

SCHOLARSHIP OF EXCELLENCE
IN TEACHING FELLOWSHIP
SPRING-FALL 2024-2025

Comfort Davis Mingot

PART

PART I: PROBLEM AND GOAL

PROBLEM

Covid 19 Pandemic played a major role in lowering students participation in college courses, many students taking English 101 are not fully engaging in class discussions or writing activities. This lack of participation limits their opportunities to practice and develop essential critical thinking skills. It also reduces chances for collaborative peer learning, which is vital for building confidence, sharing diverse perspectives, and strengthening academic writing. Without active engagement, students risk missing out on the very processes that support their success in the course.

GOAL

The goal of this SET fellowship project is to increase students engagement in both discussions and writing activities in English 101 Early College Course. By creating a more interactive (utilizing Artificial Intelligence generative activities) and supportive classroom environment, students will be encouraged to exchange ideas, ask questions, and actively participate in collaborative learning. This approach is intended to sharpen their critical thinking skills, deepen their understanding of course materials, and foster peer connections. Ultimately, the aim is to empower students to become more confident, reflective, and successful college writers.

PART

PART II: STRATEGIES

STRATEGIES

Utilization of **generative AI interactive resources and activities** every 10–15 minutes during instruction to enhance student engagement, critical thinking, and reading and writing competencies.

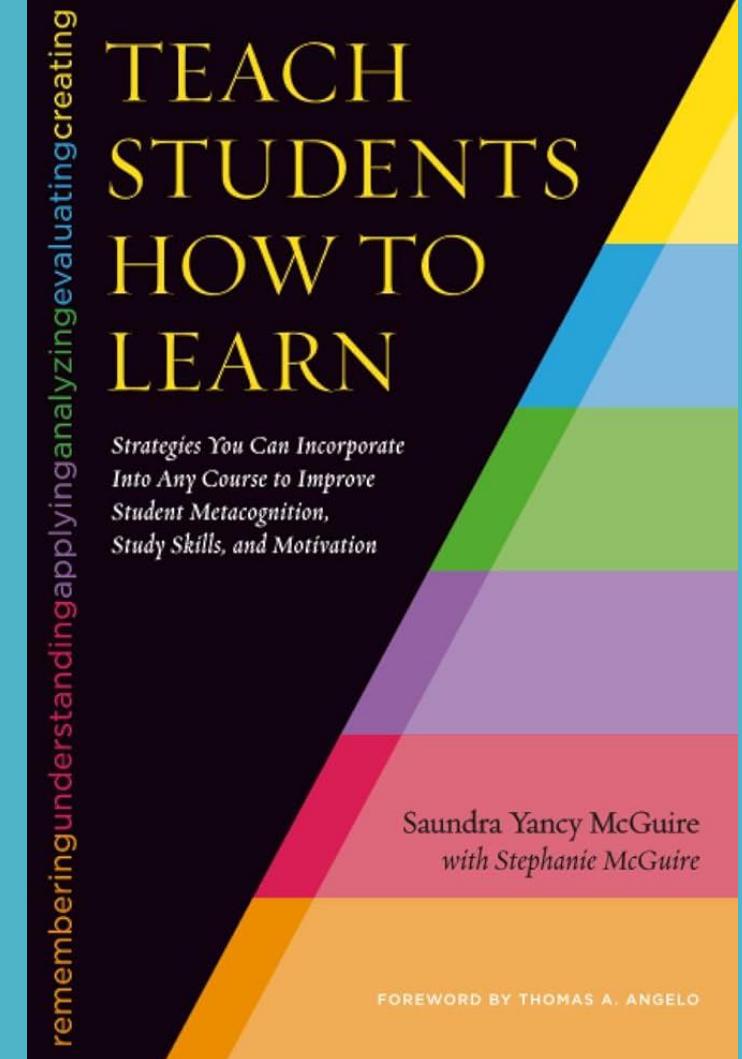
Foster a Supportive Environment by the use of educational power tools (Retrievals) to reduce anxiety and strengthen community.

