

# Fall 2019 Faculty Success Groups

## **Participants:**

**Biology:** Matthew Cook, option 1; Joshua Smith and Benjamin Reed, option 2

**Education:** Craig Carter, Tracie Lutz, Cherry Steffen, option 1

**English:** Karen Barron, Erin Chamberlin, Louise Krug, Mary Sheldon, Vanessa Steinroetter, option 2

**History:** Rachel Goossen, Jia Feng, Kerry Wynn, option 1; Kim Morse, Kelly Erby, Tom Prasch, option 2

**Mass Media:** Maria Stover and Kristen Grimmer, option 2

**Modern Languages:** Miguel Gonzalez-Abellas, Michael O'Brien, Helene Perriguet-Keene, Courtney Sullivan, Gorgina Tenny

**Psychology:** Angela Duncan, Linzi Gibson, Jericho Hockett, Michael McGuire, Valerie Peckham, Mike Russell, option 1.

**Philosophy and Religious Studies:** Chris Jones, option 2

**Sociology and Anthropology:** Dr. Ashley Maxwell (coordinator), Dr. Lindsey Ibanez, Dr. Jason Miller

**Theatre:** Julie Noonan, Ted Shonka, Sharon Sullivan, option 2.

## **Option One:**

How can your courses help students develop the study skills required to do well in their coursework?

**Session ONE:** Review Strategies for Effective Learning and Studying

Information about several evidence-based strategies for effective learning and studying are available [here](#).

Please note that the [Learning Scientists](#) have developed these materials and tested their effectiveness, utilizing Washburn's own WU 101 students.

**Session TWO:** Develop a Plan

Develop a plan for how your course(s) will incorporate these strategies. [Again, please note that many WU101 students are exposed to the Learning Scientist strategies in WU101. In your plan, you might consider how you will review these strategies with your students, but, more importantly, how you will require or incentivize them to practice these techniques in your class(es).]

**Session THREE:** Finalize Project

Prepare lesson plan(s) for how you will incorporate these learning and study skills in your class(es) and how you will encourage and incentivize students to practice these techniques.

### **Option Two:**

How do you help students understand and clearly communicate the value of their education to future employers?

#### **Session ONE:** Review Resources

Included here is information from the National Association of College Employers (NACE) about the top-skills employers look for in hiring undergraduates. Discuss the specific ways your course(s) teach these skills. Several resources on “Syllabus Competency-Mapping” from EAB are also provided as pdfs. Discuss whether and how you might employ the technique of “Syllabus Competency-Mapping” to your syllabi, or how you might capture the spirit of the technique through other means (e.g. assignment guidelines, class discussion, etc.).

#### **Session TWO:** Develop a plan

Develop a plan for how you will help students understand and communicate the ways in which your particular course contributes toward their career readiness. For example, will you use syllabus competency-mapping? Something else? Discuss how you will communicate the benefits of particular assignments, in addition to your course as a whole.

#### **Session THREE:** Finalize project

Create a syllabus, assignment guidelines, and/or lesson plan that employs the plan you developed in session two.

## Mock Case Report

### **Objective:**

This entire semester we have been discussing and practicing how certain types of evidence should be processed and analyzed, including the statistical implications of finding a DNA match between two different samples. In this exercise, you will use this knowledge to effectively analyze evidence from the case scenario contained in your assigned envelope. You and your partner will work together and while the details of each mock case scenario are different, each pair will be analyzing four items: two evidence items and two reference samples. Your group needs to maintain proper chain of custody throughout the duration of the exercise. You will have a two week period in which to complete your analysis so you need to plan accordingly. During the two-week period, there will be open lab hours will be in addition to our class meeting times.

Following the two-week period allowed for the laboratory analysis of the evidence, you will have a one week period in which to write up the results of your findings and submit your case report. A case report template and example are located on D2L. The allele frequencies needed to calculate the genotype frequencies for your case report will also be located on D2L. Upon final submission of your findings, you will be asked to defend the conclusions of your report by answering questions from a scientist in the forensic biology field. The goal of this portion of the exercise is to prepare you if the case goes to trial.

### **Grading:**

- 75% of your grade is based on the actual case report itself. This includes, but is not limited, to: following the report format, considerations regarding the technical choices of methodology based on sample type, clarity of the written results found on the case report, and accuracy of the report's conclusions (including any calculations).
- 25% of your grade is based on your performance in oral examination of your report. It is important you are able to defend your conclusions and understand the theory behind your work, both critical tools to being able to testify regarding the results of your case report.

### **Instrument Sign-Up:**

The use of certain instrumentation (i.e. AutoMate Express, Thermal Cycler, etc.) is limited to a particular number of users. For this reason, you need to plan out and schedule your instrument needs on the instrument log sheet available through D2L. Make sure to make your plans early to prevent needing an instrument when it is not available.

### **Translatable Skills Obtained:**

The purpose of a mock case scenario is to simulate (within the limits of the classroom setting) how to approach actual casework in the laboratory setting. In order to better understand how this exercise will help prepare you for work in a crime lab, as well as general skills are useful in a variety of fields, please see the "Mock Case Rubric" found on D2L.

<b>BI 420 Mock Case Report Skills Rubric</b>			
Skills Obtained through Mock Case	Portions of Mock Case Exercise		
<b>Specific Translatable Skill Employers Seek*</b>	<b>Lab Method Selection and Execution</b>	<b>Written Report (Including Statistics)</b>	<b>Oral Defense</b>
Problem Solving	X		
Working with Numbers and Statistics		X	
Oral Communcation			X
Critical Thinking	X	X	X
Ethical Judgment	X	X	X
Teamwork	X	X	X
Self-motivation	X	X	X
Written Communication		X	
Real-world Application of Skills	X	X	X

\* Based on NACE survey of 180 employers

# Firehawks or Firehoax?

A brief case study involving researchers and the community

Competencies to earn:

C1 (knowledge)=1, C3 (teamwork)=2, C4 (written communication)=2

Instructions: Read the following articles posted on D2L for next class (1 is somewhat long, 2 are exceptionally short):

Bonta M, Gosford R, Eussen D, Fergus N, Loveless E, Witwer M. 207. Intentional fire-spreading by “Firehawk” raptors in northern Australia. *Journal of Ethnobiology*. 37(4): 700-718.

Greshko M. 2018. Why these birds carry flames in their beaks. *National Geographic*. 1-3.

Montagu A. 1970. A remarkable case of tool-use in a bird. *American Anthropologist*. 72: 610.

Topics to consider:

1. Ethograms
2. Fact vs fiction
3. Primary research
4. Motivation
5. Community engagement
6. Research implications and respecting local culture

**Background:** For a long time, it was argued that humans were the only species that used tools to complete tasks within their environment. However, research with primates, cetaceans, elephants, otters, bears, birds, fish, reptiles, and even mollusks has revealed that many taxonomically diverse groups of animals use tools to complete tasks within their environment. Animals use tools as weapons, hammers, armor, luring devices for prey, and for assisting in mobility (gorillas place sticks and logs over deep bodies of water so that they can cross it). Tool-use has traditionally been difficult to define in animals given the broad scope and borderline examples observed throughout the animal kingdom. Seed and Byrne (2010), in a review of animal tool-use, defined tool-use as using an object as an *extension* of the body. This new definition replaced older definitions that potentially allowed for a number of animal behaviors to be considered tool use, such as the use of scratch posts, hard surfaces for smashing objects onto, or the use of surroundings for camouflage. Seed and Byrne suggest that this new definition (using object as an extension of the body) can have important consequences for other aspects of the animal, especially “psychological processes such as perception, attention, and cognition”, as both the sensory and mechanical capabilities of the animal are changed via the use of a tool. Certain behaviors still don’t quite capture the spirit of what it means to be a tool-use example, such as using rocks to smash open shellfish, and thus these behaviors are considered “proto-tool-use”, where an outcome is achieved using an external object not defined as a tool. One method comparative psychologists, ethologists, and others can use to determine tool-use versus proto-tool-use in animals is to compare brain sizes, where tool-users have relatively larger brains than proto-tool users. Being able to successfully understand and define tool-use in various species has its merits, as tool-use can be an alternative outcome when morphological or behavioral adaptations have not evolved within a species or taxonomic group. Animals with higher capacities for learning and reasoning are likely to be candidate species for observing new tool-use phenomenon in the wild. Tool-use, what was once thought to be a defining difference between humans and other animals, is no longer a valid argument for suggesting humans are “better” than other animals.

One area that humans clearly hold the edge over their fellow animals is the construction and use of fire. Although humans are the only known species to intentionally start a fire, recent evidence has emerged to suggest that there may be animals that use fire also for their own benefit. The focus of your readings was to investigate fire use in Australian raptors. The following questions relate to your reading and to the background information written above.

Short answer questions:

- 1) According to Michael Greshko, what are the three causes of fire in Australia?
  
- 2) What bird species (and common names) make up the “Firehawk” group?
  
- 3) What is a “fire-forager?” Are “fire-foragers” common? Where have they been documented?
  
- 4) Why would a bird intentionally spread fire? How might birds spread fire?
  
- 5) What are the ecological ramifications of birds hypothetically intentionally spreading fire?
  
- 6) Has intentional fire-spreading by firehawks been documented as an individual effort, a cooperative or group effort, or both?
  
- 7) Who first officially documented firehawks as intentionally spreading fire?
  
- 8) For humans, what next major development occurred after the harnessing of fire?

9) Which of the articles were primary literature? Which were not? How can you tell?

10) Based on the newly recognized definition of tool-use (Seed and Byrne, 2010), would you call firehawk behavior a 'traditional' tool-use behavior? Why or why not?

Discussion questions:

11) Apply Tinbergen's 4 approaches to understand how and why birds might intentionally spread fire:



12) Should researchers be cognizant of IEK and the impact of studying “firehawks” might have on local indigenous tribes and their religious beliefs and ceremonies? Should local indigenous people be told if their birds of worship *don't* actually spread fire? Why or why not?

13) Does that fact that multiple species potentially intentionally spread fire increase or decrease its believability to you? Explain.

