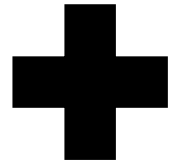




# ***SPEED*** **NETWORKING**



Sloane Milstein, Ed.D.  
Department of Kinesiology  
October 23, 2019

# Speed Networking

## What is it?



Brought to you by:

 Robert Half®

"Let's see, gave you my card, pretended to be interested in you, repeatedly cut you off. OK, who's next?!"

# Let's Do It!

## 1. Create a business card

- Name
- Email
- Optional Phone



## 2. Pass the card to your networking partner

## 3. For the next 3 minutes - Ask enough questions to determine what 5 things you have in common

## 4. Times up – write one follow up question on the back of the card

## 5. Follow up – email the question to keep the connection going

# Educational Context

## 1. Ice Breaker Activity

- Suggestion – have students participate in the activity for 5 minutes trying to find 5 things in common. Students can repeat this activity... and now they have made several contacts for homework and studying on the first day.
  - This activity can be repeating regularly throughout the semester with more focused topics.

## 2. Networking Activity or Group Speaking

- Suggestion – assist students in building their networks by focusing on places they have volunteered, interned, or worked.
- Suggestion – students can discuss their expertise as a method of finding out who can help in class with skill development or homework.

Q&A



Sloane Milstein  
[smilstein@coloradomesa.edu](mailto:smilstein@coloradomesa.edu)



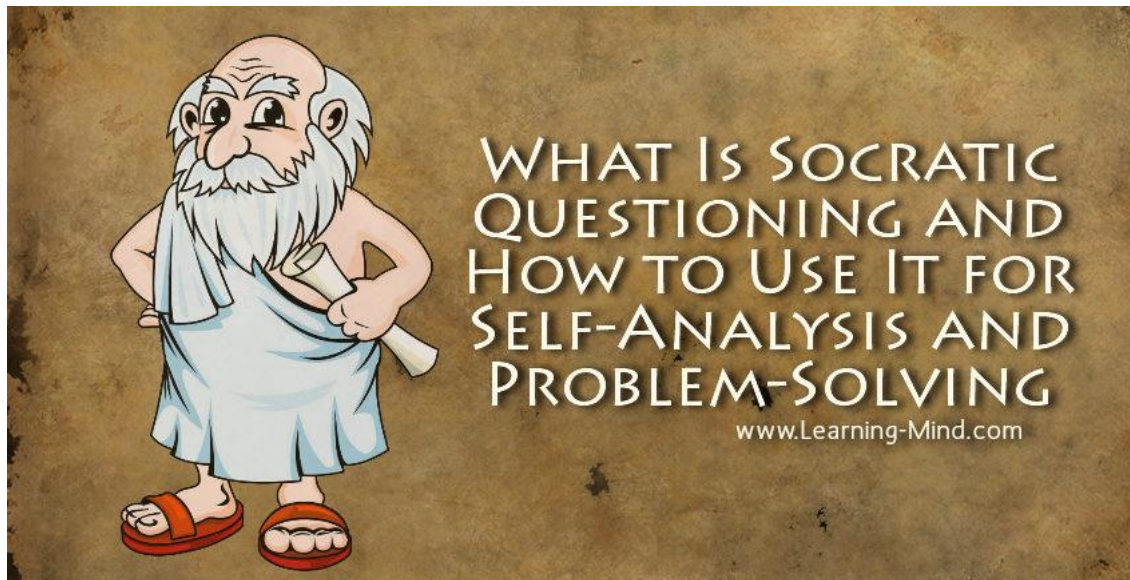
COLORADO MESA  
UNIVERSITY

# Socratic Questioning

# What is Socratic Questioning?

“Socratic questioning” (Brunschwig, Ernest, & Lloyd, 2003)

- ❑ Asking powerful evocative questions, asking for elaboration, asking for examples, asking questions that help individuals look forward or backward



# ... It Encourages Independent Thought!!

## What is Socratic?

- ❑ Socrates believed that the disciplined practice of thoughtful questioning enables individuals to examine and explore complex ideas so they can determine what questions to ask of themselves (Paul, 1990).

I cannot teach anybody anything.  
I can only make them think.”

