First-Year Seminar
Instructional Guide

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Course Overview

The First-Year Seminar sequence is built on a multi-year First-Year Seminar Program Review and research in a variety of disciplines, particularly Educational Psychology, that non-cognitive factors are foundational for academic success (Hoffman, Richmond, Morrow, & Salomone, 2002; Strayhorn, 2012; Walton & Cohen, 2007; Wilson et al., 2015; Yeager & Walton, 2011). The other essential research feeding the course design comes from a decade of longitudinal surveys conducted by the Indiana University Center for Postsecondary Research, which shows that new college students expect and desire to be challenged in college (by field-specific content, faculty interaction, and peer interaction), but are consistently under-challenged and isolated (Kuh, 2007).

The revised FYS is built around three core dimensions which build on each other when taught in following order:

- **Unit 1 Topic**: Academic and Social Belonging
- **Unit 2 Topic**: Deep and Transformative Learning
- **Unit 3 Topic**: Creative and Collaborative Problem-Solving

Students, particularly those for whom the path to a successful college career is not self-evident, must first feel connected to the university, its students and, second, believe that they can and will succeed despite any and all obstacles (Belonging). At the moment of transition to college, the development of Belonging must be prior to the development of specific skills, particularly academic skills and habits, which require self-awareness of a future self. **Unit 1 establishes the language of the seminar to which everyone can return as the semester progresses and students encounter to inevitable obstacles, challenges, and failures that abound in the transition to college.** Once students confront beliefs about themselves, feelings about school, and challenge misconceptions about intelligence and learning, they are better-equipped to confront the inevitable obstacles that typically interfere with skill development.

**UNIT 1 OUTCOMES**

- **Module 1**: Students will evaluate the core components of academic and social belonging at Kennesaw State University.
- **Module 2**: Students will develop timely academic plan and preliminary career goals specific to personal areas of interest.

While Unit 1 centers on helping students understand how non-cognitive factors impact them, **Units 2 focuses on how metacognition can transform a student into college-level self-regulated learners and critical thinkers.** Students start to apply a practice of reflection to academic skill development and knowledge-building on the interdependence of local and global issues. In discovering how they are dependent on a diverse society and a global economy, students shed the assumptions about college as a means to an end. The vast majority of KSU faculty assume that students already have these academic and critical thinking skills or will simply learn as they go. Students, on the other hand, assume that faculty will teach them these skills as they relate to their specific course. Unfortunately, both are largely assuming incorrectly. Unit 2 dispels these basic assumptions so that students learn how to learn everything and begin to embrace the purposefulness that their educational endeavor entails. The transformative power of learning how to learn has been validated...
over decades of research, but is making a resurgence today (Chemers, Hu, & Garcia, 2001; Nilson & Zimmerman, 2013). The evidence that students gain the confidence needed to succeed in any field of study once equipped with these “secret” skills is similarly well-established (McGuire, Angelo, & McGuire, 2015).

**UNIT 2 OUTCOMES**

- Module 3: Differentiate between fixed and growth mindsets and move from surface to deep learning for academic success.
- Module 4: Apply deep learning principles to cultural practices, diversity, and values to interpret the interdependence of local-global issues.

Unit 3 serves as a culmination to the learning that takes place in Units 1 and 2. The principle underlying the design of Unit 3 is that once students feel they belong in college, **have confidence they will succeed in this space, and are equipped with the essential skills and knowledge needed for collegiate success**, they will be able to work effectively as team to both discover and solve an authentic problem. Research in Education has for decades shown how authentic problem-solving is more effective in motivating students to push beyond minimum engagement than tasks that are isolated from “real world” context—a fact well-established in STEM education for many years. By completing authentic assignments that demand a completion of meaningful tasks that replicate the kinds of challenges found outside of the classroom (Wiggins, 1990), students learn in Unit 3 how the semester’s work on personal development and skill-building can result in collaborative team-building experiences that are both relevant and meaningful (Frey 2012, & Rule, 2006).

**UNIT 3 OUTCOMES**

- Module 5: Evaluate the creative and collaborative components of evidence-based problem-solving.
- Module 6: Collaborate as an interdependent team to propose evidence-based solutions to a current local-global issue.

While the success of the seminar depends on teaching content in this sequence, certain concepts introduced early in the semester will need to reappear at key points during the semester. Those key concepts include:

2. Mindset (Dweck, 2012; Dweck, 2006)
3. Metacognition (Flavell 1979; McGuire et al., 2015)
4. Evidence-Based Problem Solving (Frey 2012)
How to Use This Guide

The purpose of this guide is to offer instructors a resource to help teach the First-Year Seminar curriculum. The “Teaching Unit Sections” offer a robust, thoughtful mapping of possible activities and sample learning materials, which take the newest vision and update of the curriculum and associates them with learning in the FYS in mind.

The guide begins with a table entitled General Teaching Resources. This table describes the core sources for teaching materials and resources to use for planning and thinking about the First-Year Seminar. Links, media, and other helpful tools from other instructors are organized in this space to aid your lesson planning and preparation.

Next are the Teaching Unit Sections. Each unit contains a guided sequence for the Modules, which correspond to each of the six revised learning objectives of the FYS. The following sections are used to organize the six total Modules.

- **Teaching Unit 1 (Modules 1 and 2): Academic and Social Belonging:** Defines “Belonging” in the college context, explains how to establish the concept’s importance, and connects it to the concepts of hidden curriculum, mindset, and reflectiveness.

- **Teaching Unit 2 (Modules 3 and 4): Deep and Transformative Learning:** Details concepts associated with mindset and academic success, helping the student reframe learning in order to see themselves as an active agent in an increasingly interconnected environment.

- **Teaching Unit 3 (Modules 5 and 6): Creative and Collaborative Problem-Solving:** Explains how to apply Unit 1 and 2 concepts and theories into practice in an interdependent collaborative research-based project.

Each Module is divided into the following distinct sections. The sections build on each other by first “priming” prior knowledge about a topic, then addressing potential misconceptions, and ending with application through a project or assignment.

- **Learning Goals:** Each Module has specific learning goals that describe what students should be able to do by the end of the Module.

- **Materials:** Each Module’s essential resources for faculty to review prior to teaching the Module, for students to read during the Module, and for students to use to complete the Module’s assignments.

- **Key Concepts and Definitions:** Each Module has specific concepts that define the shared language used throughout the course. Begins with an overview of some of the major concepts and ideas that fuel discussion and learning. These sections include, possible materials and activities, links to sample activity sheets and readings for the student while also including possible points of inquiry and discussion for the instructor.

- **Teaching: Activate Prior Knowledge:** A table to assist in the navigation of guiding questions outlining what is driving the learning in the module with potential responses from both faculty and student and connecting those responses with current literature and practice in first-year scholarship.

- **Teaching: Activities to Develop New Knowledge:** In these sections you may find more direct language about an activity or potential discussion prompts which are meant to offer a more concrete guide to engagement from a key assessment item (to be used with a particular component of the assessment rubric). These are pieces of a collaborative and set assessment plan and are less suggestive than other activities and discussion areas.
Much of the language that you will find over the course of the Modules and suggested activities accounts for an end goal in the way of a final assessment rubric. It offers specific strategies that you might use to scaffold your teaching approach so that robust qualitative learning can be synthesized by the student and assessed by the instructor, in class, in a way that integrates many experiences over the course of the semester. The assessment rubrics are designed to develop a common language that can be used to discuss the concepts taught in the First-Year Seminar.

### General Teaching Resources

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<thead>
<tr>
<th>Resource</th>
<th>Description</th>
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<tr>
<td>Foundations of Academic Inquiry</td>
<td>This is the <a href="#">required textbook for all sections</a> of the First-Year Seminar.</td>
</tr>
<tr>
<td>D2L FYS Faculty Resources</td>
<td><a href="#">This D2L site</a> contains examples of syllabi, teaching activities, and course assignments. Materials located in this D2L site are meant for FYS faculty only. Items like the textbook quiz bank must remain confidential.</td>
</tr>
<tr>
<td>FYS Facebook Group</td>
<td><a href="#">This Facebook site</a> is accessible by invitation. Visit the site, request access, and join the conversation.</td>
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Unit 1

Unit 1 contains Modules 1 and 2.

Module 1: Evaluate the core components of academic and social belonging at Kennesaw State University.

Module 2: Apply deep learning principles to cultural practices, diversity, and values to interpret the interdependence of local-global issues.

Learning Goals for Module 1

1. Reflect on one’s identity as a learner: how have previous experiences with education shaped our current perceptions about education?
2. Develop a growth mindset towards learning wherein intelligence is understood as malleable and obstacles are analyzed in light of the opportunity they can provide.
3. Speak fluently about the hidden curriculum, the university culture of academic expectations, policies, digital platforms and competencies, and financial know-how with regards to university fees.

Materials for Module 1

The materials are divided into two sections. The “Instructor Resources” section is meant to be just for instructors to read and review before teaching. These resources serve as reminders and refreshers on the topic at hand. Many of these instructor materials rely on a great deal of previous knowledge that first-year students do not yet possess. The “Student Resources” are meant to be for the students but should be vetted by instructors first.

Instructor Resources

- A video on belonging from the mindsetkit.org
- Who gets to get to graduate? – Article by P. Tough (reprint from “Am I supposed to be here? Am I good enough?)

Student Resources

- Foundations of Academic Inquiry, 8e (Dean’s Welcome; Chapters 1, 2, 6, 7, and 8)
- What we know about belonging – Article by C. Romero
- Activity Sheet: Preconceptions and Questions --Anonymous space for reflecting on fit and belonging
- How A Confidence Mindset Can Help Close the Gender Gap in STEM – by Carrie Kerpen
- Campus Resource Guide
- Campus Lingo Guide
- KSU Technical Proficiency Presentation and Links
- Foundations Portfolio Assignment: A curated collection to serve as a go-to guide for navigating the first weeks on campus. Includes:
  - Personal Narrative
  - Time Management Analysis
Key Concepts and Definitions for Module 1

Academic and social belonging is a highly nuanced and complex topic that can mean something different for each student and their respective college experience. A short primer on What We Know About Belonging identifies the research that connects student sense of belonging with their ability to respond to adversity, whether that be a poor grade or a difficult encounter with a faculty member or advisor.

Scholarship in the field of first-year and transition studies has long underscored stress, uncertainty, cognitive and emotional challenges students are likely to encounter when pursuing higher education. However, academic and social belonging, from scholarship on mindset, explains that when students feel connected, and more specifically, not alone in the struggle and challenges of transition to higher education, they are more resilient in the face of feedback and in their long-term pursuit of academic goals. Belonging cannot be subtracted from the context in which it takes place. Thus, this module and the associated discussion about academic and social belonging, is contextualized within the policies and requirements of Kennesaw State University.

When the term complex is used in this module and accompanying assessment rubrics for this module, it is meant to qualify and describe belonging as something that is not simple and binary matter. In other words, it is not a matter of having or not having a sense of belonging, but rather a collection of experiences and/or perceptions that factor into degrees of belonging.
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<tr>
<th>M1 Key Concept</th>
<th>Definitions</th>
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<tr>
<td>Belonging</td>
<td>Social capital is not always recognized by students as a critical component of academic success and can vary across students depending on a variety of factors/demographics. One foundational goal of the FYS is to establish a sense of belonging (and ID sources of social capital) between the student and their KSU community so students feel connected and supported in new challenges and uncertainty they might experience. Students who see themselves as a valued agent of their educational journey are likely to demonstrate a more resilient position when faced with obstacles/adversity in learning and progression. Normalizing the worry about belonging is essential, lots of students wonder whether they will ‘fit in’ and feel a part of their new campus, it’s a common piece of everyone’s story to some degree.</td>
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<tr>
<td>Self-Regulation</td>
<td>Academic Self-regulation refers to the self-generated, reflective, and strategic engagement in academic tasks (Zimmerman, 2000). There are certain academic skills which can be very helpful to know and apply when it comes to satisfying/excelling in academic tasks (top 10 academic skills). Knowing some of the most important academic skills is a crucial component of self-regulation. You cannot self-direct your success if you don’t know what the keys to success look like.</td>
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<td>Hidden Curriculum I: University Structure</td>
<td>“Hidden curriculum” refers to the seemingly secret information that individuals at the university learn over a long period of time at the university. Most of this hidden curriculum is unknown to new students despite the fact we expect them to know it. KSU, and most other universities are organized in a hierarchical system. Knowing where you and your area of study belong in that hierarchy can be important for identifying help within the respective dept/school/college, navigating your learning journey, and meeting important program deadlines. Because KSU has a R3 classification, faculty likely hold multiple roles besides being your instructor. Use of Peer leaders, Tutors, TAs/Gas are employed as additional support.</td>
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<td>Hidden Curriculum II: Digital Platforms</td>
<td>KSUmail is the university’s email and calendaring solution for students, faculty, and staff. Students all have free access to Microsoft Office via o365.kennesaw.edu. D2L is the digital learning platform for online and f2f classrooms. The OwlExpress portal summarizes financial aid, work-study, class searches, waitlists, GPA, withdrawals, but not housing. Each has associated deadlines and consequences for not meeting them. DegreeWorks is the primary academic advising guide for most departments. Handshake is the KSU all-in-one career management system including: a job board, document/resource library and communication system.</td>
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<td>Hidden Curriculum III: Academic Support</td>
<td>KSU Campus Resource Guide details links and descriptions that help students to become more familiar with KSU and its many programs, departments, organizations and other groups. Physical wellness is encouraged via health clinic for injury, sexual health and illness, in addition to encouraging balance and general wellness in mental and emotional health as well. Academic counseling and mental health counseling provide strategies to enhance self-direction for a student authentically based off of their individual experience and needs. Because of the incredible diversity of student backgrounds at KSU, meaning made and expectations associated with academic success can vary. Diversity and inclusion departments, multicultural student organizations, lifelong learning center, Adult and Commuter Student Affairs (ACSA) Center, and a variety of social clubs are resources on campus so that students do not feel culturally/socially isolated and can make meaning with others who share a common reference. These resources are meant to serve as both social and cultural capital for academic success.</td>
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<td>Hidden Curriculum IV: Student Fees</td>
<td>There are 11 different types of fees which total roughly $800-$1300 each semester. The description of these fees shows a wide variety of services and resources students pay for each semester, but sometimes do not utilize. Utilizing resources to bolster belonging is a good use of your current and long-term investment. Students who use their fee expenditures as a resource exercise a sense of ownership that helps them to be strategic and successful in the long term.</td>
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**Teaching Module 1: Activate Prior Knowledge**

Questions to ask your students prior to getting into the content of Module 1 to evaluate what students already know about what it means to belong at KSU academically and socially.

