

MEAUXMENTUM THROUGH MS LEARNING COMMUNITIES

(A REVIEW & NEW RESOURCES)

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Spring 2025

The MS program applies strategies within the three contexts where students engage with us—the Classroom, their Assignments, and in Experiential Learning HIPS.

GOALS: (1) Richer use of class minutes, **(2)** clearer/transparent assignments, and **(3)** experiencing the content of the course outside of class working within one or more High Impact Practices.

FACT: The Faculty Learning Community is the structure that enables small groups of faculty to go deep into their practice, identify changes, apply them, and seek counsel from colleagues as they go through the iterative process.

KEY to move FORWARD: With any choice of topic, there is a large set of free resources available at institutions, organizations like AACU, and from individual scholars. While the financials are worked out in the first year of the MS program, MS can identify open source ones for the time being.

So if you have begun, please review with us and explore the open source materials and if you have not begun, let's get started with what is available.

IN GROUP 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

2

FLC and other faculty learning/discussion groups as distinguished from conferences and large gatherings (which do have a good use) allow for individualized participation, hands-on, iterative practice for a longer time, hopefully one or two semesters or multiple years, ideally. The ideal of becoming the national expert is giving way to a value for broader, perhaps slower, but ultimately deeper expertise.

One-off presentations or one-time workshops are akin to setting off fireworks---a loud bang followed by smoke and ringing ears. Not really much longterm.

Better to learn over time in a small, supported group with clearly defined expectations and outcomes that improve courses, practices, and learning.

SCHOLAR RESPONSIBILITIES

August 12th kickoff

Selection of topic

Recruitment

Spring check-ins

Spring meetings

1 course application

Final reflection report

Wherever you are along this list/timeline, success is within your reach. The full project simply put: Topic, Members, Meetings, Report

Your Toolkit contains other valuable info and examples from, previous learning communities.

1. Topic selection is discussed over upcoming slides now.

2. MEMBERS Recruitment: begin with colleagues serving on committees with you, your department meetings, your chair or dean. A department email often gathers new members. Joining your topic to other student learning efforts is another strategy. With the topic, you can describe the project to all. 2 good articles on recruitment:

https://www.naesp.org/sites/default/files/resources/2/Leadership_Compass/2007/LC2007v5n2a4.pdf

<https://www.irisconnect.com/uk/blog/sharing-and-collaboration-in-schools/>

3. Attend our check-ins.

4. Schedule a set of **spring meetings**, preferably 6 or more, to give opportunity for all members to learn materials, apply to classes, select course change and apply it.

5. At least ONE course application, small or large, discern impact and record it for your final reflection.

6. The final reflection/report: I have posted multiple examples of these and will analyze in depth with you all as we move forward this semester.

LEARNING ENCOUNTERS: 3 CONTEXTS



In the F2F classroom/online: Small Teaching approach: cognitive exercises, 1st and Last 5, Pauses

