

**IOWA**

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# **Student Success Team October Meeting**

October 10, 2023

# Agenda

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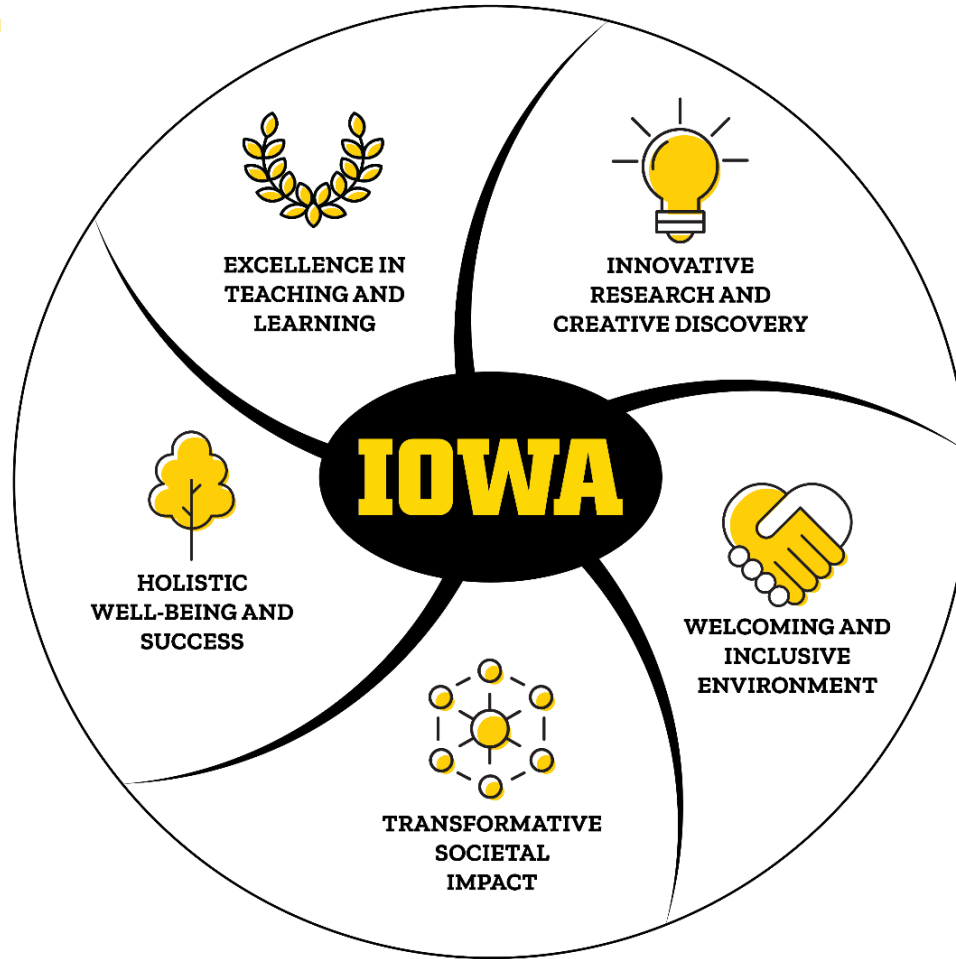
- Welcome and Agenda
- Overview Excellence in Teaching and Learning Goal
- P3 Projects
- Additional Excellence in Teaching and Learning Tactics
- Closing

# Student Success Team Mission

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- The University of Iowa's Student Success Team develops ideas and implements initiatives that foster undergraduate achievement within a safe, engaging, and inclusive campus community.
- The Student Success Team is sponsored by the Division of Student Life, the Office of the Provost, and the Division of Diversity, Equity, and Inclusion and coordinated by an executive committee that includes representatives from each area.