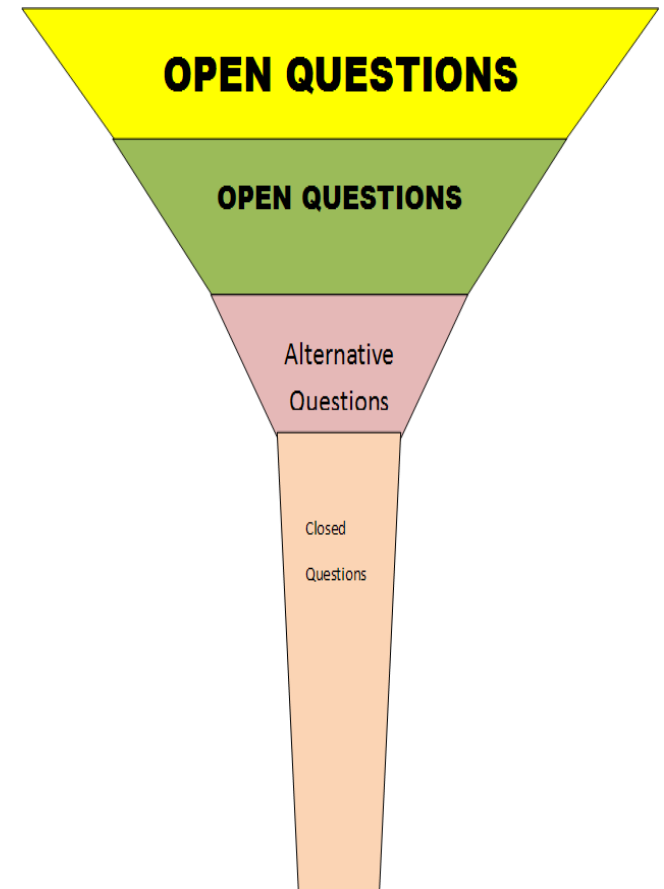
- Socrates





# Why Socratic Questioning?

- It promotes self-discipline
- It helps students prepare
- It motivates students
- It inspires learning
- It builds self esteem
- It supports creatativity
- It facilitates imagination
- ***And . . . It Builds RELATIONSHIPS***



# ... It Helps EVERYONE Learn!!

## How?

1. "Socratic questioning" (Paul & Elder, 2006) helps individuals explore the meaning of their attitudes, beliefs, values, judgments and motivations.
2. Transform learning experiences simply from the helping individuals see things from a different perspectives
  - ❖ Conceptualizing potential solutions.
  - ❖ Influencing system change
  - ❖ Transformation of the entire system.

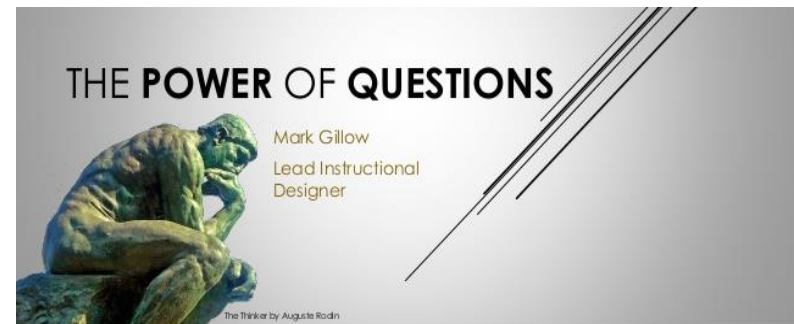


THE  
ART of ASKING

# 9 types of Socratic Questions

(Paul & Elder, 2006)

1. Clarifying Questions
2. Understanding Questions
3. Reasoning Questions
4. Perspective Questions
5. Significance Questions
6. Meta Questions
7. Impression Questions
8. Interpretative Questions
9. Motivational Questions



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# Team Based Learning

## What is it?

Ann E. McDonald Ph.D., OTR/L

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**“TBL is a uniquely powerful form of small group learning. It provides a complete coherent framework for building a flipped course experience”.**

**TBL lets you achieve two important things:**

- 1. Students come to class prepared by using TBL’s ingenious Readiness Assurance Process.**
  - 2. Students learn how to apply the course concepts to solve interesting, authentic, real-world problems using TBL’s 4 S framework.**
-

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**It's like a courtroom jury ... Think of a courtroom jury that sifts through large amounts of evidence to come up with a simple decision: guilty or not guilty.**

**TBL provides motivation provides the instructional fuel to power insightful debates between student teams.**

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# What Does it Look Like? Sibley & Spridonoff

1

Teams must be properly formed and managed

TBL works best with large diverse teams. TBL teams should have 5-7 students. Teams should be created by instructor and uniformly distribute the student assets you feel are important for team success. Teams need to be permanent so team cohesion has time to build.

2

Getting students Ready

The magic of the Readiness Assurance Process is that it builds on the initial preparation, changing it into true readiness to begin problem solving. At the simplest level, the RAP is a series of multiple-choice tests. First the test is taken individually, and then the same test is taken in teams.

3

Applying course concepts

Use the 4 S problem solving framework to have students make complex decisions and then get rich, immediate, and specific feedback on the quality of their decisions.

4

Making students accountable

There is individual accountability from the iRAT, but what is most motivating is the accountability to teammates during the tRAT's and Application Activities. Peer evaluation is key to giving the grading scheme enough teeth to motivate students.

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# Who Uses It?





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# Who Cares?