- What does belonging mean to you? What have been your experiences with education prior to arriving at KSU?
- What are the top academic skills used by successful students?
- What are the policies and requirements required by KSU?
- What resources at KSU are available just for you to succeed academically?
- What resources at KSU are available just for you to become a part of the KSU student community?

Initiate this dialogue by using the Activity Sheet: Preconceptions and questions (anonymous space for reflecting on fit and belonging). Next, watch together a video on belonging from the mindsetkit.org and share What We Know About Belonging” as a primer for discussion. Think about the following questions to guide your reading: Student Activity Sheet: Belonging and Why it Matters.

These questions should be revisited in class. Students could be organized in a speed date format to discuss the first two questions. Students should know that their FYS instructor and FYS classmates are some of the first sources of social capital they can draw from when joining KSU.

**Why does belonging matter when it comes to starting college?**
One foundational goal of the FYS is to establish a sense of belonging (and ID sources of social capital) between the student and their KSU community to so students feel connected and supported in new challenges and in uncertainty they might experience.

Students who see themselves as a valued agent of their educational journey are likely to show a more resilient attitude when faced with obstacles/adversity in learning and progression.

Normalizing the worry about belonging is essential, lots of students wonder whether they will ‘fit in’ and feel a part of their new campus, it’s a common piece of everyone’s story to some degree.

**How do your personal experiences shape how you think about the challenges and opportunities of college in general and about student life at Kennesaw State University?**

Because of the incredible diversity of student backgrounds at KSU, meaning made and expectations associated with academic success can vary. Our stories, where we come from, and the experiences that shape what we value, and who we are at our very core are all influenced by our culture. Many students come into higher education not recognizing the frames of reference that influence both their reasons for being at college in the first place, and ultimately what they want to do once they get there and graduate. Students should think intentionally about motivations, where those motivations stem from – or what’s driving those motivations? And finally, what sort of existing support systems do they have to help them check their perceptions about what student life at KSU is all about. Are there few, are there many? Why? Who are they or who could they be?

Diversity and inclusion departments, multicultural student organizations, lifelong learning center, Adult and Commuter Student Affairs (ACSA) Center, and a variety of social clubs are resources on campus so that students do not feel culturally/socially isolated and can make meaning with others who share a common reference. These resources are meant to serve as both social and cultural capital for academic success.

Social capital is not always recognized by students as a critical component of academic success and can vary across students depending on a variety of factors/demographics.

**Does the article on “What We Know About Belonging” give you the impression that college professors don’t care about their students? Why or why not? How does this impression align or diverge from your own perceptions about college professors –any areas where you agree of disagree?**

Many students’ initial impression of college life is “I’m on my own now” and my professor does not care if I am struggling or have personal circumstances that impair my ability to perform optimally in class. This is a great space to fold in discussion about organization of a university and KSU specifically. Knowing where the student and their area of study belongs in the university hierarchy can be important for identifying the most relevant help within the respective dept/school/college. And, because KSU has a R3 classification, faculty likely hold multiple roles besides being your instructor. Use of Peer leaders, Tutors, TAs/Gs are employed as additional support. Perceptions about care from professors stem a great deal from the differences between higher education learning (or adult centered learning methodologies) vs. traditional learning methodologies (Teacher- centered with high stakes standardized assessment). In higher ed, self- regulation and motivation must come from the student.

**What do you perceive are the differences between high school (traditional learning environments or professional learning environments) and higher education? What does this look like at KSU? Why is navigating this transition between high school, or life before KSU, and life at KSU tough for any college student?**
The top 10 academic skills presentation can be very helpful in framing this discussion. Self-direction/regulation begins with knowing and navigating digital learning platforms for online and f2f classrooms (D2L), OwlExpress portal summarizes financial aid, work-study, class searches, waitlists, GPA, withdrawals.

The following table provides a snapshot for what you might ask about Belonging, possible student responses, and ways to respond as the instructor.

<table>
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<th>Guiding Questions</th>
<th>Possible Student Answers</th>
<th>Possible Instructional Response</th>
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<tbody>
<tr>
<td>What does belonging mean to you? Why do you think it is important?</td>
<td>making friends/going to social mixers etc. feeling like you are not alone means being around others with similar experiences/values a sense of connection to KSU a feeling of connectedness to others important for: homesick-ness, motivation, happiness, and navigating uncertainty.</td>
<td>your FYS instructor is one of the first sources of social capital, or individuals you can call on for help or support to perform at an optimal level, we need to have a relationship with both KSU and its members students need to feel supported and connected when facing a new challenge ultimately connection and support reduce uncertainty and encourages success over time</td>
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<tr>
<td>What do you know about the organization of a university and KSU specifically?</td>
<td>degrees/majors made up of smaller colleges distance/online and F2F learning Different offices do different things to make the university function KSU has two campuses; athletics KSU is a large university</td>
<td>types of degrees and majors at KSU are(...)and are each housed in a respective college and department/school KSU is a R3 classification – a doctoral institution with moderate research activity; this shapes expectations for students and instructors</td>
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### Guiding Questions

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<th>Possible Student Answers</th>
<th>Possible Instructional Response</th>
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<tbody>
<tr>
<td>What sort of academic policies and registration requirements are you obligated to at KSU in order to advance thru your major?</td>
<td>payment and financial aid deadlines (tuition and student fees) meal plan parking pass orientation the FYS registration show up to class be able to access the internet and check email</td>
<td>navigating KSU’s digital space is just as important as the physical space (campus) OwlExpress, D2I and student email are a few MUSTS registration time tickets, add/drop periods, class searches and waitlists can be individually managed via OwlExpress and navigating the digital space not satisfying the FYS, 30 hour (advising), interpersonal violence training, will place ‘holds’ on your ability to register until satisfied</td>
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<tr>
<td>How do personal health/wellness, social clubs/student organizations, and academic support serve as resources on campus? Who uses them and why?</td>
<td>Greek life helps you find friends and social networks for fun health services and wellness is for medical emergencies or for when you are sick student clubs can help you know more about a major and the people at KSU in that major students use academic support when they need help or tutoring in a class</td>
<td>academic advising, SMART center, SI, writing center, Library all aim to support and supplement students’ success in their classes health services, counseling and psychology services help students navigate wellness related concerns and serve as additional source of social capital student life organizations help students to connect with others who share their interests/values</td>
</tr>
<tr>
<td>What are my student fees for and Why should I use my student fees money as a resource? In other words, how does using resources make the best use of your tuition and investment?</td>
<td>building new parking lots community programs campus beautification adds to student loan debt scholarships</td>
<td>funds supplemental learning resources allocates scholarship money for study abroad and athletics wellness, health and food services are included in fees</td>
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### Teaching Module 1: Activities to Develop New Knowledge

By now, the hope is that students have had both private and community spaces to unpack the anxieties and concerns encountered in their transition to higher education. To begin thinking about belonging more personally and deeply, students could explore the notions of belonging from recent cases and examples.
In this sample exploration, students learn about belonging from both shared and alternative perspectives in order to understand what might encourage belonging for each of them. Ultimately, at the conclusion of this activity, students should be tasked to identify sources of social and cultural capital that will help them be successful as an advocate of their own learning journey at KSU. Students might use the Activity Sheet—Building Belonging as a guide to fuel their thinking and record their responses.

Activity: Growth Versus Perfection

To begin this activity, students should first read “How A Confidence Mindset Can Help Close the Gender Gap in STEM by Carrie Kerpen, or another reading that ties together the concepts of Belonging and Mindset to answer critical questions:

Some possible questions are with reference to the sample article are:

What is the ‘pipeline problem?’ and what does it have to do with the concept of belonging?

This question addresses how social and cultural capital acquired can vary based on gender and socioeconomic status. The article points to the ways that young women are often not encouraged and empowered to problem solve and invest in STEM related areas and because this can begin at such an early age, many young females simply dismiss this field as ‘not for me’ having never given learning in this arena a chance. This can lead to long-term stagnation when it comes to the general demographics of a field over time.

What are the three strategies for being successful in college, according to the article?

Invest in yourself – students at KSU are ALREADY doing this! They have made a financial investment in their long-term future and can begin to think about the ways that their student fees can also be utilized to maintain balance and increase motivation in the long-term. What are some ways to practice balance? What are some of the on-campus opportunities to learn and connect with ideas that excite or interest you academically/professionally?

Don't focus on perfection, focus on growth – thinking about this as a careful and crafted evolution in an important take away. Framing your long-term goal as an intricate connect-the-dots masterpiece can be another way to approach this way of thinking. Each lesson learned does that have to be mastered, all A’s is often the pursuit of our students, but plenty of valuable lessons can be pulled from moments that were not perfectly polished works of art. In achieving your long terms goals, forward progression and small goals tend to make the biggest different. Eventually, you look backward and you begin to see how the dots come together to form a masterpiece of your individual making.

Find a mentor who has done what you want to achieve – one of the most important concepts in belonging is the idea of demystifying complex foreign processes and normalizing the insecurities we tend to feel when we are the ‘only one.’ What does the only one mean in this case? As a female
scientist, it may be isolating to not have any other non-masculine metaphors, frames of reference and role-models to make meaning about challenges or opportunities. Mentors are important to long term success. What sort of outlets will help you identify mentors at KSU? Who have you met who has helped you demystify college and the many processes?

How might you, personally, employ one of these strategies? In other words, who/what could you identify as an accessible source of cultural or social capital?

Activity: KSU Stories During Year One

Navigate specific testimonies from other KSU first-year students in *Year One: A Journal of the First-Year Experience at KSU*.

Using the following questions as a guide for engagement and participation, student will be tasked to identify cases of belonging that resonate from meaning they individually have made about college/student life, but also narratives that diverge from their perceptions of college/student life.

To begin, visit the link above and read Celeste’s story. After reading Celeste’s story, read two other stories on the *Year One: A Journal of the First-Year Experience at KSU* that are about academic or social belonging. Afterwards, post a response on the discussion board under ‘M1P1: Belonging’ using the following questions and prompts as your guide:

- What are specific stories that really resonated with your own experiences and story? In other words, can you understand this narrative on a deeply personal level? What did belonging look like in this scenario?
- What are three stories that do not necessarily run in line with your experiences or narrative/Why does belonging look and sound different for these individuals?
- What happens when belonging does not happen? What are the consequences in the short and long term?

Activity: The Hidden Curriculum

For this part of the module, students can utilize the KSU Campus Resource Guide and Campus Lingo Guide to explore resources. Such documents help drive student thinking and to assist in learning more about the activity and resources:

- Campus Resource Guide
- Campus Lingo Guide

Building Foundational Knowledge and Belonging--Essentials for First-Year Students at KSU
Students have the option to begin practicing new thinking in this lesson by developing some familiarity with each element of the KSU Campus Guide. There are many social, academic, career/major related and service-oriented organizations at KSU. These serve as valuable resources when it comes to learning more about your academic interests and connecting with others who might help you navigate and progress in a given academic path. In this activity, the task is to actively seek out spaces to foster belonging by identifying which of these resources might serve as valuable social and cultural capital.

After reviewing the Campus Guide, students might then be ready to fill in and build out their own personally tailored guide to navigating KSU. This can be a portfolio—an individual student constructed or curated collection to serve as a go-to guide for navigating the first weeks on campus. Sample artifacts in the portfolio include:

- Personal Narrative
- Degree Maps
- Time Management Plan
- Campus Maps
- Campus Tour and Scavenger Hunt

Many logistical questions and concerns related to the Belonging Portfolio could be addressed by having students participate in the Campus Tour and Scavenger Hunt Assignment as one option to fuel experiential learning with regard to campus resources and space. Additionally, students can use this activity to annotate their campus maps in the fourth section of the Portfolio. There are lots of options/methods utilized over the past years in the FYS to complete an activity like this. Questions could even be answered individually or in small groups of 3-5 people using in-class or out-of-class time.

