Practice A Due

May 12: Exam #3

May 26: Exam #4
June 30: Fundamental Practice B Due

June 2: Personal To Go Kit
June 4: EAQ Due
June 4: ATI Fundamental Exam
June 11: Exam #5
Rubric Analysis

1. Description of what was learned by analyzing a rubric
   Analysis of Rubric for Nursing 409 Course (Leadership)
   This assignment is worth 40% of the course grade. Students are to write a paper identifying a Problem which
   would require implementation of a Quality Improvement Project using evidenced based best practice research
   findings.
   I reviewed the rubric currently in use:
   Components:
   - Content and focus
   - Evidence of critical thinking
   - Scholarly presentation
   - Format & Grammar
   Rubric Scoring Rating
   - Excellent
   - Good
   - Satisfactory
   - Unsatisfactory

   In the current rubric the criteria is not specific or measurable. The assignment expectations are not clearly
   established. The definitions describing the definition of excellent, good, satisfactory or unsatisfactory does not lend
   themselves to consistency in grading. The rubric scoring rating heading terms seem to have a negative
   connotation to me. I would make the heading sound more positive

   2. Explanation of how engaging in this practice will impact instruction

   I would change the dimensions to the following:
   - Problem
   - Literature Review
   - Population
   - Project Outcomes
   - Implementation Plan
   - Evaluation
   - Paper Presentation

   I would change the rubric scoring headings to the following:
   - Exceeds Expectations
   - Meets Expectations
   - Needs Some Improvement
   - Needs Substantial Improvement

   Additional changes to the rubric will include specific measurable criteria for each dimension with
   exceeding expectations signifying that no details are omitted.

   For example:
   Specific Criteria for following exceeds expectations dimensions:
   - Problem
   - Problem related to change of practice evidenced based quality improvement clearly identified and
   explored
   - Literature Review
   - Findings of all six literature reviews summarized and support researched evidence to support change of
   practice
Population
Description of population served is well developed

Project Outcomes
Specific measurable achievable realistic timely goals and objectives are identified

Implementation Plan
Implementation strategies include strengths and weakness of change of practice plan
Evaluation
Methods of evaluation describes proposed plan to evaluated effectiveness of change

Paper Presentation
APA formatting, correct citations, grammar, spelling and punctuation

3. List of next steps

I will need to collaborate with faculty teaching this course. Information in the syllabus should also include how this assignments relates to the course learning objective s of the course.
Using Student Achievement and Feedback to Improve Your Teaching  (ACUE Module 5 E)

STOP Start and Continue

1. Description of the technique and explanation of why it was selected

To Secure Student Feedback I used the Stop, Start and Continue form. I asked students to answer three questions anonymously.

   What do you wish we would stop doing in this class?
   What do you think we should start doing in class?
   What is working well and should be continued?

Even though this is late in the quarter, I will be teaching this same group of students a different nursing course in the spring. Although the subject will change, my teaching methods are similar (lecture, AV aids, Q&A discussions in class, group NCLEX style review questions, group activities and simulation). I feel it is important for me to know what is working and what is not.

2. Successes and challenges encountered

   Successes
   All students took the time to complete the form anonymously. Students like many teaching and learning activities that I am using.
   For example
   Continue:
   Encouraging students to prepare for class by using the chapter notetaking guide provided by me for each assigned chapter
   Review case studies and critical thinking questions for each chapter after the mini lecture
   Provide study guide for each exam (more on this later)
   Making all students participate in class (this had mixed reviews with some students who said this is something I should STOP!)

   Challenges
   Be careful what you ask for!
   Stop:
   Randomly picking students to answer questions (I have mixed feeling about this one!)
   Reviewing NCLEX questions with each students answering a question individually (I see the point and will make adjustments as noted in plan for refinement)
   Start:
   Post Exam study guide one week before exam instead of a couple of day (I have mixed feelings about this one also, I teach to course learning objectives not to an exam; I post weekly topics and objectives in addition to the Course Learning Objectives as well as weekly course schedule that includes assigned readings, power points and chapter notetaking outline. Maybe I should toughen up my skin, but I do not feel I owe the students a study guide, I give them one as a courtesy. What is your opinion, reader on this subject? )
   Review exam in class. I encourage my students to see me during office hours to review exams rather than waste class time on an individual student concern.
   Schedule exam review session before exams. I will consider this but I feel I am available during office hours for this.