**Students who want to learn**  
**Teachers who want students to learn**

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**The Literature Says It Works! Students are more engaged Students reported higher level of engagement in courses.**

**Teachers report increased excitement and engagement in their classrooms**

**The worst team typically outperforms the best student.**

**In 20 years of results Michaelsen (1989) found that 99.95% of teams outperformed their best member by an average of 14%. Students perform better on final and standardized exams.**

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**TBL students outperform non-TBL students on examinations (Grady, 2011; Letassy et al., 2008; Persky, 2012, Zingone et al.; 2011, Koles et al., 2005; Koles et al., 2010; Thomas & Bowen, 2011).**

**A large class can be an asset Michaelsen, Knight, Fink (2002) found that students actually perceived a larger class size as beneficial to their learning with TBL.**

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# Where can I learn more?

For more information on how to get started. Visit [www.teambasedlearning.org](http://www.teambasedlearning.org)  
Classroom materials, books, videos,  
workshop schedules and more!

[https://cdn.ymaws.com/teambasedlearning.site-ym.com/resource/resmgr/Docs/TBL-handout\\_February\\_2014\\_1e.pdf](https://cdn.ymaws.com/teambasedlearning.site-ym.com/resource/resmgr/Docs/TBL-handout_February_2014_1e.pdf)

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**Contact me:  
Amcdonald  
@coloradomesa.edu**

**OTD Program Director & Associate  
Professor  
Department of Kinesiology, MC 242**

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DeArtha (Dee) Chambers  
Dept. of Theatre Arts  
dchambers@coloradomesa.edu

**Title:**

Toulmin's Model of Argumentation and Apples to Apples

**Course:**

Argumentation, Public Speaking, Interpersonal Communication, Conflict Management, and English

**Objective:**

- To development of an individual's ability to invent an argument impromptu.
- To improve an individual's orally present skills.
- To enhance critical thinking skills.
- To lower communication apprehension when speaking publically.

**Rationale:**

The fear of public speaking is listed the number one fear within the United States (N.A., 2014). Employing the party game *Apples to Apples* (1999) in an oral presentation exercise builds an experiential environment in the classroom increasing critical thinking, retention and meaningful connection with the material being taught (Davis, 2011), while lowering anxiety though humor (Garner, 2006). Beyond varies levels of glossophobia individuals may experience, this experientially activity engages both the volunteer students and the student audience members; enhancing the classroom community, critical thinking and audience analysis skills. Having used this activity many times, experiencing it as an undergraduate myself; this activity has been used successfully multiple times.

**Description:**

This activity may be completed in 15 -30 minutes of a class period. The instructor may use the attached hand out to share with students for reference.

*Preparation:* To provide a minimum 3 rounds with 3 volunteers, an instructor will pull a of 12 adjective (green) cards and 36 noun (red) cards from *Apples to Apples* (1999) party game prior to class. Do not choose them at random. When an instructor choses their adjective (green) cards they should consider the level of connection between the noun and adjectives available; then chose the best suited noun (red) card for their chosen adjective (green) cards. Before the activity, instructors need to introduce students to the components of Toulmin's Model of Argumentation during the first portion of the class period.

*Activity:* After students have familiarized themselves with Toulmin's Model of Argumentation, the instructor asks for 3 or 4 volunteers. After volunteers have been selected, the instructor then deals three noun (red) cards to each student. The instructor will then pull an adjective (green) card and read it aloud. Volunteer students will then choose the best fitting noun (red) card from their hand for the adjective (green) card. Each student must then present an argument for why their chosen noun (red) card is the best fit for the adjective (green) card in the format of

Toulmin's Model of Argumentation to include (at minimum) a claim, data, and a warrant. After all student volunteers have presented their argument the class votes on who has presented the best argument and a winner is chosen. Debrief after each round. This process continues for usually 3 or 4 rounds, or until the instructor is satisfied with the class's comprehension of Toulmin's Model of Argumentation.

**Debrief:**

After a winner is chosen the instructor opens the discussion asking students to identify:

- What components of Toulmin's Model of Argumentation are present and absent from winning and losing arguments.
- Why the winning arguments were the strongest of those offered?
- How arguments could have been stronger by including other components of the Toulmin's Model of Argumentation?

When all rounds are complete, the instructor should review Toulmin's Model of Argumentation and clarify any questions and concepts.

**Appraisal:**

Students enjoy this activity commonly engaging in open laughter at some of the given arguments. This is partially based on the cards chosen by the instructor. Many student volunteers reported a significant level of comprehension of Toulmin's Model of Argumentation. I have also used the party game *Cards Against Humanity* (2011) with similar gales of laughter and comprehension in response. Research supports a positive connection between learning and humor (Garner, 2006; Cohen, Russler & Lei, 2010), as well as teacher immediacy and humor (Christophel & Gorham, 1990).

*Variation:* *Cards Against Humanity* (CAH) (2011) the fill in the blank or direct question cards are black and the part of speech cards are white. The black card takes the place of the red card from *Apples to Apples* (1999) and the white card takes the place of the green card in *Apples to Apples* (1999). Instructors are encouraged to choose classroom appropriate CAH cards.