Top 10 Academic Skills—Building Knowledge on Academic Success

In the next segment of this module, students should be moving towards filling in pieces of the Portfolio. They can use stories that they have reflected on and shared from in the Pre-course Reflection. In this narrative section, Top 10 Academic Skills may serve as a nice and concise checklist resource to encourage thinking about the major keywords associated with ‘how you learn’ and ‘what tools you use to achieve your learning goals’. This is offered as an example to offer some structure and invite engagement to the topic of academic success and corresponding knowledge/skills.

Academic Success in Action – Time Management and Active Learning Over Time

In the continuation of this segment of Module 1, students have the opportunity to put the concepts of “study over time” and “develop a schedule” and “stick to it” into practice. They might choose to use the Time Management To Do list.

The goal of this exercise is to begin to set the habit of allocating time for schoolwork, identifying space (digital calendar, planners etc.) to track assignment productivity, as well as set deadlines for studying for classes, exams, social time, exercise, and other elements to encourage balance/wellness.
The Time Management To-Do list is structured into three parts. This first option involves making an “at a glance” cover sheet of all major exams and projects, and their dues dates for quick referral. The second phase of the to-do list involves transcribing these assignments, along with minor assignments, labs, and other homework into a daily calendar (either digital or hard copy). The last phase, (and possibly the most important) is to now dedicate time and develop a schedule for when the student would need to complete work associated with the due dates in the second phase of the assignment.

For example, during midterm week, a student likely has multiple exams or assignments. Students can be asked how study time is different in the weeks preceding different assignments and exams.

Offer Time for Private Journal Reflection

Provide a few minutes at the end of class for students to reflect on the day’s activities and discussions in a private journal entry. Prompt them with these questions: How did today’s lesson impact you personally? What is the most important idea that you would like to hold onto?

THIS PROMPT WITH SERVE AS THE POST-COURSE REFLECTION ON ACADEMIC AND SOCIAL BELONGING-- THIS IS AN ESSENTIAL ASSESSMENT ITEM USED WITH UNIT 1 RUBRIC BUT WILL TAKE PLACE AT THE END OF THE SEMESTER:

Remember Celeste's story from the Year One blog? Reread the blog post. Based on what you know now, what would add or change to Celeste's "A Guide to Academic Belonging"? Post your response on the discussion board in a discussion post on D2L.
Learning Goals for Module 2

1. Students will be able to integrate understandings about self-regulation and belonging to explore a potential academic/professional path of interest.
2. Have a clear plan to complete a degree in four years. Students will utilize KSU resources and tools (academic program maps, course catalog, and DegreeWorks) to create degree maps according to potential academic fields of interest.
3. Students will develop key pieces (resume and Handshake) of a preliminary professional portfolio.

Materials for Module 2

The materials are divided into two sections. The “Instructor Resources” section is meant to be just for instructors to read and review before teaching. These resources serve as reminders and refreshers on the topic at hand. Many of these instructor materials rely on a great deal of previous knowledge that first-year students do not yet possess. The “Student Resources” are meant to be for the students but should be vetted by instructors first.

Instructor Resources

- What is a Momentum Year?
- College Complete Georgia – KSU Update 2017

Student Resources

- Foundations of Academic Inquiry, 8e (Chapters 1, 7, and 8)
- Activity Sheet: Interests, Personality, Skills, & Career Exploration
- Degree Map Assignment

Key Concepts and Definitions for Module 2

In Module 1, belonging was discussed as a highly nuanced, even complex and dynamic topic that involves meeting students where they are in terms of their experiences and knowledge/skills about navigating academic environments. Again, when the term complex is used in this module and accompanying rubrics, it is meant to describe belonging as an ongoing and evolving process that is not simply a matter of feeling or not feeling like one belongs.

In Module 2, we build on some of the concepts that were introduced in M1 and invite extended conversation on the factors that influence how students can develop a clear and purposeful path to their degree at KSU and begin a conversation about their “future self” in a workplace.

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<tr>
<th>M2 Key Concept</th>
<th>Definitions</th>
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<tr>
<td>Program Map</td>
<td>All new students are given an advisor in the University College Advising Services (UCAS)—formally the NEST. If you have declared a major(s)/minor(s) then your advisor can help you to make sense of what your unique academic plan looks like with your intended graduation date in mind.</td>
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If you do not know what sort of academic paths/careers interest you, you can visit KSU’s academic programs page to explore your thinking and connect with individuals who might be able to answer questions you have about degree requirements and paths after graduation.

It might make sense to start with your passions and interests, when thinking about the ultimate goal. Most students, when asked about their goals in college, will say they want to graduate. But the trick is to be super intentional with your reflection and thinking…you might ask: how have your experiences shaped your curiosity about a particular subject? What is a field that I am interested in that is also experiencing a lot of growth and earning potential?

DegreeWorks

DegreeWorks is recommended over in-house paper check sheets, since the information in DegreeWorks can be seen by both students and advisors and should contain the most current information about degree programs and course requirements. Students can access DegreeWorks through Owl Express.

Handshake

Handshake (formerly known as Owl Link) offers 8,000,000 students and young alumni access to job and internship opportunities using data to help you find jobs or internships that best match your interests. Handshake is made available through Career Planning and Development and boasts a mission to bring high quality and diverse employers to campus, in addition to offering dynamic positions for student engagement, and using data from your profile and interests to gather insights and field results.

Teaching: Activate Prior Knowledge for Module 2

The following questions will activate prior knowledge in students and anticipate answers from students along with appropriate responses to those questions:

- What does it mean to have an academic major?
- Does a major mean that it will lead to a career in that major?
- What career paths interest me?
- What would a 4-year academic plan look like with my major in mind?
- What would a 4-year academic plan look like with my career in mind?

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<th>Guiding Questions</th>
<th>Possible Student Answers</th>
<th>Possible Instructional Responses</th>
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<tr>
<td>What is an academic plan and what do I do I am not sure about or don’t have an academic plan?</td>
<td>collection of classes to graduate details what classes I am taking maps out all the classes you need for a major explore other colleges and the website if you don’t know talk to an advisor if you don’t know talk to other students about their plan</td>
<td>an academic plan is a structured and detailed list of all of the courses, perquisites, and graduation requirements for a particular major or minor if you have two majors you have two academic plans unique to each major academic plans are essential to navigating and exploring the requirements, time tables and course offerings available to you over the course of your time at KSU</td>
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<td>Guiding Questions</td>
<td>Possible Student Answers</td>
<td>Possible Instructional Responses</td>
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<td>What does DegreeWorks have to do with my academic plan and how can this tool help</td>
<td>a tool you can use with your academic plan</td>
<td>DegreeWorks is a web-based tool that is designed to aid and facilitate academic advising, as well as help students monitor their academic progress.</td>
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<td>me to explore and map my academic/professional interests over time?</td>
<td>something that helps you make sense of your academic plan over time</td>
<td>DegreeWorks is the primary academic advising guide for most departments. (paper planning is no longer used with much frequency)</td>
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<td>technology that your advisor uses</td>
<td>Information about GPA and academic planning tools can be accessed via DegreeWorks</td>
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<td>technology to help students make better decisions over time</td>
<td>DegreeWorks can help you plan “what if...” scenarios and think preemptively about what each semester might look like for you in advance so that it’s easier to make decisions and changes within that framework</td>
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<td>a tool that lets you see the courses you have completed and have yet to complete</td>
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<td>your overall GPA within the academic plan</td>
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<td>lets you see which classes are general education and which classes count for the major</td>
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<td>lets you explore potential majors/minors</td>
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<td>What do Handshake, (formerly) Owlink, and a professional resume have to do with</td>
<td>each helps you to figure out life after college</td>
<td>Career Planning and Development houses a multitude of resources to help you learn more and navigate the process of what happens post-graduation:</td>
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<td>my academic plan?</td>
<td>tools to help you get a job using the knowledge attained through your major/academic plan</td>
<td>CPD can help you to clarify of options: graduate school (masters, doctorate), career/job choices: corporate, governmental, non-profit sector,</td>
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<td>resources to showcase skills/learning from college</td>
<td>CPD understands the process from transitioning from undergrad to grad school or the workplace</td>
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<td>each can help you to think about how your academic plan might be used in a real-world</td>
<td>CPD will assist you with Handshake and resume building</td>
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<td>scenario</td>
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<td>serves as a way to summarize what you have done in your academic plan</td>
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**Teaching Module 2: Activities to Develop New Knowledge**

The activities in Module 2 are designed to encourage first-year students to think of themselves as developing professionals. It is important for new students to quickly establish a clear and purposeful roadmap for their degree and to imagine their own “future self” – as one who not only belongs in college, but as someone with a significant role to play in the world. These activities will engender confidence in students and provide a motivating context for their studies.

**Activity: Career Packet and Handshake**

In the [Activity Sheet: Interests, Personality, Skills, & Career Exploration](#), questions and exercises contain instructions for a series of inventories that may help narrow career interests and explore...
different dimensions of the personality, skills, and workplace importance. The series of assessments are offered as one example or strategy to reflect on choices for a major and the careers that a student could be pursue after graduation. Ultimately the goal is to identify some specific career goals so that you can develop 2-3-degree maps that correspond to these interests.

**Activity: Degree Mapping**

After students have had some time to really explore interests and potential academic/career paths, their next task will be to map out a specific degree plan. It can be important to establish an understanding and realistic attitude about misconceptions behind “graduating in four years” and honestly being able to accomplish everything that’s expected within that time frame.

While all new students are given an advisor from University College Advising Services, advisors for specific majors can assist students to evaluate their Degree Map.

**Resources for the Degree Map**

- [Degree Map Template](#)
- [Degree Map Assignment](#)

**Activity: Professional Development**

Career Planning and Development has developed a [Career Guide](#) resource for all students that will help them to:

- Develop a resume
- Write a Cover Letter
- Initiate development of a professional online presence
- Gather tips on job searching, networking, and interviewing

The “Developing Your Personal Brand” document from CPD is written so as to teach students in a step-by-step manner how to write a resume and cover letter from brainstorming to final product. Many sample resumes are provided as examples.

[Handshake](#) is an all-in-one career management system including: a job board, document/resource library and communication system. Ask students to create a Handshake account so they can start exploring the KSU jobs (including work study), internships, and co-ops that they can plan to experience.
Unit 2

Unit 2 contains Modules 3 and 4.

Module 3: Differentiate between fixed and growth mindsets and move from shallow to deep learning for academic success.

Module 4: Students will develop timely academic plans and preliminary career goals specific to personal areas of interest.

Learning Goals for Module 3

1. Students will be able to understand the difference between a fixed mindset and a growth mindset where learning happens over time.

2. Students will be able to understand how a growth mindset is cultivated over time through integration of experience and knowledge acquisition.

3. Students will be able to describe how feedback and dialogue are critical to the growth mindsets in order to increase motivation and academic success.

Materials for Module 3

The materials are divided into two sections. The “Instructor Resources” section is meant to be just for instructors to read and review before teaching. These resources serve as reminders and refreshers on the topic at hand. Many of these instructor materials rely on a great deal of previous knowledge that first-year students do not yet possess. The “Student Resources” are meant to be for the students but should be vetted by instructors first.

Instructor Resources

- Vowel Activity Slides

Student Resources

- Foundations of Academic Inquiry, 8e (Chapters 2, 3)
- Video: Growth Mindset vs. Fixed Mindset
- Activity Sheet: Growth Vs. Fixed Mindset
- Activity Sheet: Growth Mindset in Action
- Activity Sheet: Learning Styles Discussion and Inventory
- Activity Sheet: Self-Regulating Learning Strategies & Metacognition
- Case Study: Coach McKeever
- Case Study: Comcast VP
New college students tend to focus less on how to *learn* versus how to study or get a good grade. This isn’t surprising since much of their prior learning about how to learn has been centered on test results. This module builds on Unit 1 to develop individualized, student-centered approaches when it comes to connecting to, and applying back knowledge to learning strategies that are more suited to college and lifelong learning.

