

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.

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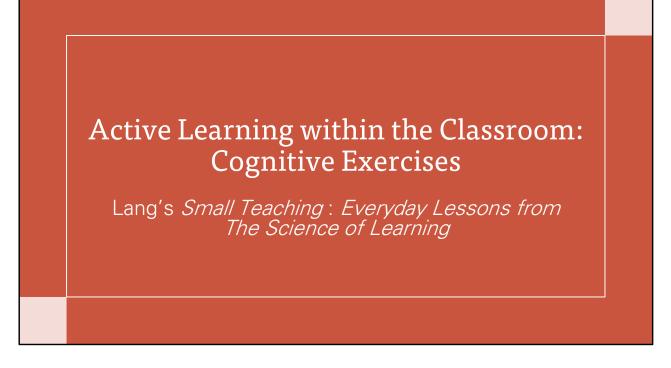
So where we are going is to apply **Course changes** you have selected and to the collation of **Final Reflections** or Reports.

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!!

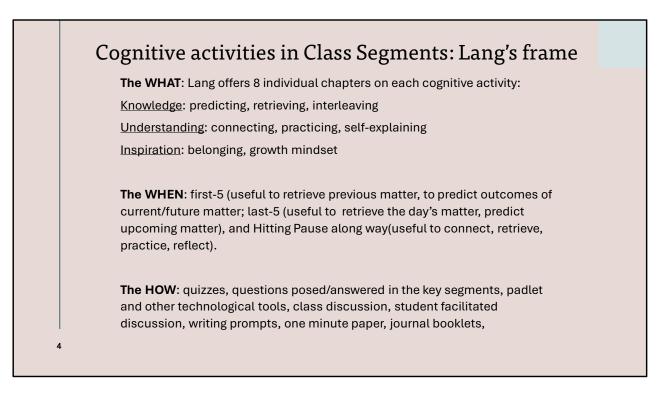


When Lang advocates for 'Small Teaching' he urges us consider making those changes that make the greatest impact on student engagement/learning.

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.



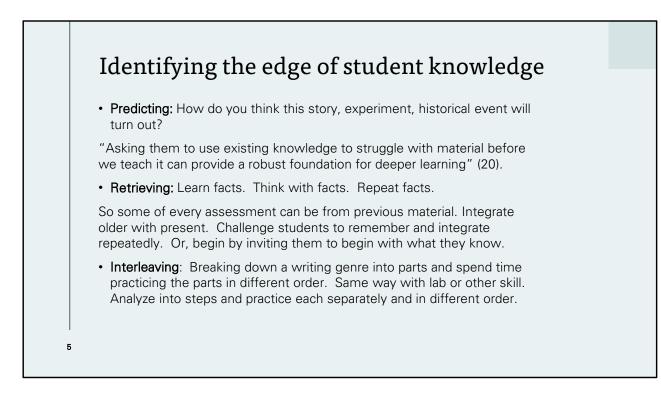
The WHAT: Three cognitive activities for enhancing Knowledge, three for Understanding, and two for Attitudinal improvement/mindset.

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.

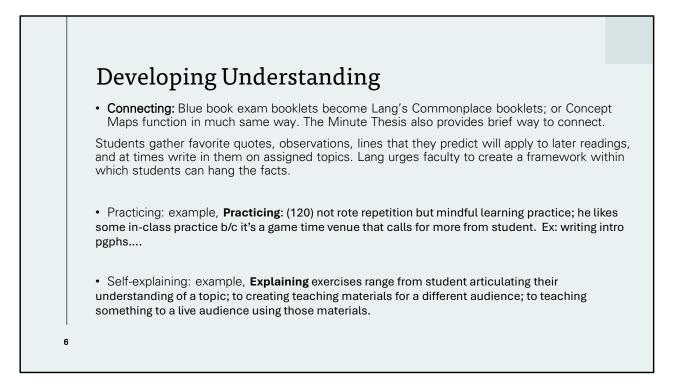


Predicting: outcome of book, story, event, relationship, trip; predict what one will do in a situation; what one will say, how one will react. 'Grace under pressure'

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?

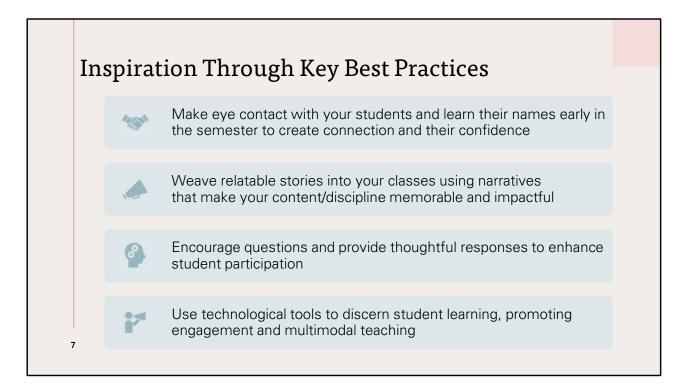


Galle examples: for Knowledge I employed a daily quiz in first -5. For Understanding:

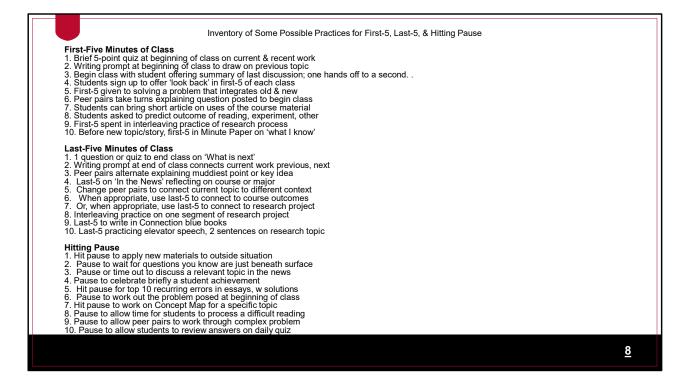
Connecting: compare similar Life Writing decisions from book to book; or **Life Writing Issue** from book to book; or in Lit Crit: two schools approach to a scene

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,

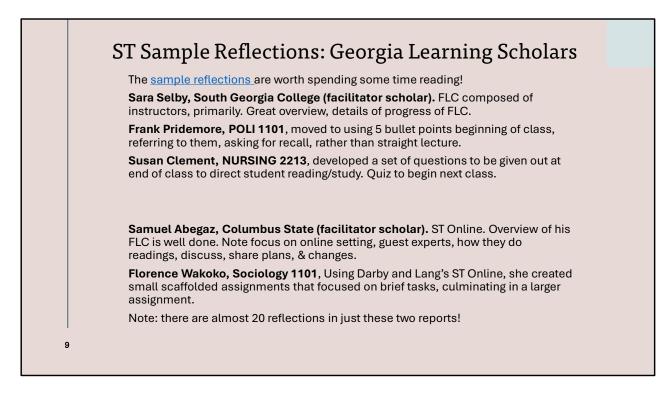


Combining rigor and support is the best way I have found to foster learning and confidence. These are my best practice self-rules; you can create your own. For the second edition, Lang added a chapter on belonging, mindset, essentially what he called Inspiration. Without being psychologists, the classroom 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.



Using <u>class time to get students thinking</u> 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.



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

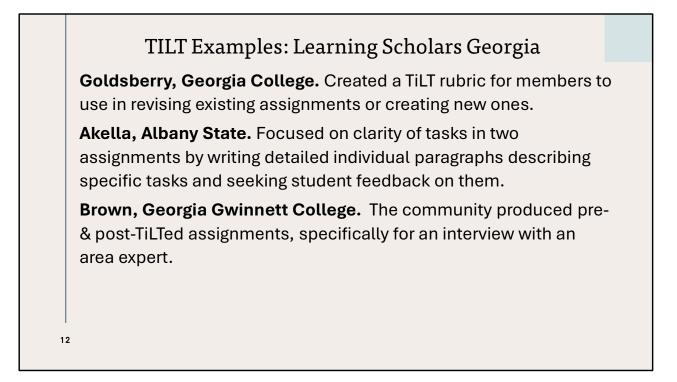
Tasks

Criteria for Evaluation

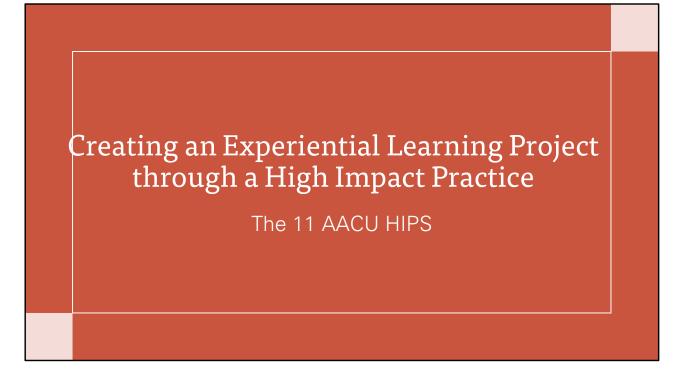
TiLT examples abound!

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

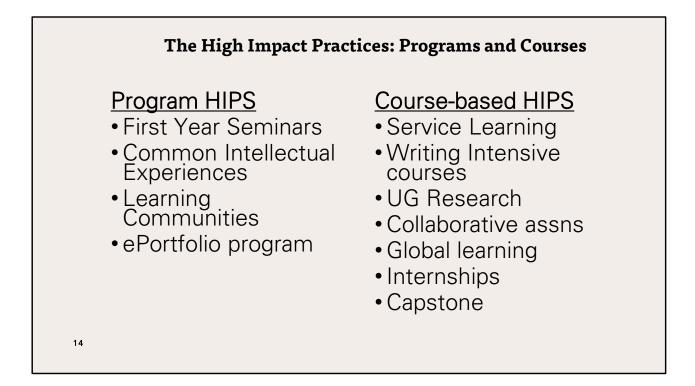
Basically, connect the Purpose of the assignment to outcomes. For Tasks, identify the gaps where we assume students know what we are talking about. And for Criteria for Evaluation, demonstrate upon what criteria will they be graded: a rubric helps.