*Variation:* Apples for Humanity is a combination of *Apples to Apples* and CAH. The black cards from CAH combined with the red cards from *Apples to Apples*. The process is consistent with the previous and original variations.

*Variation:* Allow students to work in dyads or small groups to develop an argument, and then have a selected/elected representative present the argument orally.

### References

- N.A. (2014, October 21). What America fears the most [Web log post]. Retrieved from: <https://blogs.chapman.edu/wilkinson/2014/10/21/what-americans-fear-the-most/>
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- Cohen, J. L., Lei, S. A. & Russler, K. M. (2010). Humor on Learning in the college classroom: Evaluating benefits and drawbacks from instructors' perspective. *Journal of Instructional Psychology*, 37, 326-331
- Davis, J. S. (2011). Games and students: Creating innovative professionals. *American Journal of Business Education*, 4(1), 1-12.
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- Garner, R. L. (2006). Humor in pedagogy: How ha-ha can lead to aha!. *College Teaching*, 54, 199-180.



## HANDOUT FOR TOULMIN'S MODEL OF ARGUMENTATION AND APPLIES TO APPLIES

## Toulmin Model of Argumentation

The twentieth-century British philosopher Stephen Toulmin noticed that good, realistic arguments typically will consist of six parts. He used these terms to describe the items.

**Data:** The facts or evidence used to prove the argument

**Claim:** The statement being argued (a thesis)

**Warrants:** The general, hypothetical (and often implicit) logical statements that serve as bridges between the claim and the data.

**Common Warrants**

## 1. Argument based on Generalization

A very common form of reasoning. It assumes that what is true of a well-chosen sample is likely to hold for a larger group or population, or that certain things consistent with the sample can be inferred of the group/population.

## 2. Argument based on Analogy

Extrapolating from one situation or event based on the nature and outcome of a similar situation or event. Has links to 'case-based' and precedent-based reasoning used in legal discourse. What is important here is the extent to which relevant similarities can be established between 2 contexts. Are there sufficient, typical, accurate, relevant similarities?

## 3. Argument via Sign/Clue

The notion that certain types of evidence are symptomatic of some wider principle or outcome. For example, smoke is often considered a sign for fire. Some people think high SAT scores are a sign a person is smart and will do well in college.

## 4. Causal Argument

Arguing that a given occurrence or event is the result of, or is effected by, factor X. Causal reasoning is the most complex of the different forms of warrant. The big dangers with it are:

1. Mixing up correlation with causation
2. Falling into the post hoc, ergo propter hoc trap. Closely related to confusing correlation and causation, this involves inferring 'after the fact, therefore because of the fact').

### 5. Argument from Authority

Does person X or text X constitute an authoritative source on the issue in question? What political, ideological or economic interests does the authority have? Is this the sort of issue in which a significant number of authorities are likely to agree on?

### 6. Argument from Principle

Locating a principle that is widely regarded as valid and showing that a situation exists in which this principle applies. Evaluation: Is the principle widely accepted? Does it accurately apply to the situation in question? Are there commonly agreed on exceptions? Are there 'rival' principles that lead to a different claim? Are the practical consequences of following the principle sufficiently desirable?

**Qualifiers:** Statements that limit the strength of the argument or statements that propose the conditions under which the argument is true.

Examples: Many, Some,

**Rebuttals:** Counter-arguments or statements indicating circumstances when the general argument does not hold true.

**Backing:** Statements that serve to support the warrants (i.e., arguments that don't necessarily prove the main point being argued, but which do prove the warrants are true.)

Here is an example from John Gage's *The Shape of Reason* in which the various parts of an argument are labeled:

Congress should ban animal research (Claim #1) because animals are tortured in experiments that have no necessary benefit for humans such as the testing of cosmetics (Data). The well-being of animals is more important than the profits of the cosmetics industry (Warrant). Only congress has the authority to make such a law (Warrant) because the corporations can simply move from state to state to avoid legal penalties (Backing). Of course, this ban should not apply to medical research (Qualifier). A law to ban all research would go too far (Rebuttal).

So, the law would probably (qualifier) have to be carefully written to define the kinds of research intended (claim #2).



# GIFT Presentation *The Cocktail Party*

Dr. Terry Chase  
Assistant Professor  
Nursing-Mental Health



## INTRO TO SUBSTANCE ABUSE & ADDICTION

- ADDRESS PERSONAL BEHAVIORS, ATTITUDES & BIAS RE: ALCOHOL
- HAVE FUN
- START THE CONVERSATION
- INCREASE AWARENESS
- INCREASE SENSITIVITY



# Cocktail Party Rules

- ▶ Write answers on piece of colored paper.
- ▶ Crumple it up.
- ▶ Toss paper around the room...at least 3 times.
- ▶ Pick up and toss again.
- ▶ Open the paper you have now.
- ▶ Read the answers, get familiar with them.
- ▶ Now mingle as if at a cocktail party....