### M3 Key Concept

<table>
<thead>
<tr>
<th>M3 Key Concept</th>
<th>Definitions</th>
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<tr>
<td>Metacognition</td>
<td>Metacognition, in the context of academic success, means:</td>
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<td>1. Thinking about one’s own thinking</td>
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<td>2. Being consciously aware of oneself as a problem-solver</td>
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<td>3. Monitoring, planning, and controlling one’s mental processing, and</td>
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<td>4. Accurately judging one’s level of learning (being sure to operate at the creation level)</td>
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<td>Before college, students may have not needed these things because:</td>
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<td>1. Students’ grades were high without studying/learning</td>
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<td>2. Students’ were not tasked to operate at the top levels of blooms to create, only to remember</td>
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<td>Self-Regulation</td>
<td>Pintrich (2000a) defines self-regulation in education as the “active constructive processes whereby learners set goals for their learning and then attempt to monitor, regulate, and control their cognition, motivation, and behavior guided and constrained by their goals and the contextual features of their environment.”</td>
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<td>Building mastery of our top 10 academic skills is often an evolving process that has the student negotiating priorities, tasks, time, and social activities simultaneously. A student may have achieved mastery in several areas for a chemistry class, (by using active learning strategies, developing a schedule, and studying over time) but may struggle to do this at the same level of mastery in a different class (McGuire, 2015).</td>
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<td>A student’s perception of mastery speaks to their ability to self-regulate with that task in mind and could be influenced my motivations and/or short/long term goals (McGuire, 2015).</td>
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<td>Academic Skills</td>
<td>McGuire (2015) identifies learning strategies which puts metacognition into practice. The top 10 skills are:</td>
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<td>1. Active reading (previewing)</td>
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<td>2. Active reading (questioning)</td>
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<td>3. Active reading (paraphrasing)</td>
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<td>4. Active notetaking</td>
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<td>5. Active notetaking (reviewing)</td>
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<td>6. Navigating textbooks</td>
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<td>7. Using homework as practice tests</td>
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<td>8. Teaching your peers</td>
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</table>
M3 Key Concept | Definitions
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9. Using study groups
10. Making and take a mock exam (as a group or individual)

These skills help students to see how structuring regular short-term goals (i.e. like active reading on class days, and participation in study groups) aids in the achievement of a long-term goal, and ultimately keeps motivation high.

Over time, this can encourage the increased frequency of implementing and using specific learning strategies to build academic skills in an area of strength and/or weakness alike (McGuire, 2015).

This additionally helps students to combat notions of fixed intelligence (or fixed mindset) so that they understand that their brain as a highly flexible, malleable and trainable muscle (McGuire, 2015).

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### Teaching Module 3: Activate Prior Knowledge

Questions to ask your students prior to getting into the content of Module 3 to evaluate what students already know about what it means to learn.

- What do students know about how they learn and how long it takes?
- Where do fixed mindsets come from and how can these be transformed to growth mindsets?

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<tr>
<td>What is the last thing you remember learning how to do?</td>
<td>read a syllabus, navigate campus, find parking, enroll for classes</td>
<td>learning to navigate a new space (parking, buildings, enrollment) are essential primers for learning; these serve as need-to-know items that impact your readiness to learn; these are much simpler but still take time</td>
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<td>How long does it take for your brain to learn (Blooms Tax) a topic, idea, habit?</td>
<td>a few concentrated days, a semester, until an exam</td>
<td>think about how long it took to get a feel for parking; now think about how complex learning about the brain and metacognition can take significantly more time (more experiences); we may be able to recall or understand the concept, but can we apply it and create new habits as a result of the learning?; Most students strongly underestimate the length of time it takes to fully internalize new knowledge and apply it in context; Learning a concept/idea can take much longer than a 16wk course, and integration of learning happens over time via experiences</td>
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<td>Possible Student Answers</td>
<td>Possible Instructional Response</td>
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<td>What do you perceive as the major goal of your time at KSU?</td>
<td>a degree</td>
<td>Connecting small short-term tasks/goals leads to long term tasks and goals (i.e. each assignment in each class for a certain major in order to graduate)</td>
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<td>a job</td>
<td>Growth mindset shows us that we are always connecting to the next task so that we optimize our learning efforts and building capacity in that subject over time</td>
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<td>How do you make sense of obstacles and challenges to learning?</td>
<td>ask a teacher</td>
<td>Fixed mindsets explain that we place limitations in our ability to develop skills in an area we perceive to be less competent in</td>
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<td>search online</td>
<td>If we shy away from topics and subjects we are less skilled at, we miss opportunities to build skill in areas where we have weakness, or room for growth (thus limiting ourselves in the long run)</td>
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<td>move on to something else</td>
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**Teaching Module 3: Activities to Develop New Knowledge**

Students come to the classroom with a lot of ideas, and sometimes long held perceptions about their own strengths and weaknesses. Understanding how we think and how our thoughts shape our actions and ability to be successful is at the very heart of what Dr. Carol Dweck calls a growth mindset. If students are able to transform the perception that challenges, and obstacles are not problems, but opportunities to learn and develop insights, they can then take ownership and emancipate their academic journey as one of adventure versus one of obligation. Students begin by first:

1. Understanding what the difference between a fixed and growth mindset is and how their own thinking might be categorized.
2. Students are offered an example of two case studies to examine and analyze that showcase how a growth mindset has served actual individuals. What is helpful and what detracts from a growth mindset?
3. Finally, students engage in a critical discussion about how their own identities and life experiences shape how they think about their own strengths and weaknesses as a student? What can be modified? What can be developed further?
Activity: Fixed and Growth Mindsets Explored in Depth

In the start of this unit, it could be a good strategy to initiate some group discussion and peer to peer dialogue. Some sample questions and the Activity Sheet: Growth Vs. Fixed Mindset might be a resource for some informal space to get students engaged in this conversation.

- How long does it take you to learn something?
- What is the number of hours in a day that can be dedicated to learning something new?

To begin this lesson, you could watch the video: Growth Mindset vs. Fixed Mindset as a primer for discussions. Students might be invited to take out their journals, or other private writing space so that they are thinking about their initial perceptions about learning something new and can take notes of insights that resonate with them. After watching the video:

- What are general perceptions of each mindset—in other words, which is most common and why?
- How might one be better served by growth or fixed mindsets?

Think back to a memorable leader, icon, maybe athlete, or someone you admire, across your history, which sort of mindsets do you see reflected? What would be an example of growth or fixed mindset for that person?

- What are some of the challenges and barriers to adopting one versus the other?
- What happens if we stay in a fixed mindset?

Activity: Case Studies on Mindset

Now that students have had some time to learn about and discuss what mindsets are and their impact on self-concept, belonging, perceptions about their own abilities in certain subjects or content areas, they can be tasked to identify and analyze these concepts within actual examples. There are two case studies provided here with discussion questions and possible responses which may serve as a helpful resource.

Identify the qualities and characteristics of a growth mindset in action.

To identify qualities and characteristics of a growth mindset in action students could read the following case as one option:

- [Case One reading: Coach McKeever](#)
- [Case Two Reading: Comcast VP](#)

The following questions can be used to guide your thinking and discussion about each of the sample cases. The Activity Sheet: Growth Mindset in Action, could be used as a resource to help organize the formal and informal discussion which includes the following questions:
What is Coach McKeever’s leadership philosophy? What is the VP of sales, David leadership style? How did each of their earlier experiences influence their thinking and knowledge about what a leader is, what a leader does and what makes a good leader?

McKeever’s ideas about leadership philosophy come from the fundamental notion that learning happens over time and that learning to excel in an area is based off of continuous self-improvement. For her, that entails constantly challenging her swimmers in different and less traditional ways. The athletes must be open to receiving constant feedback, be willing to engage in difficult conversations, and have the capacity to be honest with themselves and others. Her athletes must be self-motivated and have the desire to push themselves. As a leader she gives them direction and support to help them in their growth.

Her early experiences as a swimmer at USC influenced her to focus on the individual and each individual’s needs rather than treating everyone as if they were the same. Her technique and process-focused lessons with her mother helped her to realize that there are many different, non-traditional ways to help a person grow both as an athlete and as a person. McKeever believes that as a leader, it is her role to challenge her swimmers to find their personal best and that may require different strategies for each individual.

Being the oldest of a large family helped McKeever to not only develop her communication and conflict resolution skills, but also to understand how to get along with different personalities. So often we find that an aversion to conflict or scenarios that could potentially pose conflict, serve as a reason to not get involved or to avoid. McKeever could have been limited by this phenomenon as a youth having had experienced conflict frequently, but instead utilizes those experiences as tools and resources in her professional life. The athletes take personality and leadership assessments to help them gain insights about themselves and further their growth. The assessments also help them to understand and improve their interactions with their teammates. McKeever emphasizes the need to communicate especially because it helps to resolve conflicts and is a necessary part of the feedback process which is a core value of the team.

- Why do you think feedback could be a core value of your own learning disposition at KSU?
- Why is feedback so critical to a growth mindset?

How well do you think most students or employees respond to a growth mindset style?

Most employees and students alike would probably feel initially uncomfortable with a growth mindset, especially for A-centric students or those who perceive themselves to be ‘high performers.’ These folks tend to be accustomed to positive praise about their great work versus a growth mindset that focuses on effort of improvement. Here, we have to recognize ways that traditional learning (in high school, and transactional learning environments) can be product centered (grade in class, score on test) versus process centered. Most students find it difficult to appreciate the process as much as the product. however, if the students and instructors alike celebrate, and build a culture around a growth mindset and emphasize that certain traits such as learning, failures, effort, etc. are a part of the culture versus achievements, then gradually perhaps students would become accustomed to a different approach to feedback and support from professors and individuals in their academic network.
Do you think that students are generally receptive and embrace constructive feedback?

It might depend on the individual or student and whether that person has grown up in an environment that is a fixed mindset or a growth mindset environment. Some individuals such as those who more readily embrace the growth mindset environment might be more ready to embrace constructive feedback because they might view such feedback as essential to their growth as employees and people. However, those who have grown accustomed to a fixed mindset might view constructive feedback as critical of them and a sign of failure.

How can the four-step focused process of change be implemented within a recent example in your own life?

In his book, *The Mind and the Brain*, Jeffrey M. Schwartz, M.D., discusses studies he conducted on OCD patients to help them overcome their biologically engrained habits. Change is hard, especially when it’s decided for us and we don’t quite understand it. The key is to avoid an emotional reaction to the change.

Think about a scenario where you received a poor grade and how you reacted to it. By doing so, we can coax ourselves into change by doing the following:

1.) Re-label the thought. Depersonalize it. When the urge to control comes up, tell yourself, “That’s my need to control, and it’s only a thought.” Or, “It’s only my fear of collaboration talking.”

2.) Reattribute the thought. You could say, “This thought is my brain playing an old, well-known tape that is no longer useful to me.” Or, “The stress I’m feeling in my back is really just a reaction to my need to control.” With this realization, you will start to recognize the entire emotional process you go through when you resist others’ ideas.

3.) Refocus the thought. Interrupt the pattern. This is the workhorse step to changing the habit. The brain has a way of reminding us when we’re not attending to the script. When the urge to act becomes strong, acknowledge it and then focus on a preplanned idea, that way there are no surprises. Let’s say you are becoming anxious because a lecture is going long and too many ideas are swirling. You become super focused on time, your to-do list, getting started and no longer listen. This is a danger zone. *When you’re aware of your reaction,* you can shift to your preplanned recovery cues: take a deep breath or take a quick break. The process takes time, but with focus the fear will dissipate.

4.) Revalue the thought. Achieve objectivity. Eventually, the intensity of the thoughts will change and you will become an impartial spectator. You’ll be able to see your reactions for what they are—and choose what to engage in.

This is focused neuroplasticity in action. We may be initially recognized for our intelligence and capacity to think, but our success is driven by our ability to work with each other. Even the smartest among us don’t escape this truth. Those who will excel at their careers are the ones who are open to change and who have the fortitude to drive through it in a focused manner.
Challenge: Have students practice giving constructive feedback.

The instructor might choose a couple of students for a demonstration or role play here. Conversely, there might be some alternative format that involves all the students so that, one could give feedback and the other could receive feedback. The instructor can either create typical feedback situations (e.g., team member not doing quality work) or have the student create his or her own. The student would then give the feedback to the recipient and the recipient would react as he or she would in real life. The class is then encouraged to discuss what went well and how it could have been improved.

Typically, students are too indirect in giving feedback so that it frustrates the recipient who is trying to figure out what the person giving feedback is trying to say. Sometimes the person giving feedback uses blaming or attacking words such as “you are...” which puts the recipient on the defensive.

A good tool for students giving improvement feedback is to start by saying “You can be even more effective if you .....”. The recipient feels validated so it is easier to accept the improvement advice. The class will make a number of useful suggestions for giving motivational feedback. The key lesson here is that it is important to learn to give feedback in a motivating way and it is equally important to ask for feedback for personal growth.

THE FOLLOWING SECTION DETAILS INSTRUCTIONS & MIDTERM QUESTIONS FOR A DIRECT ASSESSMENT ITEM FOR M3 IN THE UNIT ON DEEP AND TRANSFORMATIVE LEARNING-- THIS IS AN ESSENTIAL ASSESSMENT ITEM USED WITH UNIT 2 RUBRIC

Possible qs:

Offer Time for Private Journal Reflection

Provide a few minutes at the end of class for students to reflect on the day’s activities and discussions in a private journal entry. Prompt them with these questions: How did today’s lesson impact you personally? What is the most important idea that you would like to hold onto?

Activity: Learning Then and Now

In this activity, you might find that it functions as a good space to continue or extend the discussion on the differences between higher education and high school/professional life before college. In the previous module, a sample activity included some suggestions about how differences in the roles/responsibilities of your instructors might shape perceptions.