14) Why does it matter if we know whether certain bird species intentionally or unintentionally spread fire?

- 15) Let's say that both the brown falcon and black kite do indeed intentionally spread fire, but you don't know whether other falcon or kite species also intentionally spread fire. How could you determine if this behavior was derived twice (once per lineage) or an ancestral behavior of these bird species?
- 16) If you were to create an ethogram of Australian raptor behavior, what broad category would you put "intentional fire-spreading" into? Why?
- 17) On page 709 of Bonta et al (2017), I placed a bracket and star on the last two lines of Braithwait and Estberg's quote. How might the accidental pick-up and displacement of sticks on fire ultimately lead to intentional fire spreading behavior in firehawk species?

18) Did you think the authors (Bonta, et al, 2017) were skeptical enough of the firehawk phenomenon and did their article reflect this skepticism well? Or did you feel they touted fire spreading behavior as being real too strongly?

19) Why is it important or useful to get local Australian communities involved in addressing/observing/and recording the firehawk phenomenon? Explain.

20) Does it matter to you that Mark Bonta, an author on the major paper, is a National Geographic grantee (i.e.-he gets money from National Geographic)?

21) What evidence would you need to be convinced that falcons or kites intentionally spread fire? Explain as thoroughly as possible about what you would want to see or know. Consider information presented in the papers and in the background information above.

## BI 202: Biology of Behavior

**Instructor:** Dr. Benjamin Reed

**Email:** Benjamin.reed@washburn.edu

**Meeting location:** CA 300

**Course meeting time:** MWF 11:00-11:50AM

**Office:** Stoffer 203-H

**Office hours:** MWF 12-1PM or by appointment or just drop-in!



### Course Description

Animal behavior is a fascinating field of biology that helps explain why animals do the things they do. This introductory course will introduce students to the fundamental concepts associated with animal behavior and how behavioral ecologists study animals in the field and laboratory. This class has no pre-requisites and thus students are not expected to have prior knowledge related to behavior topics. Students will gain introductory knowledge related to evolution, ecology, physiology, psychology, nervous systems, and data collection techniques and interpretation. This course will emphasize animal behavior, not human behavior so please be prepared for that!

**This course fulfills General Education Requirements in the Natural Science and Mathematics Distribution Area. BI202 addresses the University Student Learning Outcome of Quantitative and Scientific Reasoning and Literacy (USLO-QSR) (see below for details).**

### Required Materials

There is no required textbook for this class. Although this saves you money it makes lecture attendance that much more important to acquire notes and understand material for exams. I will regularly post journal articles for you to read for in-class assignments. These documents can be printed at your own discretion.

### Course Resources

There is an associated D2L page for this course. I will use D2L as a platform for posting lecture and reading materials, assignments, and supplemental information. I will also keep your grade regularly updated on D2L.

### Attendance Policy

I will not take attendance. However, if you miss a lecture where we do an in-class assignment you will **LOSE** those points (ie- you will **not** be exempt from them). If you know you are going to be absent ahead of time, email me (don't tell me in person, I need written documentation). If you email me with a valid university approvable excuse at least 24-hours in advance, I will exempt you from any potential missed in-class points. You are responsible for obtaining any missed lecture notes to study for exams.

## Grades

<b>Assessment</b>	<b>Points Each</b>	<b>Overall Points</b>
Competencies (10+ badges per competency = 100%)	~20	100
*In-class activities (x ~5)	10	50
SLO Assignments (x 5)	12	60
Behavior Reports	10	50
Exams (x 5) (Roughly every 3 weeks)*	100	500
<b>COURSE POINT TOTAL</b>		<b>760</b>

\*Pacing of class may influence exactly how many in-class assignments there are and how many exams are given. This is a tentative grade scheme to provide you with an idea of how many points there are in this class and how these points will be earned.

## Course Topics

- 1) Ecology, natural selection, and behavior
- 2) How to study animal behavior
- 3) How analyze and present behavior data
- 4) Mechanisms of learning
- 5) Adaptive vs innate behavior
- 6) Genetic basis of behavior
- 7) Neural basis of behavior
- 8) Physiological basis of behavior
- 9) Movement ecology and behavior
- 10) Mating systems and reproductive behavior
- 11) Parental care
- 12) Sociality and behavior
- 13) Personality vs behavior
- 14) Reproductive isolating mechanisms, behavior, speciation

## Course Objectives

Upon successful completion of this course, a student will:

- 1) Understand how scientists use the methods of scientific inquiry to understand the natural world, and the advantages for all citizens to adopt some of these methods. **(USLO-QSR)**
- 2) Develop skills in Quantitative and Scientific Reasoning and Literacy **(USLO-QSR)**.  
*Quantitative reasoning involves the ability to work with numerical data and the higher-*

*order thinking skills required to make and understand mathematical arguments. Scientific literacy involves the acquisition and application of skills and knowledge necessary to understand the nature and content of science, and to evaluate scientific arguments using evidence-based reasoning. Students will be able to understand and develop arguments supported by quantitative evidence, clearly communicate those arguments in a variety of formats (using words, tables, graphs, statistical inference, mathematical equations and functions, etc., as appropriate), and apply mathematical and scientific methods to solve problems from a wide array of contexts and everyday situations.*

Upon successful completion of this course, a student will:

- a) articulate how scientists use the methods of scientific inquiry to understand the natural world, including discovery science and the scientific method.
- b) apply Tinbergen's 4 approaches to the study of animal behavior.
- c) evaluate scientific arguments based on the evidence.
- d) present evidence through the construction of appropriate tables, graphs and statements.

## **Course Competencies**

Throughout this course you will complete activities (in-class assignments, readings, quizzes, exams, laboratories, field experiences) that will earn you various competency badges based on the activity content and associated expectations. This course will focus on five core competencies. If you earn 10+ badges for a specific competency you will be awarded 20 points for the competency. Failure to earn 10 badges will result in a zero for that competency. There will be roughly 15 possible badges to earn for each competency throughout this course.

Each of your graded activities will earn you badges, denoted by stickers at the top of your assignment. Keep track of how many you have earned for each competency in the table at the end of this syllabus. I will input on D2L your final score for each competency **after** the final is graded.

## **Competency Categories**

- 1) Content knowledge
  - a. Badges earned mostly through quizzes and exams
- 2) Experiential learning
  - a. Badges earned mostly through fieldwork and animal engagement activities
- 3) Teamwork and participation
  - a. Badges earned mostly through in-class group projects and responses questions asked during lectures
- 4) Written communication
  - a. Badges earned mostly through examinations, in-class activities, and SLO assignments (see above)
- 5) Self-directed projects
  - a. Badges earned mostly through SLO assignments, take-home assignments, and behavior reports

Competency	Ex 1	Ex 2	Ex 3	Ex 4	Ex 5	SLO 1	SLO 2	SLO 3	SLO 4	SLO 5	I-C 1	I-C 2	I-C 3	I-C 4	I-C 5	BR 1	BR 2	BR 3	BR 4	BR 5	
1 (content)																					
2 (experiential)																					
3 (teamwork)																					
4 (written comm)																					
5 (self projects)																					

Ex- exams, SLO- student learning outcomes, I-C- in-class assignments, BR- behavior reports



Content



Experiential



Teamwork

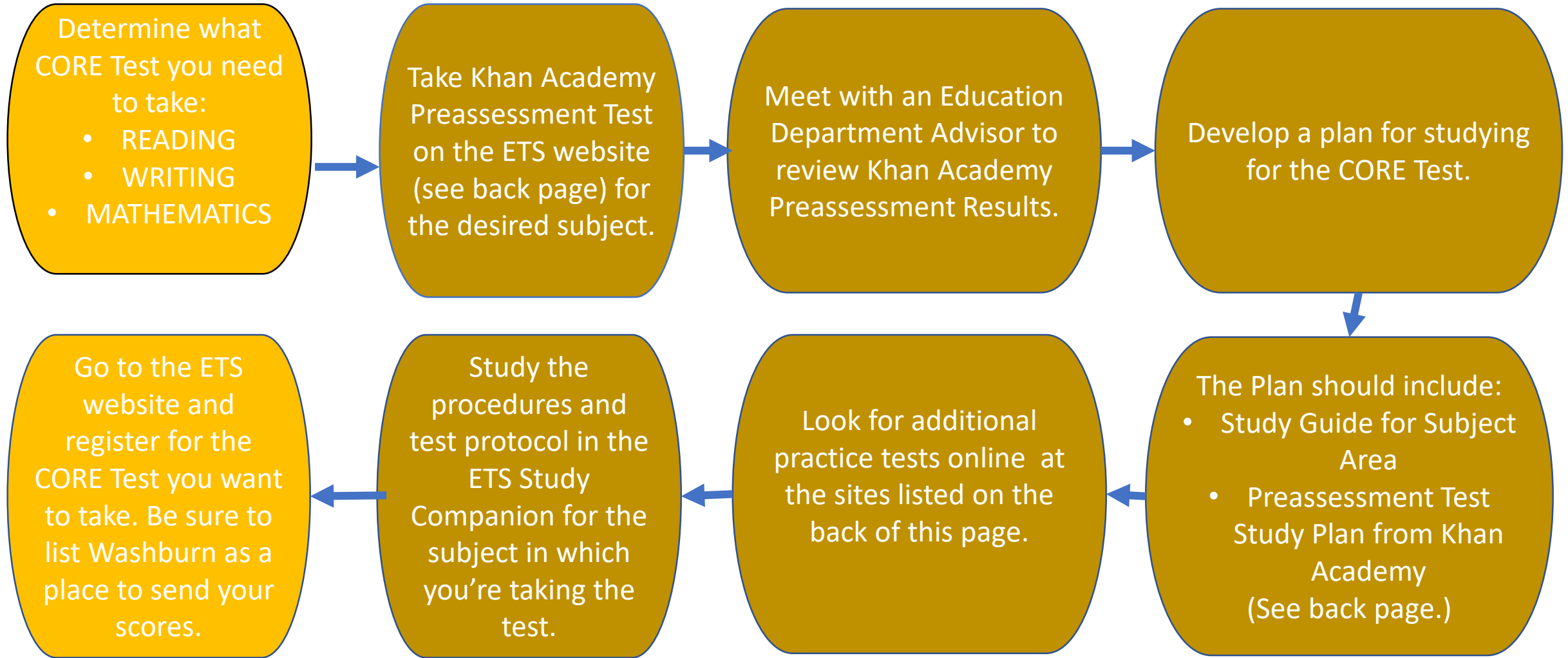


Written communication



Self-directed





# Preparing for CORE Tests

## Required Cut Scores

Core Writing - 162  
Core Reading - 156  
Core Math - 150

# Websites for CORE Test Preparation:

- ETS Website: [www.ets.org](http://www.ets.org)
- Free Study Sites:
  - <https://www.khanacademy.org/test-prep>
  - <https://study.com/praxis/praxis-practice-tests.html>
  - <https://www.240tutoring.com/praxis-prep/praxis-core/>
  - <https://www.test-guide.com/free-praxis-i-practice-tests.html>

TO: Kelly Erby, Assistant Dean, College of Arts and Sciences  
FROM: Mary Sheldon, English Success Group Team Chair  
DATE: November 25, 2019  
SUBJECT: Department of English Success Group Project, 2019

Thank you for sponsoring Success Group Projects in 2019. Our Success Group project is now complete, and our final project, a Department of English Program Competency Map, is available as a separate attachment, [SuccessGroup.EN.PCMap](#).

