

Math 145: KeepToolKits submitted by Math 145, Liberal Arts Mathematics, students during SP 2007 to C. Gregory

Each should have attached a 4 or 5 essays and a final project with reflection.

This is our first attempt at using Keptoolkit to obtain student feedback. All students successfully completed the project.

Math 200: Student first submissions were as of April 1, 2007.

This was our first attempt at using Keptoolkit to obtain student feedback. 24 of 50 students successfully submitted on time. 4 more emailed their questions and will submit shortly. Second submissions were due by the end of Spring Semester 2007. All students submitted on time. Most students were very successful. Many students found the tool very easy to use and were able to work independently after a 50 minute introduction. Others received assistance as requested during open-lab hours (available every Friday).

Lessons Learned:

1. Instruct the students to rename the template in a specific format before sending their completed file.
2. Attempt to make clear instructions more clear: students were instructed to not change the heading but some did; the reflection assignment was individual but some wrote group reflections; the less computer savvy students do not understand the distinction between attaching a reflection and typing in a reflection.
3. ESL students had difficulty with the reflection prompt - perhaps sample reflections should be posted to the web page or discussed in class.
4. WPS files do not open from Keptoolkit, even if the computer reading them has Works loaded. These files must be saved, opened outside Keptoolkit, re-named and re-attached in word form.
5. If the gallery files are not public, keptoolkit can only open them from within the creating dashboard. Instructions to students need to be more clear about changing to "yes" if the gallery tool is to be used successfully.

Reflection:

We employed two forms of WAC support and all were successful.

1. In the Math 145 class a team of WAC instructors attended class the days rough drafts were due and each student had a short individual conference. All instructors were provided with the prompt in advance and asked for clarification of expectations as needed. Students really appreciated the interest and support. They were impressed that writing instructors were willing to help out in a Math course. By the second essay the quality of initial drafts had dramatically increased. Students with serious writing issues were referred to the writing lab for further support. Several went repeatedly.
2. In the Math 200 classes the instructors gave electronic feedback in markup on rough drafts and referred students to the writing center as needed. We chose this option due to the technical nature of the writing – in general, these students had more statistics issues than writing issues.

Faculty enjoyed this very rich experience. Students appreciated the extra faculty support and interest and were more open to seeking individual conferences because of the contacts made in class. Every one learned a lot – faculty and students.