Students sometimes comment in the first weeks of the seminar that one of the biggest differences in college is that ‘your instructors do not care,’ but rather than take that at a surface meaning it could be helpful to explain and invite conversation about faculty members in higher education settings negotiate much different roles than high school instructors and that the learning content, responsibly
for learning, and goals for learning are much different. As one example, it might make sense to begin this discussion with what students’ perception of learning content are in each domain?

In the Activity Sheet: **Learning Styles Discussion and Inventory**, you’ll find this table (minus italicized text) and ask the students to think about what the answers might be in the second compared to the third column:

<table>
<thead>
<tr>
<th>Concept for Comparison</th>
<th>High School/Professional Context</th>
<th>Higher Education</th>
</tr>
</thead>
<tbody>
<tr>
<td>Goal of Learning</td>
<td>Skill limited standard assessment</td>
<td>Limitless: empowerment, emancipation, monetary related, personal reasons</td>
</tr>
<tr>
<td>Responsibility for Learning</td>
<td>Teacher: reminders drive learning Standardized assessment plan places ownership on instructor</td>
<td>Student: self-regulated</td>
</tr>
<tr>
<td>Learning Content</td>
<td>Disciplinary focused Product oriented</td>
<td>Can be disciplinary or interdisciplinary focused Can be process oriented</td>
</tr>
</tbody>
</table>

**Activity: Self-Testing**

Using can use the [Learning Strategies Inventory PDF](#) to do some investigating about how you think about learning using the 11 questions with a T or F response and calculate your score for each class that you are taking.

- What are your scores for each class?
- What is your predicted grade for each class?

Think back to a class where you could have had an improved outcome, what do you notice as a strategy that would have helped to increase your grade and knowledge in that class?

Utilizing the top ten skills means understanding and applying knowledge about how you think about thinking (metacognition).

Why does self-regulation change the name of the game?

The [Activity Sheet—Self-Regulating Learning Strategies & Metacognition](#) is provided as one strategy to begin applying thinking and put into action some of the key concepts and terms associated with self-regulation, belonging, and learning strategies.
Activity: Vowel Activity

Activity Sheet: Self-Regulating Learning Strategies & Metacognition and accompanying Vowel Activity Slides:

This activity works best in a collaborative or group discussion setting but could be tailored to fit an individual approach as well. Students can be given directions on one slide or activity sheet as the first step to a series of steps that detail a sequence of directions meant to place importance on learning strategies.

One suggested example could be the following questions and accompanying Vowel Activity Slides.
Learning Goals for Module 4:

1. Students will be able to understand how primary (surface) dimensions, and secondary (deep) dimensions impact the self and others.
2. Students will be able to identify cultural dimensions within a scholarly theoretical framework.
3. Students will be able to understand how culture informs values, attitudes, beliefs systems and daily practices in local and global contexts.
4. Students will be able to understand the intersection between individual culture, identity and contemporary global issues.

Materials for Module 4

The materials are divided into two sections. The “Instructor Resources” section is meant to be just for instructors to read and review before teaching. These resources serve as reminders and refreshers on the topic at hand. Many of these instructor materials rely on a great deal of previous knowledge that first-year students do not yet possess. The “Student Resources” are meant to be for the students but should be vetted by instructors first.

Instructor Resources


Student Resources

- Foundations of Academic Inquiry, 8e (Chapters 11, 13)
- Activity Sheet: Reading & Reflecting on Identity and Culture
- Activity Sheet: Building Agency as a Global Citizen
- Private journal for student reflection

Key Concepts and Definitions for Module 4

The success of the seminar greatly depends on each instructor’s knowledge of the course content and its connection to current research and practice. The following table provides an overview of the key concepts and current research on the topic. These connections will be revisited in the ‘Connecting to Current Research and Practice’ section with further detail and suggestions for classroom investigation.
<table>
<thead>
<tr>
<th>M1 Key Concept</th>
<th>Definitions</th>
</tr>
</thead>
</table>
| **Global Learning and Culture** | Learners need space in which to explore complex global issues and culture encountered in their campus community, media, and their own experiences  
Today’s students are tasked to make sense of the world, and its cultures, in contemporary times of division, conflict, environmental stress, and inequality  
Students need to recognize and understand complex challenges that transcend national borders  
In an increasingly interconnected globalized world, the global is part of our everyday lives, and analysis of seemingly local issues benefits from global perspectives. |
| **Culture** | Culture is socially constructed, or learned, from the time you are born; this shapes an individual’s unique identity, but we tend to see primary (surface) dimensions first (physical appearance, food, language)  
Identity—who we are and what defines our unique personal qualities is shaped by deep, or secondary invisible dimensions of culture (values, beliefs, traditions)  
Religion, politics, history, media, economics, race, class, gender, (human systems) as well as geography and environment (natural systems) all shape and influence cultures over time |
| **Changes in Culture** | Knowledge can shape values over time as we become more aware of meaning and behaviors within human and natural systems  
Access to certain technologies, education via technology, and utilizing technology as a way to connect to the knowledge-based society is not a given (access and privilege)  
Our experiences shape value systems and culture over time |
| **Universal Categories of Culture** | **Power Distance**  
How much inequality should there be among us?  
**Uncertainty Avoidance**  
How afraid are we of unknown people and ideas?  
**Individualism / Collectivism**  
How dependent are we on our (extended) family?  
**Masculinity / Femininity**  
How should a man feel and behave, how a woman?  
**Long- / Short-Term Orientation**  
Do we focus on the future, the present or the past?  
**Indulgence / Restraint**  
May we have fun or is life a serious matter?  

Cultural Dimensions (Hofstede, Hofstede & Minkov, 2010)  
Source: Adapted from Hofstede, Hofstede & Minkov (2010) |
| **Individual Culture and Contemporary Global Issues** | MLK’s popular quote: “Before you finish eating breakfast in the morning, you’ve depended on more than half the world.”  
Individual consumer choices have ripples clear across the globe and back (sometimes several times)  
Cultural practices and the food, water and energy nexus are shared by all people in the complex interconnected globalized society |
Teaching Module 4: Activate Prior Knowledge

The following guide provides questions to activate prior knowledge in students and anticipated answers from students along with appropriate responses to those questions:

What do students know about dimensions of culture and their identity? What influences these and how can we see them in action at home and globally?

How do our local cultural practices shape contemporary global events and issues?

<table>
<thead>
<tr>
<th>Possible Guiding Questions:</th>
<th>Possible Student Answers:</th>
<th>Possible Follow Up / Instructional Responses:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Why do you think global learning and culture should be studied?</td>
<td>looking into culture shows us what is important to people around the world so we know the world around us better knowledge is power learning about people around the world do things differently or similarly diversity</td>
<td>culture explains why things appear different but can come from the same value systems diversity is not just culturally different people from different places learning about culture and the global world can help us make sense of how our daily lives interconnect to the lives of others across the globe</td>
</tr>
<tr>
<td>What is culture? What shapes or influences culture?</td>
<td>way of thinking/doing beliefs /attitudes/values ethnic origin racial background</td>
<td>culture is everywhere and everything most of what we know about culture is learned from the people and places around us – in other words we are not born knowing culture there are both human controlled systems (ie, history, politics, economics, technology) and natural systems (controlled by nature) that shape culture</td>
</tr>
<tr>
<td>How does culture change over time?</td>
<td>age can shape culture life events can shift value to different things technology shapes how we connect, might change what we value</td>
<td>because culture is so interconnected to values, culture of any one person is constantly subject to shaping over time think about the culture of youth in the 70’s and the culture of youth now</td>
</tr>
<tr>
<td>What are some of the universal categories that we use to describe culture in specific places?</td>
<td>love community discipline or attention to rules acceptance money or success happiness</td>
<td>there are a lot of different theoretical models for understanding some of the important dimensions of culture models/theory try to organize understandings by generalizing across a group’s shared orientation to community, for example, also, success, power, decision making, information processing Hofstede’s model summarizes 6 cultural dimensions, deep levels</td>
</tr>
<tr>
<td>Possible Guiding Questions:</td>
<td>Possible Student Answers:</td>
<td>Possible Follow Up / Instructional Responses:</td>
</tr>
<tr>
<td>--------------------------</td>
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<td>-----------------------------------------------</td>
</tr>
<tr>
<td>What are some of the ways that our individual culture intersects with contemporary global issues?</td>
<td>cars/ driving and fossil fuels stress climate change consumption of water energy we use for technology products we buy overseas</td>
<td>our daily habits and routines can all be traced outside of our geographic locale what are some of the tags and labels you are wearing? Where do they come from? what about the food you eat? How much of it is grown right around you? How much comes from somewhere else?</td>
</tr>
</tbody>
</table>

### Teaching Module 4: Activities to Develop New Knowledge

1. How has my own unique identity been shaped by my culture and experiences?
2. What is culture and what are the dimensions of culture?
3. How might my own culture - daily practices, habits, beliefs have an impact on contemporary global issues?

Students come to the classroom from so many varied backgrounds with unique stories that have influenced how they think about education and goals of learning. It’s very possible that not all of their stories, experiences, meaning about higher education, and a first-year seminar are the same. As our own country, and countries around the world experience increased globalization and diversity, it becomes important to map the ways that local individual cultural practices have far reaching global impact. **The goal of this module is to offer students:**

- Agency to think critically and reflectively about what has uniquely shaped each of them.
- Offer space to align their thinking about how the world, their culture, and education intersects in the FYS, higher education, and beyond.
- Prepare our students for the transformed global environment they are already living, working and learning in.

### Activity: Reflecting on Identity and Culture

The sequencing of the following sample activities is meant to both invite and build on a broad discussion of identity, culture, and understanding of cultural dimensions within a theoretical framework. The ultimate goal is best captured within MLK’s famous quote—“Before you finish eating breakfast in the morning, you’ve depended on more than half the world.” In this module, there are several sample readings and activities that encourage students to think about what encompasses who they are and what they value in order to situate those values within a broader schema of understanding and towards an identity of global citizenship.

- Activity Sheet: **Reading & Reflecting on Identity and Culture**

Reflect on Identity and Culture
To initiate the discussion about identity and culture, students could read the NYT article Rise and Shine: What Kids Around the World eat for Breakfast as one example to prime discussion.

- What is the first thing you think of when someone asks you to describe your cultural background? Is it surface or deep?

- What aspects of your culture can you identify in your identity (who you are and what you value)?

- Do you think that primary (surface) or secondary (deep) dimensions of culture are more impactful when it comes to how we connect with others?

Now that students have had some time to engage in a dialogue about aspects of culture and what shapes their own definition of culture, they could be encouraged to read Chapter 11: Successful Skills for Diversity: An Open Mind and watch the video: Dangers of Single Story. It might be helpful for students to use their private journals so that they are thinking about their initial perceptions of culture and identity, about surface or deep dimensions they have attached to others or that have been attached to them. As students privately take notes and critically reflect on their notions of identity and what is formative for each of them they are preparing for the following sample discussion questions:

What does ‘danger of a single story’ mean?

Stories are meant to deepen understanding of complex and abstract ideas, but a single story generalizes all events/experiences (or in this video a text) from one person’s perspective

Why do pre-conceived notions of story not encompass all stories being told?
A single narrative does to encapsulate all experiences and does not mean the same thing for all people. Individuals understand text and story differently depending on their worldviews and perspectives.

- Why does having multiple narratives in conversation with one another create the opportunity to better understand social justice issues such as race, class, and gender and how these may impact social inequality?

- Exploration of multiple stories deepens understanding of one’s identity, others and the world.

- What do we mean when we say that texts are socially, culturally, geographically, and historically constructed?

Our society attached meaning to the variety of artifacts within it, we cannot fully understand any given text, experience etc., without thinking about the broader human and natural systems which shape it.

In the continuation and next portion of this discussion on culture and cultural values, student might read from the Foundations of Academic Inquiry text --Chapter 13: The Globally Engaged Citizen, as a resource to begin situating their individual experiences and ideas about culture into a theoretical
schema, or academically established structured model that explains cultural dimensions across the world. Watching the video, Hofstede’s 6 Cultural Dimensions, might also serve some utility value in explaining how cultural values fit within an organized theoretical schema by using Geert Hofstede’s model of 6 cultural dimensions with examples to fuel discussion.

- What cultural dimensions were evident in the Dangers of a Single Story video?
- What are some examples of the cultural dimensions in your own life and in the US as a whole?
- Create an identity chart -- a diagram that with words and phrases they use to describe themselves as well as the labels that society gives them (see examples in Appendix A) What are some of the surface and deep dimensions of your own cultural identity, what are potential single stories for you?

This portion of the module invites students to map and track what they feel are the primary (surface) and secondary (deep) dimensions of their cultural identity in a graphic organizer. What do they feel could be their single story (what others might see) versus their actual story? Students can be invited to share all or part of their maps in Appendix A.

