

*Creating a  
Positive Tone  
in Campus  
Classrooms*



**First  
Class**



320415

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THE REAL REASON AIRLINES  
DISCONTINUED PILLOWS

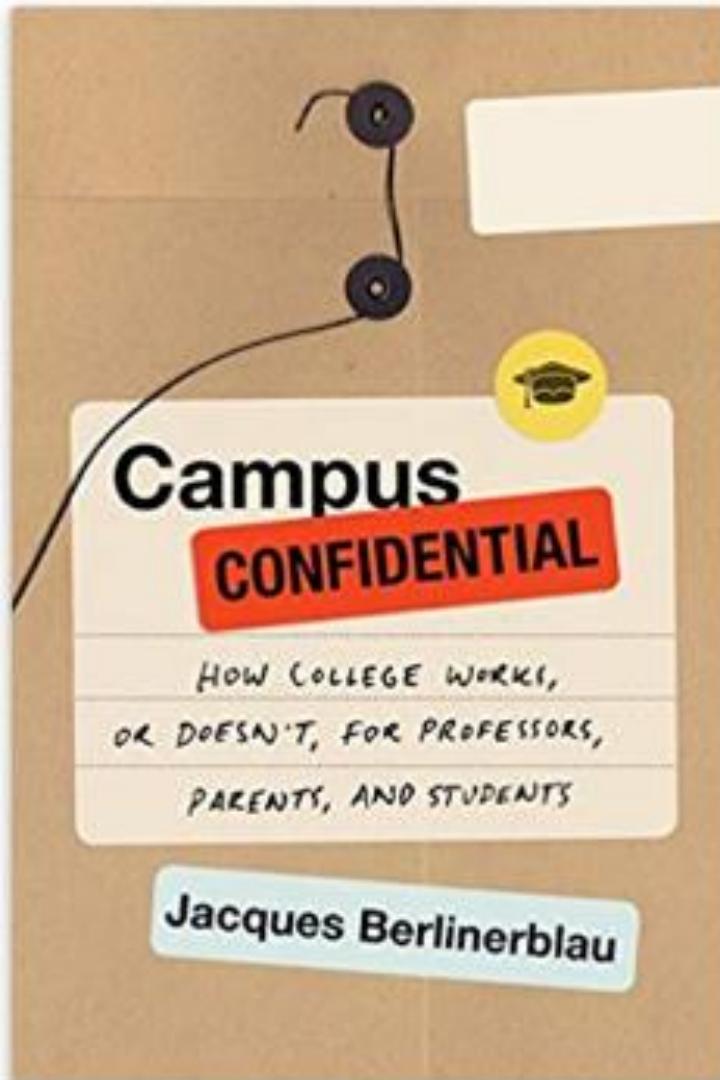




Joanne  
Neal, PhD<sup>3</sup>

Stephen R.  
Leppard, Ed.D.





"Part industry expose and part call for a return to engaged teaching, *Campus Confidential* shows how the **noble project of higher education** fell so far and how we can redeem it."

**The Fun Professor:** 'uncanny ability to get, and hold, student attention. Time move swiftly in class,... makes material ... interesting and relevant to students' (pgs. 148 -149).

**The Vault:** All scholars are learned, but 'Vaults' have the ability to enchant listeners with staggering reserves of dense wisdom and consider the transmission of scholarly insight to be a sacred task. (pgs. 153 - 155).

**The Mentor:** Scholars who cultivate lasting, professional relationships with students ... and pay attention to individuals outside of the classroom. (pg. 155-156).

[www.amazon.com/Campus-Confidential-College-Professors-Students/dp/161219642X](http://www.amazon.com/Campus-Confidential-College-Professors-Students/dp/161219642X)



# **FLYING FIRST CLASS:**

-  Host Introductions and Qualifications
-  Shared Agenda and Citing Sources (Research)
-  Framing the Learning
-  Three (3) Professors
- Challenging the Antique Paradigm
- Student as Consumer - Professor shopping
- Carnegie Mellon - Competence, Instruction, Expectations
- Chicago Centre - Credibility, Community, and Caring
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Teaching Professor Importance of Learning, as well as  
Teaching

Vanderbilt - Classroom Environment

Teaching College pt. 1 - Connecting with students

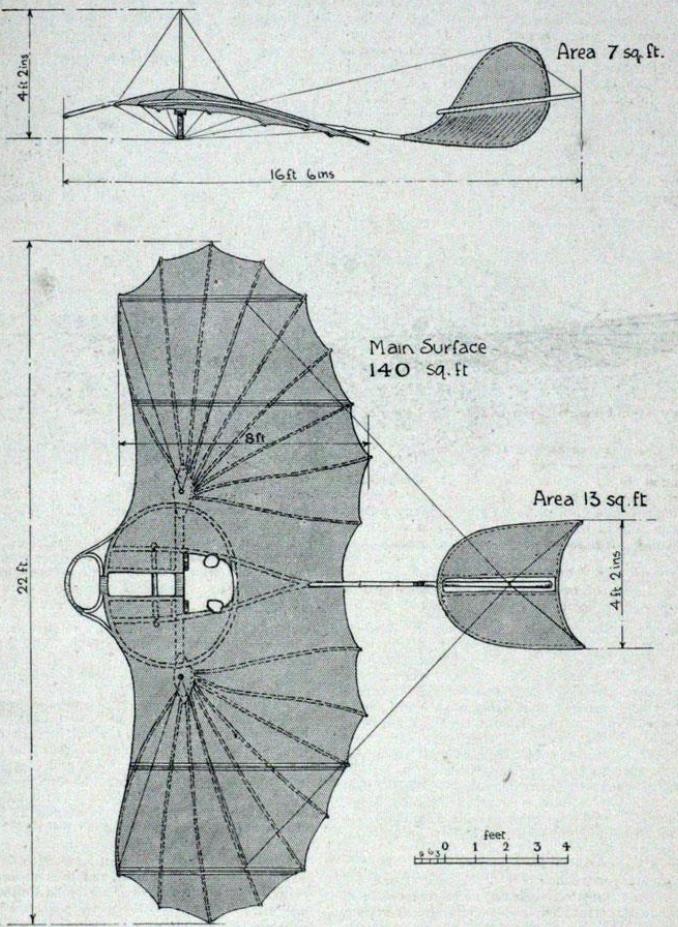
Affective and Cognitive Domains

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The Courage to Teach - Risky Business

U of A Centre for Teaching and Learning - Co-Mentoring  
Passive vs. Active, Think-Pair-Share, Flipped Classroom





The Lillenthal glider.



