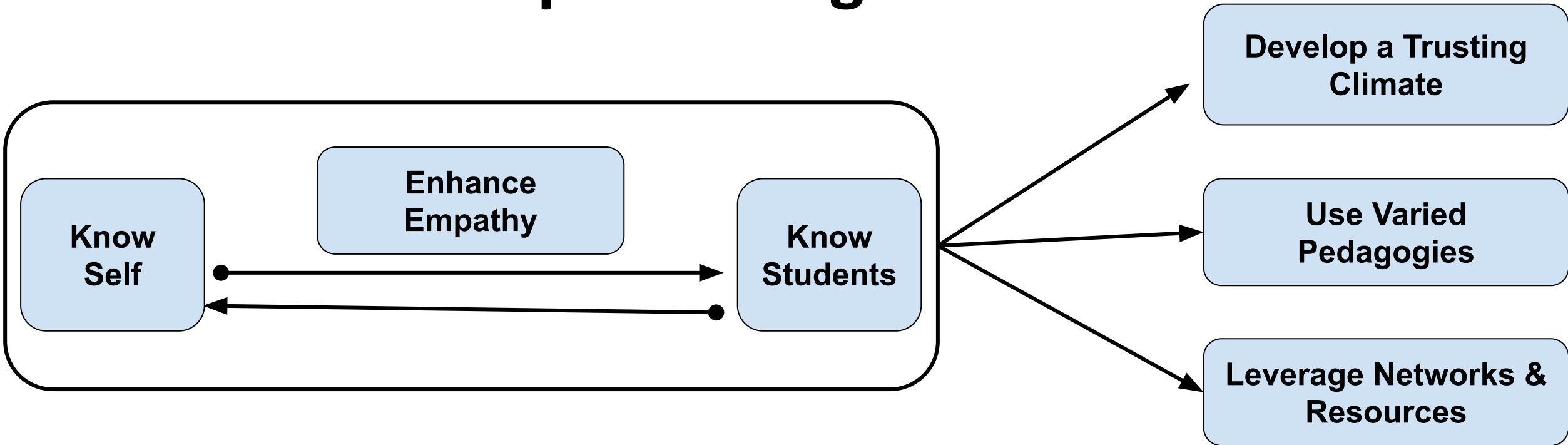


Deep Teaching Model



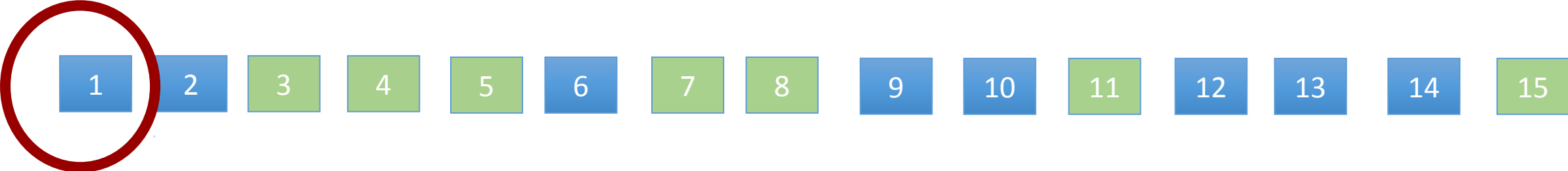
Early Interventions: Setting the Climate through Motivation & Feedback



5 Principles for Learning

1. Give students public opportunities to demonstrate their understanding of key course objectives.
2. Make performance low-stakes.
3. Provide guidance to all at once.
4. Prompt students to evaluate their own learning.
5. Adjust your teaching as appropriate.

Setting the Stage: First Day



Why does the first day matter?

Key Factor: Student Motivation

Some Recent Research:

