

Meauxmentum Scholars: Content, Conversations, and Course Changes

MS Check-in
February 19, 2025

We are not all at the same place in the process; differences may be large. But whenever each faculty steps into the **course enrichment process*** that's when we are closer to success. It's an iterative and yearslong process. It's ok to be where you are.

***Course enrichment** means designing and delivering courses with Learners foremost in our mind.

And as before, I will send this slide deck with notes and post it as well.

Thought Outline



Where are we going in the MS Project: **Changes applied, Final Reports submitted**



Where have we been? August Kickoff, Sept Makeup, 4 Fall webinars, Spring Check-ins



Engaged Learning in the Classroom: **Classroom active learning from *Small Teaching***



Engaged learning through Transparent Assignments: **Assignments from TiLT**



Immersive, Experiential Learning: **Projects with High Impact Practices**

So where we are going is to apply **Course changes** you have selected and to the collation of **Final Reflections** or Reports.

We have come a good ways from where we began: kickoff on August 12 and other content and support meetings.

Focus of MS project has been to work in one or more of three contexts in which students engage our content, disciplines—in class, through assignments, & experiential learning projects. We have additional ideas emerging from the fall webinars, too.

The MS communities are not all in the same place. So we are including repositories (on the last slide) and reviews in our check-ins so that all communities can move to successful completion. **Fact:** as we enrich each of the places where students encounter the content and disciplines, their learning will be deepened.

Today, we will describe a LOT of possible course changes in each of the three primary contexts: so let's get started!!

Active Learning within the Classroom: Cognitive Exercises

Lang's *Small Teaching: Everyday Lessons from
The Science of Learning*

When Lang advocates for 'Small Teaching' he urges us consider making those changes that make the greatest impact on student engagement/learning.

Science of Learning—Bloom's kinds of mental activities—Knowledge, Understanding, and from more recent neuroscience the area of motivation/Inspiration.

So in a nutshell, classroom activities in the less-used segments of class, and activities that foster Knowledge and Understanding and/or Inspiration!

Getting students to use the Bloom's questions will be a huge advance: 'What's the evidence for ___?' "What are the Facts for that?" How does ___ apply? How is that similar or different? Those cover a LOT of possibilities. Let's see/review.

Cognitive activities in Class Segments: Lang's frame

The WHAT: Lang offers 8 individual chapters on each 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/answered in the key segments, padlet and other technological tools, class discussion, student facilitated discussion, writing prompts, one minute paper, journal booklets,

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The WHAT: Three cognitive activities for enhancing Knowledge, three for Understanding, and two for Attitudinal improvement/mindset.

The WHEN: segments of class without losing valuable minutes of instruction time, Lang points to segments of class in which much can be accomplished

The HOW/learning tools: quizzes, blue exam booklets for writing, tech apps, closing questions, student led discussion, and MORE

Creating activities (the WHAT), for use in specific limited times of class (The WHEN), using specific learning tools (The HOW) means students can systematically be asked to Predict, Retrieve, Interleave, Connect, Practice, Self Explain, and experience belonging and optimism.

Learning that TELLING information is NOT as useful as structuring moments for students to learn it IN CLASS is the key point that Lang makes. These activities do not make the course harder esp when combined with support and best practices to build their confidence.

Identifying the edge of 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 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.

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Predicting: outcome of book, story, event, relationship, trip; predict what one will do in a situation; what one will say, how one will react. ‘Grace under pressure’

Retrieving: get the facts, just the facts, not thinking creatively with facts, but interpreting upon retrieval. And challenge them to retrieve previous material.

Interleaving: how we approach practice of steps or segments; break it, work on individual parts, out of order, reconstruct.

What will these cognitive activities look like with your courses, materials, disciplines?

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 pghs....

- 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.

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Galle examples: for Knowledge I employed a daily quiz in first -5.

For Understanding:

Connecting: compare similar Life Writing decisions from book to book; or **Life Writing Issue** from book to book; or in Lit Crit: two schools approach to a scene

Practicing: writing a thesis paragraph perhaps; but more working on the Interview; editing the interview!

Self-explaining: think pair share in class over decision in an essay, explaining 'reading' of a scene,

Inspiration Through Key Best Practices



Make eye contact with your students and learn their names early in the semester to create connection and their confidence



Weave relatable stories into your classes using narratives that make your content/discipline memorable and impactful



Encourage questions and provide thoughtful responses to enhance student participation



Use technological tools to discern student learning, promoting engagement and multimodal teaching

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Combining rigor and support is the best way I have found to foster learning and confidence. These are my best practice self-rules; you can create your own. For the second edition, Lang added a chapter on belonging, mindset, essentially what he called Inspiration. Without being psychologists, the classroom or disciplinary research faculty can explore a set of best practices which can lift each student's confidence to do the work of the course.

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

First-Five Minutes of Class

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 class with student offering summary of last discussion; one hands off to a second.
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

1. 1 question or quiz to end class on 'What is next'
2. Writing prompt at end of class connects 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, use last-5 to connect to course outcomes
7. Or, when appropriate, use 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

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

Using class time to get students thinking in organized activities that can be done as class work, group work, and for points, or not. One can utilize ST in class hour segments—first and last 5, and pauses to summarize, apply, reflect.

This is an inventory of some 30 class activities that seek to develop Knowledge, or Understanding, or Inspiration. KEY: what these will look like in YOUR classes will depend on how you structure them.

ST Sample Reflections: Georgia Learning Scholars

The [sample reflections](#) are worth spending some time reading!