PART

PART III: SCHOLARSHIP THAT SUPPORTS MY STRATEGIES

“Do a 1–2-minute interactive activity for every 10–15 minutes of class”

“A fifth strategy for enhancing competence: During class, give your students an opportunity to participate by taking a couple of minutes every 10–15 minutes to ask them a question or do an exercise like a think-pair-share (Strategy #12). The human attention span is approximately 10 minutes (Medina, 2008), so if you lecture longer than that without an activity to reengage your students, many of them will be physiologically unable to absorb the information you present. These short breaks are perfect for asking students questions about the next topic you will introduce and for ferreting out common student misconceptions.” (McGuire 87)



“We are only beginning to learn what AI can do, but AI literacy will be an essential work- and life-skill for both faculty and students. We need to integrate AI literacy into our classrooms, but first, we need to understand how it is changing work and the future careers of our students.” (Thinking with AI p.26)

Understanding is the first and fundamental skill in the Bloom taxonomic. It is factual that AI has been around for longer than the iPhone 13 or Tesla and being use predominantly in business, healthcare, human resources domains etc. Nonetheless, it is quickly changing how education/teaching and learning are implemented, it is altering work and the future careers of our students as noted by the authors. With this notification, it is even more primordial for us as faculty to deeply get involved with learning the ways AI works, its strength, limit, and benefit for us faculty and our students now and in the future.

Teaching with AI

A PRACTICAL GUIDE TO A
NEW ERA OF HUMAN LEARNING

José Antonio Bowen and
C. Edward Watson

The Miniature Guide to Critical Thinking helps students learn how to think more clearly and logically. It teaches students to ask better questions, understand their own assumptions, and make stronger arguments. The guide shows students:

- **How to break down their thinking** using elements like purpose, information, and conclusions.
- **How to check their thinking** by asking if it's clear, accurate, and fair.
- **How to become a better thinker** by being humble, open-minded, and willing to improve.

Bottom line? It's not just about having ideas, it's about thinking through them well.

RICHARD PAUL AND LINDA ELDER



EIGHTH
EDITION

THE MINIATURE GUIDE TO
**CRITICAL
THINKING**
Concepts and Tools



THINKER'S GUIDE LIBRARY

Think again (P. 258)

Essential characteristics

Primary mode	Individual, Collaborative
Activity Focus	Problem Solving
Duration of activity	Single Session

In the “Think Again” student engagement technique (SET), the teacher presents a common misconception in their discipline and then takes a quick informal poll asking students to agree or disagree with the statement. The teacher then tells students that the statement is untrue and assigns students a task that requires them to prove why it is untrue.

This activity challenges students by creating cognitive dissonance, requiring them to subject their belief to critical analysis and use the knowledge and understanding they are acquiring in the course to gather the appropriate evidence to demonstrate why such a commonly held belief is untrue.

ELIZABETH F. BARKLEY | CLAIRE HOWELL MAJOR

Student Engagement Techniques

SECOND EDITION

A HANDBOOK FOR COLLEGE FACULTY

JOSSEY-BASS
A Wiley Brand

Foster a Supportive Environment: Use Power Tools to Reduce Anxiety and Strengthen Community

Where does Student Anxiety Come From (pp.206-207)

"It's for three reasons. Anxiety increases when:

- Retrieval occurs infrequently (e.g., only during exams)
- Retrieval is associated with high-stakes assessment
- Retrieval is either correct or incorrect

As we'll read next, there are many quick and simple strategies to reverse this trend. In particular, anxiety decreases when:

- Retrieval is a standard part of every lesson unit
- Retrieval is low-stakes or no-stakes
- Retrieval may have no correct answer at all

POWERFUL TEACHING



UNLEASH
THE SCIENCE OF
LEARNING

POOJA K. AGARWAL, Ph.D. AND PATRICE M. BAIN, Ed.S.

JOSSEY-BASS™
A Wiley Brand

LESSONS AND IMPLEMENTATIONS

DEFINITION ESSAY PRESENTATION OF WHAT I HAD STUDENTS DO

https://montgomerycollege0-my.sharepoint.com/:p/r/personal/cmingot_montgomerycollege_edu/_layouts/15/Doc.aspx?sourcedoc=%7B8BA4C5DA-13B1-4E99-AB3F-AA1E3180EACB%7D&file=Eng%20101-%20Definition%20Essay%20-Lesson.pptx&action=edit&mobileredirect=true

Link to a Student' Definition Essay

[When+Fear+Becomes+a+Teacher+-+Poojitha+J+\(4\).docx](#)

ARGUMENTATIVE ESSAY: PRESENTATION OF WHAT I HAD STUDENTS DO

https://montgomerycollege0-my.sharepoint.com/:p/g/personal/cmingot_montgomerycollege_edu/IQBbuclL-N_SKzhHd2ek_EAuQuBZRJoDFa50KIGHhajU?e=yy7HcK