Transparent/clear assignments: TiLT-ing all student work

Experiential learning with HIPS and the 8 Elements; applying course content

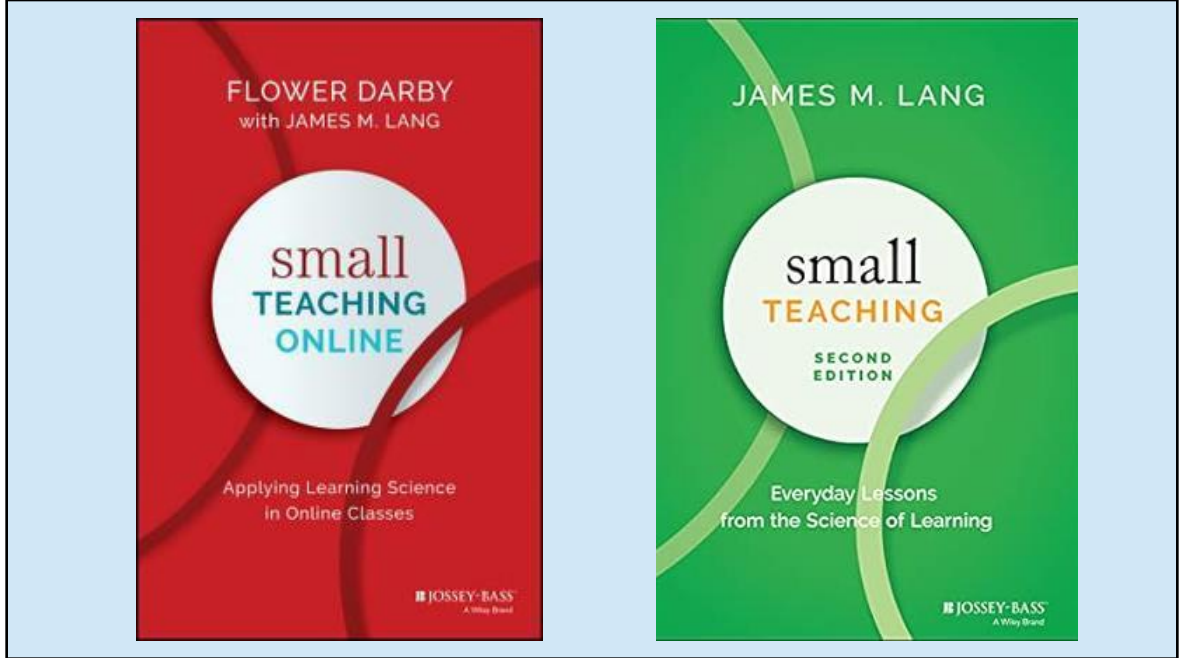
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REVIEW: our topics stem from the three contexts we provide in which students engage with course/disciplinary materials: the classroom, student assignments, and application of course material in one or more High Impact Practices.

#1: The college classroom that engages students to think critically, not during lecture, but also in those little used segments of class, and also using specific cognitive activities praised by Bloom and others. We selected the Lang book, and its Online volume by Darby. You also have AI playing a role possibly, course design, too.

#2: Students assignments written clearly, transparently, as learning opportunities/not only tests for memorized facts.. Again, AI assignments can be TiLTED

#3: Experiential learning, application of course content, with structured reflection and other key elements, within one or more of the HIPS. See below for the 'personal' HIPS used in individual classes. Set up at least one in the spring by design, with intentions of applying it in your fall classes, or as soon as possible.



Context 1: the **classroom**.

How can we use the classroom time to spark deeper learning? Active learning with learning science foundation: Lang addresses this question in this book and it's conducive to use in all kinds of disciplines, classroom spaces, of a **in a traditional lecture course**.

Materials on the approach and the content of the book include August 12th kickoff slides, and recordings, as well as Sept 4th slides.

See the Regents' website and jgalle.com for all covered materials.

GETTING STARTED WITH OTHER AVAILABLE MATERIALS

<https://teachinginhighered.com/podcast/small-teaching-reprised/> *Inside Higher Ed* interview with Jim Lang after 2nd ed of ST published.

<https://crln.acrl.org/index.php/crlnews/article/view/24768/32616> good survey, types, analysis

<https://gcci.uconn.edu/2019/08/19/applying-james-langs-small-teaching-in-stem-classrooms/> applying ST in STEM courses

https://www.ala.org/acrl/publications/keeping_up_with/small_teaching ST in Information Literacy, a course example

<https://cei.bd.psu.edu/2021/08/09/small-teaching-tips-the-beginning-middle-and-end-of-class/> ST for first 5, last 5, and middle pause work.

6

<https://teachinginhighered.com/podcast/small-teaching-reprised/> *Teaching in Higher Ed* interview with Jim Lang after 2nd ed of ST published.

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So rather than simply TELLING students the activities and exercises lead students to do the cognitive work WITHIN CLASS, create the mental framework, enhance retention of course material.

