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□ Plug in your headset (if available).

□ Enable your speakers and mic (the icons on the top bar should be green).

□ Run the audio setup wizard (see the "Meeting" menu on the left of the screen).

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Feel free to use the chat at any time!
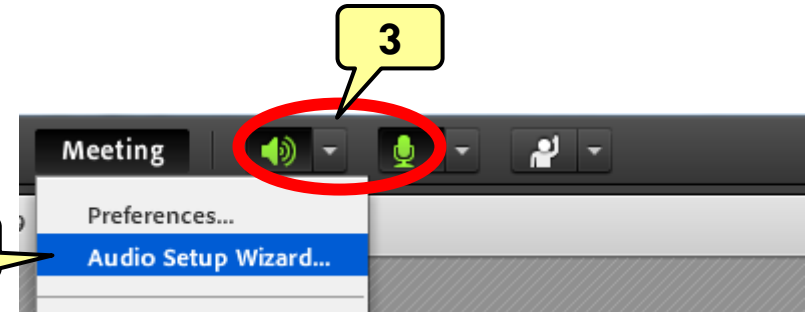
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Leadership Virtual Community of Practice (LVCP)

Cindy Finelli - Karl A. Smith

University of Michigan -
Purdue University/University of Minnesota

cfinelli@umich.edu - ksmith@umn.edu

Session 6: Virtual Learning Communities and Student Motivation – Part 1

October 7, 2013

Session 6. October 7, 2013

- **Post** additional resources related to student teams to the portal

- With your FVCP partner, **develop a lesson plan** for your session on student teams, **post** it to the portal, and be prepared to discuss it

- **Read** the Blanchard & Cook article on virtual learning communities posted at the portal; then **post** at least one question about the reading and **answer** a posted question using *Forum* on the ASEE LVCP2 Portal (https://aseevcp.asee.org/?q=lvcp2/dashboard)

- **Read** and be prepared to discuss Chapter 3 of HLW: *What factors motivate students to learn?* (Especially pp. 83-89)

Tentative Agenda

- Welcome and learning objectives (5 minutes)
- Student teams discussion (10 minutes)
- Virtual Learning Communities (10 minutes)
  - Reflect on Blanchard & Cook (2012): *Virtual learning communities centered within a discipline*
- Increasing student motivation in the classroom (30 minutes)
  - Discuss Chapter 3, How Learning Works
  - Brainstorm ways to increase motivation
- Wrap up and plans for Session 7 (5 minutes)

Session 6: Learning Objectives

- Describe potential applications of formal teams in FVCPs

- Explain and apply key aspects of virtual learning communities (VLCs) based on reflection on the forum postings

- Describe key strategies to increase student motivation in the engineering classroom

Student Teams (10 minutes)

- Reflect on lesson plans posted to the portal

- Reactions, comments, suggestions?

- Reporting:
  - Civil, CSE, ChemE, ME, EE (~**2 minutes**/**pair**)

CivilE

1. Introduction and welcome (*5 minutes*)
2. Overview of program (*10 minutes*)
3. Review results from preliminary survey (*10 minutes*)
4. Brief overview of assigned readings (*10 minutes*)
5. Group participants (22 total) in the clusters we have pre-established. (*5 minutes*)
   a. Construction/Materials (4)
   b. Environmental/Water Resources I (4)
   c. Environmental/Water Resources II (4)
   d. Mechanics (3)
   e. Structures (3)
   f. Transportation (4)
6. Break-out session (*20 minutes*)
   a. Introductions within clusters
   b. Participants will be asked to discuss:
      i. What are your learning objectives and how have you planned to deliver them to the students?
      ii. What resources do you currently use?
      iii. What other resources are available to you?
7. Come together as a group and share what they have developed. (*20 minutes*)
8. Present the activities for Week 2 (*5 minutes*)
   a. Think about active learning strategies and how these may be incorporated into your planned revisions.
   b. What is a simple topic in your course with which you could first use active learning strategies?

CSE

Pre-webinar:
- Individuals post one teamwork scenario with nominal detail to the Ideascale site. Also each person should vote on all ideas posted some time before webinar meeting. Comments would also be useful

Webinar (assumes 75 minute meeting):
- Presenters define typical teaching in a teamwork environment
- Presenters give research-based evidence on the improvement expected with teaming
- Participants in breakout groups: review Ideascale results and point out which ideas breakout believe to be the best and why.
- Groups (limited to 3 speakers) come together to tell which really great idea was proposed and why it is great
- Groups (2) talk about how they would implement a teamwork strategy in their teaching environment.
- Presenters mention e-tools to support building and maintaining teaming environments
- Presenters review overall discussion & encourage teamwork implementation

ChE

1. VCP Session
   a. Introduction to Cooperative Learning – during VCP session
   b. Brainstorm – during VCP session. 4 minutes, random teams of 3 or 4. Make a list of as many as possible. The recorder is the one who woke up earliest in his/her time zone this morning. The reporter woke up latest.