**MICHELANGELO**



# Advancing the Culture of Teaching on Campus

HOW A TEACHING CENTER

CAN MAKE A DIFFERENCE

*Edited by Constance E. Cook  
and Matthew Kaplan*

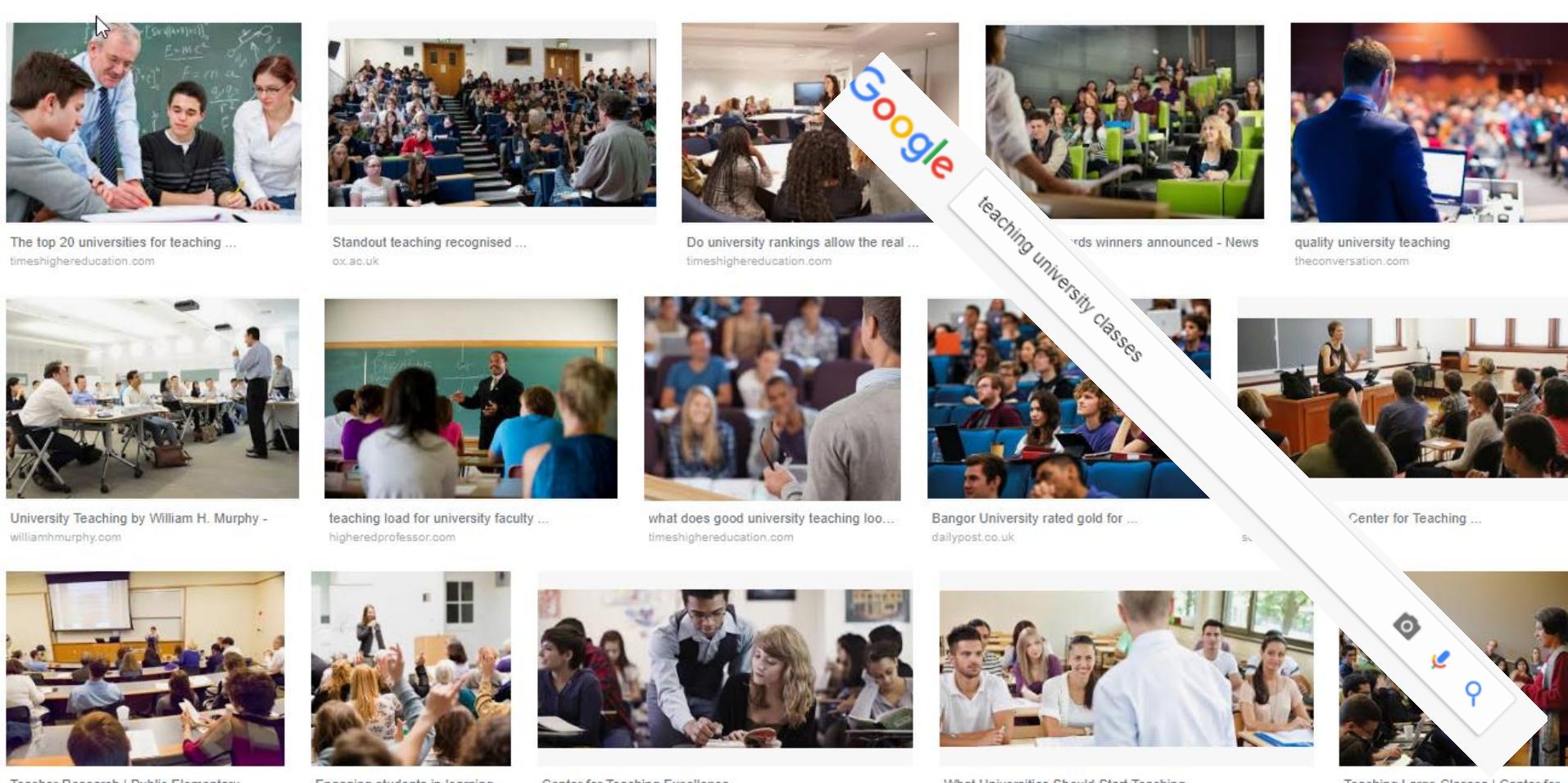
Foreword by Lester P. Monts  
Copyrighted Material

- this book offers a unique perspective on the strategies for making a teaching center integral to an institution's educational mission. It presents a comprehensive vision for running a wide range of related programs, and provides faculty developers elsewhere with ideas and material to **prompt reflection** on the management and practices of their centers--whatever their size--**and on how best to create a culture of teaching on their campuses.**