**Activity: Local and Global Interconnection**

Identify your local cultural values and practices, and their corresponding ripples across the globe

Students have now had lots of opportunity to engage in discussion, read, reflect, and analyze their own culture, examples of other cultural values, and cultural dimensions within a theoretical framework. Our hope for them, at this point in the module, is that they understand that there are broader values and human beliefs that shape how we connect, interact, and celebrate different practices and attitudes, not only with reference to identity in general, but with reference to educational opportunities and their professional world's as well.

To continue to propel students towards thinking about their own identity within a broader and interconnected schema, the following activity choices are provided as examples to fuel their agency as a global citizen. The Activity Sheet- Building Agency as a Global Citizen may be used for the following sequence of potential activities. They offer prompts for each option but could be tailored for instructional approach given time and preference.

Netflix documentaries end up being a great media source that students access all of the time. In the event that someone does not have access, they can get with a study buddy to watch or access some of their peer networks as an incidental way to both build belonging and social support. Possible options are:

- Cowspiracy
- The True Cost
- The Mask You Live In
- Food Inc.
- Happy
• Minimalism: A documentary
• What the Health
• Living on One Dollar

The following questions are offered as examples to guide thinking and discussion about the documentary.

What was the major idea or major ideas behind the film? In other words, what was the plot shining light on that might have not been given much attention in the past?

• Why do you think the documentary you viewed has gained attention as a contemporary global issue?
• Why might these be lesser known or less popular stories?
• What are some of the local connections to these global issues? (in other words, how might specific cultural practices at home be fueling these issues?)

Cowspiracy- The Sustainability Secret: follows filmmaker Kip Andersen as he uncovers the most destructive industry facing the planet today – and investigates why the world’s leading environmental organizations are too afraid to talk about it, according to its website.

The True Cost: This film looks at the price of fashion and the factory workers who make our clothes. "It's about the clothes we wear, the people who make them, and the impact the industry is having on our world. The price of clothing has been decreasing for decades, while the human and environmental costs have grown dramatically. The True Cost is a groundbreaking documentary film that pulls back the curtain on the untold story and asks us to consider, who really pays the price for our clothing?" — IMDB

The Mask You Live In: What does it to be a man? This film looks at how boys are taught about masculinity and how to raise a healthy generation of men.

Food Inc.: This Oscar-nominated documentary that looks at the health and environmental impact of the food we eat. The New York Times writes in its review: "'Food, Inc.,' [is] an informative, often infuriating activist documentary about the big business of feeding or, more to the political point, force-feeding, Americans all the junk that multinational corporate money can buy. You’ll shudder, shake and just possibly lose your genetically modified lunch."

Happy: HAPPY takes us on a journey from the swamps of Louisiana to the slums of Kolkata in search of what really makes people happy. Combining real life stories of people from around the world and powerful interviews with the leading scientists in happiness research, HAPPY explores the secrets behind our most valued emotion - Written by Wadi Rum Films, Inc (IMBD)

Minimalism--A documentary: How might your life be better with less? This film examines the many flavors of minimalism by taking the audience inside the lives of minimalists from all walks of life.
**What the Health:** What the Health is the groundbreaking follow-up film from the creators of the award-winning documentary Cowspiracy. The film exposes the collusion and corruption in government and big business that is costing us trillions of healthcare dollars, and keeping us sick.

**Into Poverty - Living on One Dollar:** Details 4 students who travel to Pena Blanca, Guatemala. The documentary showcases their experiences of living on $1 per day for eight weeks, the issue of global poverty and how one can encourage global citizenry.

**Pair Activity: Option One**
In pairs/small groups or some other interactive format students can be tasked to explore globalissues.org, 7GlobalChallenges or other scholarly/reputable evidence-based websites that explore contemporary global issues. There are lots of options for generating some discussion and engaging students in global conversation. Another option could be to generate a forum discussion that allows pairs to post their topics as threads to a digital collaborative format on D2L—a potential title could read Global Roots to Local Culture or something else that captures the essence of tracing the interconnectivity of local and global relationships.

In discussion posts, have pairs/groups identify major contemporary global crises in threads to other peers’ discussion posts? Do any of these connect to the documentary you just watched? Which ones?

In discussion post a question about how other students may be contributing to or combating global crises as a byproduct of our cultural values, attitudes and beliefs.

It is typically less challenging to identify the ways that our primary or surface dimensions of culture like food and clothes connect to some of the broader global issues we are experiencing as discussed in documentaries like Cowspiracy, The True Cost, The Mask You Live in, and What the Health. However, it is a bit more difficult to link issues in the global environment to our deeper or secondary dimensions of culture. For example, students might more easily understand and identify how food choices might contribute to climate change (Cowspiracy, What the Health), increased homophobia or rigidity in gender norms (The Mask You Live In) and how fast fashion contributes to poorer labor standards (The True Cost). However, it can be more difficult to parse out the ways that their secondary dimensions of culture, potentially stress the environment. To use Hofstede as an example, students may not recognize that a highly individualistic culture paired with a mixed-market consumer driven economy, like the US, places stress on having the newest, the best and the highest prized items, technology, clothes etc. This particular secondary dimension of our individualistic culture and knowledge about our own economic drivers gives us insight into some of the drivers of globalization and the potential challenges that they bring about.

**Creative Current Event Presentation Activity**
For this option, it could be beneficial to generate a forum discussion about one of the films that discusses the food, water and nexus for an example. The students could answer the following questions in your own thread:
• How many gallons of water does it take to produce a hamburger, taking each element of this food to think of individual efforts to create one meal? —mapping the food, water, and energy nexus

• How is the hamburger a reflection of American culture and values?

• Students will research creative current news events that tackle the scarcity of food, water or energy. (counting off by three so there is not an unequal distribution of discussion on just one resource)

• Take the learning synthesized from above, develop a 2-minute presentation that synthesizes the most important aspects of idea. These will be shared in class to showcases creative ways citizens are combating global problems with unique local and individualized solutions? What about in Georgia? Kennesaw? (ie. yellow mellow, green painted lawns in San Bernardino, plant-based diets, eating crickets/bugs or other less typical proteins)

After each 2-minute presentation, explore the viability of including these practices in your own local habits for global change. Do we think people would do it or not? How do these run in line or counter our cultural value systems?

Offer Time for Private Journal Reflection

Provide a few minutes at the end of class for students to reflect on the day’s activities and discussions in a private journal entry. Prompt them with these questions:

• How did today’s lesson impact you personally?
• What is the most important idea that you would like to hold onto?
Unit 3 contains Modules 5 and 6.

Module 5: Identify the creative and collaborative components of evidence-based problem-solving
Module 6: Collaborate as an interdependent team to propose evidence-based solutions to a current local-global issue.

**Learning Goals for Module 5**

- Students will be able to articulate how collaboration impacts personal and academic success.
- Students will be able to explain and apply the six characteristics of effective creative collaboration (open/physical idea sharing, planning/managing time together, equal/interdependent roles and responsibilities, open ongoing communication, understand EQ, and employ EQ norms)
- Students will be able to collaboratively navigate the logistics of KSU Supersearch library resources (peer-review, date parameters, full-text options, result types and databases) to investigate an evidence-based problem
- Students will be able to analyze peer-reviewed scholarly resources as research evidence
- Students will be able to collaboratively design a specific research question informed by KSU Supersearch library resources using the KSU writing center to refine and peer-review group work

**Materials for Module 5**

The “Student Resources” are meant to be for the students but should be vetted by instructors first.

**Student Resources**

- Foundations of Academic Inquiry, 8e (Chapters 4, 5, 14)
- Activity Sheet: Real Vs. Fake News
- Activity Sheet: *Why Collaboration is key*
- Activity Sheet: Essentials of Collaboration
- Activity Sheet: Collaboration and Critical Inquiry in Action
- Private journal for student reflection
### Key Concepts and Definitions for Module 5

Students often come to the classroom with several ideas in mind about what research is and how to do it. We are not as concerned, in this module, with all the details related to types of research, the scientific method, or initiating an original research study.

Our primary focus is to acquaint students with some of the tools and resources to navigate evidence-based sources, while they collaborate strategically with peers towards a common and interdependent learning goal.

Literature concerned with first-year student success underscores the first-year seminar experience, in addition to collaborative learning, undergraduate research, and global learning as High-Impact Practices (HIPs) (Kuh, 2008), or active learning strategies that promote deep learning by engaging students. The ultimate goal is for students to:

- Activate prior thinking about evidence-based research and invite new thinking about credible, evidence-based sources vs. non-credible sources, or fake news.
- Understand why collaboration is key and then work in interdependent groups to discern what common pressing questions, hot topics, current events, contemporary issues, or interesting phenomena they might connect through their daily lived experiences and come up with a narrow evidence-based problem statement.
- Utilize the KSU super search tool to find evidence-based sources that tie the common evidence-based problem identified by the collaborative group.
- Utilize the KSU Writing Center to refine the evidence-based problem statement with potential evidence-based solutions from the research.

Questions to consider throughout Unit 3

- How do I help students distinguish credible, peer-reviewed sources from non-evidence based sources?
- Why do we collaborate to creatively solve problems and what are some of the essential for effective creative collaboration when problem solving?
- What pressing questions, hot topics, current events, contemporary issues, or interesting phenomena can you and your group members commonly identify as an evidenced-based problem?
- Using KSU super search tool, what sort of scholarly of sources support can your group identify that illustrate (in part or full) NEW aspects of your evidence-based problem?
- What are the strategies to narrow down your groups evidence-based problem to one specific research question?

<table>
<thead>
<tr>
<th>Core Concept</th>
<th>Connection to Current Research and Practice</th>
</tr>
</thead>
<tbody>
<tr>
<td>Research</td>
<td>Living in an abundance of the digital information age can make critical inquiry challenging because we are accessing new knowledge (unlike ever before), but we do not always recognize some of the subtle subjectivities and/or issues of credibility inherent within that information</td>
</tr>
<tr>
<td>Core Concept</td>
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<tr>
<td>KSU super search tool</td>
<td><strong>KSU super search tool</strong> provides a centralized digital access point that acts as a repository for over 200,000 e-resources and more than 300 database subscriptions <strong>Peer-reviewed articles, date parameters, types of sources and types of research can all be specified within the <strong>KSU super search tool</strong> and are important logistics to engaging in timely, relevant, and credible critical inquiry</strong> <strong>The research process begins with a research question, which determines type and procedure appropriate for that research question</strong> <strong>Peer-reviewed sources can be used to identify research about potential solutions to evidence-based problems</strong></td>
</tr>
<tr>
<td>Evidence-Based Research</td>
<td><strong>NPR journalist, M. Farley suggests fake news is nothing new, “people have always been trying to manipulate information for their own ends,&quot; but in a contemporary frame, she emphasizes now that &quot;Fake news with a capital F.&quot; In other words, extreme in its ambition for financial gain or political power.”</strong> <strong>Evidence-based research typically synthesizes from mostly peer-reviewed sources to advance knowledge on the topic</strong> <strong>Different fields can have differing perspectives for framing evidence-based problems AND solutions. In other words, the same evidence-based problem could vary in discussion and have different solutions BUT still be evidence-based.</strong></td>
</tr>
<tr>
<td>Problems Worth Solving</td>
<td><strong>If there is nothing new to be learned, is this problem worth targeting? If the topic lacks relevance for you and the general public as a whole, is the topic worth targeting?</strong> <strong>The goal of research, or critical inquiry, is to advance understandings on a problematic topic, concept, and/or idea utilizing informed and credible sources of scholarship as a bridge to new thinking</strong></td>
</tr>
<tr>
<td>Essentials to Collaboration</td>
<td><strong>Effective creative and collaborative groups:</strong> <strong>Are open-minded, share ideas, and formalize interests/passions into something visual, physical, or tangible. In other words, it’s not enough to just talk about the evidence–based problem and potential solutions, you also want to write your ideas down.</strong> <strong>Plan, effectively managing time, as a group, early in the onset by mapping out checkpoints with due dates and other time commitments in mind (work responsibilities, other classes, social calendars)</strong></td>
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<td>Strategize equal and interdependent roles/responsibilities that match individual member’s strengths, personality or goals</td>
<td>Establish a space for open communication and sharing collaboration across members in face-to-face or digital environments</td>
</tr>
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<td>Establish a space for open communication and sharing collaboration across members in face-to-face or digital environments</td>
<td>Understand that emotional intelligence (EQ), the ability to be aware and regulate emotional responses, is just as important as IQ</td>
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<td>Understand that emotional intelligence (EQ), the ability to be aware and regulate emotional responses, is just as important as IQ</td>
<td>Establish emotionally intelligent (EQ) norms that support awareness and regulation of emotions (i.e. Interpersonal understanding, perspective taking, seeking feedback, self-evaluation of the team)</td>
</tr>
<tr>
<td>How can the KSU library resources assist you in identifying and developing evidence-based research questions as a collaborative group?</td>
<td>Working in collaborative and interdependent teams to identify evidence-based problems in research should first begin with meeting and discussing your passions and interests</td>
</tr>
<tr>
<td>Working in collaborative and interdependent teams to identify evidence-based problems in research should first begin with meeting and discussing your passions and interests</td>
<td>Technology and printing resources allow your group to be efficient and productive with completing tasks for your coursework</td>
</tr>
<tr>
<td>Technology and printing resources allow your group to be efficient and productive with completing tasks for your coursework</td>
<td>Library help can be utilized, real time, with members present so that students are collectively refining a narrow and specific research question.</td>
</tr>
<tr>
<td>How do the KSU writing center resources assist your group in refining evidence-based research questions?</td>
<td>Working in collaborative and interdependent teams makes having an outside, third-party reviewer a valuable resource (can weigh in on any differences of opinion in crafting the research question)</td>
</tr>
<tr>
<td>Working in collaborative and interdependent teams makes having an outside, third-party reviewer a valuable resource (can weigh in on any differences of opinion in crafting the research question)</td>
<td>The KSUWC can give you valuable feedback on whether or not your research question is sufficiently narrow, and specific, or help you to continue to push your thinking to focus it even more narrow given the goals and objectives of the assignment.</td>
</tr>
<tr>
<td>The KSUWC can give you valuable feedback on whether or not your research question is sufficiently narrow, and specific, or help you to continue to push your thinking to focus it even more narrow given the goals and objectives of the assignment.</td>
<td></td>
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</tbody>
</table>