Links to student' Argumentative Essay

[Ishan+Ganesh+-+Argumentative+Essay.docx](#)

TEAM PROJECT #2: LITERARY ANALYSIS PRESENTATION OF WHAT I HAD STUDENTS DO

https://montgomerycollege0-my.sharepoint.com/:p/r/personal/cmingot_montgomerycollege_edu/_layouts/15/Doc.aspx?sourcedoc=%7B1AEF0CB3-A8BE-41C6-AEC2-485567639781%7D&file=Team%20Project%20%232-Literary%20Analysis.pptx&action=edit&mobileredirect=true&DefaultItemOpen=1

Links to students' Literary Analysis Team Project

To the Virgins, to Make Much of Time

Robert Herrick

[Herrick+Literary+Analysis \(3\).pptx](#)

[Literary+Analysis+Assignment](#)

“Do globalization and nuclear energy intensify the environmental costs in top nuclear energy consuming countries?”
is a scientific article written by Muhammad Sadiq.

Links to students' Self-Reflection-Digital Storytelling Project

- [My Movie 1 \(1\).mov](#)
- [My Movie 1 \(2\).mov](#)

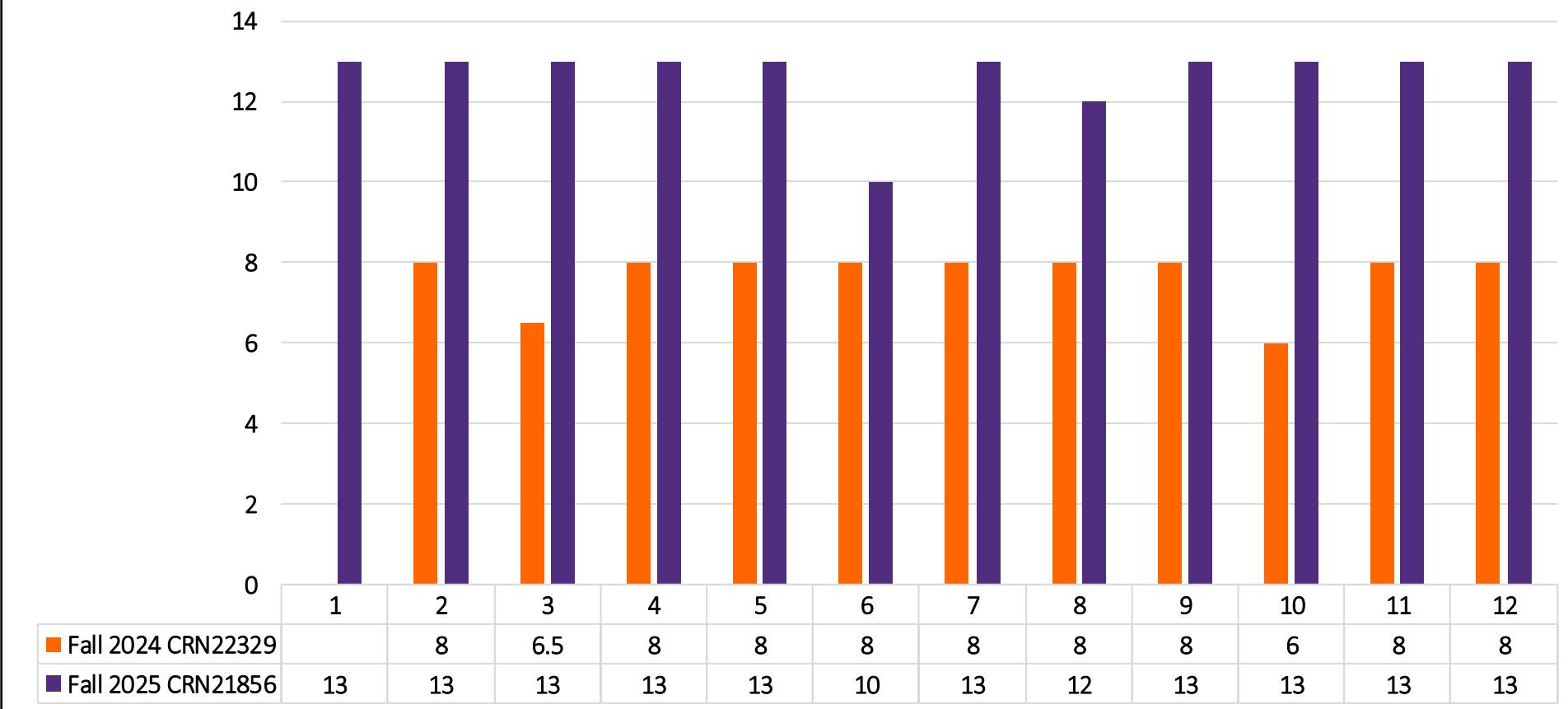
PART IV & V: ASSESSMENTS SURVEY AND REFLECTIONS