<https://eric.ed.gov/?id=ED525984>

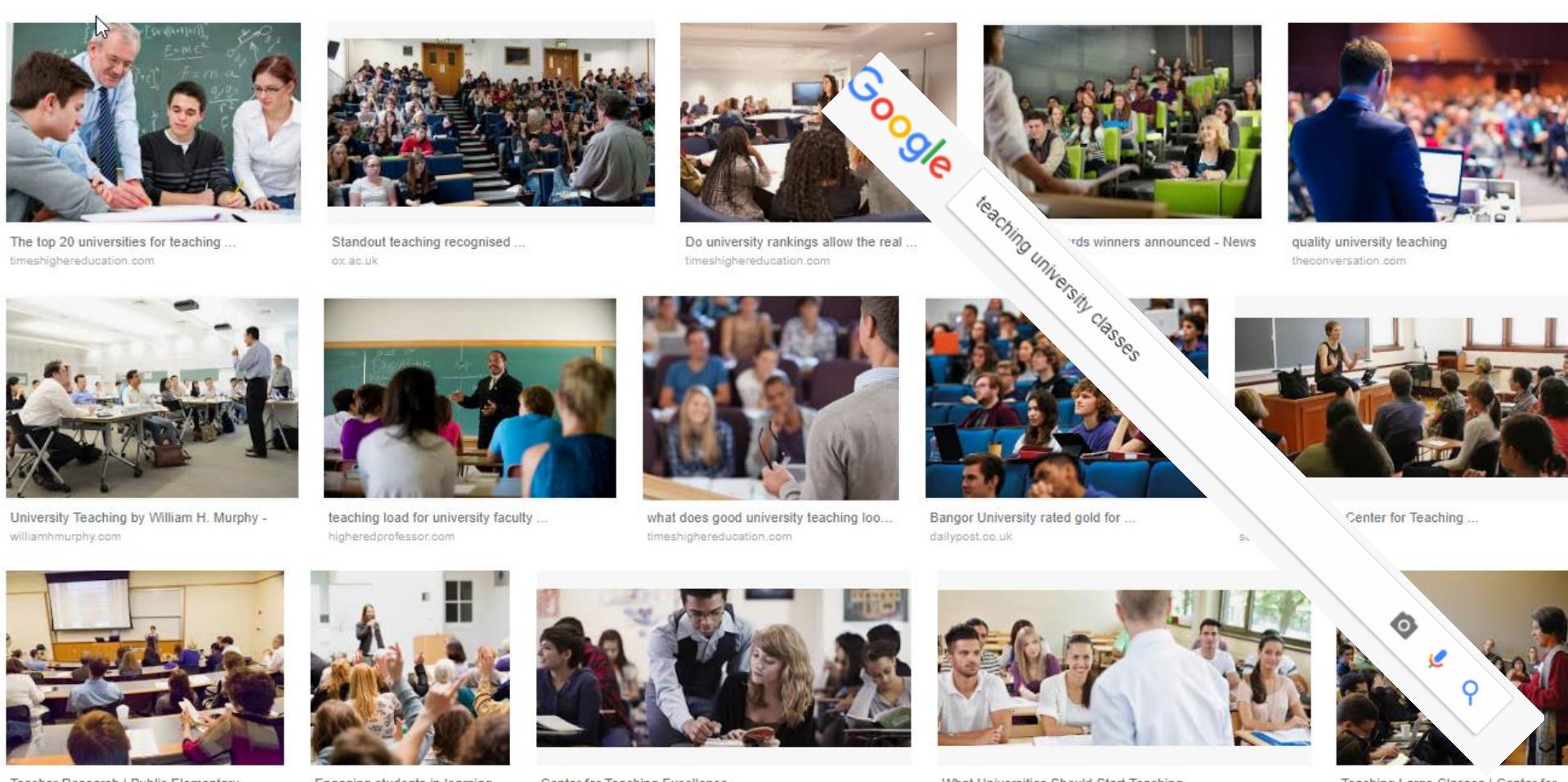






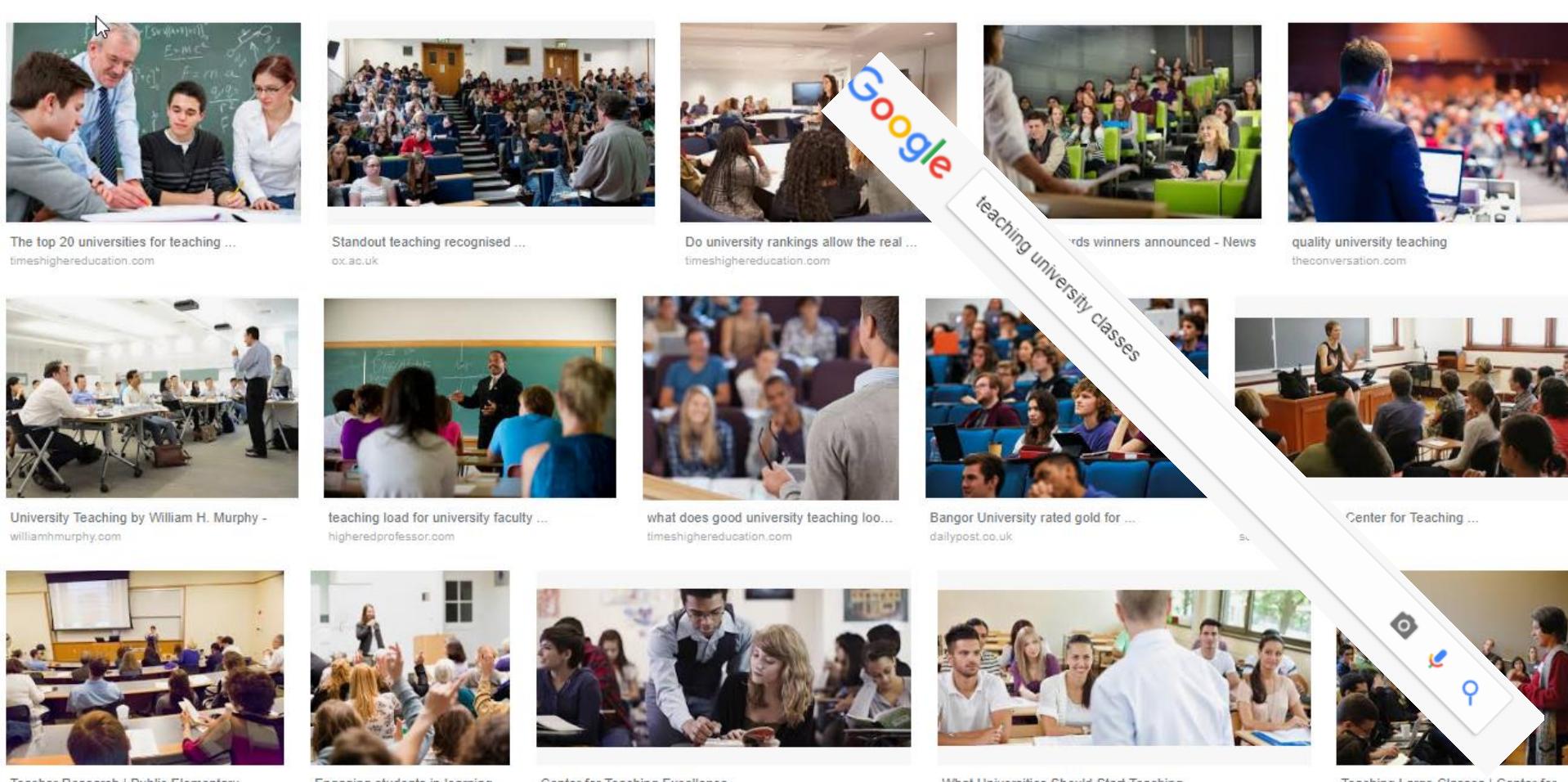
What do you notice about each of these images?





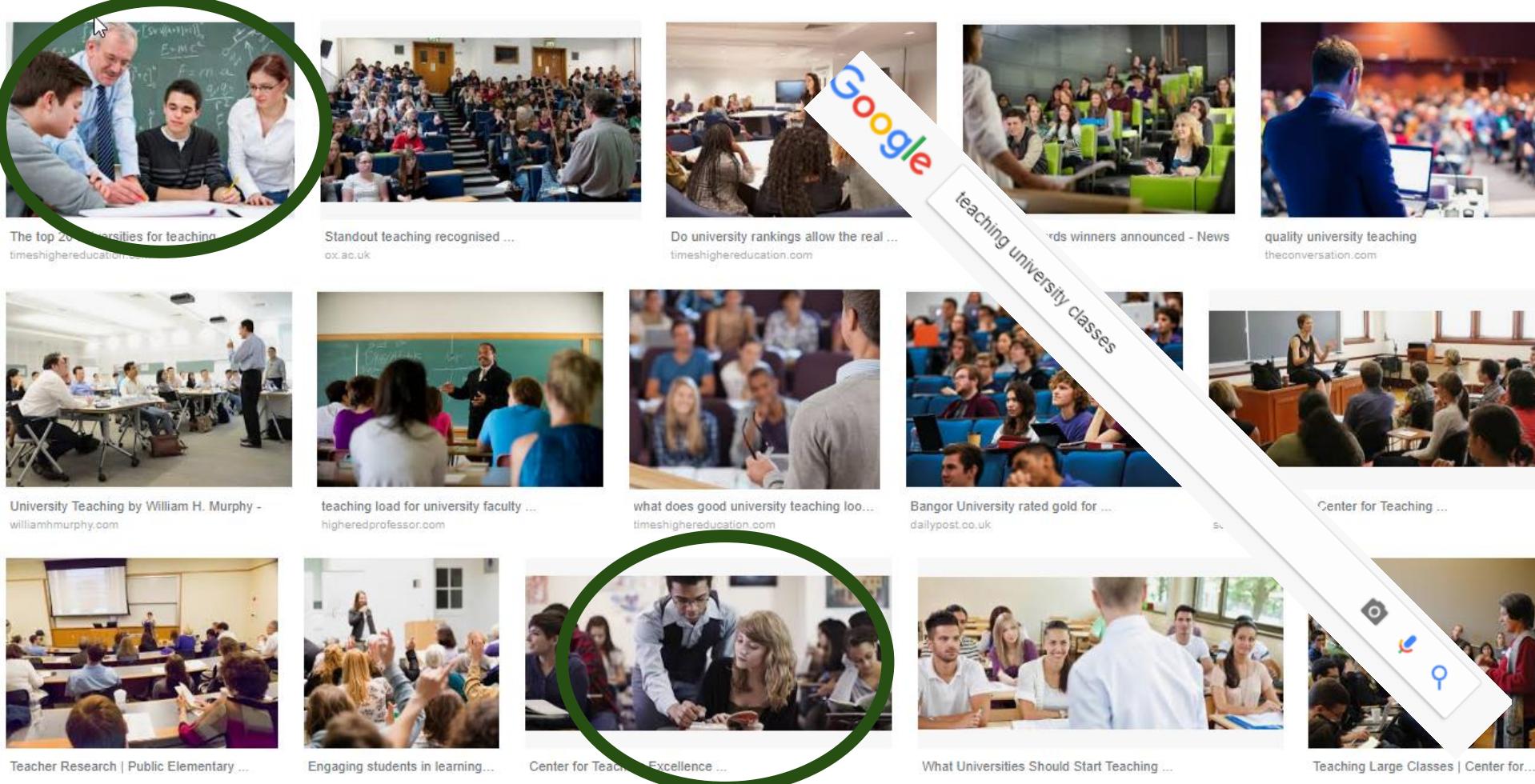
12/15 talking with, or at, students.





12/15 talking with, or at, students. 2/15 moving amongst students





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# Eberly Center

<https://www.cmu.edu/teaching/designteach/teach/firstday.html>

Teaching Excellence & Educational Innovation

Design & Teach a Course

Technology for Education

Assess Teaching & Learning

Solve a Teaching Problem

The Simon In

# Design & Teach a Course

Make the Most of the First Day of Class

(Loosely based on Lyons et al. 2003)

The first day of class always creates some nervousness, even for seasoned instructors. It helps to have a mental checklist of objectives to accomplish so that you and your students come away with the impression that the course is off to a good start.



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## The first class meeting should serve at least two basic purposes:

- To clarify all reasonable questions students might have relative to the course objectives, as well as your expectations for their performance in class. As students leave the first meeting, they should believe in your competence to teach the course, be able to predict the nature of your instruction, and know what you will require of them.
- To give you an understanding of who is taking your course and what their expectations are.