# ETL/Student Success SPARC Tactics



Teaching and learning

Advising and guidance

High impact practices

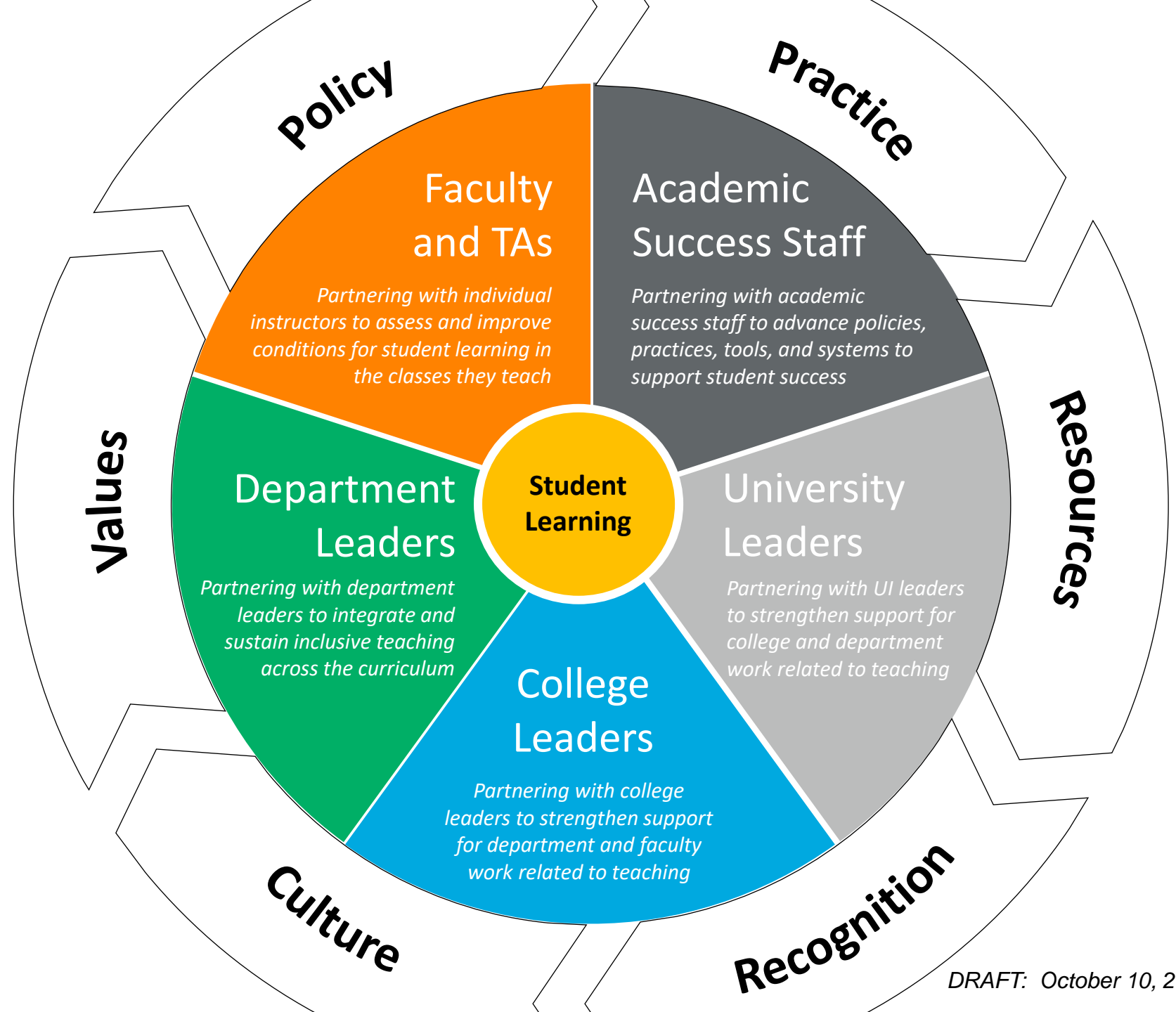
Mentoring

Student access and enrollment

Financial support and employment

# Partnerships in Support of Excellence in Teaching & Learning

- 1) Recognizing the unique roles played by people in different segments of the university community in creating a learning-centered culture that supports student success at every level, and
- 2) Identifying further opportunities to create high-quality learning opportunities by building collaborations and coordinating efforts across segments.