Correlation Between Strategies and Final Grades

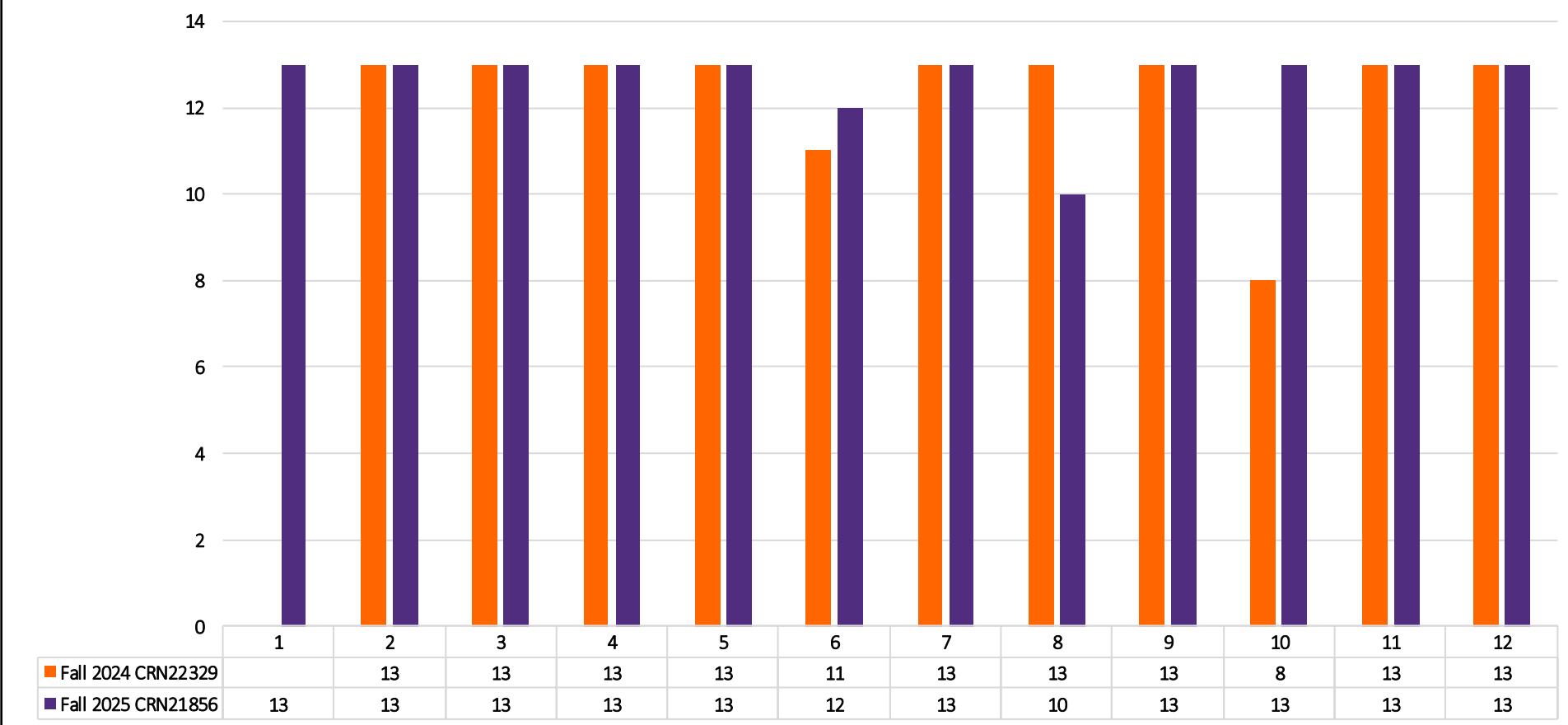
To provide more reliable insights, I compared student outcomes in English 101 from Fall 2024 and Fall 2025, while recognizing that academic performance is influenced by multiple factors beyond classroom instruction, including local and global political, economic, and social conditions. This contextual lens is essential to understanding trends without attributing outcomes to a single variable.