- Arrive early. Dress professionally. Greet your students as they come in.
- Introduce yourself briefly and state the name of the class and course pre-requisites. Make sure that all the students are in the right place.
- Distribute the syllabus. Give students a chance to read it and ask questions.
- Announce the course description, objectives and learning goals so that the students have an idea what content knowledge and skills they will learn in our class.
- Be clear about your expectations for the class. This means clarifying what is on the syllabus, restating academic conduct, and also discussing your specific thoughts about what it will take to meet these demands successfully. If you are adamant about discussion participation, say so; if you put more emphasis on writing, make sure your students know that. Take the opportunity to set a tone for the class. <https://teaching.uchicago.edu/resources/teaching-guides/your-first-day-of-class/>





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- Once everyone has had a chance to review the syllabus and ask questions, introduce yourself more fully. This is your chance to confirm your bona fides as a teacher-scholar and establish some clout and authority in the classroom.
- Talk about your research and experience. If you have taught the class before, say when and how often. If you have taught or TAed other related classes, mention those too.
- After establishing your credentials, give the students a chance to introduce themselves. If possible, try to devise an introductory activity that connects to the course topic. Collect baseline data on students' knowledge and motivation. Learn as many students' names as possible. This shows that you care about who they are.
- With any remaining time, you can either answer further questions, give them a taste of what the class is like with a small introductory lecture or exercise.

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## 1. 3. The First Day of Class

Here are some ideas for the first day of class:

- Be Early. Arrive 5 minutes early for class. Whether inside or outside the classroom, let students know that you are ready to talk with them: smile, nod, make eye contact, chat, whatever suits your style.
- Shake Hands. This simple gesture is powerful. In a large class, greet a few. You will find that those who are welcomed are more ready to respond in class.
- Have Students Meet. Have students greet someone else in the class. Even if this ritual takes only 30 seconds, you should find that your class warms up considerably. Add some fun: have students use greeting rituals from various cultures, or ask students to create and lead the daily greeting (no embarrassing tricks allowed).
- Social Ice Breakers. While often misunderstood and over-used, the right ice breaker can help a group of students get over the chill of anonymity.



[https://teaching.berkeley.edu/  
what-do-first-day-class](https://teaching.berkeley.edu/what-do-first-day-class)

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- Attention Grabber. Use a problem or a demonstration to capture students' imaginations about what is to come. Often, an intriguing example will provide a guiding context for the material that follows.
- Make a real beginning to class. Not just on the first day, but every day. Don't say "We might as well get started" or "Let's get started." Try instead, "Good Morning, I'm Professor xyz. Welcome to Sociology 10."
- Use the whole class period, tell your students about yourself, discuss your teaching-learning philosophy, demonstrate your mode of teaching, cultivate your students' trust, foster a spirit of free and open inquiry, display your enthusiasm for the subject, and finally, display a sense of humor.
- Don't run out of time. Have a real ending to the class, especially on the first day. Conclude with something like "I look forward to seeing you on Wednesday."
- Consider handing out a questionnaire, "pre-test," or quiz to get to know your students, and to let them know what they will need to know. (See [Sample First Day of Class Questionnaire](https://teaching.berkeley.edu/what-do-first-day-class).)



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## **Summary of Beginning of Semester Questionnaires/Quizzes**

**Debra Nolan, Statistics**

I typically hand out 3X5 cards, asking students to give me the following information:

Name

Nickname (or what they want to be called in class)

Past math and stat courses

Standing (junior/senior/grad, etc)

Major/intended major

A stat/probability question that they would like to know the answer to.

Anything else that they would like to tell me

In my stat classes, I also often hand out questionnaires to the students which they answer anonymously. I ask them things like height, length of hand span, sex, time they spent watching TV last night, how much soda they drank yesterday. We use this information in the examples in the class.



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**Could these questions be sent out prior to first class electronically?**



May I ask that you please forward this message (see below) from me onto your students, in preparation for our Call Back discussion next week, Nov. 2<sup>nd</sup> at 9:30. As I have in the past I would like to bring along another teacher to provide feedback to your students. With your permission I would like to bring Chery Jones, a teacher I had the pleasure of working with in the past. She is wise and approachable and will truly add to the discussion.

Thanks  
Stephen

---

I

Good day,  
My name is Stephen Leppard and Dr. Chorney has invited me to speak with you during your 'call back' session on the morning of Nov 2<sup>nd</sup>. My research and numerous years as a mentor teacher, U of A school contact and administrator has reinforced that effective 'call backs' are pivotal for student teachers' professional development. Call backs afford dedicated time for students to discuss what is being experienced in the field and to learn from each other. These discussions are critical for making meaning of what is expected of you, as a person who happens to teach.

It has also been my experience that meaningful conversations can be nurtured by starting with your questions, comments or concerns. Please take a moment and share your thoughts regarding ...

- 1) the things your really like about your school/field experience,**
- 2) the things that would make your placement even better,**  
and
- 3) any concerns/ questions/ additional comments you would like to share?**

I will harvest these thoughts, look for themes and create a presentation that addresses your issues in as timely and effective a manner as possible. Please note that all comments will be presented anonymously!





<https://www.teachingprofessor.com/topics/for-those-who-teach/first-day-of-class-activities-that-create-a-climate-for-learning/>



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### Why Do We Ask Questions?

Julie A. Schrock, PhD • Aug 13



"She Didn't Teach. We Had to Learn it Ourselves."

Maryellen Weimer, PhD • Sep 10



There's no discounting the importance of the first day of class. What happens that day sets the tone for the rest of the course. Outlined below are a few novel activities for using that first day of class to emphasize the importance of learning and the responsibility students share for shaping the classroom environment.



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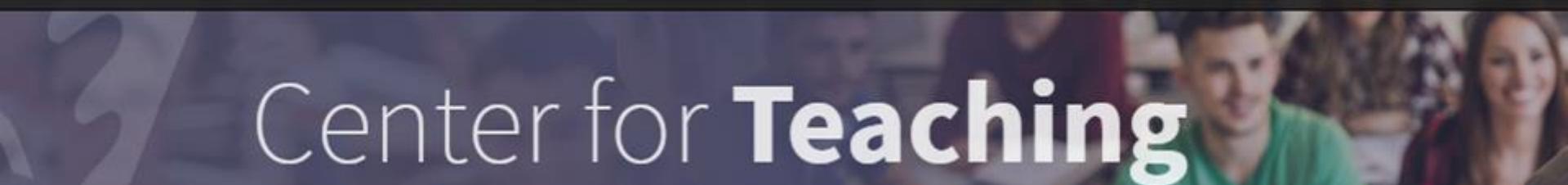
"Sharing our teaching. We Had to Learn it Ourselves."

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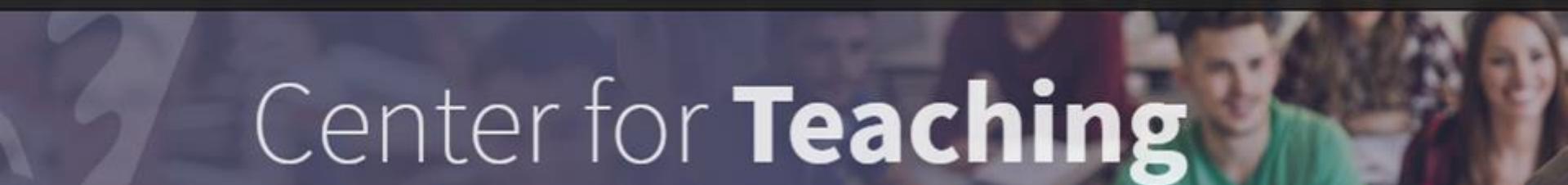
# Center for **Teaching**

The first day of class is your opportunity to present your vision of the class to prospective students. It is helpful if you can introduce yourself as a scholar and educator and provide insight into how you will teach the class and what you will expect them to contribute to the learning process.