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# Developing a Set of Effective Strategies for Course and Curriculum Innovation

**Excellence in Teaching and Learning P3**

October 10, 2023

# Agenda

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- Overview of P3
- Instructor Support
- DEO Collaboration
- TA Mentor Program
- Students as Partners
- Observations

# Excellence in Teaching and Learning

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**Enhance support, incentives, and structures that facilitate teaching excellence and student learning.**

1. Provide departmental and program level resources and ensure accountability for the implementation of sustained course and curriculum innovation.
2. Promote an institutional culture that elevates the value of teaching excellence by expanding comprehensive support and professional development for teaching.
3. Identify opportunities to expand instructor support for course and curriculum development and teaching approaches that strive to better address the needs of all students.



# P3 ETL: Objectives

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1. Develop, adopt, and implement a comprehensive set of tested interventions and strategies that improve student learning in identified courses and address opportunity gaps
2. Facilitate instructor (include TAs) development in teaching and learning
3. Identify needs and create strategies for improvement in course design and course sequences to improve student learning and progress to degree
4. Identify strategies that contribute to institutional-level change and sustainability around gateway courses that align with emerging strategic priorities and evolving instructor and student needs

# Project Structure

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**Lead:** Tanya Uden-Holman, Office of the Provost

**Project Managers:** Jeremy Dietmeier, Office of Teaching, Learning, & Technology, & Steph Preschel, Academic Support & Retention

**Key Partners:** Center for Teaching, College of Liberal Arts & Sciences, Office of Assessment

# Gateway Courses

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- Foundational/introductory content
- High enrollment
- Impact a student's ability to make progress to degree completion
- National trend

## Departments:

- Biology, Chemistry, Computer Science, Health & Human Physiology, Math, Statistics

# Four Strategies

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- Instructor support
- DEO collaboration
- TA mentor program
- Students as partners

# Instructor Support

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- Partner with instructors to implement continuous course improvement
- Identify and address course bottlenecks
- Support the implementation of evidence-based interventions to improve learning outcomes and student experiences
- Provide learning analytics and research data to support reflection and revision
- Connect faculty with other instructors teaching similar courses to develop a community of practice

# DEO Collaboration

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- Identify departmental needs, individual or multiple departments
- Cross department conversations at the DEO and faculty level
- Gather DEOs
  - What do DEOs need to support their faculty in teaching gateway courses?
  - What structures are working for (or against) curricular innovation?
- DEOs critical to sustained change
- Development of DEO Excellence in Teaching and Learning Action Group

# TA Mentor Program

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- Developed through collaboration with graduate teaching assistants at the University of Iowa
- Improving graduate teaching assistant training and experience in turn improves the undergraduate learning experience
- Expand peer-to-peer support through peer mentorship on teaching and share their experience as TAs
- Facilitate faculty mentorship and training for TAs
- Create sustainable structures for departmental investment

# Students as Partners

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- Internationally recognized program to support course improvement
- Adding undergraduate voices to program development and course (re)design initiatives to enhance accessibility and inclusion
- Applying the principles of Universal Design for Learning to create more supportive learning environments and increase engagement and sense of belonging



# Campus ETL efforts

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- Partner with additional P3 and Strategic Plan efforts
- Integrate with established units and structures

# Observations

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- Time is the greatest barrier for faculty to make changes
- For lasting changes at the course and departmental level, we need structural changes
- Incorporating student (undergraduate and graduate) voices is essential for understanding their experience and needs
- This process takes time and multiple iterations to identify the most appropriate evidence-based intervention(s) for each course
- Ongoing partnerships with staff experts provide instructors with the support and resources needed to make lasting change