The percentages and grade distributions indicate that the consistent use of generative AI supported interactive resources—implemented every 10–15 minutes during instruction—correlates with increased student engagement, stronger critical thinking, and improved reading and writing competencies. When combined with integrated retrieval practices, these strategies appear to enhance student efficacy and overall course performance.

Definition Essay Fall 2024 CRN22329 VS Fall 2025 CRN21856

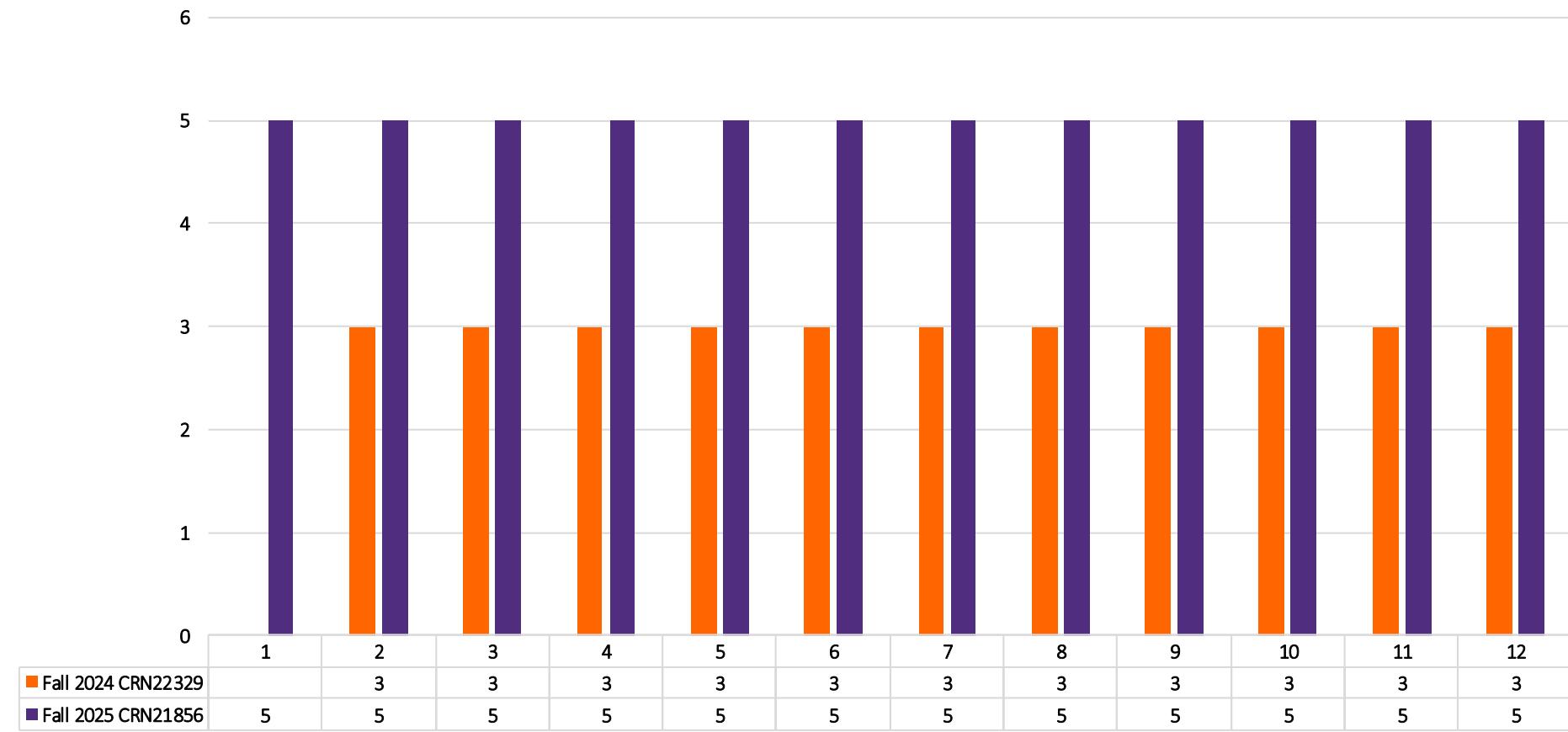


Argument Essay Fall 2025 CRN22329 VS Fall 2025 CRN21856



test11

Literary Analysis Fall 2024 CRN22329 VS Fall 2025 CRN21856



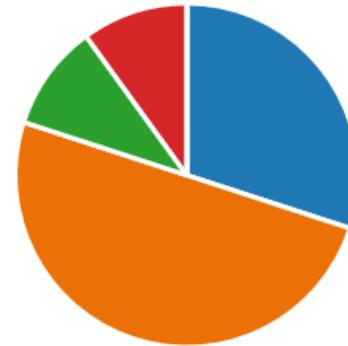
Students completed survey on AI-supported activities

The students completed a survey on AI-supported activities provides valuable insight into how these tools supported or challenged their learning. Overall, student responses highlight areas of effectiveness as well as aspects that were confusing, less helpful, or in need of redesign, offering important guidance for improving instructional practice.

Students were asked to respond to the following reflective questions: What parts of the AI-supported activities felt confusing or less helpful? What challenges or frustrations did they experience when using AI tools? Which AI tools or practices were least helpful or should be redesigned? Finally, students described one way they plan to use or intentionally avoid using AI in their future courses, allowing them to articulate informed and intentional approaches to AI use moving forward.

