

---

## SCCC Mathematics Faculty Profile

---

Name: **Lawrence Morales, PhD**

### 1.) **Group Work**

How often do you do group work in your courses or require students to work in groups?

Never	Rarely	Sometimes	Often	Very Often
<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

#### **Comments on Group Work:**

As time allows, I try to do group work after discussion/lecture and ask groups to put their work on the board (but not necessarily present it to the class verbally). I sometimes give group quizzes where students get 15 minutes to work alone, followed by 10-15 minutes to discuss the quiz with others, and then followed by 20 minutes to work alone again. Quiz grades are ultimately based on what individuals submit, not what their group does. (There are exceptions to this, especially in MATH116 and MATH&148.)

### 2.) **WAMAP\***

How often do you do use WAMAP in your courses?

Never	Rarely	Sometimes	Often	Very Often
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>

#### **Comments on WAMAP:**

I use WAMAP to deliver announcements, manage my calendar, do online homework, etc. It is a central component of all of my courses.

\*WAMAP.org is an online homework/assessment tool.

### 3.) **Reading or Prep Assignments**

How often do you do require students to complete reading or other assignments BEFORE you discuss material in class?

Never	Rarely	Sometimes	Often	Very Often
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>

#### **Comments on Reading or Prep Assignments:**

My reading assignments ask students to skim, not deeply read, material before class and then answer some basic questions based on the reading. Students are not expected to teach the material to themselves, only to get an initial exposure to the material so that we have a common starting point in class. Students who do these regularly are more likely to be able to follow the in-class discussion of the material since the lecture is not completely foreign to them. Many students eventually come to see these as very helpful in the overall process of learning the material.

**4.) Homework**

How often do you assign homework in your class?

Never	Rarely	Some Days	Almost Daily	Daily
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>

**Comments on Homework:**

I give homework on a regular, almost daily basis. Most of it will be via WAMAP.org. I believe and know that unless students REGULARLY do homework and practice, they will not learn the material. My WAMAP assignments are designed to help students review not only material they are learning now, but what they have been learning over the last few days, and to some extent, the whole quarter. Published research shows this approach to mathematics homework leads to better performance on tests.

**5.) Teaching Philosophy and Other Comments**

How would you describe your general teaching philosophy and/or what other comments would you like to share with potential students?

I believe that my primary role is to facilitate student learning. I cannot make anyone learn mathematics. I can explain, illustrate, encourage, and help students along the way. I can also design and structure courses to help students become and stay motivated in a variety of ways. However, in the end, it is ultimately up to the student to do the work that leads to learning. If you're willing to work hard, show up to class, get help when you need it, and adjust your strategies as you go along, I think we'll be on the same (or as least a similar) wave length.

Also, I strive to focus on the concepts that tie material together, rather than giving students only algorithmic approaches to mathematics. Part of this involves careful use of the vocabulary of the field, both my me and students.

My courses tend to be highly structured, especially at the pre-college level. Whether it's reading assignments, group quizzes, the format of online homework, etc., each component is designed to be part of a bigger "whole" that helps students learn the material. Some students have initially balked at the structured form of my courses, but many have also ultimately said that in the long run, the structure helped them to learn.

Finally, I have started incorporated many Self Regulated Learning (SRL) activities into my courses to help students become more effective math learners. This may include a variety of things such as Reading Assignments, Quiz Reflections, Exam Corrections, online SRL practice, and Chapter Reviews.