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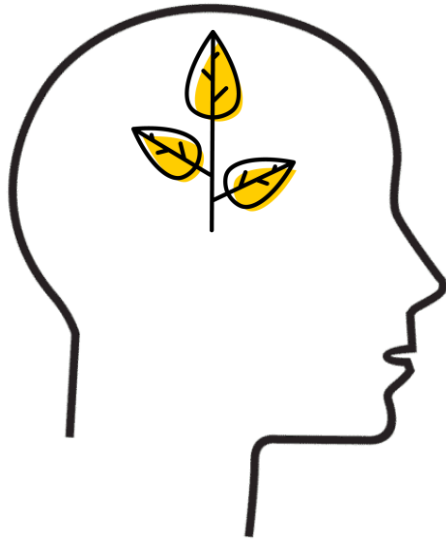
# Learning at Iowa: A Campus-Wide Student Success Initiative

**Student Success Team Meeting**

October 10, 2023

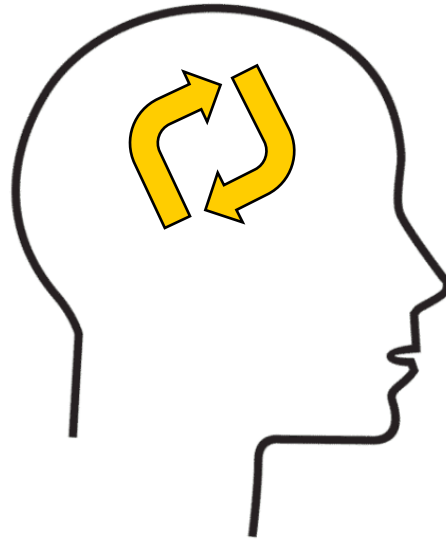
# Learning at Iowa

## Three Ms for Effective Learning



### Mindset

*Know that you can learn*



### Metacognition

*Track your learning and struggles*



### Memory

*Use effective learning methods*

# Supporting UI Strategic Goals

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*“...fostering high-quality teaching and dynamic educational experiences that empower all students to achieve their aspirations.”*

**Objective:** Enhance support, incentives, and structures that facilitate teaching excellence and student learning.

**Strategy:** Identify opportunities to expand instructor support for course and curriculum development and teaching approaches that strive to better address the needs of all students.

# Year 2 by the Numbers

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- Approximately **45** active and on-going campus partnerships.
- Over **600** faculty, staff, and undergraduate student leaders trained.
- All **6000+** new students viewed Learning at Iowa content.
- Over **3500** students learned effective learning strategies in courses.
- Presented to **450** conference attendees regionally and nationally.

# Year 2 Areas of Focus

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- Supporting students living on campus.
- Supporting equity for all students.
- Promoting teaching innovations and supporting instructors.

# CONNECTING FIRST YEAR STUDENTS WITH EFFECTIVE LEARNING STRATEGIES

## All New Students



## Transition to College

- On-Iowa! Excel lecture
- Success at Iowa modules

## Advising and Coaching

- On-going professional development
- 1-on-1 resources
- Success workshops

## Academic Support

- Peer leader training e.g. tutors, TAs, SI
- Metacognitive Mentors

## Residence Halls

- RA staff training
- Bulletin Board
- Floor meetings
- Hawk talks

## Course Integration

- Transition seminars
- Large introductory lectures
- Content & assignments



# Center for Inclusive Academic Excellence

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- Implemented Retrieval Practice in CIAE 1080 course
  - Students choose which type of practice
- Week before first round of exams, dedicate in-depth lesson to Learning at Iowa content
- Equip students with tools in the 1:1 setting of coaching
  - How to you learn/study?
  - Why this way?
  - Does it work?
  - How do you know it works?