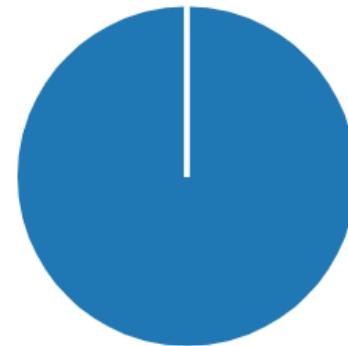
1. AI activity helped me understand the writing skill we were practicing.

Strongly agree	3
Agree	5
Neutral	1
Disagree	1
Strongly disagree	0



2. AI tool provided feedback or examples that were useful for my learning.

Yes	9
Somewhat	0
No	0



3. I felt in control of my own ideas while using AI in this activity.

Strongly disagree	0
Disagree	0
Neutral	2
Agree	4
Strongly agree	4



4. What part of today's AI-supported activity was most helpful to you?

9
Responses

Latest Responses

"Finding sources through the help of AI"

"Having the Ai correct any mistake in my formatting, spelling or in-te..."

"Learning what kinds of prompts I should write to get the support I wa..."

5. What part was confusing or less helpful?

8
Responses

Latest Responses

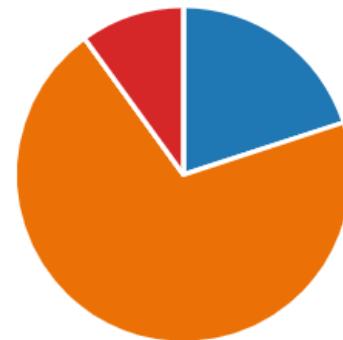
"Generating title ideas was less helpful compared to other uses "

"Using some of the AI was confusing as some websites would ask for p...

"The TurnItIn AI wasn't working so that was confusing. "

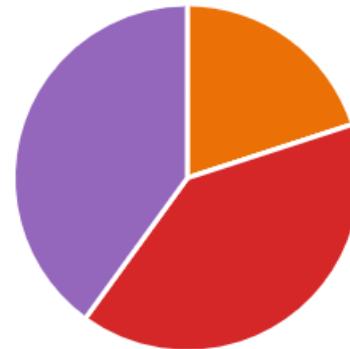
6. AI activities in this course have helped me understand the writing process (prewriting, drafting, revising).

Strongly Agree	2
Agree	7
Neutral	0
Disagree	1
Strongly disagree	0



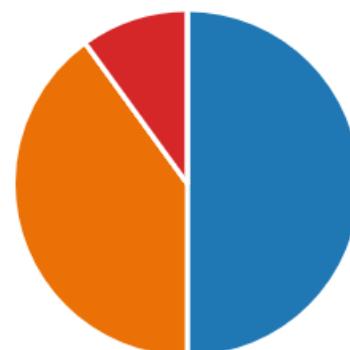
7. Using AI has helped me better identify my strengths and areas for improvement as a writer.