Each active participant contributed to the success of the group: Karen Barron, Erin Chamberlain, Louise Krug, Mary Sheldon, Vanessa Steinroetter, Danny Wade.

### **Session One, September 26, 2019: Focus Assignment/Review Resources**

We focused on Option 2, helping “students understand and clearly communicate the value of their education to future employers.” During our first meeting, we adapted Syllabus Competency Mapping, which would require each of us to focus on one course, to Program Competency Mapping, which would allow us to translate the English major’s academic experience into a useful form for our majors in their search for internships and employment upon graduation, and the department in the recruitment and retention process. For this endeavor, we had three faculty from literature and two from writing, and we recruited Danny Wade from education to complete our team. Before the next meeting, we were to review sources provided by the College of Arts and Sciences and through our research to identify key needs of employers and key marketable skills developed in our classrooms.

### **Session Two, October 11, 2019: Develop Program Competency Map**

Based on the articles we reviewed, we agreed on and defined five key needs of employers which led to their hiring of English majors, and the key marketable skills developed in English classrooms in relation to each of these needs. We then identified a unique sixth need of employers which led to their hiring English majors within each unique emphasis area. Finally, we formed subcommittees to create practical resume wording which would model how students might translate their marketable skills into language that would meet employers’ needs. Before the next meeting, each subcommittee was to send its results to the team chair who would create a draft of the Program Competency Map.

### **Session Three, November 22, 2019: Finalize Project**

We revised and edited the Program Competency Map which will be introduced to students in EN 105, Introduction to English Studies; discussed in individual courses; and used in the creation of employment materials in each program’s capstone course (EN 400, Senior Seminar, literature emphasis; EN 384 Publishing Lab, writing emphasis; and ED 362, Methods of Teaching English in the Secondary Schools, education emphasis). In the Spring of 2020, the Department of English will vote on use of the Program Competency Map.

## DEPARTMENT OF ENGLISH: Program Competency Map

### **EMPLOYERS:** **IDENTIFIED NEEDS**

#### **Pillar 1: *Communication***

- Audience Awareness
- Organization
- Integration of Information

#### **Pillar 2: *Critical Analysis***

- Analysis
- Problem Solving

#### **Pillar 3: *Self-Direction***

- Self-Motivation
- Time Management

### **ENGLISH MAJORS:** **MARKETABLE SKILL DEVELOPMENT**

#### **Pillar 1: *Communication***

- Essays and Other Compositions
- Small Group and Class Discussion
- Various Types of Presentations
- Revision and Editing

#### **Pillar 2: *Critical Analysis***

- Essays and Other Compositions
- Research Papers
- Reading Responses in Varied Forums
- Small Group and Class Discussion

#### **Pillar 3: *Self-Direction***

- Research Papers
- Portfolios to Showcase and Reflect Specific Skills
- Conference Presentations and Publications
- Works Submitted to Various Venues

### **PRACTICAL APPLICATIONS:** **RESUME WORDING**

#### **Pillar 1: *Communication***

- Wrote essays and other compositions that met the format and content needs of various audiences.
- Designed and delivered oral presentations that met the format and content needs of various audiences.
- Used various software in the development and delivery of texts and presentations.

#### **Pillar 2: *Critical Analysis***

- Analyzed and interpreted written and multi-media texts in essays and other formats.
- Researched and synthesized varied sources in the construction of written and verbal presentations.
- Debated and discussed topics with peers in in-person and online forums.

#### **Pillar 3: *Self-Direction***

- Conducted independent research and synthesized information.
- Developed analytical, creative, and research skills through varied projects.
- Developed written work submitted to various venues for presentation and/or publication.
- Created portfolio to showcase work.

**EMPLOYERS:**  
**IDENTIFIED NEEDS**

**Pillar 4: *Diversity & Inclusion***

- Application of Varied Perspectives
- Collaboration in a Diverse Environment

**Pillar 5: *Teamwork***

- Ability to Achieve a Shared Vision
- Productive Time Management

**ENGLISH MAJORS:**  
**MARKETABLE SKILL DEVELOPMENT**

**Pillar 4: *Diversity & Inclusion***

- Course readings within Historical and Cultural Contexts
- Group Work
- High-Impact Community Engagement Projects and Service Learning

**Pillar 5: *Teamwork***

- Group Discussions and Projects
- Peer Reviews and Evaluations
- Conferences and Workshops

**PRACTICAL APPLICATIONS:**  
**RESUME WORDING**

**Pillar 4: *Diversity & Inclusion***

- Analyzed how cultural values and historical contexts are reflected in written and multimedia texts.
- Initiated and conducted a community engagement project in collaboration with \_\_\_\_\_, a non-profit serving \_\_\_\_\_.
- Collaborated on group projects with peers from diverse backgrounds in respectful and constructive ways.

**Pillar 5: *Teamwork***

- Communicated with classmates in peer review and workshop discussions in which suggestions, constructive criticism, and questions were discussed.
- Proposed ideas for campus improvement projects in groups; Fine-tuned ideas with collaborative research.
- Debated submitted manuscripts for campus literary magazine; Edited pages before they went to print.

**EMPLOYERS:**  
**IDENTIFIED NEEDS**

**Literature Emphasis**

***Pillar 6: Information Literacy***

- Critical and Analytical Reading
- Navigation of Complex Ideas and Perspectives

**Writing Emphasis**

***Pillar 6: Innovation & Creativity***

- Generation of New Work and Ideas
- Flexible Approaches to Projects and Goals

**Education Emphasis**

***Pillar 6: Teaching Effectiveness and Experience***

- Highly Qualified Teacher in Secondary English Language Arts
- Completion of Accredited Education Program
- State Certification

**ENGLISH MAJORS:**  
**MARKETABLE SKILL DEVELOPMENT**

**Literature Emphasis**

***Pillar 6: Information Literacy***

- Critical and Analytical Reading
- Essays and Other Compositions
- Research Papers
- Reading Responses in Varied Forums

**Writing Emphasis**

***Pillar 6: Innovation & Creativity***

- Writing and Composing Experiences
- Creative Writing Workshops
- Presentations & Performances

**Education Emphasis**

***Pillar 6: Teaching Effectiveness and Experience***

- Lesson and Unit Plans
- Teaching Practicums in Secondary English Classes
- 15 Week Secondary English Teaching Internship

**PRACTICAL APPLICATIONS:**  
**RESUME WORDING**

**Literature Emphasis**

***Pillar 6: Information Literacy***

- Analyzed and evaluated complex ideas and perspectives in written and multi-media texts.
- Identified and summarized key points and ideas in complex documents.
- Conducted in-depth research for projects using electronic databases and sources.

**Writing Emphasis**

***Pillar 6: Innovation & Creativity***

- Conceptualized personal memoir/novel: Proposal, outline, draft, finished manuscript of 50,000 words.
- Collaborated with classmates to produce zines (handmade magazines): Wrote content and drew images.
- Engaged with community partners to write narratives for agency publications.
- Created and performed an original two-minute stand-up comedy routine

**Education Emphasis**

***Pillar 6: Teaching Effectiveness and Experience***

- Developed and taught original lessons to middle and high school English
- Complete teaching practicums in rural, suburban, and urban settings
- Earned excellent teaching proficiency ratings during the student teacher internship

## CAS Course Success Group – Fall 2019

Rachel Goossen, Jia Feng, Matthew Cook, Kerry Wynn -- Option 1

### Final Project, December 2019

Our group reviewed strategies for effective learning and studying, focusing on the evidence-based Learning Scientists' strategies, and discussed ways in which we might incorporate some of these into our entry-level courses, to assist students in developing study skills. See below for the lesson plans that each of us came up with:

#### Rachel Goossen --

Based on our discussions, I decided to modify a lesson plan that I have used with moderate success in recent semesters for my HI 112 "U.S. History II" course – in which we take a field trip to the Brown v. Board of Education National Historic Site in Topeka and students write a reflection paper as part of their assessment for our study of the 20<sup>th</sup>-century U.S. civil rights movement.

In the past, I have required students to write their paper based on their impressions of the Brown site in the context of the civil rights movement, as described in Anne Moody's memoir, *Coming of Age in Mississippi* (1968), a required text in the course, which we have already read and discussed prior to the Brown site visit (see handout on next page). Although some students successfully manage to reflect to Brown site visit in light of Moody's experiences (and thus successfully demonstrate their understandings of how the "separate but equal doctrine" in education functioned differently in Kansas and Mississippi, specifically, and why the NAACP and other civil rights organizations chose to use the Topeka school segregation case as part of its legal strategy in presenting arguments before the U.S. Supreme Court, some students fail to make the connections and contrasts between 1940s-era education in the two states, and thus miss broader educational opportunities by our field trip and the required reflection paper.