# Engineering Student Success Team

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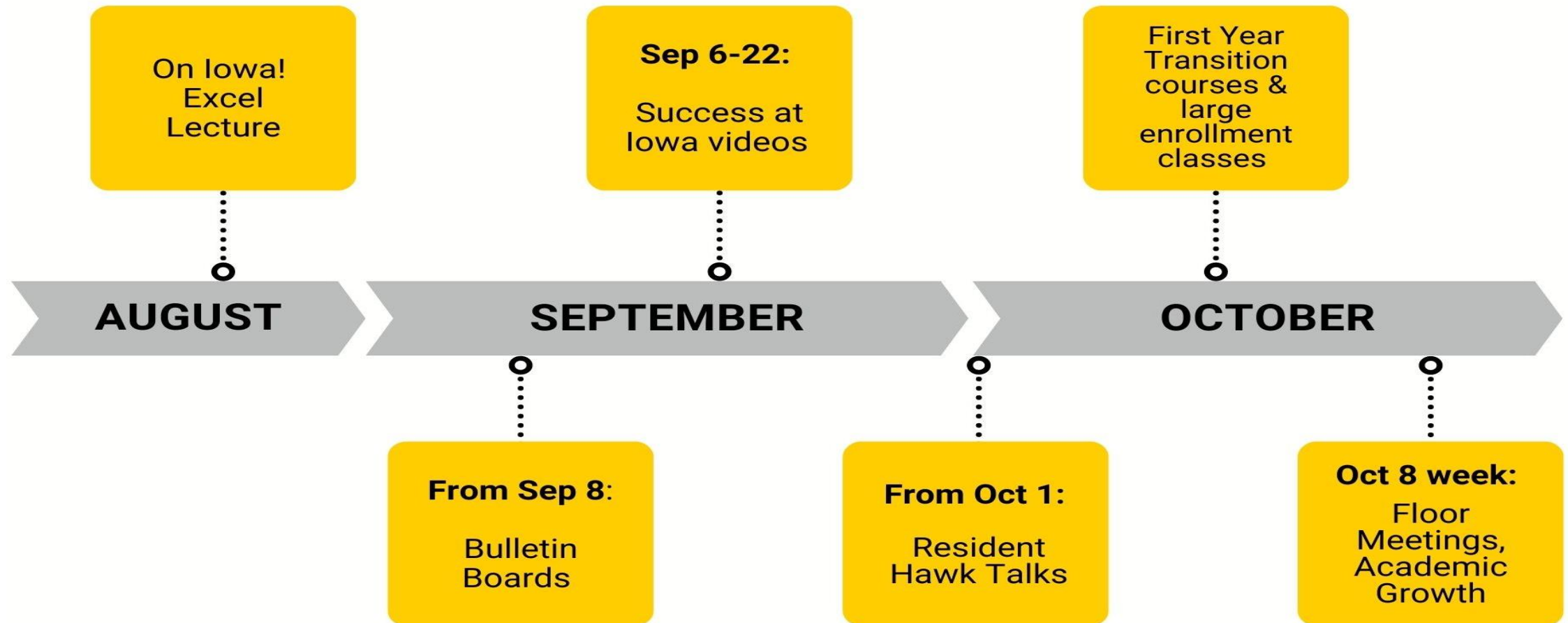
- Academic Advisor Training
  - Conversations with students on academic probation
- Student Success Workshops
  - Reflecting on Your Learning: Refine Your Study Strategies Now (F22, Sp23, F23)
  - Cognition for Engineers: How to Solve Problems (F23)
- Engineering Tutor Training – Spring 2023
- 2 dedicated sessions to the Three Ms in ENGR:1000 Engineering Success for First Year Students (aligned with content in Success at Iowa)



# Residence Education


- Dedicated RA Training Session
  - 167 RA Staff and 15 full time
- Bulletin Board 2
  - Sept 4th – 24th
- Floor Meeting 2 –
  - Academic Success – This week!
- Hawk Talk 1 – Academic Focus with Excelling@Iowa
  - Oct 2nd – Nov 27th