Consider that several of your **students may be “shopping” for a schedule** the first week of classes. They may be looking for a class that will fill a particular time slot, include a particular learning environment (i.e. lab-based or lecture style), or a class with a certain workload to balance the demands of their other courses and extra-curricular responsibilities. Thus, **students will appreciate a clear roadmap of what you will require** of them over the course of the semester. You may also want to **model, as specifically as possible, the classroom environment you intend to foster** during the class. For example, if they will spend a good deal of time doing group work over the course of the semester, you may want to break them into groups the first day.

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# TEACHING COLLEGE

THE ULTIMATE GUIDE TO LECTURING,  
PRESENTING, AND **ENGAGING STUDENTS**



NORMAN ENG, ED.D.



**IF YOU WANT TO ENGAGE PEOPLE,  
YOU HAVE TO CONNECT WITH THEM.**

"In marketing, one mantra rules above all others: **Know your target audience.** How else will you connect with customers? In elementary school, teachers do the same. September is all about building class community. In order to teach you, I must know you, goes a widely known adage."

**Yet connecting with college students never occurred to me**

<https://normaneng.org/about/>





## Three domains of learning

<https://thesecondprinciple.com/instructional-design/threedomainsoflearning/>

- Benjamin Bloom (Cognitive Domain),
- David Krathwohl (Affective Domain), and
- Anita Harrow (Psychomotor Domain).

**The Affective Domain is concerned with *feelings, attitudes and behaviours*.**

### CHARACTERIZATION BY VALUE SET

to revise, to require, to be rated high in the value, to avoid, to resist, to manage, to resolve

### ORGANIZATION

to discuss, to theorize, to formulate, to balance, to examine

### VALUING

To increase measured proficiency in, to subsidize, to support, to debate

### RESPONDING

to comply with, to follow, to command, to volunteer, to spend leisure time, to acclaim

### RECEIVING

to differentiate, to accept, to listen for, to respond to





## Three domains of learning

<https://thesecondprinciple.com/instructional-design/threedomainsoflearning/>

- Benjamin Bloom (Cognitive Domain),
- David Krathwohl (Affective Domain), and
- Anita Harrow (Psychomotor Domain).

**The Affective Domain is concerned with *feelings, attitudes and behaviours*.**

**“Take care of the Affective Domain and the Cognitive Domain will take care of itself.”**

Dr. Caroline Yewchuk, Faculty of Education

## CHARACTERIZATION BY VALUE SET

to revise, to require, to be rated high in the value, to avoid, to resist, to manage, to resolve

## ORGANIZATION

to discuss, to theorize, to formulate, to balance, to examine

## VALUING

To increase measured proficiency in, to subsidize, to support, to debate

## RESPONDING

to comply with, to follow, to command, to volunteer, to spend leisure time, to acclaim

## RECEIVING

to differentiate, to accept, to listen for, to respond to





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<https://sites.educ.ualberta.ca/staff/olenka.bilash/Best%20of%20Bilash/krathwol.html>

# Best of Bilash

Improving Second Language Education

Home

Strategies & Activities: Try These!

Case Studies: Beginner & Mentor Teachers

Mentor/Host/Cooperating Teacher

Planning (B-SLIM)

Linking Theory & Practice (The Tree)

Professional Development

Quizzes

Dr. Bilash Readings & Articles

B-SLIM Overview

Planning & Preparation

Giving It

Getting It

Using It

Proving It

Assessment & Evaluation

Looking for Strategies and Activities? Click [Here!](#)

## Krathwol's Affective Domain Taxonomy

Some Questions:

What is Krathwol's affective domain taxonomy?

How is the taxonomy presented?

### What is Krathwol's affective domain taxonomy?

Krathwol's affective domain taxonomy is perhaps the best known of any of the affective taxonomies. "The taxonomy is ordered according to the principle of internalization. Internalization refers to the process whereby a person's affect toward an object passes from a general awareness level to a point where the affect is 'internalized' and consistently guides or controls the person's behavior (Seels & Glasgow, 1990, p. 28)."





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**Dr. Bilash was my advisor, is still my mentor and one of my most trusted friends.**

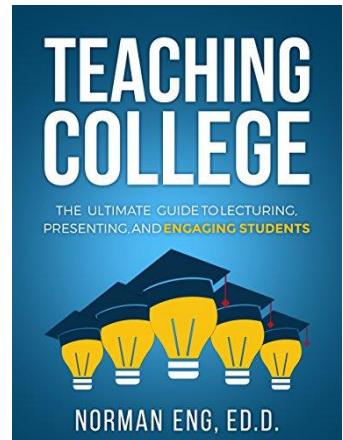


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Written for the **early career college professor**, this easy-to-implement college instruction guide teaches you to:

- Think like advertisers to understand your target audience—your students
- Adopt the active learning approach of the best K-12 teachers
- Write a syllabus that gets noticed and read
- Develop lessons that stimulate deep engagement
- Create slide presentations that students can digest
- Take charge of your college classroom management
- Get students to do the readings, participate more, and care about your course



Secrets like “focusing on students, not content” and building a “customer” profile of the class will change the way you teach. The author, Dr. Norman Eng, **argues that much of these approaches and techniques have been effectively used in marketing and K-12 education, two industries that could greatly improve how college instructors teach.**

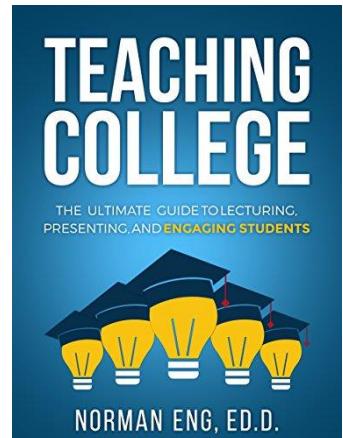
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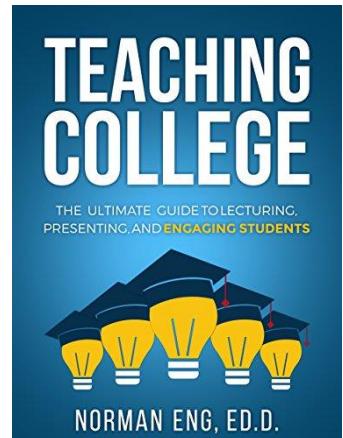
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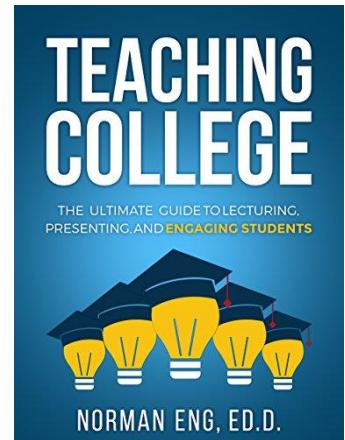
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***...as well as content ...***

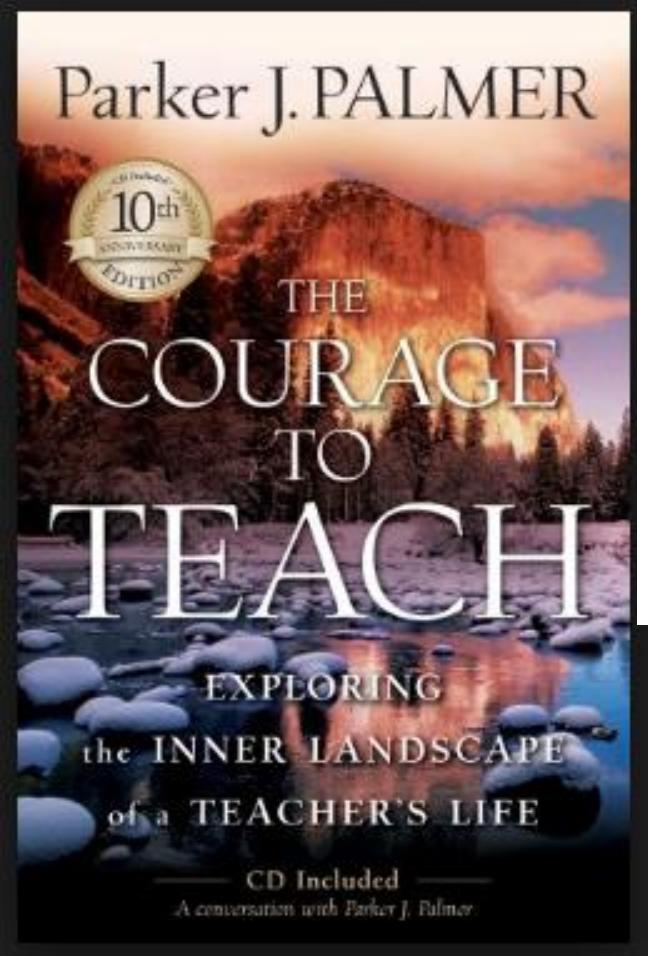


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“If we want to grow as teachers -- we must do something alien to academic culture: **we must talk to each other about our inner lives** -- *risky stuff in a profession that fears the personal and seeks safety in the technical, the distant, the abstract.*”

