Mapping the Endocrine System

By Francesca Theriault

Out of Class

In Class (Instructor)

In Class (Students)

Begin Here.

Instructor assigns students to groups based on their different strengths

At the door at the start of class, the **instructor** assigns students to their groups

Students get into their groups and choose one person for each of the following roles:

- **Note taker** legibly writes down the group's notes and sketch of their feedback loop
- **Moderator** keeps group focused and on time
- **Spokesperson** presents the group's feedback loop to the class and sketches it on the board

Note: should give up to 5 minutes for this part

01

Instructor randomly assigns a feedback loop to each group

Groups:

- Discuss their feedback loop
- Note taker writes down group notes and sketch of their feedback loop

Note: give class 15 minutes to complete this part

02

Instructor randomly assigns a presentation order

Spokesperson:

- Sketches feedback loop from group notes on the board
- Presents the feedback loop to the class

Note: give spokesperson 10 minutes to complete this part

Instructor:

- Takes a picture of the feedback loop for grading purposes
- Critiques loop, pointing out areas where more detail could be added, or inaccuracies

Note: critique should take about 5 minutes per group presentation

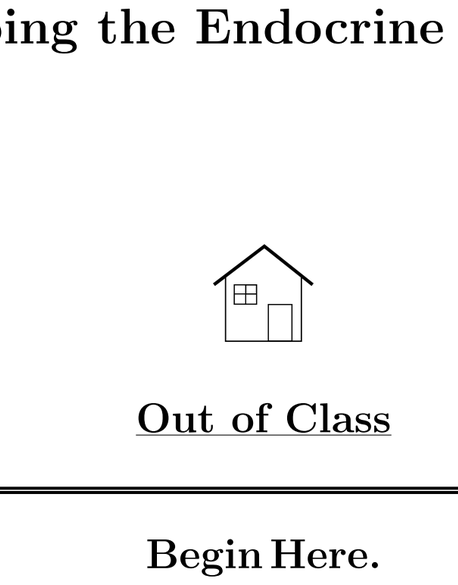
Groups continue presenting until all feedback loops have been integrated into the concept map on the board.

Note: instructor critiques each loop between presentations

03

Instructor:

- Takes a picture of the completed endocrine system feedback loop
- Summarizes system feedback loops and their importance in maintaining homeostasis and proper endocrine function
- Answers any student questions or misconceptions

Instructor:

- Grades groups based on the photo of their feedback loop (prior to in-class correction)
- Accounts for differences in the level of detail/accuracy between groups that presented first and last (with respect to grade)