# 4 Questions-4 Answers

WHAT ARE MY DRINKING PATTERNS?

AM I COMFORTABLE WITH MY DRINKING PATTERNS?

WHAT DID I LEARN FROM MY PARENTS ABOUT DRINKING?

I SEE ALCOHOL ABUSE AS .....SIGN OF WEAKNESS, A MORAL PROBLEM, NO PROBLEM AT ALL, OR ILLNESS? OTHER??

# Spontaneous Speaking

Sarah Lanci, Assistant Professor of Mechanical Engineering

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970-248-1678

## What is it?

Spontaneous Speaking is a quick activity you can do at the start of class in which students answer a question on the spot or give a one-minute speech on a random topic. The goal of this activity is to increase student engagement, encourage on-the-spot confidence in students, and give your students an opportunity to practice talking in front of an audience without prior practice.

## How does it work?

Put your students' names (and your own!) in a bag. Put random questions or topics in another bag. At the start of class, draw a name and draw a question or topic and have the participant stand and answer on the spot. Then debrief. What was good? What could have been better stated? How would the response be tweaked for a different situation?

## How has it gone so far?

Students are more participative and more vocal in class and they seem to really enjoy the questions! Student comments from end-of-year evaluations include:

- "I greatly enjoyed the random interview questions at the start of class and I think this is a VERY useful activity for engineers."
- "The mock interview questions are really fun - it's a great way to learn about fellow classmates"
- It was effective to "use practice interview questions for attendance. They help us consider what we might experience if asked such questions. They also let us consider answers to questions others are asked."
- "Do more interview questions at the start of class."

## Can I adapt this for my class?

Yes! The activity has been tailored with interview questions for my course on professionalism but I've used the same questions in my technical courses. The activity can be easily adapted for your course! You can have students give a one-minute speech on a topic drawn from the bag, you can keep the questions specific for interviews, you can make them "get to know you" questions, or you can draw names and have students report on current events or technical articles recently read. You'll be successful if the questions/topics spark discussion, laughter, and chatter in general.

**Example Questions:**

- What makes you happy?
- Why is there fuzz on a tennis ball?
- How would you weigh a plane without scales?
- Tell me about yourself.
- What's the weirdest thing you've seen in someone's home?
- Tell me one thing about yourself you wouldn't want me to know.
- Toilet paper, over or under? Why?
- If you were arrested with no explanation, what would your friends and family assume you had done?
- Talk about Star Wars for one minute.
- What are you most proud of?
- There's no right or wrong answer, but if you could be anywhere in the world right now, where would you be?
- What motivates you?
- If a winning lottery ticket worth five million dollars dropped in your lap, what would you do?
- What's one thing you're deeply proud of — but would never put on your résumé?
- What's something you've tried, that you'll never, ever try again?
- What's the hardest thing you ever had to write — and why?
- Would you rather have an extra \$200 a day, or an extra 2 hours a day and why?
- If you could witness any event of the past, present, or future, what would it be and why?
- Who do you most admire in life and why?
- What was your most defining moment in life and how did it define you?
- If you could only keep 5 possessions, what would they be?
- You're a mad scientist, what scientific experiment would you run if money and ethics weren't an issue?

# 1-minute papers

Developed by Patricia Cross, PhD (UC Berkeley).

Presented by Dr. Zeynep Ozsoy (CMU, Biological Sciences)

## Goal:

- Keep students engaged with the material throughout the class
- Allow instructors to catch misconceptions or concepts that are not well comprehended before moving forward

## Set-up:

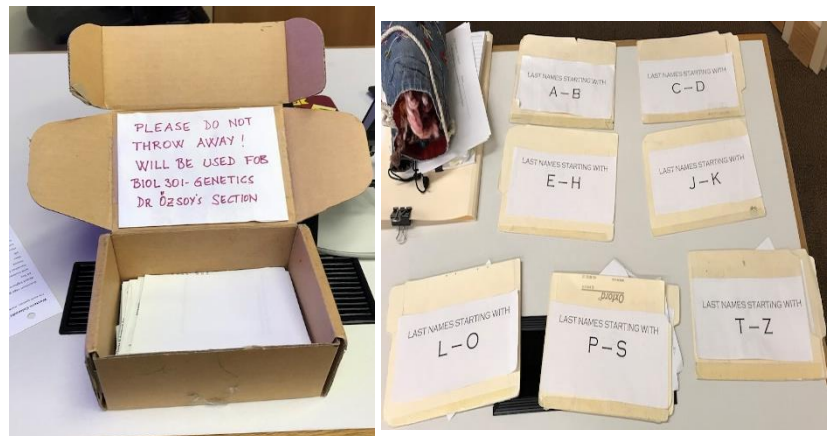
At the end of the lecture students write on a piece of paper:

- 1- What did I learn today?
- 2- What did I not understand in class?