**Teaching Module 5: Activate Prior Knowledge**

The following guide provides questions to activate prior knowledge in students and anticipated answers from students along with appropriate responses to those questions:

- What do students know about the research process and why critical inquiry is important?
- What is evidence based problem-solving and where does peer-review fit in?
- What are some of the essentials when it comes to creatively collaborating?
- How can we use KSU library and writing center resources to identify, develop, and refine evidence-based research questions
<table>
<thead>
<tr>
<th>Possible Guiding Questions</th>
<th>Possible Student Answers</th>
<th>Possible Follow Up/ Instructional Responses</th>
</tr>
</thead>
<tbody>
<tr>
<td>What do you think the goal of research is, and what do you know about the process?</td>
<td>scientific method testing hypothesis involves asking questions involves looking at sources of information does not involve Wikipedia</td>
<td>there are several types of research (Causal, Descriptive, Exploratory) can be characterized as qualitative and quantitative, but always involves a structured procedure of interrogating a problem there is no one size fits all approach to answering all research questions many logistics associated with the research process Wikipedia is not a scholarly source, but speaks to why critical inquiry/access to information is important</td>
</tr>
<tr>
<td>How do you know if something is evidence-based research?</td>
<td>there are sources (references /bibliography list) there is a phd, or fancy title associated with the author a research question is asked</td>
<td>Lots of information available to you on the web and via <a href="#">KSU super search tool</a> may have sources, but they may NOT be evidence-based sources. lots of information out there is packaged to LOOK evidence-based but is not (fake news, fake stats, cherry picking research) the author and publication details can tell us a lot about the evidence-based nature of the source</td>
</tr>
<tr>
<td>How do you identify this is a problem worth solving?</td>
<td>impacts a lot of people has a negative effect on health/life lack of awareness about problem limited information is known about the topic the problem persists</td>
<td>social justice and social movements campaigns can point to examples of how people come together to address complex issues problems can be social, cultural, economic, environment and health (think back to natural and human systems) is persistently damaging offers promise or peril?</td>
</tr>
<tr>
<td>Why do we need collaboration to solve problems and what are the ‘essentials’ when creatively collaborating to solve a problem?</td>
<td>divide and conquer/less work on one person participation from all members planning brainstorming patience time</td>
<td>Groups can be much more productive than single individuals Groups offer more diverse perspective and experiences, which can offer more creativity than a single individual</td>
</tr>
</tbody>
</table>
How can the KSU library resources assist you in identifying and developing evidence-based research questions as a collaborative group?

They have the KSU super search tool.
Librarians can help find sources if you have trouble.
Library has computers/printers.

More than just KSU super search tool, and librarians, KSU library offers you physical space (study rooms) to discuss, develop and collaborate with peers. You can ask research related questions in person or online.

How do the KSU writing center resources assist your group in refining evidence-based research questions?

KSUWC has peer-tutors.
Peer-tutors help with organizing and clarifying ideas.
Peer-tutors help catch typos and grammar errors.

The KSUWC will help you refine, organize and polish your writing assignments and papers.
The KSUWC not only will edit and evaluate your work, but they also send a notification letting your instructor know you are utilizing your resources.
The KSUWC also has a location in the library.

Teaching Module 5: Activities to Develop New Knowledge

Activity: Fake News

Why is there so much conversation of the topic of evidence-based information and why does it matter?

For this lesson, there are a lot of possible avenues to initiate the conversation. The Activity Sheet: Real Vs. Fake News might serve as a helpful tool or resource for the following sample primer activity. This option includes watching the video: Did You Know? as a primer for discussion about transformations in information and knowledge in the 21st century. As done with many of the media resources, you could invite students to take out their private journals before the video so they can jot down interesting facts (there are MANY in this video). They could also write down any facts or surprising details they see in the video that could connect to why credible information may be difficult to discern. What makes uncovering and discovering new information, or insights on a topic, more or less challenging now versus 30 years ago or even 10 years ago?

After watching the video, pose some questions for group discussion:

i. Where do you think people get their information? How do they form new thinking about any topic?
ii. Why do you think more and more students are finding it difficult to discern the trustworthiness of the information they come across? Is this increased or decreased in online versus print settings and why?
iii. What are some of the checklist items we can ask to discern the quality or evidence-based nature of the information we come across?

2. Let’s test current knowledge!

For this next segment of connecting to current research and thinking on the topic visit have students get into groups of three. Each student will play a unique role: 1. the facilitator, 2. the researcher 3. the scribe. As a group they will work together to discern if the news stories they come across are real or fake. For this activity, visit: Factitious - Real or Fake News?

1. the facilitator, reads the article aloud to the group and is responsible for entering the final decision (real or fake)
2. the researcher fact checks and does additional digging if there is questions about the legitimacy of the information, and other sources need to be consulted to determine fake vs. real
3. the scribe documents the process and takes notes of challenges, obstacles, tips and/or tricks to discerning whether the news is real or not

Ultimately, in the constantly transforming information age we are living in, it is difficult to fully critically evaluate the information we come across in light of the source from which it stems. S. Bedley, a teacher from Irvine, California, says that there are 7 questions we can ask that helps us to judge the degree to which we trust information:

1. Do you know who the source is, or was it created by a common or well-known source? Example National Geographic, Discovery, etc.
2. How does it compare to what you already know?
3. Does the information make sense? Do you understand the information?
4. Can you verify that the information agrees with three or more other sources that are also reliable?
5. Have experts in the field been connected to it or authored the information?
6. How current is the information?
7. Does it have a copyright?

What do you think are some of ‘the essentials’ to creative and collaborative evidence-based problem solving?

It can be helpful to think about ‘the essentials’ as the platform or foundation that supports/shapes the creative and collaborative process when problem, solving. By this time, students have had an opportunity to engage in collaborative work in the classroom with a singular goal in mind using the Factitious - Real or Fake News? activity.

Activity: Creative Collaboration

This is a great place to build in some time and gauge perceptions, motivations, and reservations about collaborative group work, so that the idea of creativity and collaboration are interdependent concepts and
ideas that drive productivity in the group. Margaret Mead is always a great anchor for discussing this topic, she famously proclaimed, "Never doubt that a small group of thoughtful, committed citizens can change the world; indeed, it's the only thing that ever has."

In gauging students' perceptions, motivations, and reservations, you could ask:

1. What do you think are some of the common reasons that students express a dislike of collaborative work?
2. What are some of the common trends/patterns that create negative/positive collaborative experiences?
3. What do you think are some of the essentials for effective creative and collaborative problem solving?

There are a lot of really great videos available that tap into the fundamentals of creative and collaborative problem solving and the notion that group work, while collaborative, is also a very intentional and individual process. In other words, while the final product might be shared, the thinking about the task and orientation to problem-solving must be approached uniquely and intentionally by each individual. You might have students watch the video: Why Collaboration is an individual Effort, and use the Activity Sheet: Why Collaboration is Key, or some other resource that speaks to these principles. You could use the following questions to guide discussions about why the ability to collaborate in groups is an imperative skill, what can challenge groups and, and what some of the core components to effective creative and collaborative problem solving are.

Why do we have need to collaborate in the first place? Can’t I just go at it alone? The end product is better when I do it my way!

Some of the key reasons for collaboration and essentials for working in groups are:
- Groups can be much more more productive than single individuals
- Groups offer more diverse perspective and experiences, which can offer more creativity than a single individual

What do you notice, from the videos, about some of the individual challenges to creative and collaborative problem solving?
- Collaboration can sometimes create conflicts...and it is NOT a bad thing!
- Our experiences can shape our interests and passions towards a given issue or problem
- Conflict can sometimes be explained by our personal attachment to our ideas, things can be taken personally and/or result in defensiveness

What do you notice, from the videos, about some of the core components to effective creative and collaborative problem solving?
Effective creative and collaborative groups do the following:

- Are open-minded, share ideas, and formalize your interests/passions into something visual, physical, or tangible. In other words, it’s not enough to just talk about the evidence-based problem and potential solutions, you also want to write your ideas down, synthesize across ideas, where is there common space and consensus?

- Plan, effectively managing time, as a group, early in the onset by mapping out checkpoints with due dates and other time commitments in mind (work responsibilities, other classes, social calendars)

- Strategize equal and interdependent roles/responsibilities that match individual member’s strengths, personality or goals

- Establish a space for open communication and sharing collaboration across members in face-to-face or digital environments

- Understand that emotional intelligence (EQ), the ability to be aware and regulate emotional responses, is just as important as IQ

- Establish emotionally intelligent (EQ) norms that support awareness and regulation of emotions (ie. Interpersonal understanding, perspective taking, seeking feedback, self-evaluation of the team)

Collectively, these 6 items comprise the Teamwork Toolkit – the MUST HAVES for working in interdependent groups to creatively solve a problem.

Activity: Ideo Shopping Cart

For the final segment of this module, the goal is to put some of the new thinking about critical inquiry and the essentials of creative collaborative problem solving into practice using KSU Supersearch tools and a sample case study that involves the development of The Ideo Shopping Cart as one example of interdependent problem solving.

Throughout this segment, the aim should be to integrate ideas from the segments above so that students are acting and thinking in a way the demonstrates their understanding about

1. Critical inquiry and the research process
2. What it means to individually approach collaborative work,
3. What is needed to effectively creatively collaborate to problem solve and
4. The tools/resources available at KSU to facilitate creative and collaborative evidence-based problem solving.

There are many strategies to accomplish the integration of these four understandings and the following are shared as one example. The Activity Sheet: Essentials of Collaboration may serve as a useful resource for this portion of the module.

**What’s the ‘me’ in team all about?**

By this time everyone has had some time to dig into the nuances of evidence-based information, and while we revisit that topic in this segment, it makes good sense to begin with an activity that encourages students to self-reflect and get to know themselves a bit deeper. By getting to oneself more deeply, students may be able to exercise a bit more awareness and intention as they approach working in interdependent teams.

Students often come to the classroom with many ideas about the nuances of their personality. Some will say that they know their own personality fairly well, and while this could be true, has the student ever tried to look at the qualities and characteristics within a more theoretical frame, disconnecting from any judgments or value claims, but simply engaging in a dialogue about possible predictors of conflict, or patterns of behavior which add strength to a group dynamic, or even challenge a groups ability to problem solve interdependently.

To identify what the ‘me’ in team really means, direct students to take one of the following personality assessments:

- Myers-briggs 16 personalities test: [https://www.16personalities.com](https://www.16personalities.com)
- Strengthfinders (need license or key)
- True colors: [https://www.americandancetrainingcamp.com/blog/true-colors-personality-test/](https://www.americandancetrainingcamp.com/blog/true-colors-personality-test/)
- Habitudes etc.
- Personality Learning Inventory PSLI

After you get the results of your assessment, do some extra digging and research to learn more about how this personality might interact in groups/teams, what your strengths and potential weaknesses could be, and what this might mean for your professional or academic path. Answer the following questions:

A. What are some of the ways that your personality shapes how you connect and problem solve with others? Are there dimensions of your personality that make you easier or more difficult to communicate with? Why or why not?

B. What are some of the inherent strengths you bring to a team with your personality? What are some of the areas of your personality that could potentially slow or present difficulties to problem-solving as a group?

C. What surprises you about your personality type? What will you keep in mind armed with this new knowledge about yourself?

Let’s see a professional industry example of creative and collaborative problem solving!

Thinking about personality types and some of the previous discussions about the 6 MUST HAVE items in the teamwork toolkit watch the following video called: [The Ideo Shopping Cart](https://www.youtube.com/watch?v=dQw4w9WgXcQ). Invite students to take out their
journals/notebooks to write down possible examples of the ways that the 6 must have items from the teamwork toolkit are being illustrated within the video. Using the video, answer the following questions:

What is the value of Roles within an interdependent creative and collaborative problem solving group? In other words, why are roles important, how do they make the team more or less effective? What type of role might be best suited given your personality?