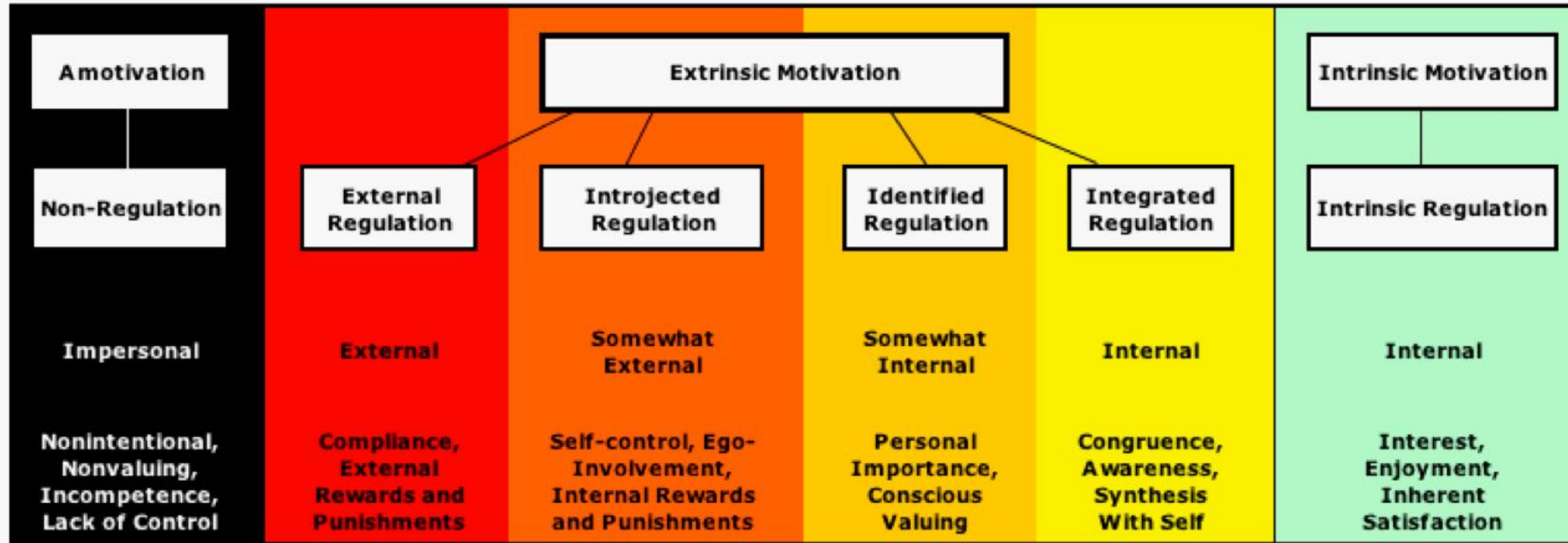
- Foster, D. A., & Hermann, A. D. (2011). Linking the First Week of Class to End-of-Term Satisfaction: Using a Reciprocal Interview Activity to Create an Active and Comfortable Classroom. *College Teaching*, 59(3), 111–116.
- Hermann, A. D., Foster, D. A., & Hardin, E. E. (2010). Does the First Week of Class Matter? A Quasi-Experimental Investigation of Student Satisfaction. *Teaching of Psychology*, 37(2), 79–84.
<http://doi.org/10.1080/00986281003609314>
- McGinley, J. J., & Jones, B. D. (2014). A Brief Instructional Intervention to Increase Students' Motivation on the First Day of Class. *Teaching of Psychology*, 41(2), 158–162.
<http://doi.org/10.1177/0098628314530350>
- Wilson, J. H., & Wilson, S. B. (2007). The first day of class affects student motivation: An experimental study. *Teaching of Psychology*, 34(4), 226–230.