3. Plans for refinement

   I plan to continue implementation the use of colored cards during the review question activity (each student has 4 cards to represent which is the correct answer) and to avoid having one student at a time answering the question.
Using Concept Maps (ACUE Module 4B)

Creating Concept Maps
1. Description of the technique and explanation of why it was selected

The technique I chose was teaching students to create concept maps. I wanted students to realize all the aspects which must be considered when carrying for a patient. The topic was cardiogenic shock. I wanted the students to make the connection of how cardiogenic shock affects tissue perfusion, gas exchange, stress, anxiety, cardiac output and cardiac workload as well as apply the concept of hemodynamics to a patient with cardiogenic shock. This was an in-class group activity. I had 4 students in each group. They brainstormed together and then each group presented their version of the concept map.

2. Successes and challenges encountered

Successes:
I was amazed at the positive feedback I received from students. Here are some quotes from the exit tickets.
“The concept may was fun and I got a better understanding of how an aliment a person has can literally explode all over the place with medications, interventions and more problems !”
“The concept map was great, it helps connect the dots and it shows how one problem leads to other interventions.”
“Concept map very helpful and helped break it down.”
“I am a visual learner so writing/seeing the map with different points and colors helped me study. It also helped me clarify certain things I was confused on from the previous week.”

Challenge:
I used a roll of butcher paper and gave each group of students a long piece of the paper and had many packs of crayons available for use. It was difficult for students to share the concepts maps with the rest of the class. Even though the paper was a yard long, was difficult for students to show the connections to the rest of the class. But this activity generated much activity and discussion in small groups.

3. Plans for refinement

In future, I would like to have the students use an online concept map generator. Bubble.us Mind Maps is a free site that enable one to create colorful concept maps easily, which can be printed and shared. I wanted the students to learn about cardiogenic shock. I did not want to use valuable class time having them learn how to use the Bubble.us web site. I will have to find a way to introduce the web site earlier in the quarter.
Planning an Effective Class Session (ACUE Module 1E)
Delivering an Effective Lecture (ACUE Module 3C)

Technique to plan for an effective class session
1. Ensure that the most important idea is presented first
2. Use an engagement trigger
3. Strategically integrate active learning techniques
4. Design mini lessons for each complex idea
5. Connect class session learning to real world examples
6. Use a one sentence summary
7. Use a fill in the blank summary

Explanation of implementation
1. Delirium was focus of start of class, the other subject in the class (sedation and pain scales and end of life issues) all relate to delirium
2. I showed very powerful short you tube videos of a patient who survived delirium and sepsis as well as the patient’s husband talking about the ordeal, as well as a nurse screening a patient for delirium using the tool.
To add some levity to such a solemn topic, end of life, I played Dr. Elizabeth Kubler Ross' stages of grief depicted in a funny video by a giraffe stuck in quick sand.
3. I presented information in lecture format on each subject (mini lesson).
Information included copies of the tools.
4. The subjects taught were very relevant to nursing students doing a clinical rotation in the critical care unit. Students practiced using the tools on each other in class.
5. All the valid tools discussed in class are used with patients in the critical care unit.
6. I used an exit ticket at end of class
7. I used a fill in the blank summary to review topics which will be on the first exam next week.