— Parker J. Palmer, [The Courage to Teach: Exploring the Inner Landscape of a Teacher's Life](#)



# Centre for Teaching and Learning

[TEACHING SUPPORT](#)[EVENTS](#)[GRANTS](#)[AWARDS](#)[RESOURCES](#)[ABOUT](#)[Home](#) / [Teaching Support](#) / [Consultations](#) / [Mentorship Programs](#) / [Teaching Co-Mentorship Program](#)

## Consultations

[One-on-One Course \(Re\)Design](#)[Educational Technology  
Consultations](#)[Teaching with Writing](#)[Mentorship Programs](#)[Mentoring Circles](#)[Teaching Co-Mentorship  
Program](#)[Resources](#)[Program \(Re\) Design](#)[Special Initiatives](#)

## Teaching Co-Mentorship Program

The Teaching Co-Mentorship Program is based on the understanding that teaching can best be supported and improved through mutual mentoring when participants from different faculties and departments at all stages of their academic careers come together as partners to explore and develop each other's teaching through a process of probing dialogue, reflection and self discovery. It is widely understood that changes in teaching practices that better support learning are best achieved through active involvement in such professional dialogue. Equally as important is the awareness that stimulating change and experimentation in teaching practices requires a non-judgmental and non-threatening cooperative environment. When colleagues of equal status come together there is a better chance that they will share ideas and develop their thinking in an atmosphere of trust and cooperation.

### Goal of the CTL Teaching Co-Mentorship Program

The main goal of CTLs Teaching Co-Mentorship Program is to encourage peer-to-peer support to assist in the development and success of all university-level teachers.

### Features of the CTL Teaching Co-Mentorship Program



# **FLYING FIRST CLASS:**

- ✓ Host Introductions and Qualifications
- ✓ Shared Agenda and Citing Sources (Research)
- ✓ Framing the Learning
- ✓ Three (3) Professors
- ✓ Challenging the Antique Paradigm
- ✓ Student as Consumer - Professor shopping
- ✓ Carnegie Mellon - Competence, Instruction, Expectations
- ✓ Chicago Centre - Credibility, Community, and Caring
- ✓ Berkeley - Student Input through survey



# FLYING FIRST CLASS:

- ✓ Teaching Professor - Importance of Learning, **as well as** Teaching
- ✓ Vanderbilt - Classroom Environment
- ✓ Teaching College pt. 1 - Connecting with students
- ✓ Affective and Cognitive Domains
- ✓ Teaching College pt. 2 - Focus on Student, **not as well as** Content
- ✓ The Courage to Teach - Risky Business
- ✓ U of A Centre for Teaching and Learning - Co-Mentoring  
Passive vs. Active, Think-Pair-Share, Flipped Classroom



# LITTLE DISCRETIONARY TIME



Teaching  
Researching  
Publishing  
Studying  
Personal Life  
Family Life



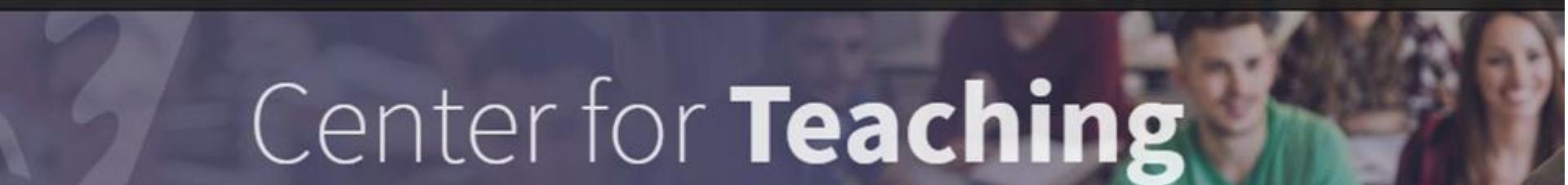
## **Passive Learning:**

Students passively receive information from the professor and internalize it through some forms of memorization. (Michel, Carter III and Varela, as quoted in Berlinerblau. pg. 157)

## **Active Learning:**

Learning is not a spectator sport ... students ... must talk about what they are learning, write about it, relate to past experiences and apply it to their daily lives. (Chickering and Gamson, as quoted in Berlinerblau. pg. 158)





# Center for **Teaching**

**Think-pair-share** – In this simple exercise, the instructor poses a question or problem to the class. After giving students time to consider their response (think), the students are asked to partner with another student to discuss their responses (pair). Pairs of students can then be asked to report their conclusions and reasoning to the larger group, which can be used as a starting point to promote discussion in the class as a whole (Angelo and Cross, 1993). This exercise helps promote engagement because students feel greater responsibility for participation when paired with one other student; lack of participation becomes obvious and problematic. In addition, the inclusion of “think” time and the initial opportunity to talk about a response with a single peer reduces the anxiety some students feel about responding to instructor prompts.

<https://cft.vanderbilt.edu/guides-sub-pages/teaching-large-classes/>



for 30 seconds

for 1 minute

during class

before class

# THINK

Ask students to respond to a question independently.

with pen and paper

or a laptop

in writing

as you doodle

turn to your neighbor

walk across the room

group size = 2

group size = 3 or 4

with the whole class

with another group

verbally

in writing

# PAIR

Have students compare answers in small groups.

come to consensus

agree to disagree

explain your reasoning

share your opinion

# SHARE

Ask students to share their work with the class.

via polling software

via whiteboard

class discussion

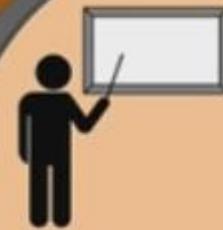
time for telling



## TRADITIONAL CLASS

### IN CLASS

DURING CLASS



Attend a lecture.

BEFORE CLASS

Look over materials.



AFTER CLASS

Attempt the homework.



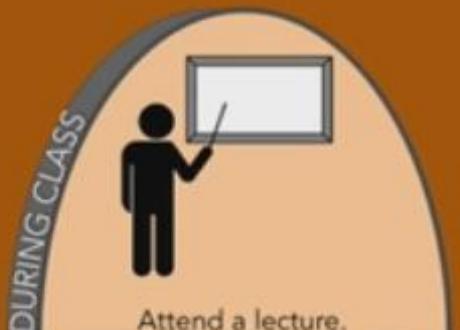
OUT OF CLASS

<https://vimeo.com/70893101>



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BEFORE CLASS

Look over materials.



AFTER CLASS

Attempt the homework.