As a result of our Course Success Group discussions, I plan to modify this assignment so that **we use the Learning Scientists' "Concrete Examples" technique**. When I teach this lesson next spring, I will specifically ask students to find and specifically cite examples at the Brown site (via photographs, timelines, artifacts, audio materials, and material culture related to the Monroe School's architecture), of how 1940s-era segregated black children received their education, and how those examples differ from Moody's account of her education in small-town Mississippi.

I will then ask the students to make the link between the idea that we're studying (the "separate but equal doctrine," dating to the 1890s *Plessy* case), and these examples on exhibit at the Brown site, so that they can more clearly understand and articulate how the examples that they're citing relate to the main idea of "separate but equal," as well as the challenges to it, built over time by civil rights activists, lawyers, academics, and other interested parties.

As the Learning Scientists' material suggests, I will ask the students to share these examples with their friends and fellow students, and then, over the following week, specifically incorporate them into their required reflection papers. I look forward to seeing how these modifications in the assignment help to produce a larger number of students who engage the examples at the Brown site more directly and specifically, thus providing evidence of a deeper engagement in learning the material and grasping the complexities of the ways in which various states (i.e., Kansas and Mississippi), approached public education in the 1940s, 1950s, and beyond.

**HI 112 -- U.S. History II**  
**Class Field Trip to the *Brown v. Board of Education* National Historic Site**  
**Tuesday, November 12, 2019**

Class Field Trip to Monroe Elementary School, location of the park visitor center,  
Brown v. Board of Education National Historic Site  
1515 S.E. Monroe St., Topeka, Kansas

We will meet at the front entrance to the school at 9:30 a.m. A ranger will give us a short orientation and then we will tour the site. Bring notebook paper and a pen for note-taking and writing. We will remain at the site until approximately 10:40 a.m. (Those who wish to stay longer may do so).

Directions from Washburn University: Take 17<sup>th</sup> St. east, proceeding through Topeka Blvd and through Kansas Ave. Continue driving a short distance east on 17<sup>th</sup> just past Monroe Street. Turn left into the visitor parking lot, and walk back across Monroe Street to the school site. The phone number at the site is 785-354-4273.

Anyone who needs a ride from campus should let me know; I am happy to give anyone a ride or help arrange carpools.

**Important note: Your reflection paper on this field trip (worth 40 points) will be due in class on Tuesday, November 19.**

Write a 2-3 page response paper on *what intrigued you most* during the visit to the Brown site.

Your paper should mainly address your impression of the Brown site in the context of the civil rights movement as described in the Anne Moody book, *Coming of Age in Mississippi*, and other resources (class discussions, the textbook, etc.). You should also note whether you found the trip useful for learning more about the history of the Civil Rights movement in the 1950s and 1960s. What did you discover that was surprising? Ironic? Memorable?

Your 2-3 page paper should be double-spaced, typed, stapled, and have a title. Please proofread your work and turn in a thoughtful, polished statement of your reflections.

Attendance will be taken at the site, since this is regularly-scheduled class. I look forward to seeing you at the Brown site on Tuesday morning! See me if you have questions.

--Rachel Goossen, Professor of History



## **Jia Feng**

Course Name: GG102 World Regional Geography

To help students develop the relevant college study skills, I plan to include activities that promote team-based learning and retrieval practices in teams.

First, GG102 will adopt a team-based learning strategy. In practice, students will be grouped with the consideration of diversity. By having a group, the interaction in the classroom setting will be based on group responses in order to (1) reduce the anxiety level in the classroom; (2) promote team cohesion and personal responsibility; and (3) build an inclusive and interactive atmosphere. I hope this activity will mobilize students more in the classroom and also nurture an informal and lively atmosphere in a lecture setting. Using this strategy, I try to promote students to learn in groups so that peer-to-peer communication and learning will replace the traditional instructor-student learning style in the classroom. And experienced students will be able to show others their learning techniques when group cohesion reaches a certain level.

Second, teaching and learning GG102 World Regional Geography have been challenging both for the instructor and the students. I believe part of the reasons is because many students do not have enough geographical and locational knowledge to build the link between the knowledge and the locations, especially for foreign places. To promote active learning, I plan to use more interactive map-based exercises at the beginning of my classes as a group challenge. There are two benefits for this exercise. (1) Students will be forced to actively prepare for the class because their group performance is on the line; (2) It will also help students to do retrieval practices together as a class. I hope to adopt this new technique in Spring 2020 as a first test run and hope for the best result.

Overall strategy: Team-based learning techniques

Objectives: promote team learning, active learning and retrieval practices as teams

Plan:

- (1) At the beginning of a semester, divide the class naturally into 5-person groups.
- (2) At the end of the first class, use an interactive map to ask student groups to place continents on a blank world map. Designed award system will also be applied for teams that perform the best.
- (3) At the end of each class, introduce what will be tested in the next class for student groups to prepare together.
- (4) For later classes, a 8-minute short map quiz will be given as a group challenge.

Option 1: *Given recent findings that knowing how to study can mean the difference between success or failure for students—particularly first-generation students—how can your courses help students develop the study skills required to do well in their coursework?*

In our group discussions we reviewed different learning strategies. After these discussions I decided to add an extra component to the assigned homework for BI 255 human physiology that would focus on the “**elaboration**” learning strategy. There are three steps to the elaboration strategy: 1) asking questions while studying, 2) making connections between ideas, and 3) associating ideas with personal experiences.

The first step in the elaboration strategy is to ask yourself questions while you study the materials. In essence, this is the current idea behind the assigned homework. Students are required to complete the homework prior to the class discussion to help them develop a preliminary framework. These homework problems are online and easily accessible, as the online platform provides hints to help students achieve their goal. Throughout the week the lecture and lab expound on the concepts framed in the homework.

The second step in which students build connections between seemingly disparate ideas is by creating links between those ideas. The students will accomplish this through in-class group work assignments. These novel assignments will integrate ideas from the online homework and lectures into structured clinical correlations that help facilitate active learning through real-life scenarios. The in-class group work will allow me to check the veracity of their inferences and provide immediate feedback, while also facilitating peer-driven learning and connection building. In human physiology many of the concepts repeat themselves throughout the curriculum. I believe these assignments will provide the architecture to help facilitate the students understanding without reinventing the wheel. For example, diffusion, blood flow and air flow, all require a gradient in order to have net directional movement. The types of gradients are different, but all are similar in process. The similarities are easily illustrated by the following equations:  $V = I \times R$ ;  $MAP = CO \times R$ ;  $\Delta P = Q \times R$ . All three equations show the relationships between gradients (V, MAP,  $\Delta P$ ), flow of “stuff” (I, CO, Q), and resistance (R). However, how these gradients are established and/or maintained depend upon different mechanisms. I believe by linking these concepts to a structured assignment with real-life examples it will build meaningful relationships between ideas, thus reinforcing the students’ long-term comprehension.

As part of the group work, I intend to have students individualize each of the concepts by applying experiences from their own memories. This third step is critical, as associative learning is an active learning process that increases retention and understanding of materials by providing a personalized recollection of ideas. I will assess their “memories” in their ability to correlate different facets of the memory to specific concepts. Creating multiple associative links to a single

memory will help reinforce the integration of ideas. An example of this individualization could be:

While at Wendy's I accidentally grabbed a soda straw for my shake. When I went to drink the shake, it required much effort for very little progress. In order for the shake to enter my mouth the pressure in the shake has to be higher than in my mouth. The pressure gradient that I create through suction allows the shake to flow through the straw into my mouth, similar to how air flows into the lungs. The reason it was difficult was due to the increased resistance from the smaller diameter straw, similar to how untreated asthma patients experience difficulty breathing due to narrowed airways. Using a larger diameter shake straw creates less resistance, allowing a much smaller pressure gradient to produce the same amount of flow. This is analogous to an asthma patient using an albuterol inhaler to "open" the airways.

I currently use many analogies in my lectures, so adding them to group work will provide structured examples of linking memories to class concepts.

Lastly, I will encourage the students to practice making these links without aid of course materials or notes. Practicing linking these concepts to each other and their memories will help reinforce their understanding of ideas, ultimately increasing their test taking prowess. I plan on implementing the "**elaborate**" learning strategy in the spring of 2020.

## Understanding the Iran-Contra Affair (Dual Coding)

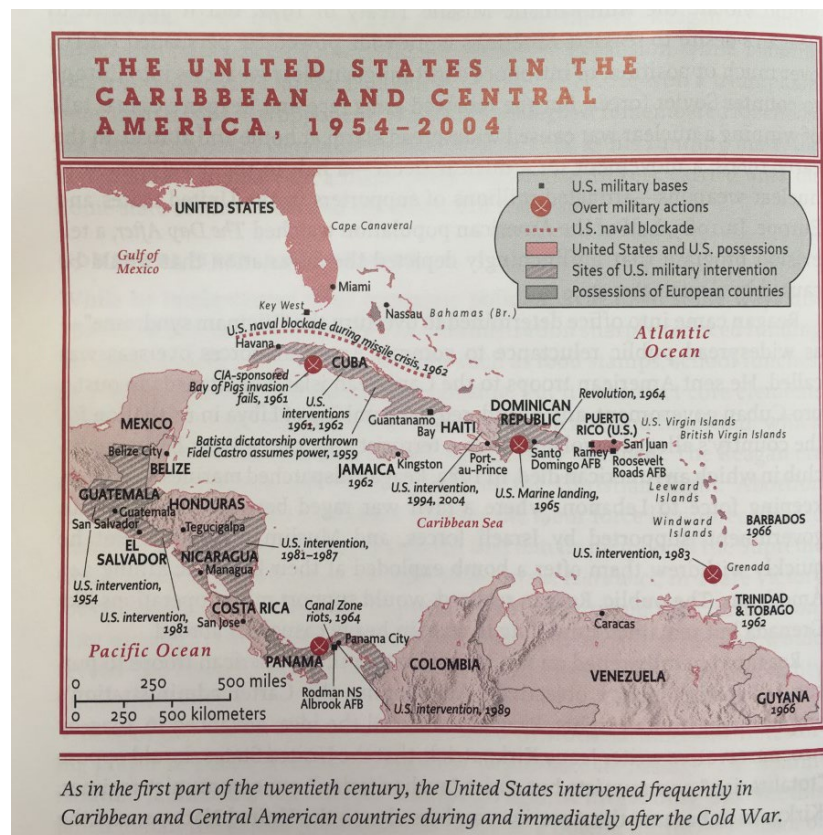
Created by Kerry Wynn  
12/12/2019

This exercise is intended for students in HI 112: U.S. History Since the Civil War. It introduces students to Dual Coding and the actions of the U.S. government in Central America during the Cold War.

