

HENNEKE CENTER FACULTY EXCHANGE

TIPS ON TEACHING AS-1001, BUS-1001 & INTRODUCTION TO THE DISCIPLINE COURSES

Wednesday, April 21, 2010

Noon to 1pm in the Alcove room in ACAC

Hosts: David Tingey and Tom Horne for Kendall College Arts and Sciences,
Tracy Manly and Rick Arrington for Collins College of Business, and
Christi Patton-Luks for the College of Engineering and Natural Science

Questions to frame our conversation:

- 1) What are the goals of this introduction to college/the discipline course?
- 2) How do you design your course to meet those goals?
- 3) Some question that invites us to engage the paradox of introduction/orientation classes – paradox between students who are hungry to be challenged (anxiety as part of educational process) and the impulse of such a course to support (reassure students in a way that exhausts the anxiety necessary to grow?)?
- 4) Related to that theme, we may want to consider how we teach that class not only to inform students of our expectations for them (and resources available to support them) but also to motivate them to meet those expectations.
- 5) Perhaps a question about things we can do in this course to help first year students identify the skills they'll need to make the most of their studies; or perhaps identify the tools they'll need to develop/refine and help them see how they can do that across courses. (critical thinking, oral presentation, problem solving, etc)
- 6) Building sense of community/attachment to TU (person not institution) – a question we might raise as it highlights the value of cross-college exchange – Chemistry and Sociology (1st years mixed with other students) vs freshman only experience.
 1. Literature on peer instruction