

Creating new seminar courses:

Making magical one-credit courses

Charissa Powell and Tara Coleman

February 17, 2021

40th Annual Conference on The First-Year Experience



Introductions

Charissa Powell

she/her/hers

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University of Tennessee, Knoxville
“Information Privilege”

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Tara Coleman

she/her/hers

Web Services Librarian and Associate
Professor

Kansas State University

“Adulting 101” & “Getting Lost in the
Stacks”

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This is how our presentation will work

- Tara and Charissa will share their knowledge and experience.
- You'll be invited to share yours in a Padlet.
- Conversation will be had by all!
- 40 minute presentation, 20 minute Q&A.



Reflecting on student needs

- Who are your students?
- What are the needs of your students?

Padlet



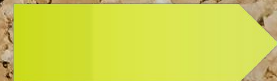
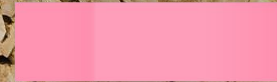
This presentation is for...

1. Newbies at creating new courses
2. Experts willing to sharing their experiences and knowledge.



Learning Outcomes

- Attendees will leave this session knowing more about:
 - the needs of students
 - the right workload for a one-credit class
 - how to make classes meaningful and valuable to students



KANSAS STATE UNIVERSITY



THE UNIVERSITY OF
TENNESSEE
KNOXVILLE



Needs of our students

- Social isolation
- Underprepared (academically, socially, culturally)
- Social justice struggles
- COVID-19 Updates
- Safe place to ask general questions
- Someone to check on them



Best Practices that worked for us

- Build community right away
- Remember they don't know what they don't know - show them
- Make assignments worthwhile and explain the value
- Flexibility
- Student input and feedback
- Ask the right questions, in various formats



Tips

- Radiate purpose in course construction
- Focus on student success strategies
- Make a list of all the things you want to do in class, then cut it in half!
- Don't be afraid of student feedback!
- Some classes/assignments don't go according to plan and that's ok
- Start with empathy



Appropriate Workload



Thanks!

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Questions?

Please remember to submit your
evaluation on Guidebook!

<http://guidebook.com/guide/180666>



#FYE21

Creating new seminar courses: Making magical one-credit courses

Charissa Powell and Tara Coleman

CHARISSA POWELL FEB 18, 2020 07:22PM

What are the needs of your students?

ANONYMOUS FEB 17, 2021 09:20PM

Critical thinking skills

Time Management
Resilience

ANONYMOUS FEB 17, 2021 09:19PM

Struggles

Being online is a challenge!

Academic help with math courses — CLAUSEN, CYNTHIA K.

ANONYMOUS FEB 17, 2021 09:19PM

Sense of belonging

ANONYMOUS FEB 17, 2021 09:19PM

Guidance and clear set of instructions.

ANONYMOUS FEB 17, 2021 09:19PM

connection

ANONYMOUS FEB 17, 2021 09:19PM

Feeling a sense of belonging when it comes to diversity, equity, and inclusion.

ANONYMOUS FEB 17, 2021 09:19PM

Basic understanding of how college works

This is so true! Do you have suggestions on how to teach people this?
— ANONYMOUS

ANONYMOUS FEB 17, 2021 09:19PM

Guidance and a contact

ANONYMOUS FEB 17, 2021 09:19PM

Increased sense of belonging; Connecting with university resources

ANONYMOUS FEB 17, 2021 09:19PM

Feeling connected, understanding basics of resources

ANONYMOUS FEB 17, 2021 09:19PM

Getting hands-on experience with research

ANONYMOUS FEB 17, 2021 09:19PM

Connection

ANONYMOUS FEB 17, 2021 09:19PM

Focus and guidance

ANONYMOUS FEB 17, 2021 09:20PM

Academic Support

ANONYMOUS FEB 17, 2021 09:19PM

Community and Compassion

ANONYMOUS FEB 17, 2021 09:19PM

Finding belonging during a digital environment.

ANONYMOUS FEB 17, 2021 09:19PM

Time management

ANONYMOUS FEB 17, 2021 09:19PM

Access to resources and student support services

ANONYMOUS FEB 17, 2021 09:19PM

connect

ANONYMOUS FEB 17, 2021 09:20PM

Digital Literacy

ANONYMOUS FEB 17, 2021 09:20PM

technology- how to use all platforms

This can be hard when the instructors are new to platforms too
— ANONYMOUS

ANONYMOUS FEB 17, 2021 09:20PM

developing confidence

ANONYMOUS FEB 17, 2021 09:20PM

organizing

ANONYMOUS FEB 17, 2021 09:20PM

Struggles--working, school, life

Significant issue for our students
— ANONYMOUS

ANONYMOUS FEB 17, 2021 09:21PM

learning about university culture

ANONYMOUS FEB 17, 2021 09:21PM

Focus!

