

# Meauxmentum Through Learning Scholars Leading Communities

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# Through conversations, faculty . . .



- Discover/apply strategies
- Apply course changes
- Support our colleagues' efforts
- Can be accountable to each other in a community
- Collaborate on common goals in a specific project
- Share reflections on course strategies

# Role of the Meauxmentum Scholar

- After August 12<sup>th</sup> kickoff, select the community pedagogy in dialogue with colleagues
- Recruitment—committees, colleagues, previous conversation
- For your MS members, perhaps a brief application, expression of interest
- Attend fall webinars
- Attend fall check-in conversations with us
- Confirm membership of community
- Schedule and facilitate 6 or more spring meetings
- Attend check-in spring conversations
- With final reflection in mind, foster at least 1 course application of the pedagogy, perhaps more.
- Collaborate with Regents office staff to produce final reflections on process and change(s).

# Foregrounding Learning

**LEARN**

TEACH

# Course Enrichment by Context

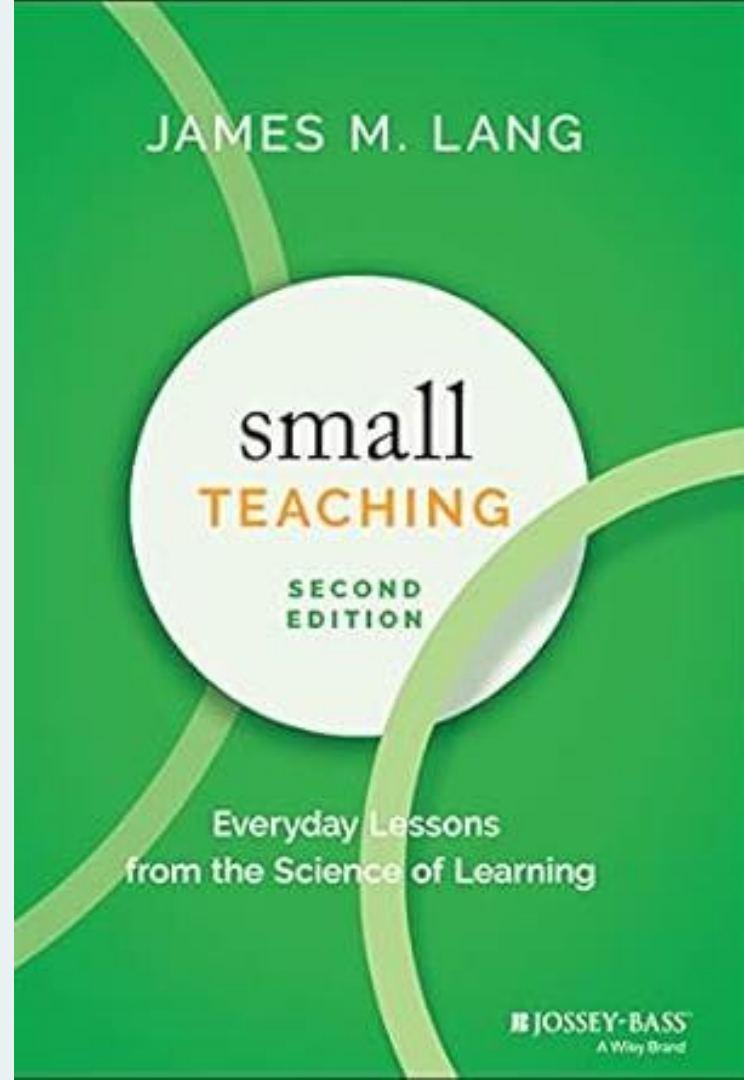
- In the classroom: Small Teaching approach: cognitive exercises in less-used segments of class
- With assignments: TiLT-ing all student work
- Through experiential learning with HIPS and the 8 Elements

## **Purpose**

To introduce cognitive exercises using active learning strategies in key moments of class to enhance student learning, all without major course overhaul.

## **Task**

To respond to the items on an inventory of small teaching practices to gain a sense of what is involved in class sessions using the small teaching approach.



