

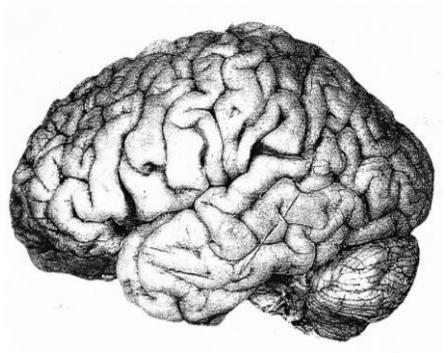
What Makes a FYE Course (or Any Course) “Academic?” “Rigorous?”

37th Annual Conference on the First-Year Experience

SAN ANTONIO, TEXAS

February 12th, 2018

3:00 - 4:00 PM



From Teaching to Learning: A New Paradigm for Undergraduate Education (Barr & Tagg)

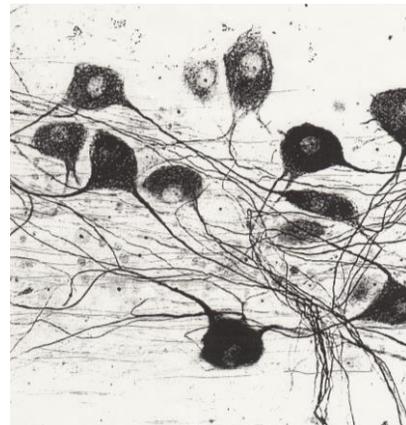
The Instruction Paradigm → The Learning Paradigm

- * Offer courses & programs → Create powerful learning environments
- * Staff serve/support faculty & the instructional process → All staff are educators who produce student learning & success

Opening 1-Minute Paper: Activating Prior Knowledge

What words immediately come to mind when you hear the words:

- 1) “Academic?”
- 2) “Rigor?”



“The evidence strongly suggests that these outcomes [of a college education] are interdependent, that learning is holistic rather than segmented, and that multiple forces operate in multiple settings to shape student learning in ways that cross the cognitive-affective divide.”

—Pascarella & Terenzini, *How College Affects Students*, Volume 2

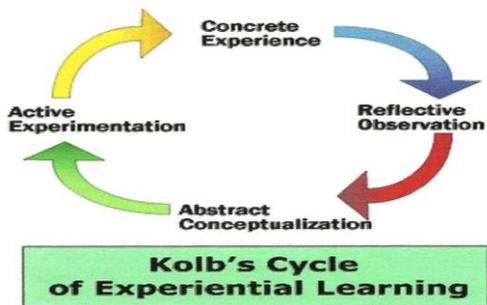
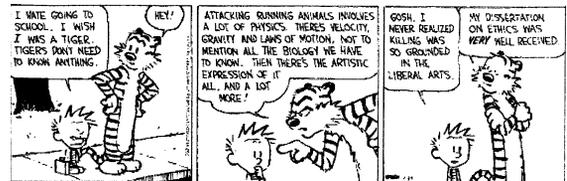


Image by Karin Kirk

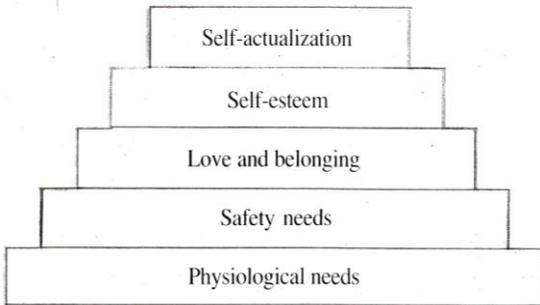


Creating an Effective Learning Sequence

1. **Activate:** *before* the presentation—as a “warm up” to unearth students’ pre-existing ideas about the topic.
2. **Punctuate:** *during* the presentation—as a way to “break up” long periods of information reception with opportunities for reflection.

“Academic learning and personal development are intertwined reciprocal processes that could just be called learning, and indeed, learning is inherently developmental and personal.”

—Komives & Schoper, in *Learning Reconsidered 2: A Practical Guide to Implementing a Campus-Wide Focus on the Student Experience*

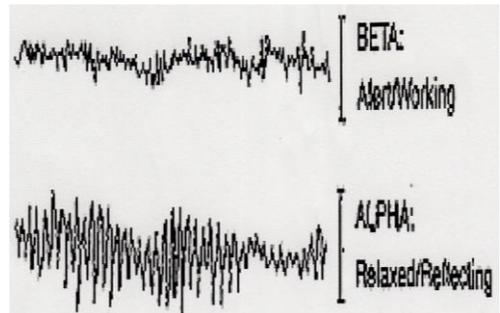
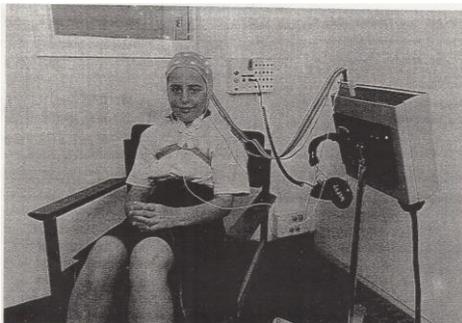