Technique to deliver an Effective Lecture
1. Provide an overview
2. Provide skeletal notes
3. Begin with effective opening
4. End with an effective closing
5. Plan visuals and example
6. Seek student feedback

Explanation of implementation
Students are always taking notes during class. I wrote the sequence of topics on the white board so that students would be able to follow along on the skeletal notes. This is the first time I provided skeletal notes to my students. They love them. They read the textbook and know that the skeletal outline includes the important items in the chapter. Some of the textbook is TMI. Using a short relevant you tube video about the topic stimulated their interest. The end of the class was a wrap up of what we learned. I again encouraged the students to use the tools on the patients they would take care of a clinical later in the week.
I do not kill the lecture using Death by Power Point techniques. But I do provide the PowerPoints from the textbook for the students to review on their own. I do provide visual slides of each of the tools as well as handout for them to take to clinical (delirium screening, RASS, and pain scale tools).
I gave the students an exit ticket, asking them what information was a review, what was new and what questions they still had about the topics discussed

**Successes and/or challenges encountered**

**Challenge:**
I spent quite a bit of time planning this class. The class covered Delirium, Sedation Scale tools, Pain Scale Tools for critically Ill Patients, and End of Life Issues. I felt like a movie director as I planned the script for each topic. I planned an implemented an opening trigger, mini lesson, and connected the class learning to real world. Students practiced using the screening tools for delirium, sedation and pain and reviewed an actual order set for intensive care withdrawal of life support. Students will use the tools during clinical at the hospital later in the week.

**Success:**
The exit ticket at the end of class provide me with valuable information. All the students gave example of how the lecture reinforced current knowledge.
For example “Today reinforced how palliative care is vs. hospice care.”
“I knew about intrathecal & epidural analgesia.”
I already knew about advance directives.”
Student learned new information during the class.
“I learned Propofol can cause hyperglycemia “
“Haldol is for delirium.” ‘I learned quite a bit more about medications and what they are used for.”
“I did not know about the order set for withdrawal of care. “Seeing the orders helped me understand the role as nurse and what to do.”
Some students still did not understand the role of the nurse for a patient who has opted for withdrawal of life support. Other students had questions about specific drugs used for analgesia and sedation

**Plans for refinement**
This module provided me with so many ideas! Some strategies which I plan to implement in the future include:
Practice on line quiz which can be retaken
Take an in class poll with Twitter or Poll Everywhere
Seventh Inning Stretch
Listen-Recall & Ask; then pair, compare and answer
Periodic free recall, with pair and compare option
Compare & Contrast
I learned so much with this module. I will now be more aware of how and when I present material.
And now I have plenty of ideas for student active breaks.
Even though it is extra work on my part, I will provide students with skeletal outline listed major topics to be covered in the lecture. Students are assigned a lot of reading for this course and the outline provides them with a focus.
Leading the First Day of Class: *(ACUE Module 2 A)*

**Syllabus Reconnaissance**

**Description of the technique and explanation of why it was selected**

I chose syllabus reconnaissance for my instructional practice activity on week one of my course. This method certainly is a shot adrenaline compared to me reading the syllabus to the class as I have always done in the past.

Day before class sent email to students reminding them to bring a copy of the syllabus or their laptop to class.

The syllabus is posted on Blackboard and all students have access to the site.

During the first class I talked about evidenced based nursing practice, which is a very important part of nursing. Then I explained to them that I will be using evidenced based teaching a learning strategies with them. I went on to explain how the research supports the use of these interventions and the outcomes of an active learning environment improves students’ motivation, expectations and grades!

I followed the recipe for syllabus reconnaissance as noted below in steps 2 and 3. Then they class as a group shared their highlighted key points and we discussed the importance of the topic highlighted. My class is small. With only 14 students, I was able to give each student in the class a chance to talk about the key points they identified. For the really shy students in the group, I also had a parking lot for further questions.

**Successes and challenges encountered**

At the end of the class I had the students complete an exit ticket and encouraged them to offer constructive criticism on the syllabus reconnaissance activity.

At the end of the class the students completed an exit ticket. Response was favorable. IT was a small class. Everyone participated asking questions about the syllabus course work assignments.

Some quotes follow:

“I think was as good as it gets. The instructors answered all my questions thoroughly.”

“So far I think everything is great. I liked how organized everything is.”