Motivation Continuum

The Self-Determination Continuum

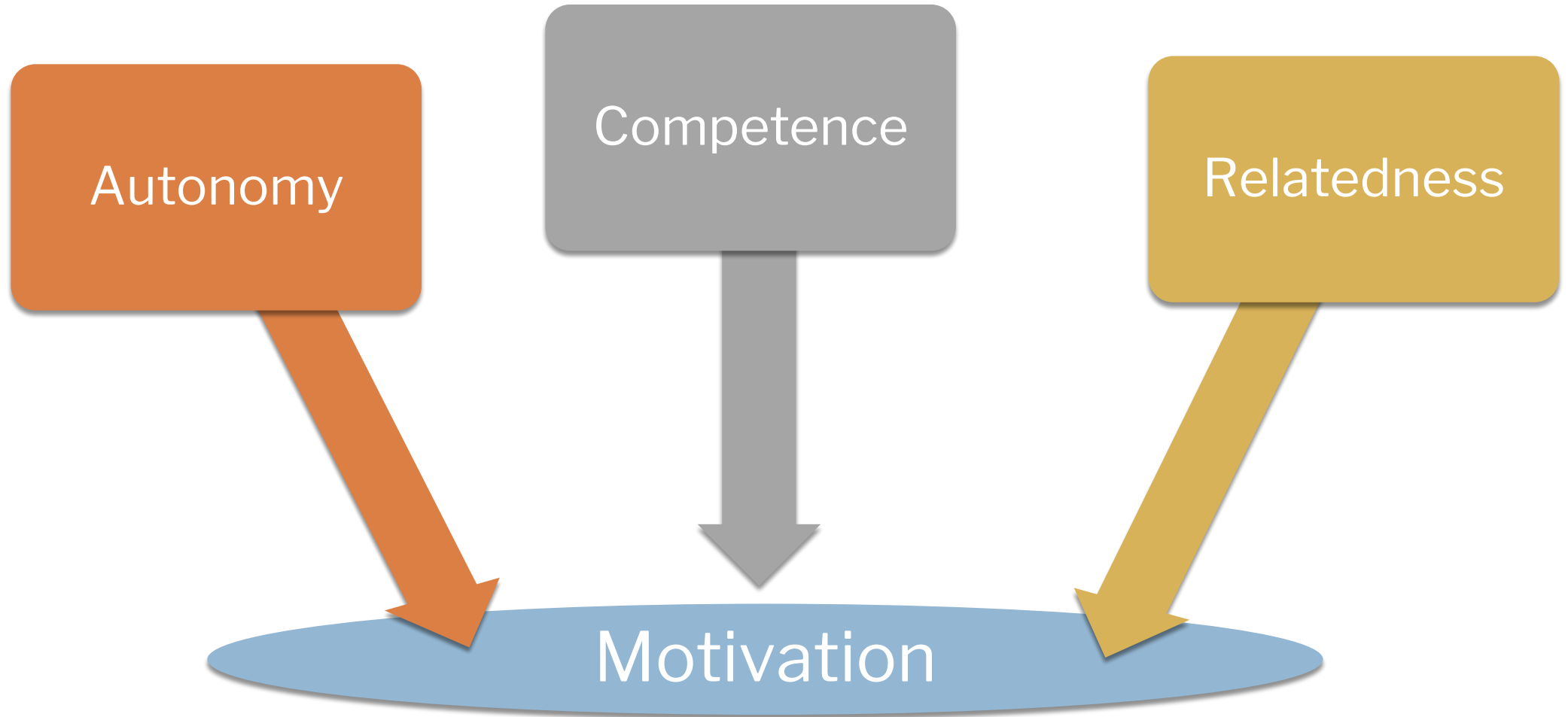
Nonself-Determined

Self-Determined



(Based on Ryan, R.M. & Deci, E.L. (2000). Self-Determination Theory and the Facilitation of Intrinsic Motivation, Social Development, and Well-Being. American Psychologist. 55(1), 68-78.)

To support students' motivation...



Competence in the 1st Week

- Sense that one can effectively navigate the environment
 - “I know what is expected of me in class”
 - “I can figure out how to use the technology and resources for the course”
 - “I am intellectually capable of learning this material”
 - “I know who can help me with this course and how to get help.”

From E. Kaldor, *First Day Strategies to Motivate Students All Semester*, 2018.

Autonomy in the 1st Week

- Sense of control within the course
 - “My actions can make a difference in the outcome”
 - “I can make important choices about what I do”
 - “I can shape my learning environment”

From E. Kaldor, *First Day Strategies to Motivate Students All Semester*, 2018.

Relatedness in the 1st Week

- Perception that the instructor cares
 - “Knows my name”
 - “Wants to know how to help me learn”
 - “Wants to know what interests me in the course”
- Sense of connection with peers
 - “I’m not alone in feeling...”
 - “My peers can help me learn”

From E. Kaldor, *First Day Strategies to Motivate Students All Semester*, 2018.

Evidence-based Strategies

- Getting to know the students (e.g. names, surveys)
- Emphasizing approachability (e.g. office hours)
- Modeling responsibility and citizenship, inviting diverse perspectives (e.g. syllabus, materials, co-creating rubrics)
- Active learning re: self (e.g. core values, personal goals, self-evaluation to promote metacognitive development)
- Active learning re: content (e.g. entry/exit tickets)
- Active learning re: peers (e.g. TPS, group work, peer review)
- Being intentional, explicit, direct, and transparent with students about these choices (e.g. discussion on 1st day)

Why does the first day matter?

There is emerging evidence* that the first day has lasting effects on students'...

- reported satisfaction
- reported motivation
- perceptions of clarity of instructor expectations
- perceptions that instructors care about students' academic success
- perceptions that instructors care about students as people

* Based on end of semester surveys comparing treatment & control groups

Note: No evidence that first day experience has lasting effect on students' perception of teaching effectiveness

From E. Kaldor, *First Day Strategies to Motivate Students All Semester*, 2018.