2. Homework
   a. Reading
   b. Activity

3. VCP Session
   a. Activity – during next VCP Session
   b. Introduction to implementation – during VCP Session
   c. Brainstorm – During VCP session 4 minutes, random teams of 3 or 4. Make a list of as many as possible. Everybody records. The reporter's birthday falls earliest in the calendar year.

4. Homework
   a. Read –
   b. With assigned team – describe strategies to d upload to portal and be prepared to report to

5. VCP Session –
   a. Activity
   b. Intro to CL Structures

6. Homework
   a. Reading –
   b. Using CL structures, design 2 CL activities for your individual class. Be prepared to discuss and report. Specify the activity, the CL structure, how you will promote individual accountability and how you will promote positive interdependence. Post to portal; be prepared to discuss.

7. VCP Session
   a. Activity – present CL structures individually (2 min each)

ME

Activity: Brainstorm 5 ways teams could be integrated into your class and briefly describe them below. List a range of ideas from in-class approaches to outside of class team activities.

1.

2.

3.

4.

5.

EE

Assignment Before Session:
1. Read UM CLRT Paper Finelli, Bergom, and Mesa, "Student Teams in thd Engineering classroom and beyond: Setting up Students for Success"
2. Identify a team assignment that you already use in your class but would like to improve or a team assignment that you could develop for your class. Post this to website.

During Session: (how long are we aiming for?)

(2 min) Welcome/Check in/Review of Learning Objectives for today
- To describe 5 traits of effective teams
- To list 4 components of using student teams effectively and apply each to a team assignment for your own class

(5 min) Presentation on 5 traits of effective teams
1. Positive Interdependence
2. Individual Accountability
3. Face-to-face Interaction
4. Interpersonal and small-group skills
5. Assess team performance

(5 min) Discussion on Response to these traits
If needed, prompt with questions such as "Which of these is hardest for students?" "Which do you do now effectively?" "Which do you find most challenging?" "Which is hardest for faculty to encourage, enforce, or teach?"

(5 min) Presentation reviewing 4 Components of using Student Teams Effectively
1. Design good team assignments
2. Construct teams carefully
3. Teach teamwork skills
4. Assess student teams

For each of these 4 components, have participants think about
(1) how they could address the component in the team assignment they'd like to develop or (2) if/how they are addressing the component in a team assignment they already use (and how they can improve).

(5 min) Individual Writing

(15 min) Breakout with others working on same/similar course

(10 min) Report out
- Depending on how many teams, we could have each team address 1 of the 4 components or more
- Would hope to get at least 1 good idea for each of the 4 components

(5 min) Wrap up and Assignments for next time
- **Assignment**: While it is still fresh, write up your team assignment and how you are addressing each of the 4 components. Post this to the website.

Virtual Learning Communities (10 mins)

□ Focus: Reflect on Blanchard & Cook (2012): *Virtual Learning Communities Centered within a Discipline* and on forum postings

□ Paired breakout to discuss the following:
  ■ Applications to your own FVCP
  ■ Insights? Questions?

□ Additional resources for FVCPs & VLCs
  ■ Falk, J.K., Drayton, B. (2009). *Creating and Sustaining Online Professional Learning Communities*. Teachers College Press.
  ■ Wenger, E., White, N., Smith, J.D. (2009). *Digital Habitats: Stewarding Technology for Communities*. CPsquare.

Student Motivation (30 minutes)

- Focus: Reflect on the HLW Chapter 3 reading
- Large breakout sessions to discuss (15 minutes)
  - Ideas, strategies, etc. that surprised you/resonated with you in the chapter
  - Aspects that might ring true for faculty in your FVCP
  - What challenges might your participants raise? What ideas do you have for overcoming these?
- Report out (10 minutes)
  - Group 1, Group 2

Increasing Student Motivation*

- Choose knowledge and skills that are **worth learning**
- **Pitch the tasks** you set for your students just beyond their base capability but well within their reach & expect them to succeed
- Make the classroom a **safe place** to take the risks involved in learning by the way you treat students' attempts to learn
- Encourage the building of a **community of learners** in your class, where everyone supports others' attempt to learn
- **Give the learners some choices** in what or the way they learn
- Be a good model of a **mastery-oriented learner**
- Accept the fact that **yours is not the only** or even the most important venue in which your students function

* Svinicki, M. D., (2005). *Student goal orientation, motivation, and learning.* (Idea Paper #41). Manhattan, KS, The IDEA Center.

Session 7. October 14, 2013

- Practicing the technology
  - Two pairs: Be prepared to take the reins for 15 minutes each by running an activity of your choice
- Student Motivation – Part 2
  - Review the CMU website, 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 October 13,** and be prepared to discuss