### OUT OF CLASS



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# The Flipped Classroom

DURING



IN CLASS

Students practice applying key concepts with feedback

GOAL

Students prepare to participate in class activities

BEFORE



GOAL

Students check their understanding and extend their learning

AFTER



OUT OF CLASS

GOAL



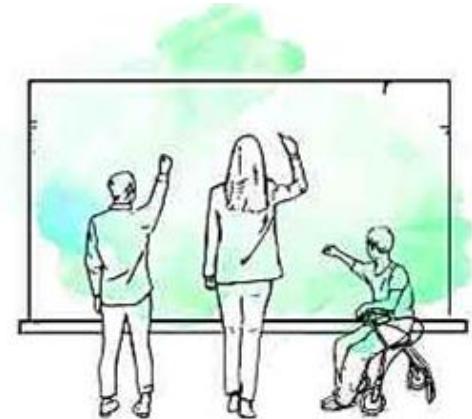
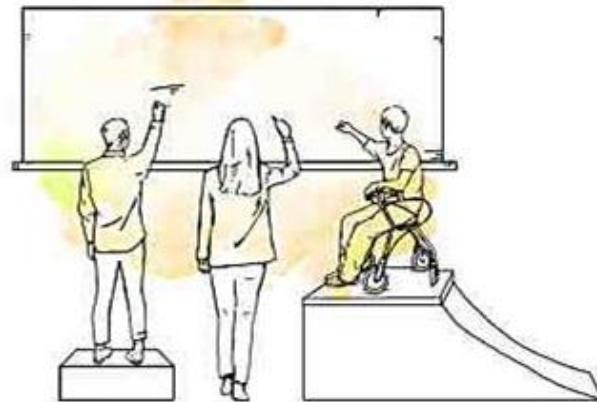
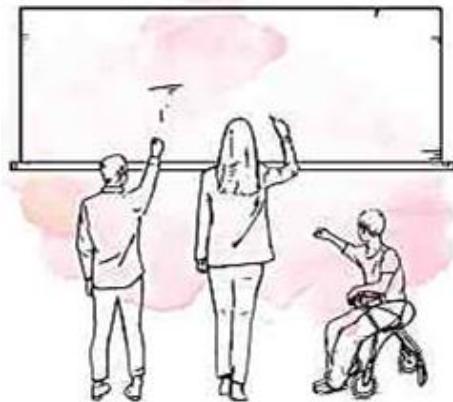
## Some Recommended Readings

- Carbone, Elisa Lynn. *Teaching Large Classes: Tools and Strategies*. Thousand Oaks, CA: Sage Publications, c1998.
- Cooper, James L. and Pamela Robinson. "The Argument for Making Large Classes Seem Small." *New Directions for Teaching and Learning* 81 (2000): 5-16.
- Heppner, Frank. *Teaching the Large College Class: A Guidebook for Instructors* with
- Renaud, Susan, Elizabeth Tannenbaum, and Phillip Stantial. "Student-Centered Teaching in Large Classes with Limited Resources." *English Teaching Forum Number 3* (2007).
- Stanley, Christine A. and M. Erin Porter. *Engaging Large Classes: Strategies and Techniques for College Faculty*. Boston: Anker Publishing Company, Inc., 2002.

<https://cft.vanderbilt.edu/guides-sub-pages/teaching-large-classes/>

**Use one word to describe the pedagogical concept of each picture below?**

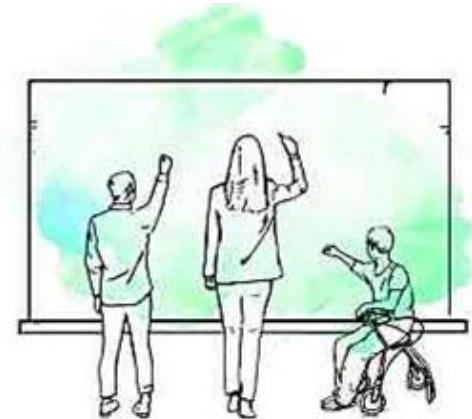
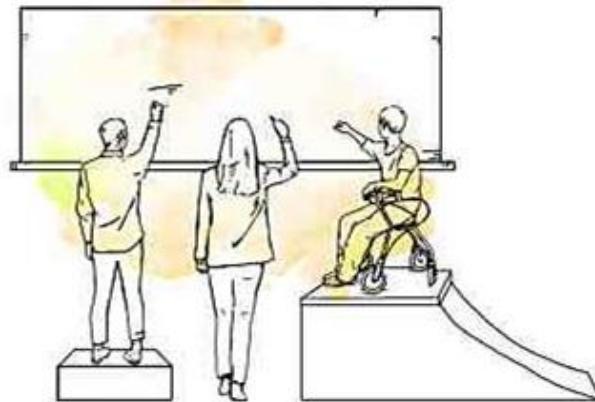
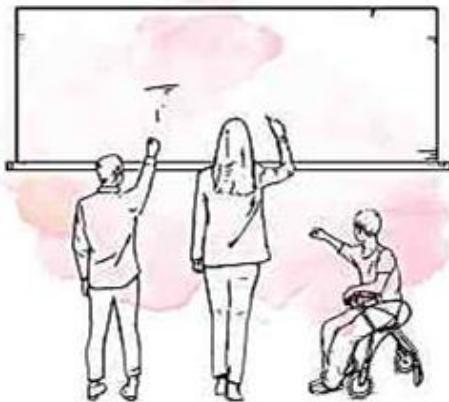
**Feel free to discuss with a peer.**



**Use one word to describe the pedagogical concept of each picture below?**

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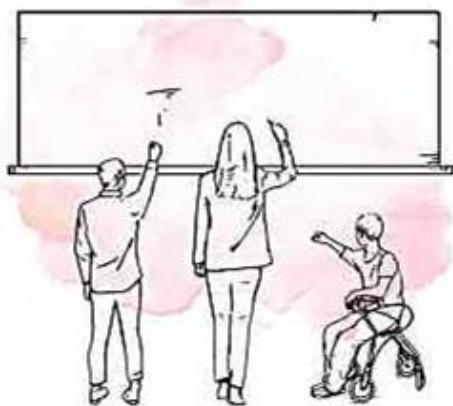
## Equality



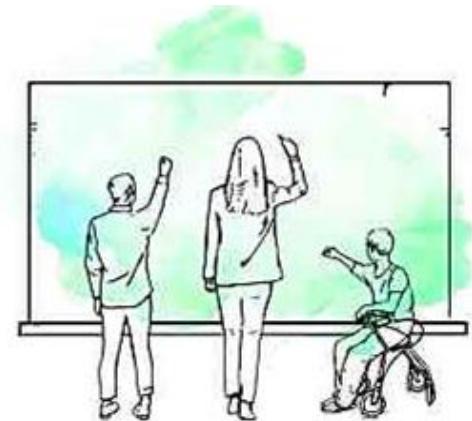
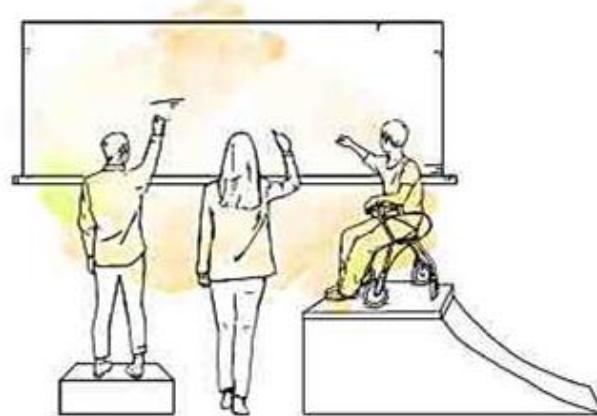
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**Equality**



