



**RHODE ISLAND
COLLEGE**

April 21, 2010

Department of Health and
Physical Education

Department Advisory Committee
[REDACTED] Chair
Health and Physical Education Department
Murray Center – 130
Rhode Island College
Providence, RI 02908

Dear Department Advisory Committee,

On April 14, 2010, I observed [REDACTED] teach HED 101 "Human Sexuality" for an 80 minute class period. The topic for that day was "Pregnancy and Birth." The class consisted mostly of Health Education and Physical education students, but there were also students from RIC at large.

[REDACTED] had arranged the physical environment of the room to best meet the issues of the lesson, while creating a variety of teaching techniques. There were key words on the board, a computer ready for a power point presentation and visual handouts.

After greeting the class and asking for any question, to get the class energized, [REDACTED] did a very unique set induction. The class was divided into two groups. [REDACTED] gave clear, concise and specific directions for the activity, asking frequently if there were any questions. Then everyone proceeded outside. Once on the mall [REDACTED] placed colorful plastic eggs, with specific stages for the ovum and the sperm to go through, on the far end of the mall. Each team needed to send a person after one egg at a time and then line up in the correct order. The class really got into the activity and worked collaboratively to 'win', especially when the incentive of extra points on the final exam for the winning team was announced.

Once back in the classroom [REDACTED] customized the learning activities to fit the students' needs. The students were given a printout of the power point, but it contained blank spaces. This kept the students attentive and involved. The 'blanks' were not given to them, they had to think and respond; then after an appropriate 'wait time' the correct terms were confirmed or supplied by [REDACTED]. During the power point [REDACTED] had incorporated hyper-links to enhance the learning. One link used humor to grab the students' attention, which worked very well.

[REDACTED] was able to engage the class as a whole as she went through the different elements of the lesson. She kept their attention focused and on task. Students were encouraged to attempt responses, even if they were unsure, and this was done in a safe, supportive, nonjudgmental atmosphere. It was obvious that [REDACTED] had given much thought and preparation in creating a lesson that would touch a wide range of learning styles. [REDACTED] was quite knowledgeable and open to questions or comments. These were greeted with respect and a concern to respond to the each individual's question appropriately. [REDACTED] demonstrated a classic example of a quality lesson.

Respectfully,

[REDACTED]
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