# Cognitive activities, active learning, class segments

**The WHAT:** Lang offers 8 individual chapters on each kind of cognitive activity:

Knowledge: predicting, retrieving, interleaving

Understanding: connecting, practicing, self-explaining

Inspiration: belonging, growth mindset

**The WHEN:** first-5 (useful to retrieve previous matter, to predict outcomes of current/future matter; last-5 (useful to retrieve the day's matter, predict upcoming matter), and Hitting Pause along way (useful to connect, retrieve, practice, reflect).

**The HOW:** quizzes, questions posed in the key segments, padlet and other technological tools, class discussion, student facilitated discussion, writing prompts, one minute paper, journal booklets

# Engaging student knowledge

- **Predicting:** How do you think this story, experiment, historical event will turn out?

“Asking them to use existing knowledge to struggle with material before we teach it can provide a robust foundation for deeper learning” (20).

- **Retrieving:** Learn facts. Think creatively with facts. Repeat facts.

So some of every assessment can be from previous material. Integrate older with present. Challenge students to remember and integrate repeatedly. Or, begin by inviting them to begin with what they know.

- **Interleaving:** Breaking down a writing genre into parts and spend time practicing the parts in different order. Same way with lab or other skill. Analyze into steps and practice each separately and in different order.



# Developing Understanding

- Connecting: Blue book exam booklets become Lang's Commonplace booklets; or Concept Maps function in much same way. The Minute Thesis also provides brief way to connect.

Students gather favorite quotes, observations, lines that they predict will apply to later readings, and at times write in them on assigned topics. Lang urges faculty to create a framework within which students can hang the facts.

- Practicing: example, **Practicing**: (120) not rote repetition but mindful learning practice; he likes some in-class practice b/c it's a game time venue that calls for more from student. Ex: writing intro pgphs....
- Self-explaining: example, **Explaining** exercises range from student articulating their understanding of a topic; to creating teaching materials for a different audience; to teaching something to a live audience using those materials.

Inventory of Some Possible Practices for First-5, Last-5, & Hitting Pause

Select one of your courses when responding below. Course:

First-Five Minutes of Class

Yes

No

Possibly, if

1. Brief 5-point quiz at beginning of class on current & recent work
2. Writing prompt at beginning of class to draw on previous topic
3. Begin student work with student offering summary w/ responses
4. Students sign up to offer 'look back' in first-5 of each class
5. First-5 given to solving a problem that integrates old & new
6. Peer pairs take turns explaining question posted to begin class
7. Students can bring short article on uses of the course material
8. Students asked to predict outcome of reading, experiment, other
9. First-5 spent in interleaving practice of research process
10. Before new topic/story, first-5 in Minute Paper on 'what I know'

Last-Five Minutes of Class

Yes

No

Possibly, if

1. 1 question or quiz to end class on 'What is next'
2. Writing prompt at end of class connect current work previous, next
3. Peer pairs alternate explaining muddiest point or key idea
4. Last-5 on 'In the News' reflecting on course or major
5. Change peer pairs to connect current topic to different context
6. When appropriate last-5 to connect to course outcomes
7. Or, when appropriate last-5 to connect to research project
8. Interleaving practice on one segment of research project
9. Last-5 to write in Connection blue books
10. Last-5 practicing elevator speech, 2 sentences on research topic

Hitting Pause

Yes

No

Possibly, if

1. Hit pause to apply new materials to outside situation
2. Pause to wait for questions you know are just beneath surface
3. Pause or time out to discuss a relevant topic in the news
4. Pause to celebrate briefly a student achievement
5. Hit pause for top 10 recurring errors in essays, w solutions
6. Pause to work out the problem posed at beginning of class
7. Hit pause to work on Concept Map for a specific topic
8. Pause to allow time for students to process a difficult reading
9. Pause to allow peer pairs to work through complex problem
10. Pause to allow students to review answers on daily quiz

<b>PURPOSE</b>	<b>TASKS</b>	<b>CRITERIA</b>
<ul style="list-style-type: none"><li>• Uncovers relevance to students</li><li>• Connects to learning outcomes</li></ul>	<ul style="list-style-type: none"><li>• Students know <i>what</i> to do</li><li>• Students know <i>how</i> to do it</li></ul>	<ul style="list-style-type: none"><li>• Identifies specific expectations and criteria</li><li>• Provides examples &amp; standards for success</li></ul>

## PAPER INSTRUCTIONS

Your task is to explore a psychological topic in relation to your life, in a 3-4 page paper. Papers should be (a) double-spaced, (b) 12 pt Times New Roman font, (c) include your name in the header, and (d) a title at the top of the first page. Papers will be graded on the following criteria: (a) addressing the question / topic, (b) writing quality, (c) integrating outside sources (at least one quality source; if you are not sure whether something is a good source, ask me), and (d) following instructions.