# Where & When Will New Students See This?




# In the Halls – Bulletin Board #2


## Two Study Strategies for Strong Memories



- ### 1 Testing yourself



Testing yourself is effective because the process of actively trying to recall the information strengthens your memory. Use **flashcards**, **Quizlet**, and **practice tests** to test yourself. But make sure you respond on your own before looking up the answers! This will feel more difficult, but you will have a better understanding of the material and be less likely to forget it.
- ### 2 Explaining the Material in Your Own Words



Explaining the material in your own words helps you understand the information at a deeper level and apply it

## Learning at Iowa

### The Three Ms for Effective Learning

Learning is a skill that you can develop. The Learning at Iowa program promotes principles from cognitive science called the Three Ms: Mindset, Metacognition, and Memory. By using the Three Ms, you can become a more effective learner and successful student.

**Mindset**  
Before you even start, you need to have the right attitude or mindset about your learning. Your mindset helps you realize that you can learn, recover from setbacks, and challenge yourself!

**Metacognition**  
Metacognition means thinking about your thinking. Reflecting on your own learning can help you track your own successes and challenges and find what is working for you and what isn't.

**Memory**  
When you learn material for your classes, when you learn material for your classes, you are trying to create long-lasting memories that you can recall later on. To build strong memories, you want to use effective learning strategies.

### Mindset

Mindset is a set of assumptions, attitudes, and beliefs that you hold. Your mindset determines how you respond to setbacks and how you respond to challenges. You can think of mindset as a continuum.

**Fixed** ← Growth →

Fixed mindset means you believe you have a certain amount of natural ability and that it cannot increase. It's all or nothing. No matter someone tells, "The job is made or set up or all or none." The mindset can be challenging and make you, in different ways, setbacks and failures that you are not capable.

Growth mindset is the belief that your abilities can be developed through practice and effort. You view challenges as learning opportunities and you work effort into seeking help and trying new approaches to solve problems.

### How to Develop a Growth Mindset

Recognize that learning isn't something that happens to you passively. It's going to be intentional and about. This means:

- Putting in study time
- Asking questions, and
- Changing strategies when needed

Understand that learning can be difficult and challenging. By accepting this, you take away the need to be perfect on the first try and you can focus on making progress.

Change the way you talk about your learning. One way to do this is to use the word "yet".

When you tell that you don't know something yet, then you can start to think your abilities are not what you want to be.

Practice asking the question "yet" and "I don't understand this... yet".

### Metacognition: Planning

Planning is the first phase of metacognition. It involves thinking about your goals and the best strategies to reach them. To make a plan for your learning, ask yourself these questions:

- What am I going to do, and when and how?
- What are my goals for each study session?
- What study strategies will I use?
- What do I need to work on each session?

Planning out your needs in advance will give you a better understanding of what you need to do each day. It will also help you know when to spread out your workload.

### Metacognition: Monitoring

Monitoring is the second phase of metacognition. It involves tracking how your learning went. Ask yourself these questions after studying:

- What strategies did I use?
- When did I struggle the most?
- What tasks did I find most challenging?
- What did I learn well, and what did I not learn well?

Your evaluation of your learning influences your next plan. Thinking about the how, when, and where of your learning gives you more data to effectively plan your learning next. This helps you determine what study habits have been working and what habits you may need to change.

### Metacognition: Evaluating

Evaluating is the final phase of metacognition. It involves reflecting on your learning after studying.

Use metacognition to look at what works for you or what doesn't. This is a process, and it may take several sessions of planning, monitoring, and evaluating before you find the best strategies for you.

### Two Study Strategies for Strong Memories

- #### 1 Testing yourself

Testing yourself is effective because the process of actively trying to recall the information strengthens your memory. Use flashcards, Quizlet, and practice tests to test yourself. But make sure you respond on your own before looking up the answers! This will feel more difficult, but you will have a better understanding of the material and be less likely to forget it.
- #### 2 Explaining the Material in Your Own Words

Explaining the material in your own words helps you understand the information at a deeper level and apply it to other topics. Take a concept and try to explain it in your own words. Then, ask yourself if you can explain it to someone else. This helps you determine what study habits have been working and what habits you may need to change.