Sara Selby, South Georgia College (facilitator scholar). FLC composed of instructors, primarily. Great overview, details of progress of FLC.

Frank Pridemore, POLI 1101, moved to using 5 bullet points beginning of class, referring to them, asking for recall, rather than straight lecture.

Susan Clement, NURSING 2213, developed a set of questions to be given out at end of class to direct student reading/study. Quiz to begin next class.

Samuel Abegaz, Columbus State (facilitator scholar). ST Online. Overview of his FLC is well done. Note focus on online setting, guest experts, how they do readings, discuss, share plans, & changes.

Florence Wakoko, Sociology 1101, Using Darby and Lang's ST Online, she created small scaffolded assignments that focused on brief tasks, culminating in a larger assignment.

Note: there are almost 20 reflections in just these two reports!

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See Sample Reflections on the Regents website for more details and elaborations of examples.

Put in CHAT: <https://www.laregents.edu/meauxmentum-scholar-resources/>

Creating Fantastic Transparent Assignments

Transparency in Learning and Teaching

The Power of the TiLT Approach



Transparent assignments
have clarity of 3 elements:

Purpose

Tasks

Criteria for Evaluation

TiLT [examples](#) abound!

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See the **January check-in slide deck for more examples.**

Basically, connect the Purpose of the assignment to outcomes. For Tasks, identify the gaps where we assume students know what we are talking about. And for Criteria for Evaluation, demonstrate upon what criteria will they be graded: a rubric helps.

TILT Examples: Learning Scholars Georgia

Goldsberry, Georgia College. Created a TiLT rubric for members to use in revising existing assignments or creating new ones.

Akella, Albany State. Focused on clarity of tasks in two assignments by writing detailed individual paragraphs describing specific tasks and seeking student feedback on them.

Brown, Georgia Gwinnett College. The community produced pre- & post-TiLTed assignments, specifically for an interview with an area expert.

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Add: these examples are taken from reports included on the Regents website under MS Resources Sample Reflections. Each of these 3 contains the reflections of 6-10 members. So a LOT is in them.

Creating an Experiential Learning Project through a High Impact Practice

The 11 AACU HIPS

Embedding and integrating a HIP may require multiple semester and that's fine. Exemplary courses do take time.

The High Impact Practices: Programs and Courses

Program HIPS

- First Year Seminars
- Common Intellectual Experiences
- Learning Communities
- ePortfolio program

Course-based HIPS

- Service Learning
- Writing Intensive courses
- UG Research
- Collaborative assns
- Global learning
- Internships
- Capstone

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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. The August and September presentations on the Regents and Galle website go into more specific details on the research supporting HIPS. Students LOVE joining course content to a project that APPLIES the content. This is blue ribbon experience.

KEY: it's possible for individual faculty to create an immersive, experiential project without the support of a key institutional office. Those on the right side CAN have some institutional office, however.

The 8 Key Elements

- Appropriately high expectations of student performance
- Significant investment of time and effort
- Interactions with faculty and peers about substantive matters
- Experiences with difference and the unfamiliar
- Feedback, constructive and timely
- Periodic, structure opportunities to reflect and integrate learning
- Opportunities to discover relevance of learning with real world applications
- Public demonstration of competence.

Integrating these 8 into a HIP project is vital to the improvement in learning for students.
NOTE: Unpacking one or more of these 8 could lead to a course change for your members.

HIPs Course Examples

- Students apply biological concepts to a water quality project.
- Or write the key experiences of an interviewee at a senior citizen home in an English writing course.
- Or, teach elementary math concepts to a school group.
- Apply citizenship principles in a Study Away project.
- Teach a government unit to students in an area school.
- Science students support a sustainability effort in local government by presenting to a citizen committee.
- Communication students facilitate a school debate at a local school.
- Business students use internship hours to apply disciplinary content.
- Nursing students use internship hours in a blood donor unit.

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Students apply biology in a stream water quality project with an area school. Or write the key experiences of an interviewee at a senior citizen home in an English writing course. Or, teach elementary math concepts to a school group. Apply citizenship principles in a Study Away project.

So the formula is the **Course Content + Experiential application + Reflection = deeper learning.**

HIPs Sample Reflections: Learning Scholars Georgia

(facilitator scholar) Amy Sumpter, Georgia College.

For her course Global Connections 2000, struggling to get students to do the readings, she created in class activities where students had to use their readings to build models. Created worksheets and used Padlet as tools for students.

(facilitator scholar) Ashley Holmes, Georgia State University.

For composition English 3020, a course involving persuasive rhetoric, she moved to more writing intensive strategies, a community-based project, and a collaborative group project—three new HIPS in one course.

Mary Hocks, Georgia State University, 'Nothing has been more rewarding than reflecting on my teaching in conversation with colleagues.' Especially at a research institution, the learning community process has been wonderful.

She added WAC components to a writing course, making it Writing Intensive.

Links to MS Resources

[2024-2025 MS Repositories: LA Regents site and Galle's site](#)

<https://www.laregents.edu/meauxmentum-scholar-resources/>

<https://jgalle.com/meauxmentum-scholars-and-faculty-learning-communities/>

Two sites with 'where we have been' resources—the Toolkit, handouts, presentation slide decks, and other resources.

Please share the resources with your members. The Sample Reflections contain many good course changes, and each tells a story of forming the FLC, challenges met, and successes as things turned out.

Thank
you

Questions are welcome!

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Suggestion: use the materials at hand in the repositories—especially sample reflections from previous facilitators. One good change in each course, each year or so. Examine at end of year where students stumble. Make change with that student difficulty in mind.