Setting Expectations - Transparency

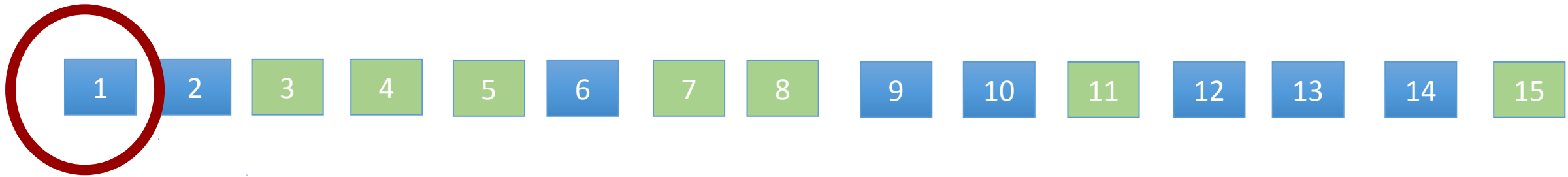
- Classroom expectations
 - Arrive on time, be ready with materials out, cell phones away
- Participation expectations
 - Asking and answering questions (particularly giving all students a chance)
 - Taking part in discussions by actively listening and responding
 - What it means to reflect on the readings, individual work, and group work
- Group or Team work expectations
 - Team members should develop clear roles and responsibilities for each of them

Possible activities

- Reciprocal Interview
- Knowledge Survey
- Syllabus Quiz
- Reflective Writing: Why are you in this class? What are your goals?
- Metacognitive Awareness Inventory

For discussion of all but first, see Nilson, Linda B. 2013. *Creating Self-Regulated Learners: Strategies to Strengthen Students' Self-Awareness and Learning Skills*. Sterling, VA: Stylus Publishing.

Setting the Stage: First Day Info Sheets: A Tool to Prompt Semester-long Inclusive Teaching



**I.
Name &
Identity**

Full Name: _____
My preferred First Name: _____
First name pronunciation (if desired): _____
The pronoun(s) I go by (if any): _____

**II.
Individuation
& Affirmation**

My career goals are: _____
Place(s) I grew up: _____
Something that I am good at or that makes me feel proud of myself:

**III.
Logistical
Consideration**

I live (*circle*): **On campus** / **Off Campus** (*How do you get to campus?*): _____
I work outside of school (*circle*): **No** / **Yes** (*How many hours per week?*): _____
I have reliable access to the Internet and Canvas (*circle*): **No** / **Yes**