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.

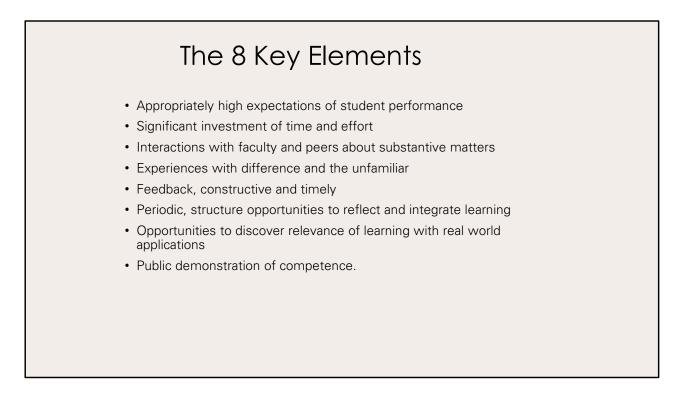


Embedding and integrating a HIP may require multiple semester and that's fine. Exemplary courses do take time.

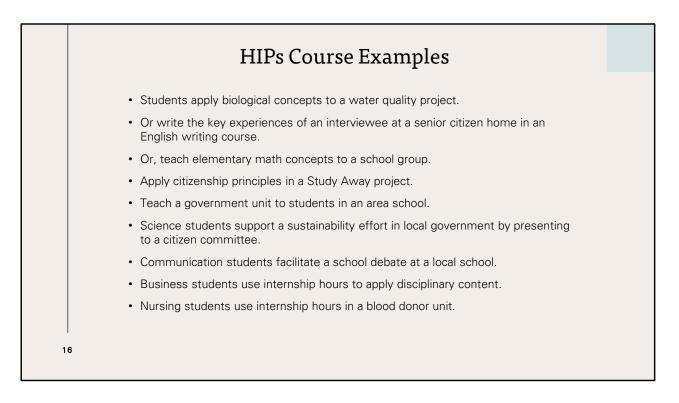


These are the current 11 HIPS, with ePortfolio the most recent addition. I think the list is evolving and a twelfth High Impact Practice may one day soon be the TiLT which Denise's workshop clearly demonstrated. The August and September presentations on the Regents and Galle website go into more specific 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.

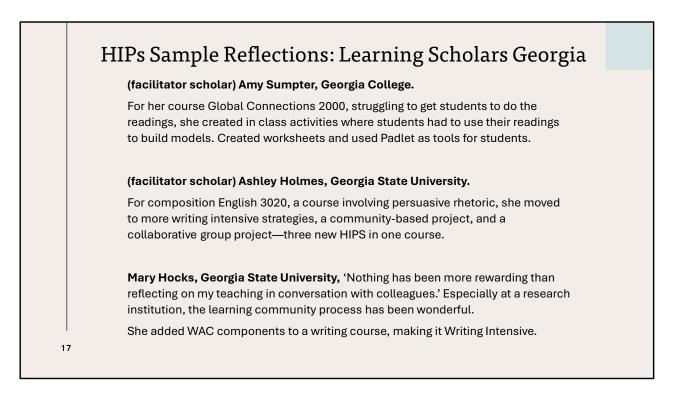


Integrating these 8 into a HIP project is vital to the improvement in learning for students. NOTE: Unpacking one or more of these 8 could lead to a course change for your members.



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.

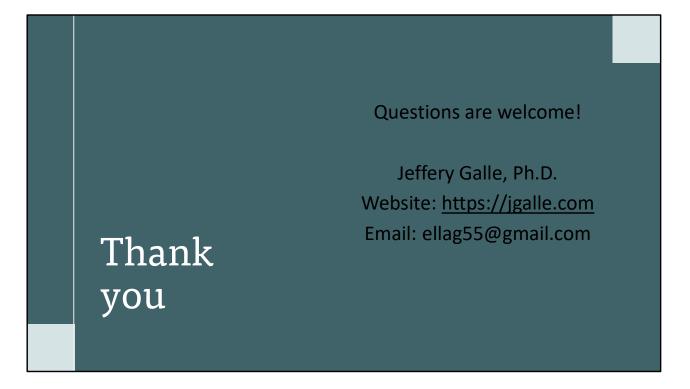
So the formula is the **Course Content + Experiential application + Reflection = deeper learning**.





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.



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.