

**Collaboratory Initiative 2016-2017-Pam Coke and Zach Hutchins
First year experience course and Revision of senior capstone**

Proposal information

Curriculum considerations: Interdisciplinary coursework

Instructional considerations: Self-regulated learning, use of technology

High Impact Practices:

- Constructive feedback
- Metacognitive thinking
- SLO focus on intellectual and practical skills (communicating disciplinary knowledge to varied audiences)
- Cultural, disciplinary and global perspectives
- Personal and social responsibility
- Integrative and/or applied learning

English UG Committee suggested FG questions:

Q1: Based on your experience, can you help us brainstorm strategies for introducing students to the English major?

<<Frosh seminar experience>>

Q2: Based on your experience, can you help us brainstorm strategies for retaining, guiding and supporting students throughout the English major?

Q3: Based on your experience, can you help us brainstorm strategies for helping students understand their time in the English major and their next steps? <<Capstone>>

Logistics for FG: 11:00-12:15 Whitaker Conference room Eddy 3rd floor. Pizza to be served

Name tents, paper, pens, sharpies

Thursday, April 6, 2017; 11:00 AM – Noon

Discussion Guide

Introduction 11:00-11:05

Participants enter and select a seat and pizza, Pam makes opening remarks.

“Hi, I’m Karen Falkenberg and I am an instructional designer at TILT. I know that you have heard about the work I have been doing to assist Pam and Zach and the Undergrad Education Committee on the project relating to the freshman experience and the capstone course. Today, we are soliciting your input on these areas as well as your thoughts on retaining, guiding and supporting students throughout the English major.

In our conversation today, we will focus, in order, on the freshman experience, the work of retaining, guiding and supporting students through the major, and then, the capstone and strategies for students making sense of the major and transitioning to next steps.

We'll keep this pretty informal but as you can see, we will be recording what is said to not have to take a lot of notes while you are talking. Your thoughts are very important and that is what is key to this hour. I'll reiterate what Pam said about the confidentiality of the data and the opportunity you have to reach out to me personally to set up an opportunity to talk. If you have something you don't get a chance to share this morning or if you have something to share that you'd rather have said in a private forum, you can call me or email me. If you send me an email, I will aggregate comments and remove all identification information before I send those points on to Pam and Zach. If you'd like to meet privately, I will take notes as you talk and will get those to Pam and Zach without your identification. So, any supplemental comments will get to Pam and Zach through me anonymously.

Because our time is short, please forgive me if I have to ask you to finish your thought. We want to be sure everyone has a chance to speak over this next hour so I am going to ask you to "share the air". And, if you see me raise my hand and you are speaking, that will be your cue to finish your thought.

I will be using techniques from Appreciative Inquiry this morning. You may already be familiar with AI but, in case you are not, AI is a model that seeks to engage stakeholders in self-determined change. It was developed at Case Western Reserve University's department of organizational behavior in 1987 by David Cooperrider and Suresh Srivastva. Often when a group seeks to undertake adaptations, changes, or improvements, they go into "problem solving" mode. Although that is a noble endeavor, a potential pitfall is that the approach can become focused on problems. AI, on the other hand, takes the approach of using inquiry while appreciating the strengths of the organization and then from there, strategizing ways to make an organization even more robust, by brainstorming ideas to fill gaps or make changes.

Warm up 11:05-11:10

"Let's get started. We will take about 5 minutes in which I'd like you to each introduce yourself by stating your name, your role in the department, and one aspect of your work that gives you energy. . .something that puts a smile on your face when you are here."

XXXXX

"Thank you very much."

"The format for the rest of our time together will be to spend about 15 minutes each on (1) the freshman experience, (2) retaining, guiding and supporting students throughout the English major and (3) the capstone course, making sense of the major and next steps in a student's trajectory. In each section I will first, in the spirit of appreciative inquiry, ask for your examples on what is working well. We will take 2-3 minutes for that. Then, for the remainder of our 15 minutes, we will extend that thinking as I will ask you to brainstorm strategies to build upon those strengths or provide suggestions that would fill gaps or areas that you see are ripe for improvement."

Probing Frosh experience 11:10-11:25

1. "Let's begin by talking about the freshman experience. I will open up this portion of the conversation for 2-3 minutes and invite you to provide attributes of the freshman experience in this department that you feel are strengths and working well to introduce students to the English major."

Probe for specific strategies that contribute to a robust freshman experience

Probe for why that strategy is effective

"Tell me more."

"What makes you say that?"

2. "Let's now turn to brainstorming strategies that could strengthen the introduction of students to the major."

Probe for specific strategies that will enhance the freshman experience

Probe for why that strategy would be match

"Tell me more."

"What makes you say that?"

Probing Retaining, guiding and supporting students throughout the English major
11:25-11:40

3. "Moving on, we will take 2-3 minutes for you to share what you feel this department does well in guiding and supporting students in their time in the major."

Probe for specific strategies that contribute to a robust experience in retaining, guiding and supporting students throughout the English major

Probe for why that strategy is effective

"Tell me more."

"What makes you say that?"

4. "Now let's take the remainder of our 15 minutes to delve into ways to capitalize on these strengths or ways to close gaps you feel there are in guiding and supporting students in their time in the major."

Probe for specific strategies that will enhance the "middle years" experience

Probe for why that strategy would be match

"Tell me more."

"What makes you say that?"

Probing Senior experience 11:40-11:55

5. "Your department has capstone courses and strategies to help students make sense of the major and transitioning on to their next steps. Let's take a couple of minutes to quickly share strengths in this area."

Probe for specific strategies that contribute to a robust experience in making sense of the English major, capstone courses, and transitioning on to next steps

Probe for why that strategy is effective

"Tell me more."

"What makes you say that?"

6. For the remainder of our 15 minutes on this topic, please brainstorm strategies to further help students understand their time in the English major and their next steps.

Probe for specific strategies that can enhance students' experiences in making sense of the English major, capstone courses, and transitioning on to next steps

Probe for why that strategy would be match

"Tell me more."

"What makes you say that?"

Closing and transition out 11:55-12:10

"I want to thank you for all that you have contributed so far and give you each, in turn, to share a final thought before we wrap up."

Solicit input

"Of course, if something comes to mind later that you wished you had thought to say please send an email to Pam and she will include it for the record. Furthermore, to reiterate what I noted at the outset, if you have ideas or comments that you'd rather share in private that will remain anonymous, reach out to me to set up a private conversation or send me an email with your thoughts."

"It's been my pleasure to get to know you better and hear your ideas this morning."