After class the instructor goes over the papers and identifies specific concepts that were not well understood by a significant number of students. At the beginning of the next lecture these topics are covered briefly prior to moving forward.

## Modifications and practical issues:

- I ask my students to include their name and the date also to take attendance.
- Leaving stacks of paper (letter size paper cut into fours) in a box in the classroom allows the students to pick up the papers as they enter the classroom.
- The students insert their 1-minute paper in an envelope corresponding to their last name before leaving the classroom. This makes alphabetizing the papers easier and faster to enter into the excel sheet later.



## Unexpected benefits:

- Shy students can ask their questions
- I get to learn new information when I find answers to interesting questions
- Gives me an excuse to talk about “fun” material that I would normally not spend time on
- I get feedback from students: “going too fast”, “I love this material, hope to learn more”, etc.
- I get practice deciphering their handwriting
- Some are outright funny, entertaining or creative, they make me smile

## Drawbacks:

- Requires time
  - After class to go over the 1-minute papers and type them up, and
  - In class to go over the concepts before moving forward.

*I prefer spending a few minutes before starting the lecture to clarify issues and knowing most of the students are following along rather than rushing forward to cover everything.*

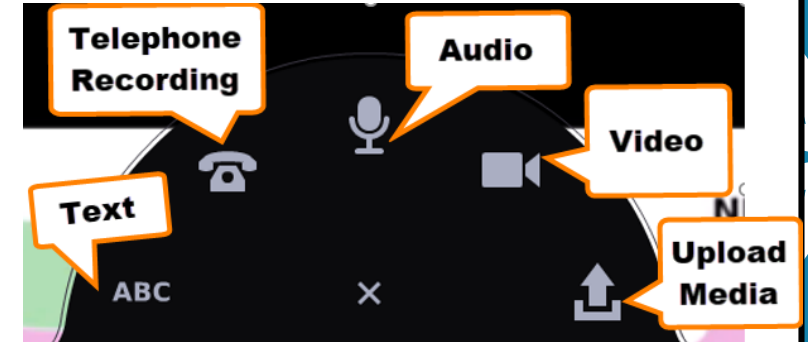




VOICETHREAD

#### What is VoiceThread?

- Collaborative, multi-media discussion tool
- Integrated to D2L
- Asynchronous & ongoing digital communication
- Use text, audio, or video commenting
- Face-to-face or online courses
- Supports a variety of learning activities & learning styles



# JIGSAW PROTOCOL WITH VOICETHREAD

Jennifer Pacheco, Distance Education

## Purpose

This protocol allows small groups to engage in an effective, time-efficient comprehension of a longer text.

Students can divide up the text, become an **expert in one section** and hear **oral summaries of the others** and still gain an understanding of the material.

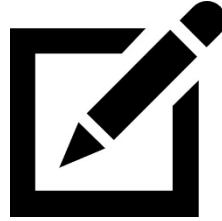
[Click link to see an example: https://coloradomesa.voicethread.com/share/9788016/](https://coloradomesa.voicethread.com/share/9788016/)



# IDEAS FOR OTHER VOICETHREAD ACTIVITIES

## Instructor Use:

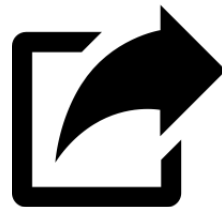
- Share interactive lectures
- Create a course tour
- Create weekly overviews or presentations
- Provide audio/video feedback for student work
- Facilitate discussions & conversations
- Ask students to answer questions, interpret graphics (data), etc.



CREATE



COMMENT



SHARE

## Student Use:

- Icebreakers & self-Introductions
- Research presentations
- Debates
- Evaluation: document and share the process of an activity for instructor or peer evaluation
- Digital storytelling
- Brainstorming
- Practice foreign languages

## RESOURCES & SUPPORT

CMU Webpage: <https://www.coloradomesa.edu/distance-education/folder/faculty-resources/voicethread.html>

For additional information, contact the Office of Distance Education at [distanceed@coloradomesa.edu](mailto:distanceed@coloradomesa.edu).

Sex, Drugs, and Rock and Roll. Just the mention of them may increase student motivation, learning, and retention.

A list of resources to get you started. I'm not an expert but I've found these interesting.

Role of dopamine in learning:

Hamid AA, Pettibone JR, Mabrouk OS, et al. Mesolimbic dopamine signals the value of work. *Nat Neurosci*. 2016;19(1):117–126. doi:10.1038/nn.4173

Link to free full text: <https://www.ncbi.nlm.nih.gov/pmc/articles/PMC4696912/>

Summary for lay people: <https://news.umich.edu/dopamine-new-theory-integrates-its-role-in-learning-motivation/>

Volkow ND, Wise RA, Baler R. The dopamine motive system: implications for drug and food addiction. *Nat Rev Neurosci*. 2017;18(12):741-752. doi: 10.1038/nrn.2017.130

Corbit LH, Balleine BW. Learning and motivational processes contributing to Pavlovian-instrumental transfer and their neural bases: dopamine and beyond. *Curr Top Behav Neurosci*. 2016;27:259-289. Doi: 10.1007/7854\_2015\_388

Gamification of learning/education:

<https://www.growthengineering.co.uk/the-neuroscience-of-gamification-in-online-learning/>

Miller C. The gamification of education. *ABSEL*. 2013;40:196-200.