### TOPIC:

One of my goals in this course is to introduce students to ideas that can potentially change the way that they view the world. This can relate to any topic in psychology (e.g., how people learn, disorders of the brain, how memory functions, intelligence, what happens when we sleep, personality, how people interact with others, etc.), because psychological research is applicable to so many aspects of human life. Pick something that you have learned in this course that has changed the way you view the world. For example, imagine if on the first day of class I had asked you something like “how does short-term memory work?” and your answer then was very different than what you learned later in the semester from lecture/textbook. Think about the idea more deeply (especially in the context of your life), and apply it to your philosophy of life.

Once you have an idea, describe how you used to think about the topic, discuss the topic itself (i.e., what you learned about it), and then explain how your view has changed going forward. Please be as specific as possible when writing.

**CHANGING BELIEFS: TAKE-HOME ASSIGNMENT (end of term)**

**PURPOSE:** One of my goals in this course is to introduce students to ideas that can potentially change the way that they view the world. This can relate to any major topic area in psychology (e.g., how the brain functions, how we perceive, how people learn, sleep and dreams, how memory functions, intelligence, personality, how people interact with others socially, or disorders). The purpose is to identify a topic for which your prior view of it has changed as a result of what you learned in this course. You should be able to compare and analyze how your thinking / beliefs are different now than before.

**TASK:** Your task is to: (1) Select a topic that you have learned about in this course that has changed the way you view the world. You are encouraged to refer back to your answers to the questions in the Changing Beliefs Activity from the beginning of the semester. (2) Once you have an idea, describe in a paragraph or two how you used to think about the topic. (Refer back to your responses to the Changing Beliefs activity from the beginning of term.) (3) Then, discuss the topic itself (i.e., what you learned about it). Please use the library to find an outside source – a peer reviewed psychology research article – to help you write a more thorough description of the selected concept. (4) Finally, explain how your view has changed going forward. Please be as specific as possible and please apply this to your own life and way of thinking (i.e., please do not generalize or write about how most people think).

Your completed assignment should be between 3 to 4 pages (typed, double-spaced). Include your name and a title in the header. Include a reference for your outside source at the end, using APA style formatting rules.

**CRITERIA:** Your assignment will be graded based on the following criteria: (a) Did you select a topic discussed in this course? (b) Can I clearly understand your prior way of thinking about that concept? (c) Do you provide a clear description of the topic that demonstrates that you can summarize the important aspects of it? Is information from the outside source nicely integrated into this description? (d) Can I clearly understand your current way of thinking about that concept? Did you contrast this to your prior view? (e) Finally, following instructions and quality of writing will be evaluated as well (e.g., proper grammar, spelling, etc.).

# More transparent assignment example



## TiLT worksheet

Examples of Assignments, original and more transparent

<https://tilthighered.com/tiltexamplesandresources>

[On the page, scroll down to 'Example Assignments [more and less transparent]']

After reading several examples, consider how the TiLT framework of **Purpose, Task, and Criteria** will apply to a brief assignment of your own.

OR,

Consider what other instructional and institutional materials might benefit from the application of the TiLT framework.

# Key Moments of HIP History

- George Kuh (2008): HIPS: What They Are, Who has Access to Them, and Why They Matter
- George Kuh and Ken O'Donnell (2013): Ensuring Quality and Taking High Impact Practices to Scale
- Kuh, O'Donnell, & Carol G. Schneider (2017): 'HIPS at Ten'
- [Jillian Kinzie update on HIPS, June 2024.](#)
- NSSE 2024 is underway.

