

The Plot Thickens: Spark Student Engagement in Course Activities and Assignments

Focus on Teaching and Learning & Spark Up Your Syllabus

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Center for Teaching and Learning Excellence
Institutional Effectiveness



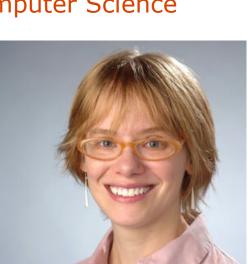
Session Outcomes

Through the panel and session activities:

- Learn from colleagues and consider the value of, and strategies for, aligning course learning objectives you author with your teaching and learning activities.
- Draft ideas for clearly communicating to students the "what," "how, and "why" of learning throughout your course.
- Help students make connections between assignments and the course, curriculum, and world they live in.

Our Panel

Katie Cadwell
 Associate Teaching
 Professor and Chemical
 Engineering Undergraduate
 Program Director
 College of Engineering and
 Computer Science



Megan Oakleaf
Professor and Library
and Information Science
MS Program Director
School of Information
Studies



Amy Schmidt Citizenship and Civic Engagement Program Coordinator Maxwell School of Citizenship and Public Affairs





Panelist questions:

- What motivated you to make changes in your course materials? What teaching and learning desires were you addressing?
- What did the process involve? For example, how did you decide where to begin? What steps did you take? What challenges did you face?
- How did students respond? Have you seen preliminary changes in learning?
- What's next?

Transparency in Learning and Teaching

Purpose

- Skills practiced
- Knowledge gained or demonstrated
- Real-life relevance beyond the course

Task

- How to do the assignment
- Steps to follow
- What to avoid
- Most useful resources and how to use them

Criteria

- How the assignment will be graded. Might include:
 - 1. checklist or rubric to guide students
 - 2. samples where students practice applying assignment criteria

https://tilthighered.com/ TILT Examples & Resources

Your application "assignment" in this workshop (15 minutes individual and 10-15 minutes in group)

Purpose

- Reflect on what you learned from the panelists.
- Connect ideas to enhance learning in a course you teach.
- Choose something to make teaching 'smarter, not harder.'

Task

- Look through your panelist notes or just think about what you heard.
- Choose an idea for piquing student motivation and communicating transparently.
- State 1-2 small changes you can implement, and list next steps.
- Today, avoid trying to change the curriculum or things outside your control. Note the big ideas for later.
- Share your idea with your small group.

Criteria

- Get group feedback on your idea: Feasibility, relevance to your context, appropriate next steps, time management tips, ideas for inspiring colleagues.
- Each group share one idea to whole group.

Resources shared during the session (1/2)

Calling on Students

- Does the practice help students learn or just make them anxious? It all depends https://www.chronicle.com/article/the-question-of-cold-calling
- Leveling the Playing Field: How Cold-Calling Affects Class Discussion Gender Equity https://www.ccsenet.org/journal/index.php/jel/article/view/0/38590

Transparency in Teaching and Learning

https://tilthighered.com/

On the website go to TILT EXAMPLES & RESOURCES tile:

- There are brief video introductions (4 videos, each under 1 minute)
- Example assignments faculty share assignments before and after revising them for transparency.
- Tools See Transparent Assignment Design Template

Resources shared during the session (2/2)

Planning for Student Reflection:

Closing the semester with opportunities for students to reflect on their growth.

https://higheredpraxis.substack.com/p/tip-planning-for-student-reflection?utm_source=post-email-title&publication_id=33051&post_id=112914651&isFreemail=true&utm_medium=email

Exam Wrapper

https://www.cmu.edu/teaching/designteach/teach/examwrappers/

School is focusing their curriculum on Information Justice, Equity, and Community Engagement

https://ischool.syr.edu/new-faculty-leadership-appointments/

https://ischool.syr.edu/academics/library-and-information-science-masters-degree/



Wrap-up

- Share one thing from your group. It might be a technique, a plan, or a theme that emerged in your discussion, etc.
- Please complete the workshop feedback form now, if possible.



Thank you for joining us!

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A Collaborative Series from the Center for Teaching and Learning Excellence and Institutional Effectiveness