Fun topics (example citations are provided but there should be so many more on each subject).

Rock and roll (music):

Music rewires circuitry of brain:

Burunat I, Brattico E, Puolivali T, et al. Action in perception: prominent visuo-motor functional symmetry in musicians during music listening. *PLOS One*. 2015;10(9): e0138238. . [Doi: 10.1371/journal.pone.0138238](https://doi.org/10.1371/journal.pone.0138238)

Link to free full text: <https://journals.plos.org/plosone/article?id=10.1371/journal.pone.0138238>

Music gives only some people chills (and goosebumps), and it depends on the type of music:

Rickard NS. Intense emotional responses to music: a test of the physiological arousal hypothesis. *Psychology of Music*. 2004;32(4), 371–388. <https://doi.org/10.1177/0305735604046096>

Link to free full text: <https://journals.sagepub.com/doi/pdf/10.1177/0305735604046096>

Empathetic people have stronger musical likes/dislikes: and social empathy is associated with appreciation of the arts

Wallmark Z, Deblieck C, Iacoboni M. Neurophysiological Effects of Trait Empathy in Music Listening. *Frontiers in Behavioral Neuroscience*, 2018; 12 DOI: [10.3389/fnbeh.2018.00066](https://doi.org/10.3389/fnbeh.2018.00066)

Summary for lay people: <https://www.sciencedaily.com/releases/2018/06/180612185148.htm>

We get stuck listening to the music we loved at age 24.

This one's not as scientific, but a number of surveys support it. Summed up here: <https://www.iflscience.com/brain/we-stop-discovering-new-music-at-a-certain-age-heres-why/>

Coincides with humans' openness to new experiences:

Donnellan MB, Lucas RE. Age differences in the Big Five across the life span: evidence from two national samples. *Psychol Aging*. 2008;23(3):558–566. doi:10.1037/a0012897

Music and drugs go together, neurologically speaking- see Coachella

Berridge KC, Kringelbach ML. Pleasure systems in the brain. *Neuron*. 2015;3(6):646-664. <https://doi.org/10.1016/j.neuron.2015.02.018>

Free full text: <https://www.sciencedirect.com/science/article/pii/S0896627315001336>

Summary for lay people:: <https://www.inverse.com/article/17003-how-getting-high-and-listening-to-music-games-your-dopamine-reward-system>

“Music triggers a slow, manageable trickle of dopamine. Drugs release a stream. Together, they flood the pleasure zone.”

Chanda ML, Levitin DJ. The neurochemistry of music. *Trends in Cognitive Sciences*. 2013;17(4):179-193. <https://doi.org/10.1016/j.tics.2013.02.007>

Risky behavior in music

Holody KJ, Anderson C, Craig C, Flynn M. "Drunk in Love": The Portrayal of Risk Behavior in Music Lyrics. *J Health Commun*. 2016 Oct;21(10):1098-106. doi: 10.1080/10810730.2016.1222032.

Drugs:

According to poop in sewage treatment plants, Americans are using more party drugs than we thought

Foppe KS, Hammond-Weinberger DR, Subedi B. Estimation of the consumption of illicit drugs during special events in two communities in Western Kentucky, USA using sewage epidemiology. *Sci of the Total Env*. 2018;633(15) 249-256. <https://doi.org/10.1016/j.scitotenv.2018.03.175>

Summary for lay people: <https://www.iflscience.com/health-and-medicine/americans-are-using-way-more-party-drugs-than-we-thought-according-to-their-poop/>

What drug is the most harmful (nice for discussing individual vs collective harm)?

Bonomo Y, Norman A, Biondo S, et al. The Australian drug harms ranking study. *J Psychopharmacol*. 2019;33(7):759-768. doi: 10.1177/0269881119841569

What time of year do people try drugs?

Palamar JJ, Rutherford C, Keyes KM. Summer as a risk factor for drug initiation. *J of Gen Int Med*. 2019; s1160. <https://doi.org/10.1007/s11606-019-05176-3>

Shrimp fail drug test (micropollutants)

Miller TH, Ng KT, Bury ST et al. Biomonitoring of pesticides, pharmaceuticals and illicit drugs in a freshwater invertebrate to estimate toxic or effect pressure. *Env Int*. 2019;129:595-606. <https://doi.org/10.1016/j.envint.2019.04.038>

Summary for lay people: <https://www.iflscience.com/plants-and-animals/shrimp-fail-drug-test-for-cocaine-ketamine-xanax-and-valium/>