ST: COURSE EXAMPLES

Knowledge activities: predicting, retrieving, interleaving

--1st five: daily quiz(can include at least 2 of cognitive activities)

--Last five: What have we covered summary; muddiest point; next lesson

--Pauses: recall a similar idea/fact/situation; summary

Understanding activities: connecting, practicing, self-explaining

--1st five: Connecting previous quiz(zes) to current pages or topic

--Last five: 5-minute prompt to connect current to previous info

--Pauses: Paired work (self-explaining choice/answers recent essays)

Inspiration activities:

--1st five: retaking particular quiz

--Last five: Sharing applications of course work in Service Learning project

--Pauses: sharing individual journal entries or key moment in essay

7

In addition to TELLING students the content of the course and discipline, we can provide activities and exercises lead students to do the work, create the mental framework, enhance retention of course material.

Short exercises (at opportune moments) can require students to predict, retrieve, interleave; connect, practice, self-explain; and, recognize their belonging and adequacy.

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

Context 2: student work, assignments.

You can find the full 1-hr workshop slides in the complete deck from August 12th. Here, we want to offer a summary to pique your interest in this approach to improving assignments.

PURPOSE: stated in terms of one or more of the stated outcomes, what student already have seen as the outcomes they re striving for.

TASKS: specific, clear steps, or work tasks for the given assignment. A research paper has stages, so multiple sets of tasks perhaps.

CRITERIA: make things challenging, tell them they can DO this, provide examples of first drafts through final drafts.

So let’s look at an example to see how the assignment revision process could take place.

MS materials: Kickoff slidedeck and recording as well as TiLT worksheet
Examples of Assignments, original and more transparent

Additional TiLT resources:

<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 and revised language can apply to your assignments.

<https://tilthighered.com/tiltexamplesandresources>

see many short videos, ~20 example assignments, and TiLT frameworks at the bottom of the page: **This page is a gold mine; all free.**

THE HIGH IMPACT PRACTICES: COURSES, PROGRAMS, & 8 ELEMENTS

- | | |
|------------------------------------|---------------------------------------|
| 1. Service Learning | 1. Rigor and challenge |
| 2. Writing-Intensive courses | 2. Time and effort, extended period |
| 3. Collaborative assns/proj | 3. Timely, meaningful feedback |
| 4. Undergraduate Research | 4. Interactions w/ peers & faculty |
| 5. Global Learning | 5. Experiences of difference |
| 6. Internships | 6. Structured reflections |
| 7. Capstone | 7. Real-world applications of content |
| 8. Common Intellectual Experiences | 8. Public demonstration of competence |
| 9. Learning Communities | |
| 10. First Year Seminars | |
| 11. ePortfolio program | |

10

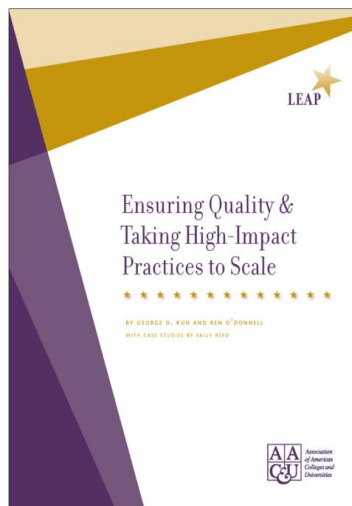
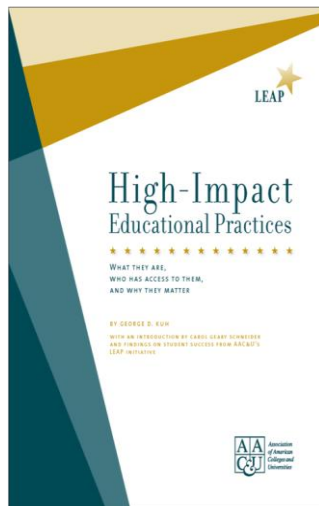
3rd context. Experience of Course and Disciplinary Content through ONE or MORE High Impact Practices.

