



Colorado LA Pedagogy Course Topics

physport.org/periscope

This syllabus is intended to support using Periscope lessons as a supplement to the Learning Assistant Pedagogy Course disseminated by the Learning Assistant Alliance (learningassistantalliance.org) and the University of Colorado, Boulder (laprogram.colorado.edu).

Topic	Suggested Periscope lessons
Classroom discourse	101A: How can I bring out students' ideas? 107A: What instructor behaviors are frustrating for students?
Questioning strategies	110A: What is the effect of different kinds of instructor questions? 303A: How can I show students that I expect explanations? (or any other lesson with the <i>Questioning Strategies</i> tag)
Mental models	103B: What ideas do students have about charge transfer? 104A: What ideas do students have about electronegativity?
Metacognition	109A: How can I encourage productive student debate? 108A: Do students have the right to be told whether they are correct?
Student conceptions	106A: What ideas do students have about mechanical energy? 302A: What ideas do students have about tension and balancing? (or any other lesson in the <i>Student Ideas</i> collection)
Cooperative learning	102A: What do students do to make it safe to share their ideas? 202C: What if one student in a group has done the activity before? (or any other lesson with the <i>Facilitating Collaboration</i> tag)
Formative assessment	310A: How can I tailor a task to a specific group of students? (or any other lesson with the <i>Tailoring Instruction</i> tag)
Motivation	107A: What instructor behaviors are frustrating for students? (or any other lesson with the <i>Coping with Frustration</i> tag)
Student conceptual resources	105A: What ideas do students have about forces and fields? 502B: What ideas do students have about static and kinetic friction? (or any other lesson in the <i>Student Ideas</i> collection)
Implicit bias	109C: How can instructors avoid reinforcing social stereotypes? 307A: What are some of the gender dynamics that occur in science classes? (or any other lesson with the <i>Promoting Equity</i> tag)
Diversity and equity	501A: How can I assess group work in a way that is equitable? 501C: How does the culture of a community show up in a physics class? (or any other lesson with the <i>Promoting Equity</i> tag)
Fixed and growth mindset	501D: Why might students not want to argue in physics class?
Instructional values	311A: How can I show care for my students? (or any other lesson with the <i>Relating to Students</i> tag)

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Based on the LA Implementation Guide, available at learningassistantalliance.org