Draft Outline for Insert “Skill Bites” into Your Course to Enhance Discipline Specific Development

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|  | Intros – Motivation – why do I care? |  |
|  | Intro – Activity  (An alternative activity would be to take some stats and see how close people come…maybe do an if-ats exercise?)  Name 3 good traits that you observe in today’s incoming first – year students  Name 3 less than desirable traits that you observe in your incoming first – year students  In your table come to consensus on the three best traits and share |  |
|  | Overview of who the freshman class is. What do we know about their preparation for college work? What do we know about them developmentally? | Renée |
|  | So whose responsibility is it to help bridge the gap between what we would like to see in our students and what we do see in our students? (Maybe do a poll or exercise here) FYI? Writing Center, ISST test, RA’s, students, parents, professors, advisors?  Does it matter whether we are talking about a general skill or a more discipline specific skill? |  |
|  | The literature show – overview (use chart that Melinda had) | Nancy |
|  | RWC Skill bites presentation – describe what they did | Nancy |
|  | My experience – what I tried…what worked, and what failed  Learning styles – students took a LS inventory (LSI Solomon and Felder) In class exercise to talk about what it means and how one can adapt. Students hated it and it showed up on a TAP and end of the semester evaluations.  Textbook – How does one go about reading their course textbook. That worked well. Saw some improvement in students actually reading the book. (more on that second semester).  Honor Code – Students don’t seem to realize that plagiarism is not just for papers. Case studies and ½ day session on how the honor code relates to our course. Went over well. When students cheat in my class, they know that they are cheating. But it is an attempt at prevention which does not always work.  Test taking strategies – Do this while working through a practice exam?  Time management – ongoing exercise – How many of you hate me today? Let’s reflect on what went wrong with how you planned the last assignment. Follow up with a timesheet for the next assignment…where are you spending your time?  Group work – GISAT – failed to really get the groups to connect. CS239 – initially forced a small dependency between the partners. Group ice-breaker to get them talking, then assign them specific roles which helped to get the groups to work together. When they still weren’t quite “withit” put some teeth into the group activity (it will be graded). What the students won’t do for points.  Modeling – How does one solve a problem like a computer scientist? How do you show them how to explore for an answer? | Nancy |
|  | Adapting an exercise to your own situation | N & R |
|  | Wrap up – what one skill would you like your incoming freshman to have that they seem to be lacking and what do you think you could do to have a positive impact? |  |