ANONYMOUS FEB 17, 2021 09:21PM

Understanding they are not in high school any more - example..."I turned this in late but why did you take off points? I turned it in."

Yeah, this can be a challenge. It's helpful to explain and hold students accountable when this happens
— ANONYMOUS

If you haven't taught before, what are your questions and/or concerns?

ANONYMOUS FEB 17, 2021 09:21PM

Accessibility

Not my comment, but I'd say both online and in-person.
— ANONYMOUS

Everything around this. Online, in person, for students and instructors
— ANONYMOUS

ANONYMOUS FEB 17, 2021 09:41PM

student-made videos in online environment

I have taught before, but I, too, have questions about accessibility. Specifically, how do you encourage students to create videos with accurate subtitles or audio contributions with transcripts? These are so important, but students also express concerns about the time that it takes to add these subtitles, etc.

ANONYMOUS FEB 17, 2021 09:39PM

I've taught before, but I am always concerned with keeping students engaged

ANONYMOUS FEB 17, 2021 09:39PM

Keeping students engaged

ANONYMOUS FEB 17, 2021 09:41PM

The camera issue

I don't want students to feel they need to always have their camera on and I want to respect their privacy, but it makes engaging online really, really hard

ANONYMOUS FEB 17, 2021 09:44PM

Student Services

How many different Student Services centers visit your class? How do you balance the need to introduce students to campus resources with covering metacognition, etc.?

We usually have a group assignment which involves reaching out to services and resources and evaluating their experience.
— ANONYMOUS

ANONYMOUS FEB 17, 2021 09:41PM

Assessing participation/engagement in online spaces

I think this can be done with mini-surveys throughout the semester
— ANONYMOUS

ANONYMOUS FEB 17, 2021 09:44PM

Spam

I taught online in the fall and my students spammed our padlet-like whiteboard (it was a jamboard via google) with pictures of rats (???) and non-relevant comments. Made me scared for future participation.

I am so sorry that this happened! I don't use asynchronous anonymous tools for this reason. I open up anonymous submissions for one-on-one situations (surveys that only I read) but not for student groups (for reasons like this). :(— ANONYMOUS

If you've taught in the past, share something that worked really well for you that might work for others!

ANONYMOUS FEB 17, 2021 09:22PM

we had all our students create a powerpoint slide in the first week/two of class to share about themselves- it created a lot of connections between the students

I love this idea! — ANONYMOUS

ANONYMOUS FEB 17, 2021 09:31PM

Kahoot

I used kahoot.com to create quizzes that allowed people to share how they were doing, find commonalities , etc.

ANONYMOUS FEB 17, 2021 09:39PM

Time management 168 hour activity.

Also required "1-on-1" meetings with instructor and/or peer leader. Usually actually 1-1 but occasionally 2 or 3 students. This is an actual pass/fail activity I have required and it changes the full dynamic

ANONYMOUS FEB 17, 2021 09:38PM

We co-created assignment rubrics with students at the beginning of class

ANONYMOUS FEB 17, 2021 09:41PM

Google Survey

In the Fall, I gave a mini-assignment each week for students to use a Google Survey to check-in with one good thing that had happened to them, and one bad thing that could have been better. This helped my Peer Instructor and I (the only ones who could see the results) know how they were doing and if we could help answer any questions they had as each week elapsed.

I love check in surveys. I use Qualtrics, but Google is a great tool too
— ANONYMOUS

ANONYMOUS FEB 17, 2021 09:39PM

Have students create a slideshow of photos from their first semester (One Second Everyday app is great for this) and they can showcase this at the end of the term. Encourage student engagement/student activity attendance

ANONYMOUS FEB 17, 2021 09:39PM

Use of peer instruction.

ANONYMOUS FEB 17, 2021 09:41PM

Resources(Counseling, Tutoring Centers, Career Services, Financial Aid, etc.

We have our students do an exercise where they do a slideshow as a class on the resources available to all students. They work teams to see how many they can find.

ANONYMOUS FEB 17, 2021 09:39PM

Have students create a first-semester blog to catalogue and reflect on their experiences. Really allowed creativity and personal expression!

ANONYMOUS FEB 17, 2021 09:40PM

Reading Responses to encourage critical thinking before a class period. This also helps less-talkative students have something prepared to share.

ANONYMOUS FEB 17, 2021 09:39PM

We added a short video reflection assignment in FYE this semester that was super cool. We gave students a list of 6 places or resources that we wanted them to visit and record a reflection.

ANONYMOUS FEB 17, 2021 09:40PM

We were online in the fall, so we did a weekly discussion board in Blackboard and they had to respond to two other students. It became their favorite thing.