Strongly disagree	0
Disagree	2
Neutral	0
Agree	4
Strongly agree	4



8. I feel more confident revising my own writing after comparing my drafts to AI suggestions.

Strongly agree	5
Agree	4
Neutral	0
Disagree	1
Strongly disagree	0



9. Which AI-supported activity (brainstorming, outlining help, grammar feedback, summary comparison, research assistance, etc.) has helped you the most so far?

9
Responses

Latest Responses

"Research Assistance or grammar feedback "

"Research assistance was the most helpful part as it saved lots of time..."

"ChatGPT always provides good feedback and often tells what it impr..."

10. What challenges or frustrations have you experienced when using AI tools?

9
Responses

Latest Responses

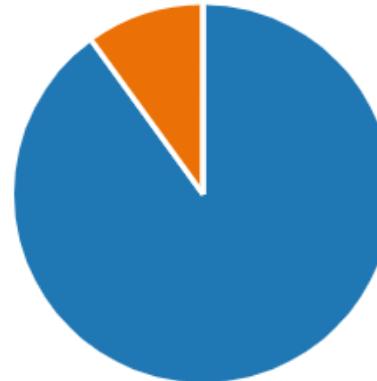
"Completely going off topic when I generated the titles "

"Sometimes when grammar checking, the AI will insert things like em ..."

" One challenge I have experienced is outdated and slightly misleadin..."

11. I understand the difference between ethical and unethical uses of AI in academic writing.

● Yes	9
● Somewhat	1
● No	0



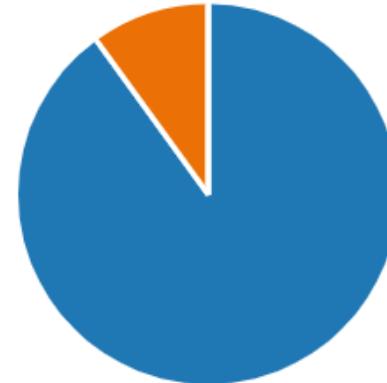
12. AI activities in this class have helped me learn how to avoid plagiarism and represent my work honestly.

● Strongly Agree	5
● Agree	4
● Neutral	1
● Disagree	0
● Strongly disagree	0



13. I feel confident deciding when AI is appropriate to use in future college classes.

● Yes	9
● Somewhat	1
● No	0



14. What AI tools or practices were **most helpful** for your learning this semester?

10
Responses

Latest Responses
"ChatGPT"
"ChatGPT finding me sources that accommodate my essays was defin...
"ChatGPT"

15. What AI tools or practices were **least helpful** or should be redesigned?

10

Responses

Latest Responses

"I didn't use anything except that"

"Grammar checks including em dashes when spell checking. "

"I don't really use other kinds of AI."

16. Describe one way you plan to use (or avoid using) AI in your future classes.

10

Responses

Latest Responses

"I will try to use it when I need help deciding if a sentence is fit for the..."

"I plan to avoid using AI more in the future to try and really learn the ..."

"To provide ideas for clarity in a plot or to explain something to me. "

Class's Padlet link where students share some of their course work

<https://padlet.com/comfortdavisingot/my-shiny-padlet-pgyzknmea3gm3bnz>

Students reflections

Sebastian Lopez Luna

Wellness Checks

- Helped create a supportive classroom environment that recognized mental, emotional, and academic well being