### Materials

- [Dual Coding Worksheet](#)
- Eric Foner's *Give me Liberty*
- [John Martin's interview for the Woodrow Wilson Center regarding Iran-Contra](#)
- [Understanding the Iran-Contra Affairs website from Brown University](#)

Students will be asked to read chapter 26, "The Triumph of Conservatism," in Eric Foner's *Give Me Liberty*. In that chapter is a map of U.S. intervention in the Caribbean and Central America during the Cold War:



Students will be asked to read the Learning Scientists worksheet on Dual Coding, and then complete the following steps:

1. Compare the map of U.S. intervention to what they have read about U.S. Cold War policy. Which military actions were overt, and which were covert? When did these occur? What does the map tell us about Cold War policy? What does the text tell us that can help us understand the 1980s more clearly?
2. Read the book's section on the Iran-Contra Affair (which is very brief). Watch the interview with John Martin for the Woodrow Wilson Center. What were the key events of the Iran-Contra Affair? Who were its key players?
3. Create one of the visual aids listed in the "Hold On!" section of the Dual Coding worksheet. A timeline or a diagram of the events would probably be the most helpful, although I would not discount the appropriateness of a cartoon or infographic at getting to the larger questions of constitutional authority and the law.
4. Ask students to submit their drawings to a discussion board so that other students can see the possibilities and comment on which most advanced their understanding.

Fall 2019 Faculty Success Group Report  
History Department: Tom Prasch, Kim Morse, and Kelly Erby

This faculty success group met three times during the semester. In the first meeting, members reviewed findings from the 2018 faculty success group about what NACE skills history courses teach. In the second meeting, the faculty success group decided upon the following courses of action:

First, adding the following language to our catalog description of the history major: “Students do not only learn concepts and methodologies associated with the study of history in history courses. Students develop skills applicable in non-history related work environments as identified by the National Association of Colleges and Employers (NACE). In history courses, students will practice the following key skills identified by NACE: problem solving/critical thinking, written communication skills, application of knowledge/skills to real world settings, analysis/problem solving with people from different backgrounds/cultures, organization and evaluation of information from many sources, and ability to work independently. **In addition, history courses teach rigorous, critical, empathetic thinking that is essential in today’s globalized world.**”

Second, adding the following language to our 100-level course descriptions in the catalog and syllabi: “This course also teaches the following skills: problem solving/critical thinking, written communication skills, application of knowledge/skills to real world settings, analysis/problem solving with people from different backgrounds/cultures, organization and evaluation of information from many sources, and the ability to work independently. **It also teaches rigorous, critical, empathetic thinking that is essential in today’s globalized world.**”

These catalog changes are pending approval of the Social Sciences division.

Third, there's a chart/meme that's been circulating on social media. The faculty success group agreed that it would like to further circulate it by posting it prominently outside of the office and encouraging faculty members to share it in their courses and syllabi:

[https://cdn.wwnorton.com/marketing/college/images/History\\_HistoryCareers](https://cdn.wwnorton.com/marketing/college/images/History_HistoryCareers)

[Poster\\_Q-441.jpg?fbclid=IwAR3-i9umN-bqtLSagb2nFyRYy5fmob6iDejqxxV16G\\_VCd4NPi8epOH-Xp0.](#)

## Faculty Success Group Report Fall 2019

Option 1: Helping students develop the study skills required to do well in their coursework  
Our Faculty Success Group included, Georgina Tenny, Miguel González-Abellás, Courtney Sullivan, Helene Perrigüey-Keene, and Michael O'Brien.

The entire group met on Tuesday, November 5<sup>th</sup>, Tuesday, November 19<sup>th</sup> and Tuesday, December 3<sup>rd</sup> for a minimum of 90 minutes each session. The group chose Option 1, Helping Students develop the study skills required to do well in their coursework. In this document, you will find a summary of topics discussed each day, as well as a copy of a "Study Habits Checklist" produced by the group. The "Study Habits Checklist" will be given to students during the first 3 weeks of each semester and it will be completed on D2L.

### **Tuesday, November 5<sup>th</sup>**

In this first session, the group discussed the best practices for studying a foreign language. During this initial brainstorming session, multiple ideas were discussed, including: the use of checklists, covering the skills of foreign language learning (listening, reading, writing, speaking, culture), the use of online quizzes, time management charts, and the need to establish habits and expectations early in the semester.

### **Tuesday, November 19<sup>th</sup>**

Based on the strategies discussed in the first session, the group decided that the best way to move forward would be to try to establish habits and expectations early in the semester. In order to accomplish this, we decided that we would begin using a "Study Habits Checklist" in the first 3 weeks of class. Each student will fill this checklist out every day for three weeks. The idea is that the checklist will not only help students monitor their own study habits, but provide them with suggested activities as well. The group discussed the general expectations of the checklist and we decided to include items that would address time management, language skills, study habits and activities specific to foreign language learning, as well as a reflective piece. We also discussed other ways to present this checklist, such as an initial meeting with all students, classroom visits from the language tutors, and videos from former students detailing their own successes with studying a foreign language.

### **Tuesday, December 3<sup>rd</sup>**

During this session, we finalized the actual product or "Study Habits Checklist". We also discussed the implementation of this product, deciding on when we would present it to students, how often, and whether or not we would award points upon its completion. We decided that it will be placed in D2L, utilize the D2L checklist or quiz tool, and be completed electronically by students. This information will also be placed in the syllabus. It is our hope that students will better understand the expectations of learning a foreign language, and be more accurate in their assessment of time invested in the language. Students will complete the checklist for 21 days, and its use will be emphasized during the first three weeks of classes. On Day 22, they will fill out a short reflective piece, also on D2L. The entire checklist will be worth 5% of the overall course grade (1 point per day and then 4 points for the final reflection piece for a total of 25 points). These points serve as an incentive for students to complete the checklist.



**Study Habits Checklist: Days 1-21**

1. Did you study for at least an hour today? Yes \_\_\_\_\_ or No \_\_\_\_\_
  
2. If not, how long did you study?
  - a. 0 minutes \_\_\_\_\_
  - b. 15-30 minutes \_\_\_\_\_
  - c. 30-45 minutes \_\_\_\_\_
  - d. 45-60 minutes \_\_\_\_\_
  
3. What skills did you cover today? Check all that apply.
  - a. Listening \_\_\_\_\_
  - b. Speaking \_\_\_\_\_
  - c. Reading \_\_\_\_\_
  - d. Writing \_\_\_\_\_
  - e. Culture \_\_\_\_\_
  
4. How did you address these skills? Select all that apply.
  - a. Watching videos/Films \_\_\_\_\_
  - b. Reading text/lists \_\_\_\_\_
  - c. Writing words/sentences \_\_\_\_\_
  - d. Grammar tutorials \_\_\_\_\_
  - e. Seeing the language tutor \_\_\_\_\_
  - f. Online practice activities \_\_\_\_\_
  - g. Music/podcasts \_\_\_\_\_
  - h. Review of notes \_\_\_\_\_
  - i. Conversation \_\_\_\_\_
  - j. Other \_\_\_\_\_

**Last day reflective survey: Day 22**

1. Modern Languages created this exercise to help instill helpful study habits.
  - a. Did this clarify the expectations for learning a foreign language? Yes \_\_\_\_\_ or No \_\_\_\_\_
  - b. Did this exercise help you establish helpful study habits?
  
2. Which study approach(es) do you feel benefitted you the most?

## Faculty Success Group 2019

Kristen Grimmer, Maria Stover, Chris Jones

The faculty chose to do option number two and we have met three times for the activities this semester. As a result of our work, both mass media and religion have come up with some different options for students to know what skills they are getting out of our courses.

### Mass Media:

Maria and Kristen decided that the best way to approach this activity was to come up with the skills our different concentrations and courses teach. After doing some research, we came up with this table:

Skills	Program	Classes
Oral and Written Communication	Advertising, Journalism, Film and Video, Public Relations	100, 199, 202, 222, 319, 352, 400, 425, 432, 403, 405, 415, 420, 422, 431
Collect, Analyze and interpret information for audiences	Advertising, Journalism, Public Relations	202, 319, 352, 400, 403, 415, 422, 425, 431, 432
Knowledge of media operations	Advertising, Journalism, Public Relations, Film and Video	100, 199, 319, 352, 372, 414, 494
Visual Storytelling through graphics	Advertising, Journalism, Public Relations	321, 415, 431
Project/Team Management	Advertising, Journalism, Public Relations, Film and Video	202, 319, 352, 372, 414, 415, 420, 432, 431
Video Production	Film and Video	312, 350, 372, 405, 414
Audience segmentation and analysis	Advertising, Public Relations	319, 352, 432, 425
Strategic Communication Campaign Planning	Advertising, Public Relations	415, 432, 425
Research, data collection and interpretation	Advertising, Journalism, Public Relations	199, 202, 352, 355, 403, 405, 415, 425, 432
Digital Platform Management	Advertising, Journalism, Public Relations	319, 352, 415, 425, 432
Client Relations	Advertising, Public Relations	319, 321, 352, 415, 425, 432, 420
Event Planning and Management	Public Relations, Film and Video	420, 355
Sound Production and Post Production	Film and Video	312, 350, 372, 405, 414
Online Content Curation	Advertising, Journalism, Film and Video, Public Relations	199, 415
Media Publishing	Journalism, Public Relations	319, 403, 420, 431
Video Editing	Film and Video	312, 350, 372, 405, 414

Media Mastering	Film and Video	312, 350, 372, 405, 414
International and Cultural Competency	Advertising, Journalism, Film and Video, Public Relations	393, 485
Media Law and Ethics	Advertising, Journalism, Film and Video, Public Relations	100, 300
TV Broadcast Production	Advertising, Journalism, Film and Video, Public Relations	311 (393 right now)
Market and Consumer Forecasting	Advertising, Public Relations	202, 319, 352, 355, 415, 425, 432
Career Readiness	Advertising, Journalism, Film and Video, Public Relations	199, 202, 494, 499

The information on this table, we will use in two ways. First, we will use the more in-depth version as a handout for prospective student visits. This will help parents and students to better understand what our department teaches and how it prepares students for a job.

