FYS Steering Committee Semester Plan
Spring 2012

Facilitator: Andrea Greenhoot, Department of Psychology, agreenhoot@ku.edu
All meetings will be held on Fridays from 1:30 to 3:30

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1. January 13. Getting Oriented: Welcome, Introductions, and Our Charge
Location: Provost Conference Room, 250 Strong

Preparation:

- Read Hunter (2006). Fostering student learning and success through first-year programs. *Peer Review*, Summer, pp.4-7.
- Read Keup & Petschauer (2011). *The First-Year Seminar: Designing, Implementing and Assessing Courses to Support Student Learning and Success.* Chapter 1: The First Year Seminar.
- Selected sections of the 2010 EEE report

Meeting Goals:

- Become familiar with the FYS program objectives, context and background
- Understand the FYS Steering Committee charge
- Identify "the problem" to be addressed by the FYS

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2. January 27. Getting to Know Our Students
Location: Provost Conference Room, 250 Strong

Preparation:

- Read Arnett, J. (2001). Emerging adulthood: A theory of development from the late teens to the twenties. *American Psychologist, 55*, 469-480.
- Pew Research Center (2010). *Millenials: A portrait of generation next.* Read the Overview (to p. 9), and any additional sections as desired.
- Arnett, J. (2010). Oh, Grow Up! : Generational Grumbling and the New Life Stage of Emerging Adulthood—Commentary on Trzesniewski & Donnellan (2010). *Perspectives on Psychological Science, 5*, 89-92.

We will be visited by a small panel of first year students in the second half of the meeting.

Meeting Goals:

- To come to a better understanding of the interests, motivations, and backgrounds of first-year KU students in terms of developmental factors, generational characteristics, and KU-specific characteristics
- To identify course and program characteristics that are most likely to engage and support first year students at KU

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3. February 10. The Scope and Intellectual Goals of FYS
Location: Graduate Studies Conference Room, 213 Strong

Preparation

- Read Brent, D. (2006). Using an academic content seminar to engage students with the culture of research. *Journal of the First-Year Experience and Students in Transition*, 18, 29-60.
- Read Erikson & Strommer (2005). Inside the first-year classroom: Challenges and constraints. In M.L. Upcraft, J.N. Gardner, & B.O. Barefoot., *Challenging and Supporting the First-Year Student* (pp. 241-256). San Fransciso, CA: Jossey- Bass.

- Browse information on FYS at a couple of institutions: University of North Carolina, University of Michigan, University of Minnesota, UC Davis, University of Texas (called Signature Courses) Penn State, University of New Mexico

Meeting Goals:

- Identify FYS Program focus and draft common (if any) intellectual goals and/or content characteristics (e.g., interdisciplinary, themes, free for all)
- Consider connections with academic support, advising, and/or other campus units (CSL, Libraries, Writing Center)
- Identify role of experiential learning (i.e., research, community engaged learning) in courses, and mechanisms for connecting students to future experiential learning opportunities

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4. February 24. Pedagogical Characteristics of FYS
Location: Provost Conference Room, 250 Strong

Preparation:

- Read Chapters 1 and 2 from Bransford, J.D., Brown, A.L., & Cocking, R.R. (1999). *How people learn: Brain, mind experience and school*.
- Beichner, R.J., & Saul, J.M. (2003). Introduction to the SCALE-UP (Student-Centered Activities for Large-Enrollment Undergraduate Programs) Project. *Proceedings of the International School of Physics*.
- Ambrose, S.A., Bridges, M.W., & Lovett, M.C. (2011). *How Learning Works*. Introduction (pp. 1-10)

Visit from high school teachers?

Meeting Goals

- Draft guidelines for major pedagogical characteristics of FYS to help students and program meet the goals identified in previous week

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5. March 9. Transition to Pilot FYS Designs
Location: CLAS conference Room, 210 Strong

Preparation:

- Read: Materials summarizing KU CORE learning outcomes
- Wiggins & McTigue (1998). *Understanding by Design.* Chapter 1. What is Backward Design?

Meeting Goals:

- Refine pilot course topics
- Identify intellectual goals of individual courses
- Determine alignment of each course with KU CORE learning outcomes

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6. March 16. Backward Design of Pilot FYS
Location: Provost Conference Room, 250 Strong

Preparation:

- Read: Collins, A., Brown, J.S., & Hollum, A. (1991). Cognitive Apprenticeship: Making Thinking Visible. *American Educator*.
- Read: Selected chapters from Ambrose, S.A., Bridges, M.W., & Lovett, M.C. (2011). *How Learning Works* (e.g., Ch. 2 on Knowledge organization and Ch. 3 on Motivating Students)
- Think about:

- What are the intellectual goals of your course?
- What should students who have a deep understanding of core issues in your FYS be able to do? Why is this important?
- What opportunities (e.g., learning tasks) could you create for your students to demonstrate such understanding? How would a well-informed person in your field address these learning tasks? Are there particular thinking steps that need to be made visible to your students?

Meeting Goals:

- Refine course learning objectives
- Identify "deep understanding" in your course- what does this look like?
- Begin to consider learning tasks that would allow students to demonstrate achievement of these learning goals
- Draft a course title

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7. April 6. Designing Assignments and Class Activities

Location: Regents Room (accessed through the Chancellor's Office or Provost's Office)

Preparation:

- Read: Bean, J. (2011). *Engaging Ideas*. Chapters 1, 2, 6
- Draft at least one assignment that addresses a major intellectual course goal to bring to meeting. How will you know how well students are doing? What can you do to ensure that students have the requisite skills for successfully completing this assignment?

Prof. John Bean will be visiting campus and will meet with us during our regular meeting time.

Meeting Goals:

- Produce a draft an assignment or set of assignments matched to intellectual goals of course
- Generate plans for learning activities and environments that will support students' performance on the assignment and achievement of course goal

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*****April 12. Subcommittee Field Trip to Lawrence High School**

- Committee meets at front doors (facing 19th street) at 2:50
- Meet with teachers at 3:15, Room 201 (Mike Carriger's classroom)
- Follow-up observations to particular classes can be arranged between individual KU and LHS faculty

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8. April 20. Designing Assignments and Class Activities

Location: Provost Conference Room, 250 Strong

Preparation:

- Read: Bean (2011)- Chapter 13, and any other chapters of interest
- Read: Others? Steering committee members are welcome to suggest other materials of interest
- Continue to plan learning activities and environments that will support students' achievement of course goals, think about the major course units or modules of your course

Meeting Goals:

- Identify your major course units or modules, and the learning objectives for each unit/module
- Continue to refine plans for major learning activities that will support students' performance on the assignment and achievement of course goals (within each unit)

- Identify course enhancements (e.g., a library workshop) to support student work in the class, and/or to connect students with outside-of-class activities and opportunities that are conceptually related to the course (e.g., alternative breaks, service learning, certificate programs, student organizations etc...)

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9. April 27. Assessing Students' Achievement of Course Goals
Location: Provost Conference Room, 250 Strong

Preparation:

- Read: Stevens and Levi (2005). *Introduction to Rubrics* (Chapters 2 and 6)
- Browse the AAC&U Value Rubrics
- Draft a rubric that evaluates students' achievement of the intellectual goals of your major (capstone) assignment by considering:
    - How could you measure the efficacy of your course in meeting the intellectual goals you have identified?
    - What kinds of work would represent novice, intermediate and high levels of mastery of the goals?

Meeting Goals:

- Produce a rubric for evaluating student performance on the assignment(s)
- Generate plan to use "evidence" to evaluate efficacy of course- what other measures do we need?