**IV.
Taking
the Pulse**

A word that describes how I feel about this class at the moment: _____

Study strategies that I use to prepare for exams: _____

I appreciate when my instructors _____

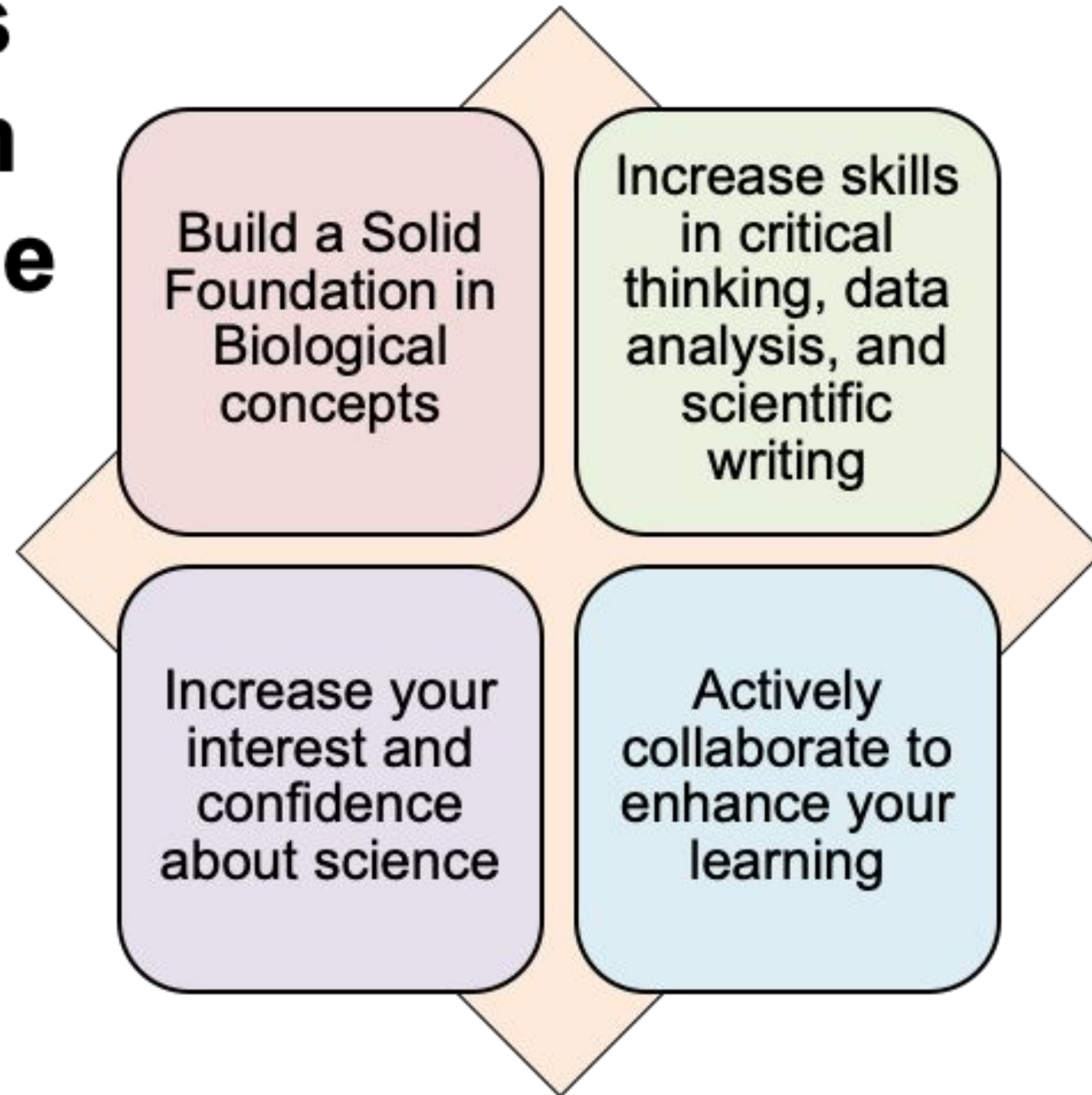
I dislike when my instructors _____

One current question I have about this class is: _____

**V.
Connection
Points**

Please use this space to privately share anything you would like your professor to know (Perhaps something that could impact or help your learning, experience, and/or effort in class)

My Goals for you in this course



Let's get to know each other!

People Bingo!

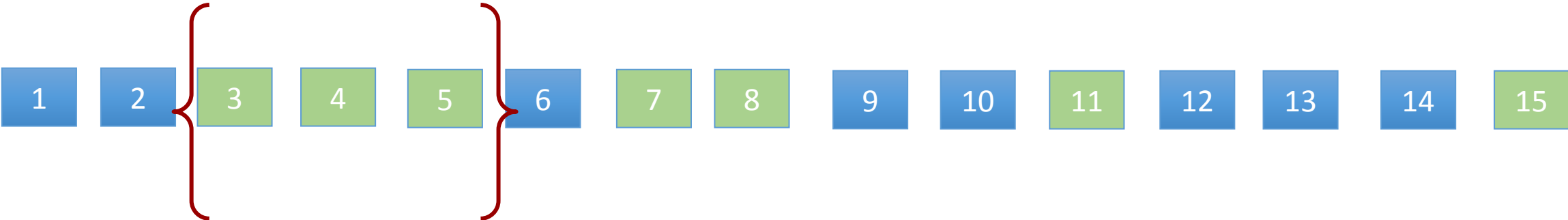
1. Scan to identify which criteria you fit.

2. Mingle and introduce yourselves.

3. Fill in the squares on your sheet with the name of a new classmate that fits each statement. You may write each name (including your own) in 1 square only.

I am left-handed	I love social media	I play/played a musical instrument	I have traveled internationally
I am not originally from Massachusetts	My body runs on Dunkin'	Pepperoni is my favorite pizza topping	I am the youngest child in my family
I have milked a cow	I am allergic to something	I am/was on a school athletic team	I am fluent in a language besides English
I love big cities	I am a transfer student	I have broken a bone	Breakfast is my favorite meal of the day
I am <u>not</u> a morning person	I love the beach.	I have celebrated Halloween in Salem	I hate going to the dentist
I'm a cat person	I have a tattoo	I went to see a movie over break	I am <u>not</u> a Patriots fan

Gathering Feedback



Why gather feedback?