These are the current 11 HIPS, with ePortfolio the most recent addition. I think the list is evolving and a twelfth High Impact Practice may one day soon be the TiLT which Denise's workshop clearly demonstrated.

HIP materials available to MS:

- Slide decks from kickoff, Sept 4, and the recordings posted on Regents website
- Key worksheets HIPS, the 8 Elements, course examples

KEY HIP BOOKS



Delivering on the Promise of High-Impact Practices

Research and Models for Achieving Equity, Fidelity, Impact, and Scale

Edited by
John Zilvinskis, Jillian Kinzie,
Jerry Daday, Ken O'Donnell,
and Carleen Vande Zande

Epilogue by Shaun Harper
Afterword by George D. Kuh

Great purchases after funding is available!

GETTING STARTED WITH OTHER AVAILABLE MATERIALS

<https://www.aacu.org/trending-topics/high-impact>

AACU page

<https://teaching.resources.osu.edu/teaching-topics/high-impact-practices-enhancing>

The Ohio State University

<https://www.tbr.edu/student-success/high-impact-practices>

Tennessee Bd Regents

<https://www.aacu.org/trending-topics/high-impact> AACU page

<https://teaching.resources.osu.edu/teaching-topics/high-impact-practices-enhancing>

Ohio State University Teaching and Learning Resource Center

<https://www.tbr.edu/student-success/high-impact-practices> Tennessee Bd Regents

An individual FLC such as yours can enable your faculty to create a HIP within an individual course, or multiple courses, or even create a proposal for a HIP program like FYS or a common reading experience across an entering class. See what others have done.

MULTIPLE HIPS ENRICHING EVERY COURSE

Service Learning: Writing Life (Lit); Water analysis (Bio);
Languages immersion (Fr, Sp, German, etc);

Writing Intensive: All writing courses, but also Themed
courses from art – zoology; Writing in the Discipline
course; Special Topics courses

Collaborative assignment: course project in groups;
panels for research project/presentation;

13

Over the years, almost every course I offered at Oxford College came to possess three distinct HIPS—a service learning project, a writing intensive quality, and a collaborative assignment for students.

SELECTED FLC RESOURCES BY TOPIC (POSSIBLY PURCHASE)

Lang, Jim (2021). *Small Teaching*, 2nd ed. Jossey-Bass.

Darby, Flower with Jim Lang (2019). *Small Teaching Online: Applying Learning Science in Online Classes*. Jossey-Bass.

Winkelmes, M. Boye, A. and Tapp, A. eds (2019). *Transparent Design in Higher Education Teaching and Learning*. Stylus.

[Tilt in Higher Education. https://tilthighered.com/](https://tilthighered.com/)

Delivering on the Promise of High Impact Practices (2022). Edited By John Zilvinskis, Jillian Kinzie, Jerry Daday, Ken O'Donnell, Carleen Vande Zande. Routledge Press.

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.

14

Small Teaching now in second edition (2021) also has an online focus (Flower Darby book 2019).

The TiLT work already possesses a rich presence in the website we've discussed; now there is an edited collection (2019)

HIPS work has burgeoned. The most recent book *Delivering on the Promise* (2022) adds to that rich collection.

Now, individual institutions are producing books on their HIPS efforts (Rogers and Galle, 2015)

OPEN SOURCE MATERIALS BY TOPIC (ST, TILT, HIPS)

<https://teachinginhighered.com/podcast/small-teaching-revisited/> *Teaching in Higher Ed* interview with Jim Lang after 2nd ed of ST published.

<https://crln.acrl.org/index.php/crlnews/article/view/24768/32616> good survey, types, analysis

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<https://teaching.resources.osu.edu/teaching-topics/high-impact-practices-enhancing> Ohio State materials

<https://www.tbr.edu/student-success/high-impact-practices> Tennessee Bd Regents

15

These are the links provided at the January check-in.

**THANK YOU
AND PLEASE CONTACT ME WITH ANY QUESTIONS**

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Let's apply a Just in Time approach by addressing specific challenges with targeted strategies. We only need your remarks and questions.