Drugs can affect morals

Review Summary with citations: <https://www.iflscience.com/health-and-medicine/common-drugs-can-affect-our-minds-and-morals-should-we-be-worried-about-it/>

Vaping Illness (EVALI)- this is changing by the minute right now, so any citation will be immediately out of date. A good place to check first is the Center for Disease Control (updated almost daily right now):

[https://www.cdc.gov/tobacco/basic\\_information/e-cigarettes/severe-lung-disease.html](https://www.cdc.gov/tobacco/basic_information/e-cigarettes/severe-lung-disease.html)

Disproportionate use of opiates in rural communities

Ghertner R, Groves L. The opioid crisis and economic opportunity: geographic and economic trends. *ASPE Research Brief*. 2018:1-22,

Sex:

STDs (particularly curable STDs) increasing to record levels. Young people (15-24) are hit the hardest.

<https://www.cdc.gov/media/releases/2018/p0828-increases-in-stds.html>

The role of social networking in STDs

Radio interview: <https://www.nhpr.org/post/are-apps-tinder-and-grindr-fueling-rise-stds#stream/0>

Transcript of radio report:

<https://www.nhpr.org/post/are-apps-tinder-and-grindr-fueling-rise-stds#stream/0>

Turn it around: Public health officials use Tinder and Grindr to investigate and communicate about STD transmission

<https://www.desmoinesregister.com/story/news/health/2019/07/28/tinder-grindr-sexually-transmitted-diseases-gonorrhea-chlamydia-hiv-public-iowa-health-officials/1756673001/>

STDs are sexist

<https://www.cnn.com/2019/10/24/health/stds-are-sexist-against-women-wellness/index.html>

Does sex count as exercise?

Frappier J, Toupin I, Levy JJ, et al. Energy expenditure during sexual activity in young healthy couples. *PLOS One*. 2013;8(10):e79342. <https://doi.org/10.1371/journal.pone.0079342>

Sex causes acute stress but also promotes neuronal growth and reduces chronic anxiety

Leuner B, Glasper ER, Gould E. Sexual experience promotes adult neurogenesis in the hippocampus despite an initial elevation in stress hormones. *PLOS One*. 2010;5(7):e11597. <https://doi.org/10.1371/journal.pone.0011597>

Sleep, stress, and sex

Kalmbach DA, Arnedt JT, et al. The impact of sleep on female sexual response and behavior. *J Sex Med.* 2015; 12(5):1221-1232.

G.I.F.T.s to Share: Great Ideas for Teaching!

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### **Resources**

Google Trends – shows how often a particular search-term is searched for relative to the total search-volume across various regions of the world.

<https://trends.google.com/trends/?geo=US>

Google Ngram – shows frequency of words occurring in print from 1500 - 2008

<https://books.google.com/ngrams>

Google Correlate – provides data and graphs about search relatedness

<https://www.google.com/trends/correlate>

Google Feud - like Family Feud though given search frequency

<http://www.googlefeud.com/>

Webseer - builds on Google autocomplete by providing us with a comparison of how the start of two different search queries tend to be completed

<http://hint.fm/projects/seer/>

### **Google trends in the classroom. A few ideas to get started.**

1. To spin into research projects
2. To engage in critical thinking & pattern identification
3. To introduce a discussion topic
4. To make and test predictions
5. To illustrate overall interest in a topic or sphere of study.

### **Examples of past use of above tools:**

1. UN Women ad series reveals widespread sexism

<https://www.unwomen.org/en/news/stories/2013/10/women-should-ads>

2. Stephens-Davidowitz, S. (2014) The cost of racial animus on a black candidate: Evidence using Google search data. *Journal of Public Economics*, 118, p. 26–40

<http://people.cs.umass.edu/~brenocon/smacss2015/papers/StephensDawidowitz2014.pdf>

3. Chae, D., Clouston, S., Hatzenbuehler, M., Kramer, M., Cooper, H., Wilson, S., Stephens-Davidowitz, S., and Gold, R. (2015). Association between an Internet-Based Measure of Area Racism and Black Mortality. *PLOS ONE* DOI:10.1371/journal.pone.0122963

<https://journals.plos.org/plosone/article?id=10.1371/journal.pone.0122963>



Refresh students  
in your  
discipline's  
writing style  
rules - flip the  
classroom and  
have them teach  
you with a style  
meme



**Meme Generators:**  
[imgur.com/memegen](http://imgur.com/memegen)  
[quickmeme.com](http://quickmeme.com)  
[makeameme.org](http://makeameme.org)

# T2T GIFT: MEME WRITING STYLES

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## Exercise steps:

1. Ask students to pair up
2. On D2L post links to style guides (AP Style, APA Style, MLA Style, Chicago Style, etc.)
3. Also post links to a few different meme generators
4. Assign each pair a category from the style such as "Capitalization"
5. Give them 10 mins to make two memes based on their assigned category
6. They e-mail you their memes; you pull them up and show them to the whole class for a quick wrap-up discussion