Second, each course listed above will take the appropriate sections and add those to our syllabi for students to see when they take the class.

Third, we will pare down the information on the table until only the skills and symbols for each concentration remain, and we will create an infographic we can use on our website.

Lastly, we will use this table to help guide our curriculum revision as we make changes to courses we offer now and new courses we believe the industry warrants.

**Religious:**

Chris decided that the best way to use this project for religion is to create a list of skills that each general education course teaches. For each course that students take in religious studies, they will receive a certificate at the end that details the skills they have successfully learned by completing specific course assignments. Upon their senior year, they will be able to use all of the certificates they’ve earned to help create their resumes and portfolios so that they will be able to translate to employers why a degree in religion more than prepares them for the workplace.

Chris has also used the data gathered in the process to develop a set of talking points for advising prospective and current religious studies majors in how to link their course of study to specific vocational paths. See the following table:

<b>Vocational skill</b>	<b>Course(s)</b>	<b>Specific Assignment(s)</b>
Effective oral communication	All courses, but especially RG 331 (Understanding Religion) and RG 399 (Senior Thesis)	Discussion-based curriculum Oral presentations and senior thesis defense
Critical/analytical reasoning	All courses	Short responsive papers (100-level RG courses) Philosophical papers (PH correlated hours) Research papers (upper division and senior thesis)
Ethical judgment	RG 101 (Intro to Religion)	Specific module on moral reasoning in Haitian Vodou
Teamwork	All courses	Team-based learning
Independent work	Upper division courses and senior thesis	Research papers Senior thesis
Effective written communication	All courses	Short papers Research papers and senior thesis
Real world application	Senior thesis	Can choose a project involving ethnographic research or real-world problem solving
Find, organize, and evaluate information from many sources	Upper division courses Senior thesis	Research papers and senior thesis
Analyze and solve complex problems	Upper division courses Senior thesis	Research papers and senior thesis
Intercultural competency	RG 102 (World Religions)	Discussions and writing assignments about cross-cultural memoirs



# Mass Media SKILLS Table

Get to know the skills you acquire as part of your degree



## Concentrations



Contemporary Journalism



Film and Video



Creative Advertising



Public Relations

## Skills



Oral & written communication



Interpret information for audiences



Knowledge of media operations



Visual storytelling



Project/team management



Video production & editing



Audience segmentation & analysis



Strategic comm & campaign planning



Research, data collection & interpretation



Digital platform management



Client relations



Event planning & management



Sound production & post production



Online content curation



Media publishing



International & cultural competency



Media law & ethics



Broadcast production



Market & consumer forecasting



Career readiness





# Certificate of Completion

THIS ACKNOWLEDGES THAT

Name Here

has successfully completed the course

Introduction to Religion

and has thereby demonstrated competence in the following skills  
identified as desirable by employers:

Critical thinking and analytical reasoning (from writing about religious ethnographies)  
Ethical judgment and decision-making (from exploring moral reasoning in Vodou)  
Ability to work together on teams (from team-based classroom discussions)  
Effective oral and written communication (from class discussion and written assignments)  
Self-motivated (from contract grading course structure)

Granted: DATE

---

Christopher M. Jones, Assistant Professor of Religious Studies

# Certificate of Completion

THIS ACKNOWLEDGES THAT

Name Here

has successfully completed the course

World Religions

and has thereby demonstrated competence in the following skills  
identified as desirable by employers:

Critical thinking and analytical reasoning (from writing about religious memoirs)  
Intercultural competency (from discussing memoirs of worldwide experiences)  
Ability to work together on teams (from team-based classroom discussions)  
Effective oral and written communication (from class discussion and written assignments)  
Self-motivated (from contract grading course structure)

Granted: DATE

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Christopher M. Jones, Assistant Professor of Religious Studies

**Course Success Group**  
**Fall 2019**  
**Psychology Department**

Members: Linzi Gibson (facilitator), Jericho Hockett, Mike Russell, Michael McGuire, Angela Duncan, Valerie Peckham

**Option 1: How can students develop the study skills required to do well in their coursework?**

Strategy: Each group member chose a strategy to research (meeting 1), and brought the information to our second meeting for a group discussion. The group members then created a plan for implementing the study skill they researched into one (or more) of their courses. We discussed our plans during our third session, including the strategies for implementation, obstacles we might encounter, and strategies for overcoming those obstacles.

Study Skill: Dual-Coding

Term paper: analysis of psychology of sex/gender in individual, interpersonal, intergroup, or institutional case

- Ask students to create a checklist of steps needed to conduct the analysis
- Ask students to list, cut out, and sort by strength of impact
- Ask students to provide images associated with their analysis
- For each module, students will diagram factors relevant to their case, illustrating effect of concepts at individual, interpersonal, intergroup, and institutional levels (integrated with retrieval practice)
  - To incorporate elaboration, ask students to explain how/why these factors have effects at the specific levels
- Ask students to make a brain dump list of relevant concepts in each module with interleaving instructions (i.e., request brain dump related to two modules back)



## Study Skill: Interleaving

### Introducing concept

- Ask students how they study? – mostly likely in a blocked fashion
- Discuss concept and provide evidence
- Related psych. literature:
  - Creativity, insight
  - Incubation
    - While consciously attending to one concept, other are incubating (unconscious mind is a parallel processor)
  - Long-term Potentiation
  - Cross-training

A helpful analogy:

“When the baseball players at Cal Poly practiced curveball after curveball over fifteen pitches, it became easier for them to remember the perceptions and responses they needed for that type of pitch: the look of the ball’s spin, how the ball changed direction, how fast its direction changed, and how long to wait for it to curve. Performance improved, but the growing ease of recalling those perceptions and responses led to little durable learning. **It is one skill to hit a curveball when you know a curveball will be thrown, it is a different skill to hit a curveball when you don’t know it’s coming.**”

What the authors are explaining in the aforementioned quote is, that if the baseball players want to optimize their skills and become better athletes, they need to:

- Spend LESS of their time practicing *hitting curveballs when they KNOW they’re coming*, and
- Spend MOST of their time practicing *hitting curveballs when they DON’T KNOW they’re coming*

Eventually, the authors split up the Cal Poly batters into two groups:

- **Group 1, the “massed practice” group**, hit curveball after curveball.
- **Group 2, the “interleaved practice” group**, was thrown random pitches.

Which group do you think became better batters overall?

### Demonstrating interleaving in the classroom

- Class where you block information, then short quiz
- Class where you interleave information, then short quiz
- Show results in class (could be risky)

### Other Strategies

- Cumulative weekly quizzes
- Shuffle your flashcards (instruct students to never take cards out)

### Study Skill: Concrete Examples

My plan is to include concrete examples in both my online and in-person section of Sensation and Perception (PY 305). To make things equivalent across the 2 course formats, I am going to make the assignment an out-of-class assignment that is to be submitted as a group discussion in D2L. That way people can share the examples that they come up with. Considering there is always the danger that someone's example will not be a good or correct one, I am going to make the concrete example assignment very low stakes. My plan is to have students come up with real world examples that clearly and directly relate to the information for a given chapter. As I am sure you will agree, there are times that what we study in the laboratory and how we study it are very different from the real world. My hope is that by having students come up with an consider real world examples, they will have a better understanding of the material and therefore perform better on quizzes and exams. Given the size of the class and the amount of information we cover, I think I will start off with students having to submit no more than five (5) real world examples (one for a particular chapter) over the course of the semester. Of course, the examples a student provides cannot be a duplicate of what another student has proposed. I will also require students to verify (or not) the example. I expect the concrete example assignment will be worth 5% of the course grade. Not too much and not too little.

### Study Skill: Retrieval Practice

My goal on implementing retrieval practice in classes next semester involves a couple of interventions. First, I plan on creating Quizlet classes for which I will create a flashcards for a percentage of terms to be tested on exams. My idea here is to randomly select at least 25% if not more terms to be assessed on exams and then created Quizlet cards. I will need buy in from the students so I can review their stats in terms of usage. I also plan on having my students complete "Brain Dumps" at the end of every class meeting. Let me know if you need more details.

Study Skill: Elaboration

Employ "Matchmaker" activity in Basic Concepts in Psychology (PY 100)

**Exercise 14.2**

**MATCHMAKER, MATCHMAKER**

**Practical Problem Solving**

One of the more compelling and popular approaches to explaining personality patterns is the framework referred to as the Big 5. This approach suggests that there are five fairly stable dimensions on which we can make judgments about personality. Not only are the dimensions stable, but they appear to have some cross-cultural applicability, as well. According to this theory, we can evaluate personality along the following five dimensions:

Conscientiousness ..... Irresponsibility  
Stability ..... Neurosis  
Extraversion ..... Introversion  
Open to experience ..... Closed to experience  
Agreeableness ..... Hostility

Suppose that you decide to set up a dating service based on the Big 5 principles. What kind of potential could occur when you match extremes on each of the dimensions? How would you predict the following matches would turn out?