Strategize equal and interdependent roles/responsibilities that match individual member’s strengths, personality or goals – video included a team manager that kept individuals attentive to tasks and timeline

How does the team negotiate brainstorming and encourage everyone to contribute equally to the task?
Are open-minded, share ideas, and formalize the interests/concept into post-its and were shared in a collectively accessible space.

What happens when there is divergent thinking (No’s) or the opposite, convergent thinking (all yes’s)? What does the group do to encourage all sorts of ideas are shared, even ones that may be perceived as a bad idea?

- Establish time AND space for open communication and sharing collaboration across members in face-to-face or digital environments
- Understand that emotional intelligence (EQ), the ability to be aware and regulate emotional responses, is just as important as IQ
- Establish emotionally intelligent (EQ) norms that support awareness and regulation of emotions (ie. Interpersonal understanding, perspective taking, seeking feedback, self-evaluation of the team)

What do you think of the final product? Was it truly a collaborative and creative vision? Was it a problem worth solving?

**Activity: Using Research Tools**

Let’s identify an evidence-based problem using KSU SUPER SEARCH in collaborative groups and come up with some creative ideas for a possible research questions.

To begin this activity, groups of 3-5 students will:

Engage in a collaborative brainstorming session.

While we are not a company specializing in ideation like IDEO, we occupy a powerful position as individuals within higher education. Our agency lies in the unique position students occupy as they engage in the practice of generating new insights and knowledge (knowledge construction) and letting go of previously held beliefs and ideas or knowledge de-construction. Both knowledge construction and deconstruction are incredibly involved processes --almost always having personal connections to our lived experiences. Students could be encouraged to think back to some of the Netflix documentaries that we watched early in the semester. What are some real pressing issues facing citizens of today, students of today, young people entering the job market, etc. Students goal for the collective discussion should be to share interesting ideas, current events, or memorable information in order to eventually narrow thinking to a specific problem statement supported by scholarly research. The Activity Sheet: [Collaboration and Critical Inquiry in Action](#) might be a helpful tool to
help guide students thinking about the resources available at KSU and help them to navigate some of the fine
details associated with collecting peer-reviewed evidence and research.

i. Students can practice playing interdependent task roles within this activity:
- One Scribe—This person in charge of noting important ideas that the group seems to all have some
interest in, noting potential assignment details from the instructor, noting important resources worth
revisiting
- Two SUPER SEARCH navigators—These two people are in charge of opening up the KSU super search tool.
Here, students practice using KSU super search to gain familiarity with problem statements and what a
narrowed research focus looks like. Student exercise critical thinking and analysis in the identification of
scholarly sources connecting to their research topic.
- Time keeper and Task facilitator—This group member keeps the group on track and maintains attention to
any time constraints and tasks needing to be accomplished for the day and for the assignment in general.

Once roles and tasks have been reviewed and identified with the group, the scribe can begin transcribing ideas
from the group into a place where everyone can see the collection of topics.

* note on Cool tools to brainstorm (wordle.net, dice from the KSUWC)

B. Understand the KSU SUPER SEARCH tools and the logistics behind entering your group’s topic into the
search bar:

In continuing this activity, students can take their brainstormed ideas and begin to refine the ideas into narrow
topics that can be inputted into the super search bar. I purposely chose a fairly broad topic to demonstrate
how many scholarly sources come up when you enter a fairly wide and expansive topic like ‘water scarcity’
which got over 441,000 hits. Using the tools on the left hand side of the screen students should select:

Fulltext
Scholarly (peer reviewed)
Drag the year toolbar to reflect scholarship from only the last 10 years
Result types: do you want to have exclusively academic journals as evidence based sources?
What subjects/databases do you want to target?

As the student groups are discussing ideas and topics of interest for each member, they could use the
following questions to narrow down topics:

- What subtopics relate to the broader topic?
- What questions do these sources raise?
- What do you find interesting about the topic?
Consider your audience. Who would be interested in the issue?

Use the ‘narrowing a topic sheet’ - from Topic to Research Question

After choosing a potential group topic and gathering background information using KSU SuperSearch, the groups could be encouraged to add focus with a research question by using the following questions to workshop their idea:

i. The following explore questions could be used to refine the topic:
   - Ask open-ended “how” and “why” questions about your general topic.
   - Consider the “so what” of your topic. Why does this topic matter to you? Why should it matter to others?
   - Reflect on the questions you have considered. Identify one or two questions you find engaging and which could be explored further through research.

ii. Determine and evaluate your research question.
   - research question complex? (Questions shouldn’t have a simple yes/no answer and should require research and analysis.)

iii. Hypothesize--After you’ve come up with a question, consider the path your answer might take.
   - If you are making an argument, what will you say?
   - Why does your argument matter?
   - How might others challenge your argument?
   - What kind of sources will you need to support your argument?

Other Sample Research Questions for Instructor Use

Clarity
  Unclear: Why are social networking sites harmful?
  Clear: How are online users experiencing or addressing privacy issues on social networking sites like MySpace and Facebook?

Focused
  Unfocused: What is the effect on the environment from global warming?
  Focused: How is glacial melting affecting penguins in Antarctica?

Simple vs. Complex
Too simple: How are doctors addressing diabetes in the U.S.?

Appropriately complex: What are common traits of those suffering from diabetes in America, and how can these commonalities be used to aid the medical community in prevention of the disease?

iv. Schedule some time for groups to go to the KSU WC:

Bring your groups rough draft research question to the KSU writing center. Answer the following questions with a representative from the KSU Writing Center regarding your group’s topic and the peer review processes in mind:

- Is our question narrow enough? Clear enough? Not overly simple or complex?
- Could the topic be enhanced to include other novel perspectives or new thinking?
- Reconsider the “so what” of your group’s topic. Why does this topic matter to other students in the class, the general public, citizens of the US? Why should it matter to others if it does not currently?

THE ACTIVITIES AND SECTIONS ABOVE (A.B.&C.) DETAIL SOME OF THE ESSENTIAL SCAFFOLDING FOR A DIRECT ASSESSMENT ITEM IN M6 IN THE UNIT ON CREATIVE AND COLLABORATIVE PROBLEM SOLVING-- THIS IS AN ESSENTIAL ASSESSMENT ITEM USED WITH UNIT 3 RUBRIC--IT MAY BE UP TO THE INSTRUCTOR'S DISCRETION WHERE TO INTRODUCE THE TEAM CHARTER AND RESEARCH ASSIGNMENT (OR COMPARABLE ALTERNATIVE)

Offer Time for Private Journal Reflection

Provide a few minutes at the end of class for students to reflect on the day’s activities and discussions in a private journal entry. Prompt them with these questions: How did today’s lesson impact you personally? What is the most important idea that you would like to hold onto?
Learning Goals for Module 6

- Students will be able to utilize KSU supersearch to summarize scholarly, peer-reviewed solutions to a current local-global evidence-based problem
- Students will be able to collaboratively synthesize from peer-reviewed sources to determine creative and relevant approaches to a current local-global evidence-based problem
- Students will be able to apply individual self-regulation strategies over time within a collaborative working team
- Students will be able to demonstrate awareness of self in group communication (digital or F2F) to monitor and record collaborative tasks
- Students will be able to collaboratively propose their current local-global evidence-based problem and solutions.

Materials for Module 6

Part One: The Team’s Research Goal and Charter
Part Two: The Pitch
Part Three: The Annotated Bibliography
Part Four: The Team’s Final Reflection and Presentation

Key Concepts and Definitions for Module 6

Big Ideas / Essential Questions

1. How can my collaborative team use KSU supersearch to summarize and synthesize new insights from scholarly peer-reviewed sources about an evidence-based problem?
2. What novel thinking and creative ideas from peer-reviewed articles can collaborative problem solvers use to develop as a do-able and relevant evidence-based solution?
3. How can creative and collaborative teams practice self-reflection to build self-awareness and self-regulation in teams?
4. What are the essential components needed for my teams creative and collaborative research presentation about our local-global problem statement?

Association of American Colleges & Universities (AAC&U) identifies collaborative projects as a high-impact educational practice. Taken from their website, they note “collaborative learning combines two key goals: learning to work and solve problems in the company of others and sharpening one’s own understanding by listening seriously to the insights of others, especially those with different backgrounds and life experiences.”

Approaches to collaboration can be wide ranging, and in this module, one example of a collaborative research project format is shared. In an effort to double down on our commitment to long-lasting and deep learning for
our first-year students, we additionally draw undergraduate research as a high-impact practice within a collaborative project design. As noted in the previous modules, students can come to the classroom with many perceptions about team work and research projects.

However, Kuh (2008) suggests that there are many added benefits for students who connect with key concepts, processes, and questions about research early in their academic experience. Ultimately, the goal of a collaborative research project is to involve students with “actively contested questions, empirical observation, cutting-edge technologies, and the sense of excitement that comes from working to answer important questions.” The collection of sample instructional materials here in the final Creative and Collaborative Problem-Solving Module is aimed at applying many of the key essential questions shared in the prior two modules. Here, while students are collaborating towards an end goal, we hope to place special importance on the process itself. Ultimately, in aiming for rich attention to process we want students to:

1. Spend considerable time to think about their common interests identified in the previous module M5 to select, summarize, and synthesize from peer-reviewed articles to come up with creative and relevant solutions to combat their evidence-based problems.

2. Practice using some of the essential self-regulation strategies and tactics for effective creative collaboration (time management, group communication, and interdependent divided tasks) within their problem-based research assignment.

### Teaching Module 6: Activate Prior Knowledge

- What does it mean to summarize and synthesize from scholarly peer-reviewed sources?
- How can we apply some of the essentials of effective creative collaboration (time management, group communication, and interdependent divided tasks) within a team assignment?

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<tr>
<td>Why do we summarize peer-reviewed articles, are there different types of summaries? What does this have to do with undergraduate research?</td>
<td>- so we have a shorter rough-sketch idea of the article&lt;br&gt;- challenge reading comprehension&lt;br&gt;- a summary could be the author abstract&lt;br&gt;- we use author abstracts and our own summaries to answer research questions</td>
<td>- we summarize peer-reviewed articles to challenge critical thinking and reading comprehension&lt;br&gt;- short summaries of peer-reviewed articles helps to keep the material we are working with organized and more manageable than the whole article&lt;br&gt;- an abstract is one type of summary, there are formal and informal strategies to summarizing peer-reviewed articles&lt;br&gt;- an article abstract is typically provided by the author and is an example of a formal summary</td>
</tr>
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| What is the difference between summarizing and synthesizing information from scholarly peer-reviewed articles? | - summarizing just gives you the overall gist  
- summarizing is surface  
- synthesizing is deeper  
- synthesizing asks you to apply thinking | - most of the time to synthesize, we must first have a good sense of the summary  
- summarizing content has us operating at the bottom levels of Bloom’s Taxonomy and synthesizing has us operating at the top to create new thinking about the relationships among the research topic problems/solutions  
- annotated bibliography assignments typically involve summarizing, synthesizing and citing peer-reviewed sources |
| What does self-regulation in team work look like? How can my team be sure that each person is doing this? | - doing your individual part in the team  
- being sure the topic is personally relevant  
- create a team learning contract over time | - division of equal and interdependent roles and responsibilities is an essential component for self-regulation  
- each student should have a clear sense of their individual part/accompanying tasks and when tasks should be completed over time to meet the teams goals  
- using designated space for team communication (digital or f2f) ensures members have a fixed platform for checking in and troubleshooting any potential challenges to timeline/goals |
| What does self-awareness in group communication mean? Is this something that comes naturally for students? | - knowing how you personally work in groups  
- understanding how previous experiences in team work settings impact you  
- awareness comes naturally because students can relate to one another  
- does not come naturally because students might be afraid of conflict with each other | - awareness of the self combines what we know about our own personality/communication and applies that knowledge when listening and responding (sending receiving) to realtime group communication  
- awareness of the self in group communication can be difficult if you have not had many experiences working in interdependent teams where the task REALLY mattered  
- some students who have high familiarity with one another, may find this to be easier or more difficult as norms for sharing roles, tasks, and conflict may have been established and fine tuned over time |
Guiding Questions | Possible Student Answers | Possible Instructional Response
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What are the essential components to presenting creative evidence-based solutions to your research question/problem | - some type of media, or display of student work  
-should involve each of the team members  
-involves telling others about what they found in their research  
-involves organizing research into an easily digestible format | - evidence of research and synthesized understandings across sources within a creative format  
- the information shared from research should be easy to follow and well organized with a clear beginning, middle, and end  
- to be able to share evidence of research and synthesized understandings, a team must be well versed in the topic and communicate confidently

### Teaching Module 6: Activities to Develop New Knowledge

#### Activity: Creative and Collaborative Undergraduate Research Project

This project proposal will include both informative and persuasive pieces of peer-reviewed scholarship that attempts to educate student peers (audience) and to convince your peers (audience to do something (participate in something, take action, invite new thinking and/or behavior, modify a habit or routine, etc.) based on an evidence-based problem of mutual interest and intrigue.

The goal for your creative and collaborative group is not only to persuade peers (audience) that this local-global problem impacts them, but also to convince peers (audience) that the solution is practical, relevant, and appropriate.

The full assignment is [available here](#).