### The Most Effective Way to Study

For the biggest benefit to your memory, spread out your study sessions throughout the week. This is called **Spaced Practice**.

Reviewing material in **multiple, shorter sessions** over time allows you to understand and retain information better. It's more effective to spend less time studying one topic and spreading out your learning to other topics, when you do all your learning in one long session. This leads to better retention that are easily lost or forgotten.

Focus on learning a little bit of material at a time in 30-60 minute study sessions. Even if you spend the same number of hours studying, spreading out your learning allows you to retain more information, improve your understanding, and be less stressed.

### Learning at Iowa Quiz

Take this quiz to see how much you know about the Three Ms for Effective Learning and to be entered into a raffle for a chance to win a \$500 gift card!



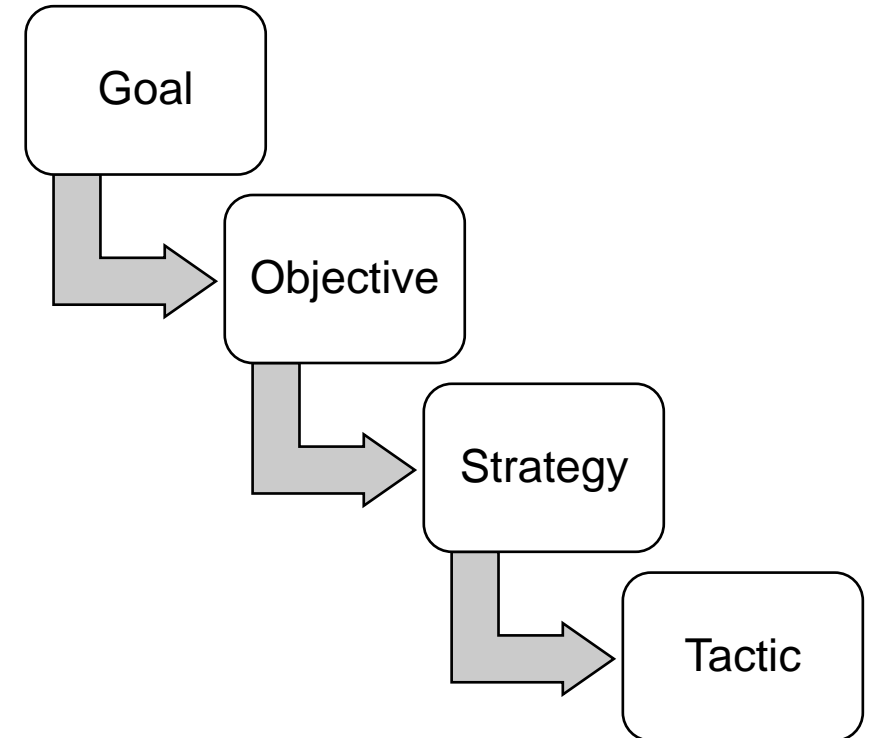
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To learn more about how to use the Three Ms to become a successful student, see [Helpful Learning Strategies](#)!

# Focus on Additional Tactics

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- Small group discussion
  - Share information about additional strategic plan teaching and learning efforts
  - Together, explore how efforts align with broader student success landscape and/or other areas across campus



# Table Topics

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- Multidimensional assessment of teaching
  - Wayne and Mark
- Scholarly inquiry of teaching (Scholarship of Teaching and Learning)
  - Anna
- Committee to align and support innovative teaching and learning
  - Mirra/Lindsay/Steph
- Analysis of student access to and engagement in academic support
  - Stephanie
- Reflective teaching practices for graduate education
  - Jen/Katherine

# Closing

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- Thank you!
- Any updates for SST?