**Plans for refinement**

For the next time, I will add a 5 question no credit quiz on line to follow up on key points of the syllabus. This will also help the students get acclimated again to taking an online exam.
Connecting with Students (ACUE Module 2C)

Description of the technique and explanation of why it was selected

Student Sample Survey
I week I used a student sample survey in class to connect with my students. I would like to understand the time constraints and obstacles my students must overcome to succeed in my class. My survey contained five questions, it was on paper and the students completed the survey at the end of the class. Students could choose to complete the survey by self-identification or anonymously. Eight students put their name on the survey and six did not.

I included the following questions:

1. What topics would you like to address in this course?
2. What are your concerns about this course?
3. What characteristics either of the class participants or instructor impede your learning?
4. What student conduct rules should we set up to foster this course’s process?
5. How many hours per week are you working as an employee this quarter?

Successes and challenges encountered

All of the students in my course are in the nursing program. The course I teach is required for their major. Students’ concerns about the course focused on exams, an evidence-based practice written APA paper, the amount of required reading and a proctored assessment, which assesses readiness to successfully pass the national exam needed for licensure after graduation.

Students were very specific in answering the question “What student conduct rules should we set up to foster this course’s process?

For example quotes included:
“to not talk as the same time”
“it is OK to be wrong”
“active participation in the class”
“don’t make fun of someone’s answer during class discussion”
“speak up so everyone can hear what is said”
“everyone be respectful of one another”
“Listen to everyone’s thoughts”
“Everyone should be prepared”
“Everyone should respect each other’s answers and questions”
“encourage each other to answer questions”
“everyone participates and shares knowledge”

I am amazed at the time and effort students are putting forth well in school many have practically full-time jobs or married with children and still full-time students. Working hours varied, with eight students working eight hours or less per week and six students working anywhere from 16 to 32 hours weekly.

Plans for refinement

As a result of the survey, I will implement some class ground rules based on students’ feedback. These includes the following:
only one person talking at a time
everyone should speak in a clear audible voice
there is no penalty for wrong answers
everyone be prepared active participation
respectfully listen to everyone
Be respectful it's OK to be wrong

In fact I am going to share the results of this survey with the students during next Wednesday’s class.

I want to inspire confidence in my students and motivate students to do the best of their ability.

I want to have a classroom that shows I support their learning the course by creating supportive classroom environment. I will learn the students ’correct name pronunciation, be available to meet with them before and after class in addition to my scheduled office hours. To encourage students to actively participate in class discussions, I will let them know that questions are welcome and it is perfectly OK not to have the right answer all the time.
Teaching Powerful Note Taking Skills (ACUE Module 4C)

Description of the technique and explanation of why it was selected

Skeletal Outlines for Notetaking

This week I chose to motivate my students to take notes, teach my students notetaking skills and support note taking during my lecture.

To accomplish these objectives, I provided information and research supporting the benefits of notetaking. I posted PowerPoint Successful Note Taking A guide for Students on Blackboard. I also posted a list of references about the benefits of writing versus using computer for notetaking.

This group of students is also taking a nursing research class this quarter. I like to emphasize evidence-based practice in the classroom and clinical setting. Actually one of my assignments for the advanced nursing course is to critique an evidence-based practice related to critical care nursing. So providing evidence to support best practice and teaching and learning is similar to how nurses use best evidence to provide care for clients.

I post the notetaking modified outline on Blackboard in advance of the class. Students have the opportunity to complete the assigned readings prior to class and use the guide to note the key points.

Some information is better presented with a picture so I have included some pictures in the notetaking guide/outline.

At the beginning of class, I gave the daily forecast listing on the whiteboard what topics would be covered and in what order to make it easier for the students to follow along.

I spent some time talking about the research that supports writing notes by instead of typing notes into a computer during the lecture.

I made an effort to slow down and take pauses to allow students time to ask questions, write key information, and process the information.