ANONYMOUS FEB 17, 2021 09:40PM

Use of Discord (with the instructor) or Groupme (without instructor)

My class had a Groupme without me in it. I haven't used Discord before, but I've heard good thing — ANONYMOUS

ANONYMOUS FEB 17, 2021 09:41PM

I had students complete a basic interest inventory (favorite food, favorite show, hobbies, major(s) of interest) and then I paired them up with another student in the class. They worked with this student in breakout conversations for the first month; after that, students shuffled around more and got to engage with other students.

ANONYMOUS FEB 17, 2021 09:41PM

Provide a Syllabus and go over it and a community agreement, so that students have and feel more included in their learning and the environment (digital as well).

I have students gather in groups in the first class and develop guidelines together. — ANONYMOUS

My co-teacher and I do this as well. — ANONYMOUS

ANONYMOUS FEB 17, 2021 09:43PM

Break up long lectures on content and information with some interactive activities and discussion points that help with community in the class. It also helps with students remembering those moments and thus adding a layer to them learning material and making practical applications.

ANONYMOUS FEB 17, 2021 09:41PM

To the point about rubrics...actually a lot of things. I have found it worth the time to actually take the time in class to explain what a rubric is, how to use it and how I grade from it.

ANONYMOUS FEB 17, 2021 09:42PM

Learning Objectives

Had students craft their own learning objectives, one for civic engagement, one for academic skill development, and one for personal development.

ANONYMOUS FEB 17, 2021 09:42PM

Brief, weekly journal reflections based on course discussion

ANONYMOUS FEB 17, 2021 09:45PM

Engagement

This Spring I started having students sign up to kick off the first 10 minutes of class with what they found interesting from the reading and ask a question to their peers. I have found that the student perception initially kicking off the class has helped draw others. I require cameras for this but nothing else (because I don't want to fight this). I also am very clear that I take participation during the class - unmic or chat - but participation. I use an old school hard copy gradebook and put a + by the names of any student who participates that day. They can see me doing this and I can say that this semester vs Fall has been SO MUCH better in participation.

It's so helpful to explain what participation is and isn't — ANONYMOUS

ANONYMOUS FEB 17, 2021 09:52PM

Letter

Have students write a letter to next year's students

We tried this as well last year. Since we are remote--we didn't go with the letter this year. We decided to have students do short presentations on their research questions (that they develop over the quarter) and how what they learned in class relates to what they are interested in pursuing in their chosen discipline (most students are education/human services majors) — ANONYMOUS

ANONYMOUS FEB 17, 2021 10:01PM

Tevals

Share good and bad examples of evaluation comments. This shows that you read and take seriously what is said

Resources

TARA COLEMAN FEB 12, 2021 11:13PM

Tips

>THE 6 TIPS<

FOR A STRONG TEACHING AND LEARNING EXPERIENCE

1

RADIATE PURPOSE IN COURSE CONSTRUCTION

Ask a peer to review your syllabus, assignments, and Canvas page for clarity, organization, and purpose.

Create a consistent class routine to help students be more organized and experience less stress.

For example: Mondays: introduce content, Fridays: synchronous Zoom session, Sunday: assignments due

Hide unneeded or duplicate tabs in Canvas and organize everything under modules.

2

BUILD A STRONG ONLINE COMMUNITY

Create short videos to humanize your course. Talk about the structure of the week, goals for an assignment, or why you are interested in the subject matter.

Build community with and among your students through introduction videos on Canvas, use breakout rooms in Zoom for smaller discussions, and start class by inviting students to share their voice and thoughts.

3

CREATE AN INCLUSIVE CLASSROOM COMMUNITY

Intentionally incorporate content from diverse authors and perspectives.

Encourage diversity of thought and dialogue among differences by inviting students to provide an alternative perspective and modeling this yourself.

Use student friendly language by avoiding jargon, like KSFb book, and explain acronyms and new terms.

[See the Glossary of Terms.](#)

6%20Tips%20For%20Teaching_Fall%202020.pdf

PDF document

WWW.K-STATE.EDU

ANONYMOUS FEB 17, 2021 09:37PM

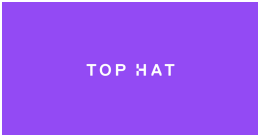
Free communication option

<https://tophat.com/features/community/>

Stay connected with your students, during and after class

When it comes to student success, community is everything. But with the shift to online learning, students are feeling more isolated and disconnected than ever. That's why we created Top Hat Community. With Community, we give students and faculty a single destination to chat, engage in video discussions, collaborate on assignments, and have more fun-inside and outside of class.

TOP HAT



If you know Slack, this tool is like Slack, but secure for HigherEd
— ANONYMOUS

The Community is able to make videos/ chat with each other/ create groups both realted to the subject OR NOT (my favorite is a group with dogs :) — ANONYMOUS

Please share your email and we'll send you a copy of this padlet and the presentation.

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ANONYMOUS FEB 17, 2021 09:45PM