## The High Impact Practices: Programs and Courses

- First Year Seminars
- Common Intellectual Experiences
- Learning Communities
- Writing-Intensive courses
- Collaborative assns/proj
- Undergraduate Research
- Global Learning
- Service Learning
- Internships
- Capstone
- ePortfolio program
- Service Learning
- Writing Intensive courses
- UG Research
- Collaborative assns
- Global learning
- Internships
- Capstone



High Impact Practice	Examples of My Courses and Content	Workspace for Courses and Content
Writing Intensive course	Literary Criticism, Memoir, American Lit Canon, Special Topics Course on What is Tragedy	
Collaborative Assignments and Projects	In Lit Crit, students create a panel on successive case applications within a specific 'school' of criticism	
Undergraduate Research	Based on SURE, student research project based upon a specific disciplinary question that the research explores/addresses. (built into multiple courses)	
Global Learning	Using Study Away model, students use aspects of Place in the Seminar on Place. (dining in China, wildfires in California, ...)	
Service Learning, Community-Based Learning	Writing another's life and applying decisions authors made in writing their memoir; sites for the interviews varied as available.	
Internships	Required 'progress reports' read and feedback sent to student; conversations with employer regarding the quality of work; final report	
Capstone Courses and Projects	Required for graduation, INQ course(s) embed Ways of Inquiry in the discipline; a research project along with reflections about learning.	

# Including 8 Elements in the design lead to '*HIPS well done*'

- Expectations/Rigor
- Time on task
- Challenge of unfamiliar
- Faculty interactions
- Timely feedback
- Real world application
- Public demonstration
- Reflection

8 KEY ELEMENTS	Course Example: The Memoir	Workspace
Performance expectations set appropriately high	Daily quizzes on assigned book pages; staged semester research project; analytical essays in multiple drafts; individualized projects with feedback	
Significant time and effort over extended period	Research project begins in late September, set out in segments, with internal tasks, culminates with research presentation	
Interactions with faculty & peers on substantive	Seminar style class structure; student-led class discussions; conferences with me on each writing assignment, research project in separate segments.	
Experiences of difference and the unfamiliar	HIP partner took students out of comfort zone, to senior citizen home, alternative school, veterans' institution; all involved interviews; Writing the life of another person	
Frequent, timely, and constructive feedback	In class general feedback using the course document; conferences required and 1-1 feedback; 1 week rule on major drafts	
Structured opportunities to reflect, integrate learning	Required culminating reflective essay in multiple drafts; reflection in brief increments built into many classes (Minute Paper)	
Real-world applications & relevance of learning	HIP partner sites all involved immersion in real world and application of interview skills in live situations; class developed a list of key issues in the memoir	
Public demonstration of competence	Students either created panel or starred individually in presenting research to class or to larger audience (by invitation)	

# Meauxmentum FLC Program: Success will look like . . .

- FLC conversations
- ST, TiLT, or HIP applied to individual courses
- Created 'experiment' in an application
- Identified results
- Achieved Outcomes
- Collegiality
- Shared ideas
- New course(s)
- Increased student engagement
- Student learning

# Possible course products

- A newly-designed course, or parts of a course
- Activities in class: maximizing minutes
- Outside of class: experiential learning  
HIPs integrated with course outcomes
- Student work: assignments, projects
- Assessments
- Reflection on changes, adaptations

# FLC Resources

- Lang, Jim. *Small Teaching*, 2<sup>nd</sup> ed. (2021).
- Winkelmes, M. Boye, A. and Tapp, A. eds (2019). *Transparent Design in Higher Education Teaching and Learning*. Stylus.
- <https://tilthighered.com/>
- Annotated Bibliographies of Research Studies

## HIGH-IMPACT PRACTICES: EVIDENCE & OUTCOMES (2019)

## HIPS IN PRACTICE - IN THE CLASSROOM (2019)

- Kuh, George, et al (2008). *High Impact Practices: What They Are, Who has Access to Them, and Why They are Important* (AACU).
- Kuh, George, et al (2013). *Ensuring Quality and Taking High Impact Practices to Scale*. (AACU).
- Rogers, Satu and Jeff Galle (2015). *How to Make Your Campus a 'HIP' Campus*. Rowman and Littlefield.

# Thank you

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