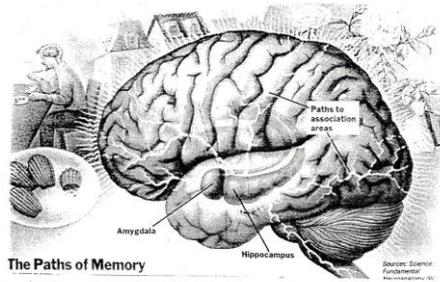
Maslow, Motivation and Personality, 2d. ed. © 1970 Abraham H. Maslow. Reprinted by permission of Harper and Row Publishers, Inc.
Santrock, Psychology: The Science of Mind and Behavior, © 1988 Wm. C. Brown Publishers

Intermediate 1-Minute Paper: Intercepting Attention Loss

How did the thoughts that came to your mind about the word “academic” at the start of this session compare to the thoughts just shared by me?

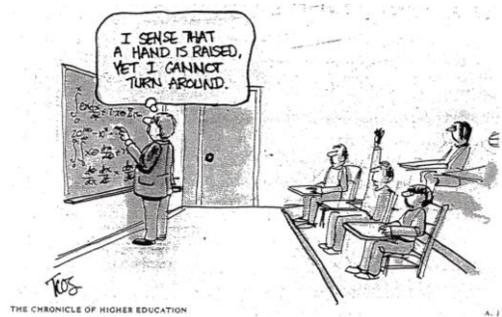
In what way(s) are they similar? Different?





“I write to understand as much as to be understood.”

—Elie Wiesel, Nobel prize winner and Holocaust survivor



“Compulsions to cover so much material in class are usually counterproductive, but they are especially destructive in freshman courses. They reinforce passive listening, verbatim note-taking, and superficial information-processing . . . We need to give up our apparent belief that students cannot learn it unless we say it.”

—Erickson & Strommer, *Teaching College Freshmen*

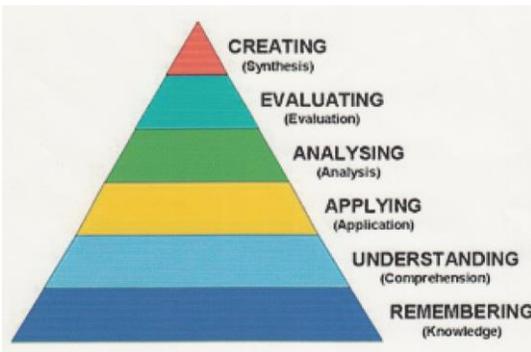
“Dysfunctional illusion of rigor: If we cover more content, the students will learn more content.”

Studies show that learning, student retention, and equity can be strongly increased by adopting active learning.”

“Dysfunctional illusion of rigor: Traditional methods of instruction offer effective ways of teaching content to undergraduates.”

In introductory physics, students classes taught with traditional lectures usually learn about 23 percent of what they collectively missed on the pretest. Alternative methods teach on average twice as much as traditional lectures.”

—Craig E. Nelson, Professor Emeritus, Biology, Indiana University, *Dysfunctional illusions of rigor: Lessons from the Scholarship of Teaching & Learning*



One-Minute Paper Questions for Stimulating & Assessing Higher-Order Thinking Skills

- What do you think were the *central* or *most important* ideas covered or points made in today's ____? (**Analysis**)
- What could you take away from today's ____ and *put to use* in your life? (**Application**)
- Was there anything you learned in today's ____ that could be *connected* to, or *integrated* with something else you've learned? (**Synthesis**)
- What would you say was the major *strength* and *weakness* associated with today's ____? (**Evaluation**)

“Conceptually, we are separate intelligence, feeling, emotion, and action; but none of them functions independent of the others. Just as development of the whole person depends heavily upon exercise of cognitive functions, the cognitive normally develops in pace with the rest of the personality. In spite of this interdependence, educators are widely charmed by the idea of a disembodied intellect whose sole function is the intake, storage, and reproduction of data.”

—Nevitt Sanford (1967), *Where Colleges Fail*



This ends my oral assault.
Thanks for your attention.

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2. **Punctuate**: *during* the presentation—as a way to “break up” long periods of information reception with opportunities for reflection.
3. **Consolidate** : *after* the presentation—as a “wrap up” to integrate ideas presented and create closure.

Closing 1-Minute Paper: Intercepting Attention Loss

1. What idea discussed in this session did you think was:
 - a) Most important or significant? (Why?)
 - b) Most useful? (How can you put it to use?)
2. Are there unanswered questions that still remain in your mind about today’s topic?

Please remember to submit your
evaluation on Guidebook!

<https://guidebook.com/g/fye18/>

Questions? Comments?
(Please!)