

# IRIS TIPS

FOR HIGHER EDUCATION FACULTY



## THE IRIS CENTER

[HTTP://IRIS.PEABODY.VANDERBILT.EDU](http://iris.peabody.vanderbilt.edu)



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## ENCOURAGING THE USE OF IRIS RESOURCES

### HIGHLIGHT SOME OF THE BENEFITS OF THE IRIS WEB SITE:

- Illustrate the broad variety of available materials
- Emphasize the fact that IRIS online materials are free
- Explain that the instructional strategies presented in IRIS materials are research-based
- Illustrate the IRIS Web site's many features (e.g., Web Resource Directory, Film Search Tool, Online Dictionary)

### SHARE THE IRIS SITE WITH COLLEGE FACULTY, DISTRICT PERSONNEL, AND TEACHERS:

- Foster cooperation between colleagues in different departments (e.g., general education and special education)
- Coordinate the use of IRIS resources throughout the college by creating a matrix to show which instructors are using which resources in which courses
- Encourage the use of the site during inservice trainings

★ **Create a bookmark for the IRIS Web site to facilitate faster access:** *Users are far more likely to return to a Web resource if they can do so quickly and easily*

## HOW TO NAVIGATE AN IRIS STAR LEGACY MODULE

To begin, click on the *Challenge* at the top of the *STAR Legacy Cycle*. Movement throughout the sections of the module can be managed by making use of the navigation bar at the right side of the page or by following the links at the top or bottom of each page.

The IRIS Center recommends that visitors to the Web site work through the pages of each module in the order presented in the *STAR Legacy Cycle*, starting with the *Challenge* and moving to *Initial Thoughts, Perspectives and Resources, Assessment, and Wrap Up*. The Center feels that visitors who skip one or more of these sections may not receive the full informational benefit of the Cycle.

## WORKING THROUGH AN IRIS MODULE

### **GIVE STUDENTS A REALISTIC IDEA OF HOW LONG COMPLETING MODULE ASSIGNMENTS WILL TAKE:**

- Although most IRIS Modules take around 2 hours to finish, several require 3–4 hours
- It is not necessary to complete the modules in one sitting; students can revisit and finish modules as desired

### **REVIEW AND EXPLAIN THE *STAR LEGACY* CYCLE**

### **EXPLAIN THE HOW PEOPLE LEARN (HPL) THEORY THAT UNDERLIES EACH MODULE**

### **REVIEW AND DISCUSS THE *CHALLENGE AND INITIAL THOUGHTS* QUESTIONS**

### **REVIEW THE MODULE OUTLINE PAGE**

### **EMPHASIZE THAT MODULE PAGES ARE MEANT TO BE FOLLOWED IN ORDER:**

- Proceeding randomly through module pages may not produce the intended learning outcomes
- Selected pages may be revisited at any time

### **ASSIGN THE *ASSESSMENT*:**

- Remind students that they can return to *Perspectives and Resources* if they are unable to answer the questions

### **REVIEW AND DISCUSS THE *WRAP UP*:**

- Once students have completed a module, ask them to compare their responses to the *Final Thoughts* and *Initial Thoughts* and discuss the differences between the two sets

## USING IRIS MODULES AS CLASS ASSIGNMENTS

Although there are many ways to use IRIS *STAR Legacy* Modules, a few of the most common include:

### FULL IN-CLASS USE:

- Use the *Challenge* and *Initial Thoughts* sections of the module to introduce a topic and to initiate discussion
- View the information included in *Perspectives and Resources* during class
- Use the *Assessment* component to gauge the degree to which students' thinking about the scenario presented in the *Challenge* has developed
- Conclude with the *Wrap Up*

### PARTIAL IN-CLASS USE:

- Introduce the *Challenge* as a means through which to arouse your students' interest and to allow them to share their initial thoughts
- Ask students to complete the *Perspectives and Resources* section as homework and turn in their answers to the questions found in the *Assessment* section
- Alternatively, ask the class to review the *Assessment* section in order to gauge the degree to which students' thinking about the *Challenge* scenario has evolved
- Conclude with the *Wrap Up*

### HOMEWORK:

- Assign the *Challenge*, *Initial Thoughts*, and selected *Perspectives and Resources* as homework
- Later, ask students, as a class or in small groups, to complete the *Assessment* and *Wrap Up* sections

## ASSIGNING CREDIT FOR THE USE OF IRIS RESOURCES

### ASSIGN CREDIT FOR WORK ON IRIS RESOURCES TOWARD THE FINAL GRADES IN A COURSE:

- Students will often not do work that does not count toward a grade

### ASSIGN POINT VALUES TO THE WORK STUDENTS DO ON THE IRIS MODULES COMMENSURATE WITH THE TIME AND EFFORT IT TAKES TO COMPLETE THEM:

- Make point value roughly equivalent to that of an assignment and more than that for a quiz

### ASSIGN EXTRA CREDIT FOR COMPLETING ADDITIONAL IRIS MODULES:

- Students tend to complete only those sections of the module for which they will receive points or credit

★ **Inservice Training:** *Professional development providers often allow the completion of IRIS Modules to count toward professional development training*

### IRIS RESOURCES CAN BE COMBINED TO CREATE MULTI-FACETED ASSIGNMENTS

**EXAMPLE:** Use the module "Addressing Disruptive and Noncompliant Behaviors (Part 1): Understanding the Acting-Out Cycle" in conjunction with the case study "Encouraging Appropriate Behavior" to further illustrate the principles of the acting-out cycle.

- Use activities (e.g., "Back to Square One" or "Hang in There") to expand on the module
- Ask students to identify the acting-out cycle as described in these activities
- Ask them to identify other factors (e.g., lesson demands) that might contribute to the acting-out cycle
- Play "The Behavior Games" to learn more about positive, negative, and inappropriate consequences, as well as negative consequence hierarchies

## USING IRIS RESOURCES IN COURSE MANAGEMENT SYSTEMS OR ONLINE CLASSES

### ADVANTAGES OF THE MULTI-MEDIA FORMAT:

- Already online
- Offers variety
- Includes information from experts in the field

### STUDENT PARTICIPATION:

- For online classes, use the discussion board tool or chat room tool within the course management system to discuss IRIS materials
- Encourage dialogue by asking students to respond to at least two of their classmates' initial thoughts

### ASSESSMENT:

- For large classes, develop multiple choice, true or false, and matching questions on IRIS content that the course management system will automatically grade
- For small online classes, transfer the IRIS *Assessment* questions to the course management system (the course management system will allow the instructor to provide generic feedback and specific feedback for each student)

### HYBRID COURSES:

- Allow students to complete an IRIS Module in lieu of one real-time or online class
- Completion time of a module is often the same as one class period (i.e., about two hours)
- If a class meets for two hours, allow students to leave one hour early to begin the IRIS Module

★ **Navigation:** *Make certain that you tell students how to link to the IRIS homepage or to the materials required by the assignment*



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