- a. Conscientious + Conscientious: \_\_\_\_\_  
Conscientious + Irresponsible: \_\_\_\_\_  
Irresponsible + Irresponsible: \_\_\_\_\_
- b. Stable + Stable: \_\_\_\_\_  
Stable + Neurotic: \_\_\_\_\_  
Neurotic + Neurotic: \_\_\_\_\_
- c. Extravert + Extravert: \_\_\_\_\_  
Extravert + Introvert: \_\_\_\_\_  
Introvert + Introvert: \_\_\_\_\_
- d. Open + Open: \_\_\_\_\_  
Open + Closed: \_\_\_\_\_  
Closed + Closed: \_\_\_\_\_
- e. Agreeable + Agreeable: \_\_\_\_\_  
Agreeable + Hostile: \_\_\_\_\_  
Hostile + Hostile: \_\_\_\_\_

*After completing this exercise, you should be able to*

- describe the Big 5 theory of personality.
- predict how the Big 5 characteristics might differ in other cultures.
- speculate about the interaction potential of mixed styles according to the Big 5.
- recognize what a foolish business enterprise this would be!

## Study Skill: Spaced Practice

### Using Spaced Practice for Effective Learning (Lesson Plan)

College students are exposed to a ton of new information every day AND they are expected to learn it AND remember it. Remembering all that new information—with comprehension—can be challenging. Spaced Practice is one of the most powerful study tools anyone can use to learn new information or any new skill. Spaced Practice not only helps you thoroughly learn but it also makes remembering easy!

#### WHAT IS SPACED PRACTICE?

Spaced practice is simply breaking down your study time into multiple shorter sessions rather than trying to learn everything in one epic long study session.

#### HOW DOES SPACED PRACTICE WORK?

Space Practice works by exposing your brain to information then allowing time for it to “digest” that info before reviewing and revisiting the information again (and again and again and again...). Imagine you had to eat an entire hippopotamus but you had two months to do it. It would be impossible to eat that whole hippo in one sitting but you could easily do it a little bit at a time, in multiple sessions, spaced out over those two months. This is how Spaced Practice works. The key is the repeated revisiting of the information with “digestion” between study sessions!

#### PLANNING: THE SECRET INGREDIENT TO SUCCESSFUL SPACED PRACTICE

Creating a regular study schedule that includes your spaced practice study sessions—and everything else you need to do—will make learning and remembering easier and your semester will be a lot less stressful! You should create this study schedule the FIRST WEEK OF THE SEMESTER then stick with it. Of course, you should adapt your schedule as needed but never abandon it!

#### HOW TO USE THE SPACED PRACTICE LEARNING METHOD:

Schedule repeated but short learning/review sessions: Repeated and short study sessions are better than long, infrequent ones. Schedule your study sessions regularly (daily and weekly) and evenly spaced throughout the semester. Don't wait and only study when there's a test coming up (AKA cramming).

Plan to regularly interact with the material from all your classes: Plan when you will study the information from all of your courses so you don't neglect anything. Consider how you will devote your study time to your topics and schedule accordingly. Alternate between topics, with digestion periods between the sessions that focus on a particular topic.

Review older material first: As you prepare to study information from your most recent class, take some time to go back and review important older information to keep it fresh. It's good practice for your brain if it has to work to remember. In fact, in order to make studying

effective, you need to study, “almost” forget (digest), and then restudy. It’s MOST effective if you make yourself recall or remember that older information before reviewing it. When you make your brain work to remember what was previously studied, your brain builds the memory networks needed for permanent learning. The harder your brain is challenged to recall past material, the better you will be able to remember it in the future—such as on a test.

**Integrate old material with new information:** As you revisit previous material, work to connect the new info to it. Frequently, the topic information in classes builds on itself as the class progresses. Make sure you are connecting the new info to the old and understanding how it all fits together.

**Challenge Yourself to Build a Strong Brain:** During each study session, use strategies that challenge your brain as you work with your study material. Every study session, test yourself by writing a brief summary or list of what you’ve learned and then check it against your previous notes or text and add corrections as needed. Using a strategy such as this every time you work to recall the material will make it easier for you to remember older info and incorporate new material as you go. It can also help keep you on track with remembering key info that was recently presented in class.

#### TOOLS TO TRY FOR EFFECTIVE SPACED PRACTICE

- **Planning Calendar:** You will need an easy to use planning calendar such as a daily planner.

Most universities offer these from free to every student. The most effective daily/weekly planning calendars are time-table based. Use this planning calendar to budget your time so you can accomplish all your tasks—studying, of course, but also including sleeping, eating, exercising, fun, etc. There are countless planning-calendar systems out there but it’s best to find a system that works for you. The included “Weekly Scheduler” is a no-fuss, straight-forward time planner that can be printed and used in a three-ring binder.

- **Semester Overview:** The first week of classes, you should map out your all your course tasks and assignments so you are never ambushed or “surprised” by a forgotten assignment, paper, or exam. You can use the included “Semester Overview” worksheet to get started.
- **Pomodoro Technique:** The Pomodoro Technique is a task and time management tool that assists in reducing the inclination to study for too long in one sitting. How it works: Set a timer for 25 minutes and focus only on your task during that time—no cell phones! The 25 minute focused work time is called a “Pomodoro.” When the timer goes off take a short 5-7 minute recovery break and do something non-work related such as drink a glass of water, stretch, breathe deeply, etc. Again, it’s probably best to avoid distractions like cell phones during the break—try to use the time for a healthy recharging of your brain. After the break, begin your next Pomodoro. After every fourth

Pomodoro, take a longer break of about 20-30 minutes. You could also try doing four Pomodoros early in the day then four pomodoros later in the day. Visit <https://francescocirillo.com/pages/pomodoro-technique> for more info.

- Eisenhower Matrix: If you struggle with prioritizing your tasks, using a tool like the Eisenhower Matrix can help you sort out what to do when. Included is an Eisenhower Matrix Worksheet and you can go to this link for a brief tutorial on how to use the matrix: <https://www.eisenhower.me/eisenhower-matrix/>
- Only Do One Thing at a Time: It may not seem to make sense but doing one task at a time is actually far more productive than “multi-tasking.” Trying to juggle multiple, simultaneous tasks results in lots of time wasted and lower productivity! The Pomodoro Technique and the Eisenhower Matrix can help with focused task management. If you continue to find your time inexplicably slipping away, you can try completing a Time Use Diary (included) over several days to identify exactly where your time is going. To use the Time Use Diary, you should meticulously, honestly, and accurately record exactly what you’re doing throughout the day. Recording at least two week days and both weekend days can provide a pretty good sample. Being honest and accurate helps you figure out where time is being wasted so you can budget your time in ways that truly benefit you most.

Weekly Scheduler

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# Fall 2019 Faculty Success Group Final Report: Sociology and Anthropology

**Participants:** Dr. Ashley Maxwell (coordinator), Dr. Lindsey Ibanez, Dr. Jason Miller

## Purpose of Sessions:

The goal of this faculty success group was to tackle option two: helping students understand and clearly communicate the value of their education to future employers. Specifically, to connect their liberal arts and science degrees with skills employers look for. We collectively agreed that developing a skills matching activity to implement during the last week of the semester would be a good way of engaging students and having them reflect on what they learned.

## Process/Summary of Sessions:

### Meeting 1

Our first meeting was October 2, 2019 from 4:00 to 5:30 pm. We scheduled our next two meetings for October 23 and October 30 from 4:00 to 5:30 pm. In that meeting:

1. We reviewed the prompt and resources and decided that we wanted to develop an assignment where the students were reflective of the types of skills utilized in their courses. Think/pair/share with an overall discussion including skills they still need to gain if they were not reached in specific course. This allows them to be conscious and reflective of what they still need to gain/hone.
2. We decided on an activity that could be implemented at any course level (Dr. Ibanez and Dr. Maxwell decided to first implement it in their introductory courses (SOC 100 and AN 112, respectively), while Dr. Miller was going to implement it in his upper division AN 335 course.
3. We reviewed the top skills from the National Association of Colleges and Employers 2014 report and came up with five general categories of skills provided by social science courses (See Powerpoint slide).

### Meeting 2

Our second meeting was on October 23, 2019 from 4:00 to 5:30 pm. We discussed the goal of the Skills activity, which includes implementing the activity at various stages during the course of students' academic careers. Introductory courses will focus on skill matching. Upper division courses will do skill matching and an additional assessment of skills still needed to grow. The capstone course will focus on a more in-depth written analysis on how skills were applied to particular projects.

We also created a Powerpoint slide deck outlining Skills activity.

- a. Slide 2: Board Brainstorming Activity: Students will brainstorm the types of skills that employers look for and the instructor will write them on the board
- b. Slide 3: Skills Employers Value: We will discuss the 5 domains of skills employers value and see what skills students may have missed or added during the brainstorm activity
- c. Slide 4: Brainstorm: What were our class activities and assignments? Students will brainstorm the activities that were completed in and out of class and instructor will write them on the board
- d. Slide 5: Linking Career Skills to Activities and Assignments: Students will get into small groups and make a mind map linking each skill area to the relevant activities and assignments
- e. Slide 6: Final Reflection: How could you explain the skills you have gained on a resume, job application, or job interview? On the back of the skills handout, students will write 2-3 sentences about the skills developed in the course.

We decided to include a student handout: Students will get a copy of the 5 Domains of Skills Employers Value and a sample mind map.

### Meeting 3

Our third meeting was on October 30, 2019 from 4:00 to 5:30 pm. We finalized the PowerPoint and script for use with students and wrote up our results.

### Results

Our faculty success group created a skills assignment lesson plan that can be adapted and implemented in any of our courses. Along with the PowerPoint presentation is a handout (slides 3 and 5) to guide students during the assignment. Each of us plan to implement the lesson plan in one of our spring 2020 courses and then get tea together to discuss how it went to close the loop.