Successes and challenges encountered

Success
I am amazed at how well prepared students are for class since I posted the notetaking guides. Students tell me they now focus their reading based on the outline and helps them concentrate on key points.

Challenge
I need to be careful and not include too much information on the notetaking guide. I should leave space for the students to fill in the blanks.
When I asked students which method of notetaking they prefer, the class was split with half preferring to write notes and the other half using the computer.

Plans for refinement
I want students to be critical thinkers and be able to reason critically and apply the principles and evaluate outcomes. Adding a few questions in the outline, asking what a specific term means or using the formulas discussed in the reading material to calculate a problem will help the students understand the information.
Promoting a Civil Learning Environment (ACUE Module 2B)
Collaborative Classroom Norms Development

Description of the technique and explanation of why it was selected
The technique I used this week was collaborative classroom norms development with the students in the course.
Since this was the first class of the quarter, the topic was very appropriate.
I am teaching a group of students I have never taught before. Quite often in the nursing program, I teach the same group of students several different subjects.
I wanted the classroom students to identify standard behaviors everyone would follow to enhance the learning and teaching environment. These students are in the same cohort. As so, they all know each other quite well as this is the second quarter for the cohort in the nursing program. They know what to expect from each other, but my teaching style is unknown to them.

Implementation
I grouped my students into five groups. I asked each group at least five standards or behavior for the class which would enhance the learning and teaching environment.
Each group shared the behaviors with the rest of the class by writing the behaviors on the whiteboard.
As a class they selected which behaviors to include as a standard collaborative classroom norm.
I then posted a list of the collaborative classroom behaviors on Blackboard for all the students to review.

Successes and challenges encountered
I was pleasantly surprised to see that the behaviors the students themselves identified were similar to what I would expect!
The students appreciated the opportunity to discuss classroom behaviors.

I have included it here for you:
Collaborative Classroom Norms
Be an active learner and stay focused
Be civil and respectful
Be early, prompt and on time
Be prepared and involved in discussions, Participate actively
Come and go out of the class quietly, avoid causing class disruption
Don’t be afraid to ask questions we might help someone else get further understanding on the topic, there are no dumb questions
Don’t distract others or talk or interrupt when someone is talking
Raise your hand when you want to speak
Silence your phone
Stay on topic

Plans for refinement
I think that this is an excellent activity to do especially if you're teaching a group of students for the first time.
I teach nursing and I usually have a group of students for more than one class.
But for that very first class when I meet them for the first time this is an excellent strategy to use.
Engaging Underprepared Students (ACUE Module 2E)

Supporting students study skills with Practice exercises and Campus Resources

Description of the technique and explanation of why it was selected

Technique
This week I Provided Support Outside of Class in two different ways.

Practice Exercises
First, I provided Practice exercises for a very high stakes Medication Competency Test for the students in my Nursing 201 Fundamentals course. Students must pass the exam with a grade of 100%. If they do not achieve 100% after a total of three attempts, students are dismissed from the nursing program. I provided a weekly practice exam during the first three weeks of the quarter. The students completed the competency test during week four.

Campus Resources
The second strategy I implemented was increasing student awareness of the Student Success Studio (3 S) on the Palm Desert Campus. I posted a flyer about the 3S center which included location, hours, phone and email information. I also provided each student with a business card (which I obtained at the Student Success Studio). A student tutor came to class and explained how to use the student success center (drop in visits and appointments are welcome). I encouraged all students to visit the center and explained the center is for all students not just struggling students.

Successes and challenges encountered

Challenge
Practice Exercise
Two of 20 students did not pass the medication calculation competency on the first attempt. Neither of the students self-identified themselves prior to the exam that they were having difficulty (did not ask for help or clarification or visit me during office hours). During class they did a practice problem on the white board without difficulty. Ironically, one student in the class did come to see me during office hours and asked for help with the calculation. This student passed the competency on the first attempt.

Students are very reluctant to approach faculty for assistance or to visit faculty during office hours.

Success
I asked students to complete a short survey regarding use of study groups, faculty office hour’s visits and use of Student Success Studio.