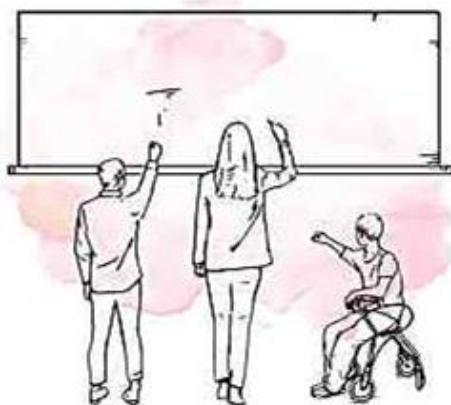
**Accommodation**



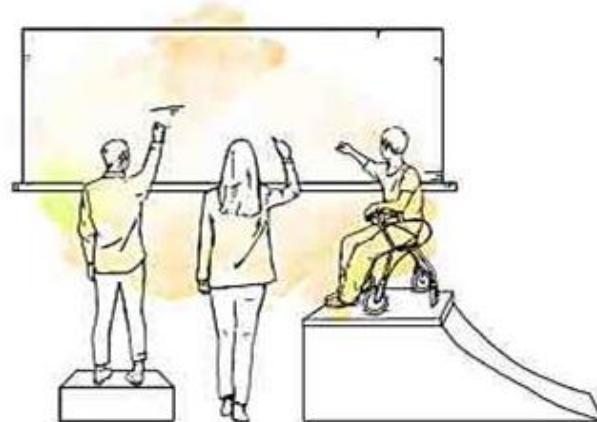
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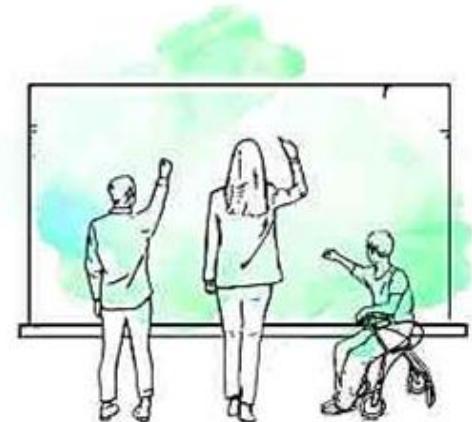
**Equality**



**Accommodation**



**Accessibility**





Available online at [www.sciencedirect.com](http://www.sciencedirect.com)

**ScienceDirect**

ELSEVIER

Procedia Technology 16 (2014) 1456 – 1461

**Procedia**  
Technology

<https://core.ac.uk/download/pdf/82467760.pdf>

CENTERIS 2014 - Conference on ENTERprise Information Systems / ProjMAN 2014 - International Conference on Project MANagement / HCIST 2014 - International Conference on Health and Social Care Information Systems and Technologies

## BodyShifter – software to determine and optimize an individual's somatotype

Cláudio Alexandre Duarte Silva<sup>a</sup>, Daniel dos Santos Mendes<sup>a</sup>, Eunice Oliveira<sup>a,b</sup>,  
Henrique Amorim Almeida<sup>a,c</sup>, Rita Margarida Teixeira Ascenso<sup>a,d\*</sup>

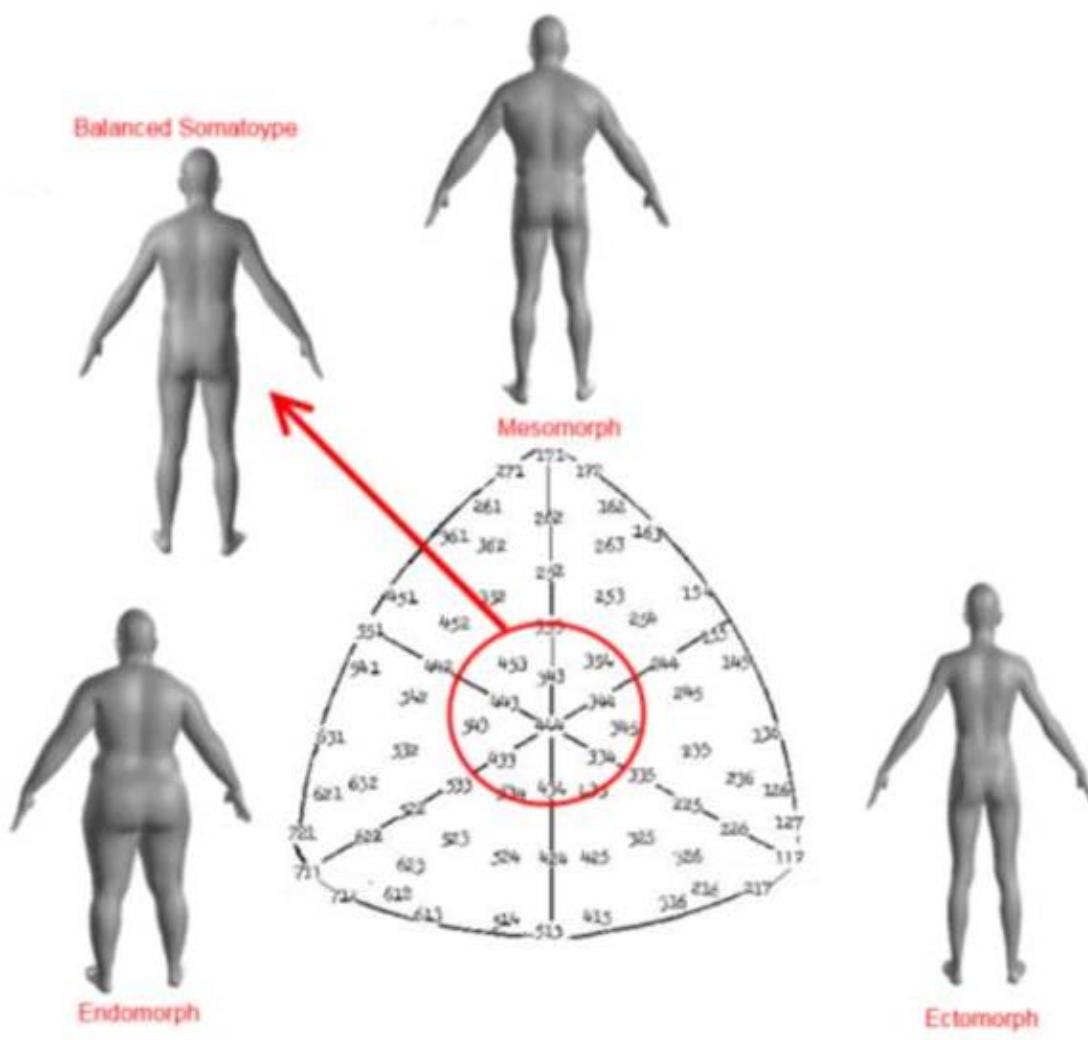
<sup>a</sup> School of Technology and Management, Polytechnic Institute of Leiria, Leiria, Portugal

<sup>b</sup> R&D Unit INESC Coimbra, Coimbra, Portugal

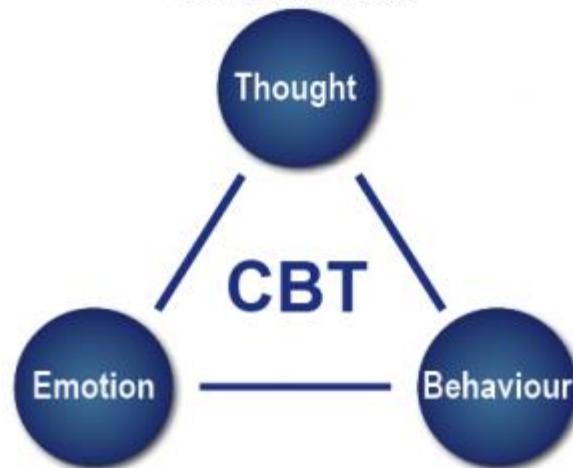
<sup>c</sup> Centre for Rapid and Sustainable Product Development, Polytechnic Institute of Leiria, Marinha Grande, Portugal

<sup>d</sup> Computer Science and Communication Research Center, Polytechnic Institute of Leiria, 24011-901 Leiria, Portugal

Somatotype is a theory of classification and a body technique that was originally developed in 1940 by the American physiologist William Herbert Sheldon [1]. According to his studies, he divided the physical structure of the human being in three different biotypes: Endomorphy (adiposity), Mesomorphy (muscularity) and Ectomorphy (thinness), which define physical characteristics that permits to differentiate all individuals.



What we *think* affects how we act and feel.



What we *feel* affects how we think and do.



What we *do* affects how we think and feel.