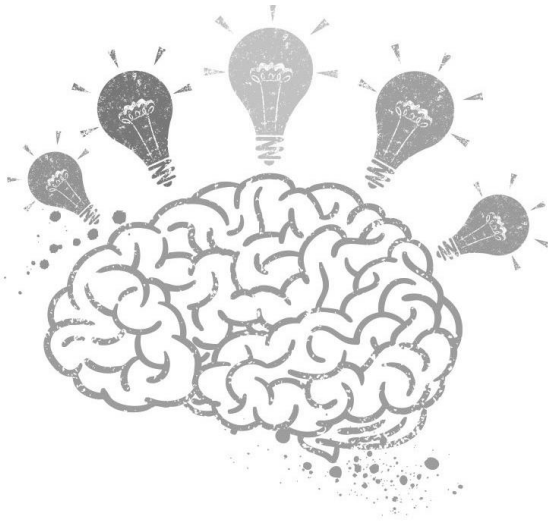




## Linking <<course>> to Your Future Career



Welcome everyone. Introduce topic: how do we connect the skills we're learning in this course with skills students will use in their future careers.



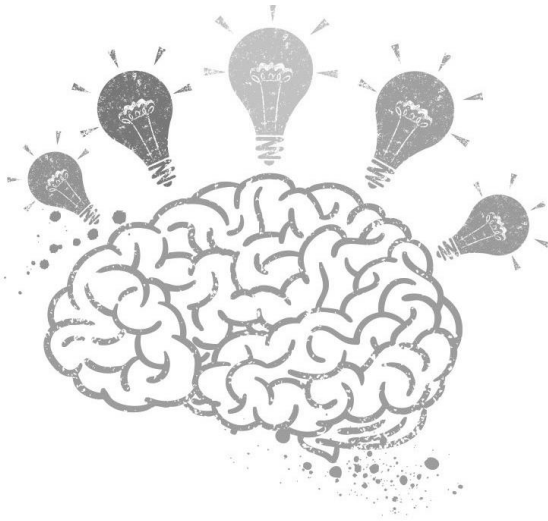
Brainstorm:  
What skills do  
you think  
employers look  
for?

Ask students to brainstorm some of the skills that they think employers look for in their new hires. <<Make list on the white board>>

# Skills Employers Value (National Association of Colleges & Employers 2014)



According to a NACE survey of hundreds of employers in 2014, these are the five types of skills that employers look for in new hires. What do you think? How does your list match up with this list? If there are differences, why do you think that is?

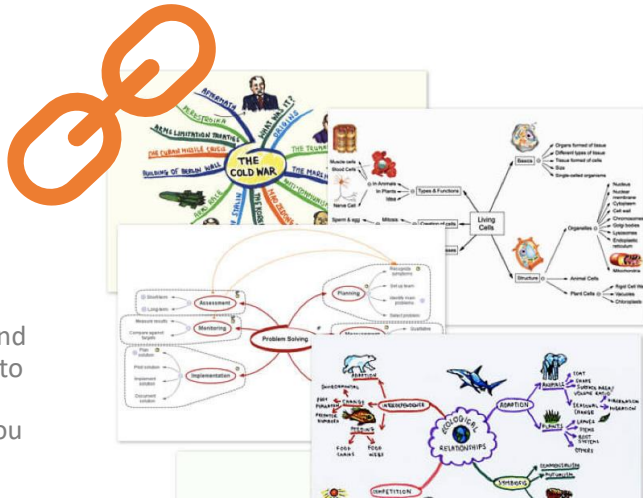


Brainstorm:  
What were our  
class activities  
and  
assignments?

Brainstorm together about what the course activities and assignments were in this class this semester. (Papers, exams, but also class discussions, activities, etc.) <<Make list on the white board>>

# Linking Career Skills to Activities and Assignments

In small groups, make a mind map linking each skill area to the relevant activities and assignments that helped you to develop those skills



Break class into small groups of 3-4. Ask each group to create a mind-map that links each of the class activities and assignments to the various domains or sub-domains employers are looking for in new hires. Ask groups to reflect on their skills development over the semester. Come back together as a big group. Ask groups to report back and share their mind maps.

## Final Reflection: How will you explain your skills on a resume, job application, or job interview?



On the back of the skills handout, write 2-3 sentences about the skills you developed in this course

Ask students to turn their handout over. Give students a few minutes (individually) to choose a couple of the skills they linked and write 2-3 sentences that might appear on their future resume, job application or in a job interview. If time, have a few students share at the end.

## Theatre General Education Courses Assignment/Competency maps

Theatre Faculty Contributing: Julie Noonan, Sharon Sullivan, Theodore Shonka

We selected a number of primary and secondary “Very Important Skills for Recent college Graduates We Are Hiring” based on skills that are listed in the EAB career Preparation Toolkit and those that are utilized often in Theatre coursework and those that are utilized sometimes. We applied these skills to our General Education offerings only for this project.

Instead of doing one syllabus, we did assignment/competency maps that will be available with our Master Syllabi for each of the courses that are offered for General Education credit. As each of the courses have standardized objectives and similar assessment methods, the assignment-competency maps can be used by all instructors teaching the courses. We can utilize these in our syllabi to better convey to students in general education courses the benefits of the exercises, knowledge, and skills that will be learned in the course they are taking. The competency/assignment maps follow this explanation page:

The courses included are:

Acting I

Voice, Diction and Interpretation

Drama Classics on Video

Intro to Theatre

Dramatic History and Literature OR Drama Survey I and II (names are changing)

Musical Theatre History

The competencies we identified include:

Often practiced/utilized skills:

Able to analyze and solve complex problems

Able to innovate and be creative

Able to effectively communicate orally

Critical Thinking/analytical reasoning

Able to work effectively in teams

Can apply knowledge/skills to real-world settings

Sometimes practiced/utilized (depending upon course)

Can find, organize, evaluate info from many sources

Able to work independently (prioritize, manage time)

Self-motivated, initiative, proactive: ideas/solutions

Able to communicate effectively in writing

Theatre General Education Courses Assignment/Competency maps

<b>Acting I</b>	
Assignment	Competency(ies)
Terms test	- Able to communicate effectively in writing
In-Class Participation/Daily exercises-homework	-Ability to work effectively in teams -Able to effectively communicate orally
Scene: preparatory and performance exercises	-Analytical Reasoning/Critical thinking (prep work) -Ability to work effectively in teams (all sections) -Apply knowledge to real-world settings –prep work/workshop/preview/performance) -Able to effectively communicate orally and in writing (reflection) -Able to innovate and be creative (all sections)
Monologue: preparatory and performance exercises	-Analytical Reasoning/Critical thinking -Self-motivated, initiative (all sections) -Apply knowledge to real-world settings – (prep/performance) -Able to effectively communicate orally and in writing (reflection) -Able to innovate and be creative (all sections)
Journals (weekly)	-Able to effectively communicate in writing -Self-motivated, initiative, proactive
Play Response Papers	-Analytical Reasoning/Critical thinking -Able to effectively communicate in writing

<b>Voice, Diction and Interpretation</b>	
Assignment	Competency(ies)
Mechanism for Speech/ IPA/ Consonant Tests	-Problem-solving skills -Written communication -Critical thinking skills
Readings : oral performance/practice	-Creativity (taking direction) -Flexibility/adaptability (using and giving constructive criticism) -Apply knowledge and skills to real-world settings (auditions, presentations and job interviews)
Papers on Shows	-Communication skills (written) -Creativity -Critical thinking skills -Planning and organization skills
Participation/ Homework/ Attendance	-Interpersonal skills -Initiative -Communication skills



Theatre General Education Courses Assignment/Competency maps

<b>Intro to Theatre</b>	
Assignment	Competency(ies)
Tests and Quizzes	-Problem-solving skills -Written communication -Critical thinking skills
Papers on Shows	-Communication skills (written) -Critical thinking skills -Planning and organizing skills
Journals	-Communication skill (written) -Creativity -Observational skills (observing people in situations and developing a conclusion of subjective motivations)
Project Presentation	-Communication skills (verbal) -Creativity (extending from assignment guidelines to include personal artistic decisions) -Leadership (showing initiative, planning and organizational skills)
Participation/ Homework/ Attendance	-Interpersonal skills -Initiative -Communication skills

<b>Drama Classics on Video</b>	
Assignment	Competency(ies)
Discussion, participation, and attendance	-Interpersonal Skills -Initiative -Ability to work effectively in teams -Communication skills (oral)
Analytical Essays	-Critical thinking/analytical reasoning -Apply knowledge/skills to real world setting-live art -Written Communication
Exams	-Problem solving skills

Theatre General Education Courses Assignment/Competency maps

<b>Survey of Drama I and II Or new proposed name: Dramatic History and Literature I and II</b>	
Assignment	Competency(ies)
Play reading and viewing: Reading reports, discussion, reflection papers on shows	-Self Motivated, initiative - Able to work independently (prioritize, manage time) - Critical Thinking/analytical reasoning
Play analysis, describing and defining dramatic elements and forms: Discussion, Concept papers, test	- Critical Thinking/analytical reasoning -Able to innovate and be creative - Can apply knowledge/skills to real-world settings
Acquiring and implementing appropriate and correct theatre terminology: Discussion, tests, reflection papers and concept papers	- Able to effectively communicate orally - Critical Thinking/analytical reasoning -Able to communicate effectively in writing
Oral and written presentations based in research and reading: concept papers, presentations,	- Can find, organize, evaluate info from many sources - Able to effectively communicate orally - Critical Thinking/analytical reasoning - Can apply knowledge/skills to real-world settings - Able to communicate effectively in writing

<b>History of the American Musical</b>	
Assignment	Competency(ies)
Final Paper and Presentation: history of a musical	- Can find, organize, evaluate info from many sources - Able to effectively communicate orally - Critical Thinking/analytical reasoning - Can apply knowledge/skills to real-world settings - Able to communicate effectively in writing
In-class reports, discussion, reading reports	-Able to effectively communicate orally -Able to work independently (prioritize, manage time) -Self-motivated, initiative, proactive: ideas/solutions
Quizzes and tests	-Critical Thinking/analytical reasoning
Performance Analysis Paper	- Critical Thinking/analytical reasoning -Able to analyze and solve complex problems -Able to communicate effectively in writing - Can apply knowledge/skills to real-world settings
Text analysis assignment	- Critical Thinking/analytical reasoning -Able to analyze and solve complex problems -Able to communicate effectively in writing