- Reduced stress and increased my confidence and focus in class

Prior Knowledge Probes

- Helped me connect new ideas to what I already knew

- Made learning more meaningful and easier to understand

Total Physical Response Activities

- Encouraged active participation and engagement during lessons

- Helped reinforce concepts through movement and interaction

Class Discussions

- Allowed me to share my ideas and hear different perspectives

- Improved my communication and critical thinking skills

Educational Games

- Made reviewing material enjoyable and interactive

- Reinforced key concepts while reducing anxiety about assessments

Hypothesis Social Annotation

- Helped me become a more active and thoughtful reader

- Deepened my understanding through collaboration with classmates

Discussion Boards

- Gave me time to reflect and respond thoughtfully to course topics

- Improved my writing skills and encouraged independent thinking

Free Writing

- Helped me generate ideas without fear of making mistakes

- Reduced writing anxiety and made starting assignments easier

One Sentence Summaries

- Helped me identify the main ideas of readings

- Improved my ability to write clearly and concisely

Brain Teasers

- Strengthened my problem solving and critical thinking skills

- Prepared my mind for deeper learning during class

Essay Writing Stages

- Taught me to view writing as a process with multiple steps

- Improved organization and quality in my final drafts

Peer Review

- Helped me improve my writing through constructive feedback

- Allowed me to recognize strengths and areas for improvement

Feedback Driven Metacognition

- Helped me identify patterns in my writing through reflection

- Encouraged intentional improvement and academic independence

Reading Responses

- Encouraged active engagement with course texts

- Improved reading comprehension and analytical writing

Digital Storytelling

- Allowed me to combine creativity, writing, and technology

- Prepared me for effective communication in future courses

Poojitha Jannu

This semester in English 101 surprised me in the best way. I came in expecting another writing class, but it turned into something a lot more personal. Every assignment pushed me to understand myself, especially through the five essays we wrote, the narrative, the definition essay, the compare-and-contrast, the argumentative essay, and the research paper. Each one felt like another step deeper into my own thoughts.

The peer reviews were honestly one of my favorite parts. Instead of just correcting grammar, they felt like real conversations. Someone took the time to sit with my writing and help me grow. Reading other people's work opened my mind too.

The wellness checks were small, but they made a big difference. On stressful days, answering "How are you really doing?" and showing how you feel through your fingers really grounded me. It reminded me that I was a person first, a student second.

And then there is Professor Mingot bringing candies and snacks before every class. It sounds simple, but walking in and seeing snacks made the whole room feel warm and motivated. It made us feel cared for.

The presentations made the class even more fun. My midterm project on freedom of speech let me talk about something I truly care about. Then the literary analysis of Hotel California was another chance to dive into a song I love and break it down in my own way. Presenting things I am passionate about made class feel less like a requirement and more like a creative space.

English 101 taught me to reflect, to speak up, to write with honesty, and to show up for myself. And I am taking all of that with me long after this class ends.

Amaya B

- **Wellness checks** helped me prioritize and acknowledge the state of my mental health.
- **Prior knowledge probes** allowed me to build upon what I already know and retain the information.
- **Total Physical Response (TPR)** helped me stay focused by not standing still for a long time.
- **Class discussions** provided me opportunities to share my ideas, listen to my peers, and improve my writing through dialogue.
- **Educational games** (such as Kahoot and Quizizz) helped me review important concepts before I wrote each essay.
- **Hypothesis social annotation** allowed me to engage with my peers through collaboration and real time discussion.
- **Discussion boards** (Blackboard, Padlet) allowed me to share my ideas while learning about the perspectives of my peers.
- **Free writing** is a new strategy I learned. It helps me brainstorm.
- **One-sentence summaries** helped me identify main ideas and evaluate whether or not I effectively communicated my message throughout my essay.
- **Brain teasers** were engaging and strengthened my problem solving skills.
- **Essay writing stages**—including brainstorming, outlining, drafting, editing, revising, citation, and documentation—allowed me to construct my essays in a concise manner so I could effectively defend my claim.
- **Peer review** promoted collaboration and helped me improve my work by giving and receiving constructive feedback.
- **Feedback-driven metacognition** allowed me to identify frequent mistakes I made and consciously avoid repeating them as I wrote more essays and my skills improved.
- **Reading responses** deepened my comprehension by allowing me to read outside the classroom and develop interpretations of each text.
- **Digital storytelling** allowed me to use technology ethically and responsibly as I wrote essays using creativity and other skills I learned in ENG 101.

Part VI: REFLECTION

Participating in the SET Fellowship provided me with a meaningful opportunity to reflect deeply on a principle long affirmed by educational experts: teaching is an art. Learning how to present materials and content in ways that genuinely motivate and captivate students' attention was both affirming and transformative. Through the resources explored and the strategies practiced, I was able to intentionally engage students and make a tangible impact on their learning journeys, as evidenced by their work and personal reflections.

Part VII: THANK YOU

I am deeply grateful to Dr. Elizabeth Benton, Dean, of the English and Reading Department and Dr. Paul Miller, the Director of the Center of Learning and Teaching, the facilitators, Professors Joan Naake and Heather Bruce Satrom, and to my colleagues whose collaboration and support made this experience especially rewarding. The fellowship strengthened my pedagogical practice and reinforced my commitment to student-centered teaching. I will continue to encourage fellow faculty members to participate in the SET Fellowship, as it offers a rich and invaluable opportunity to gain innovative teaching knowledge, practical skills, and renewed inspiration.

