

Leadership Virtual Community of Practice (LVCP)

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Session 8: Student Motivation – Part 2
March 5, 2013

Session 8. March 5, 2013

- Student Motivation – Part 2
 - ▣ Review the site on problem solving, focusing especially on issues of student motivation
www.cmu.edu/teaching/solveproblem/step1-problem
 - ▣ Read the Svinicki Idea Paper on student motivation
 - ▣ With your VCP partner, create an activity for your faculty VCP participants.
 - ▣ Post the activity to the portal **by noon on March 4**, and be prepared to discuss
- Practicing the technology
 - ▣ Two pairs: Be prepared to take the reins for 10 minutes each by running an activity of your choice

Tentative Agenda

- Welcome and learning objectives ~ 5 minutes
- Session facilitation by VCP co-facilitators (15 minutes each) ~ 30 minutes
 - ▣ Circuits – Ken & Lisa
 - ▣ Mechanics – Brian & Ed
- Report on VCP activities on student motivation ~ 20 minutes
- Wrap up and plans for Session 9 ~ 5 minutes

Session 8: Learning Objectives

- Gain familiarity with the Adobe Connect technology and identify and address facilitation challenges
- Discuss and refine activities to use in your own VCP session on student motivation

Practicing the Technology (~30 minutes)

- Two VCP pairs take the reins for 10 minutes each
 - ▣ Circuits – Ken & Lisa
 - ▣ Mechanics – Brian & Ed
- Session facilitation (10 minutes)
 - ▣ VCP pair conducts an activity of their choice
 - ▣ Participants (everyone else) engage in the activity & monitor for:
 - Strengths
 - Ideas for improvement
- Reflection/discussion (5 minutes)

Circuits – Ken & Lisa

- Session facilitation (10 minutes)
- Reflection/discussion (5 minutes)

Mechanics – Brian & Ed

- Session facilitation (10 minutes)
- Reflection/discussion (5 minutes)

Activities for Student Motivation

- Focus: Briefings on student motivation activities
- Use the breakout room with your VCP partner to prepare your briefing (~5 minutes):
 - Key points to highlight, etc.
 - Specific aspects you would like comments, suggestions, etc.
- Report Out (~15 minutes)
 - Thermo, Mechanics, Materials, Circuits, FOEE

Session 9. March 12, 2013

- Learning Objectives and Bloom's Taxonomy
 - Read and be prepared to discuss Appendix D of HLW: What are learning objectives and how can we use them?
 - Review the two websites about (1) changes to Bloom's Taxonomy and (2) the revised Bloom's Taxonomy
 - www4.uwsp.edu/education/lwilson/curric/newtaxonomy.htm
 - www.celt.iastate.edu/pdfs-docs/teaching/RevisedBloomsHandout.pdf
 - With your VCP partner, create an activity on Learning Objectives and Bloom's Taxonomy for your faculty VCP participants, post it to the portal by noon on March 11, and be prepared to discuss it
- Practicing the technology
 - One pair (Mass and Energy Balance – Dick & Lisa): Be prepared to take the reins for 10 minutes running an activity of your choice