1. To gather information during the semester when you still have time to make changes designed to have an immediate impact on student learning.
2. Research demonstrates that using midterm feedback enhances student learning and motivation, as well as end-of-term student ratings (Davis, 2009).

Feedback can help both you and your students!

Step 1: Think about your priorities

What do you need to know to inform how you teach (and how your students learn) for the remainder of the the course?

- *Do students value the group work they do in class?*
- *Do students believe the pre-class quizzes help them prepare for class or understand the textbook reading?*
- *Are students getting enough feedback on the problem-sets they do as homework?*
- *What do students think are the most important things they have learned in class so far?*

Step 2: Determine when and how to gather feedback

When: During class session or as homework?

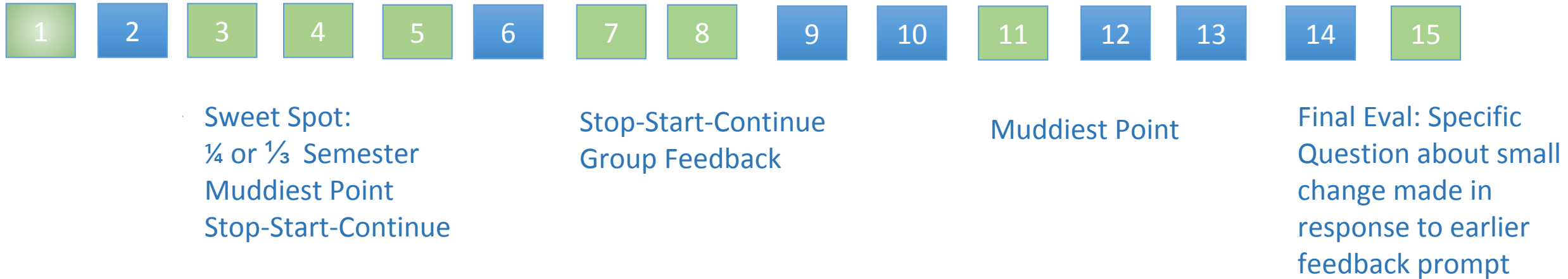
When: Are students prepared to give the feedback you seek?

How: Individual, small group, and/or whole class responses?

How: Qualitative, quantitative, or both?

How: Hand-written, online, or oral?

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For example: Gathering feedback from groups

Have small groups do a “Stop – Start – Continue” or similar exercise.

OR

Meet with representatives from student groups to discuss the class.

OR

Ask your teaching center to conduct a midterm focus group.

|

For example: Gathering feedback from groups

Ask your teaching center to conduct a midterm focus group.

Examples of questions to ask in this:

1. *What is really working for you that helps you learn in this course?*
2. *What improvements could be made in the course?*
3. *What can students do to improve their learning in the course?*

For example: End of class, written, individual

Muddiest Point: “What was the muddiest/most unclear/most confusing point in [the lecture, discussion, homework assignment, film, etc.]?”

OR

Stop – Start – Continue

OR

What’s most helping you learn?
What could be changed so you learn more?

For example: Out of class, online, individual

	Never			Always	
1. I come to class prepared to learn.	1	2	3	4	5
2. In-class activities help me learn.	1	2	3	4	5
3. The instructor's lectures help me learn.	1	2	3	4	5
4. The assigned homework helps me learn.	1	2	3	4	5
5. The instructor treats students with respect.	1	2	3	4	5

What to do with this feedback

Carefully consider what students are (and are not) telling you

- *Pay more attention to patterns than isolated comments*
- *Focus first on what is going well*
- *Think about both short- and long-term changes (Now, Next, Never)*
- *Remember your goals and your own experiences in the class*

Plan and make a few changes in response to their feedback

Let students know (quickly) what changes you will (and will not) make, and why

References and resources

Davis, B. G. *Tools for Teaching* 2nd edition (Jossey-Bass, 2009).

Helpful overviews with embedded resources:

- <https://facultyinnovate.utexas.edu/teaching/professional-development/assess-teaching/mid-semester-feedback>
- <https://cft.vanderbilt.edu/guides-sub-pages/student-feedback/>
- <http://assessment.georgetown.edu/courselevel/gather-evidence-of-student-learning/classroom-assessment-techniques/>

Helpful quantitative prompts:

- <http://teaching.uncc.edu/learning-resources/articles-books/best-practice/assessment-grading/mid-semester-evaluation>