

Political Science - Discipline Breakout Meeting

What is working in the G2C process?

Serves faculty on an individual level to demonstrate active engagement in revising courses and using data (qualitative/quantitative) for continuous improvement. More interactive with the students and more cognizant of the DFWI rates. Instituted a Town Hall format in class.

Applied transparent instructional design - instructions on papers and other types of written assignments and projects to make it clear to students what a successful project looks like;

Motivate Labs: connection of assignments to real life experiences is meaningful; So What? Assignment; framing of feedback matters; high expectations, but communicating belief in the student's ability "I have high standards, but I believe you can do this."

Communication of the expectation to execute G2C to senior leadership at institutions has been effective.

President has started a Student Success Initiative. Financial support for departments working toward the reduction of DFWI rates.

Sharing of DFWI information has been good. The wrapper concept has been helpful in designing course instruction based on what the students want to learn.

Crash learning and Poll Everywhere are two strategies that might be utilized to enhance instruction and student learning.

Course committee is comprised of a variety of instructor types (part-time, PHD students who are instructors of record, full-time faculty) has been positive.

Contacting students who wish to withdraw is helpful in finding out more about the reason for withdrawal. Could an incomplete be an option?

Positive messaging and the use of Intelligent Agents in D2L have been positively received.

Precautionary activities from eCore have been used in face-to-face classes to reach out to students to be inclusive and supportive.

Provost's Office has developed a library of books with instructional strategies (Learning Assessment Techniques - Barclay?) to support the committees as they approach the redesign process.

Off the Record

The visibility of certain administrators can change the focus from the campus perspective to a top-down perspective which is not helpful.

What do you want to know about the process?

How will the development of a comprehensive plan of action work?

For individuals who are completing the three year cycle, what do we do now?

Need resources for professional development; prepare the students in pipeline; excessive use of adjuncts vs. financial commitment to faculty lines;

Some campuses have had a very bottom-up experience; committee actions vary by department; some things such as developing a syllabus template for the course works well for some departments, but would not work well in all.

Not all content is relevant to participants in attendance - specific methods and processes are important (e.g. transparent instructional design) to faculty in attendance; more concrete examples with a "workshop" approach where you can practice the instructional approaches;

What is the difference between **course redesign** and an instructional **intervention**? Motivate Labs was good at their recommendations/strategies in their campus presentation.

Course committees need a clear sense of institutional expectations in the G2C process.

Lessons Learned through G2C, Momentum Year, or today's session:

Have to include multiple activities to address the needs of the diverse student population within the course. Differentiating activities for the variety of learners.

Email to students who haven't completed an assignment; not extremely personal, but it does give the students a contact from the faculty member and it makes a difference.