Here are the results:
12 out of 18 students participate in study groups
6 out of 18 students have made visits to faculty during office hours
4 out of 18 students use the Student Success Studio

Plans for refinement
Future Plans
Practice Exercises
In future classes, I plan to spend more time during class with all students, as they work on practice exercises in groups. I hope to identify students who are having difficulty with calculations.

Campus Resources
In future classes, I will provide information on Blackboard about the Student Success Studio on the Palm Desert Campus. I will encourage student to make use of this valuable resource.

I will teach this same group of students next quarter, I will resurvey and hopefully they will visit the 3S center and office hours at a higher rate.
Motivating Your Students (ACUE Module 2D)
DAPPS Formula for Student Goal Setting resource.

Description of the technique and explanation of why it was selected

This week my objective was to empower my students to establish achievable, personal, positive and specific goals. I used the DAPPS Formula for Student Goal Setting resource.

Implementation

I teach a nursing course that requires the students to participate in a weekly 9 hour clinical experience at a hospital. The course has specific course learning objectives. This week was the first week to be at the hospital instead of the skills lab on campus. I provided students with a hand out and Prezi presentation on how to write personal achievable goals. The students came to clinical with a written personal, positive and achievable goal for the day.

Successes and challenges encountered Challenge

Challenge

I am used to setting goals and objectives using the SMART formula (specific, measurable, achievable, realistic and timely) . What I like about the DAPPS Formula is that it is personal and positive and focuses on the individual student.

Success

The first clinical day ever for a new nursing student is overwhelmingly stressful! They are interacting with real patients not manikins! The students came to clinical empowered with personal, positive and achievable goals for the day and by the end of the day succeed in meeting their goals. At the same time, in post clinical, students reflected on how to improve their clinical practice for next week. At midterm the student completed a written self-evaluation and must give examples of how each objective was met. By doing a self-evaluation, students are able to link the course objectives with their personal goals.

Plans for refinement Challenge

Future Plans for DAPPS Formula

I believe that students should set goals for themselves so that they can meet the student learning outcomes for any given course. Every clinical day, students must explain their personal goal for the day during pre-clinical conference and discuss whether the goal was met during post clinical conference.
Checking for Understanding (ACUE Module 5 D)
One Minute Paper
In Class Review of Questions on the Lecture Subject

Description of the technique and explanation of why it was selected

This week I did a couple of things to assess whether my students understood the lecture on antiepileptic medications. Checking for Student Understanding

#1 the one minute paper
#2 in class review of questions on the subject

How
#1 At the end of class I asked students to write down on an index card what they learned today in lecture
#2 I gave each student for colored cards (blue, red, green and yellow) which corresponded with 4 answer options of questions I posted on screen in the class room. I had about 20 NCLEX style questions. All students were encouraged to answer the questions by holding up the correct card.

Why
#1 responses on index card indicated students got the key points of the lecture
#2 instead of one student being on the hot seat to answer a question (like I normally would do) all students answered the question without fear of being embarrassed by answering incorrectly.

Successes and challenges encountered

Success
#1 students all wrote about the many things they learned about antiepileptic drugs
#2 I was blown away by the student responses!

Some quotes from student feedback:
“'I found the activity at the end of class to be very helpful for reviewing what I learned.”
“I really enjoyed the Q&A, it helped the material to stick. I feel like I learned so much from it”
“I loved the color Q&A! It was so much fun and I learned so much.”
“I liked the way we did the questions at the end.”
“I enjoyed the questions and I hope we continue this activity.”
“The questions was good, I learned how we all differently approach questions.”
“The Q&A was fun and interactive. I enjoy when class is interactive but I am not put on the spot.”

Challenges
#1 one minute paper easy to implement and very useful feedback, no drawback
#2 preparation is needed on part of faculty to prepare questions and have enough cards for all students in the class

Plans for refinement
Both methods are very effective and I plan to continued use of both. Will continue to have questions available for end of class review.