

The New Student Experience (NSE): Lesson Plan Showcase October 18, 2013

The NSE Faculty Design Team, representing faculty from across the college and across disciplines, has been working this fall to develop lesson plans for potential inclusion in the NSE course to be piloted in the Spring. Today's Showcase will feature 32 of the lesson plans created by the Faculty Design Team.

During the showcase, we invite you to review and provide feedback on the proposed NSE lesson plans. Each presentation will be followed with an opportunity to complete an Assessment Rubric where you can leave your comment. Your feedback will be helpful as the NSE Leadership Team develops the NSE course later this fall.

The Vision Statement for the NSE course states:

*Valencia College provides a **coordinated experience** for all new students. The New Student Experience includes:*

- *a required **credit-earning course***
- *an **extended orientation to college**,*
- ***integrated student success skills**,*
- ***career and academic advising**,*
- *the development of an **individualized education plan**.*

Additionally, the course is to be aligned with Valencia's Big Ideas as expressed in the 6 Ps (Place, Purpose, Pathway, Personal Connection, Preparation, Plan). Below you will find a breakdown of the lessons that will be presented today. They are arranged according to the Primary P that the lesson addresses.

Pathway

Room: 4-304

Facilitator: Larry Herndon

Students will choose an academic program aligned with their educational/career goals, interests, strengths, and values.

| Faculty Name | Lesson Plan Summary |
|-----------------------|---|
| Cecil Battiste | Resume/Cover Letter Development and Reflection |
| Carl Creasman | This lesson "Video Investigation of the Path" encourages the student to begin to investigate and question their assumed path to reach their "dream job." The student will create a short video (3-6 minute) presenting their own hypothesis about the best academic pathway to reach their "dream job" followed by interviews with professionals in that field discussing the academic path taken by those professionals. |
| Shalini Gopalkrishnan | 40% of college students dropout. Most college students are not sure why they are here. This lesson will have them go out to the community and find out why people went to college and why not discuss it in class and come up with their own reasons for being here. Once they buy in to the college process, hopefully they will be more engaged. |
| John McNutt | The lesson plan involves various projects in which students explore various careers, the skills needed in those careers, and commonalities across various possible careers. |

Plan

Room: 4-304

Facilitator: Larry Herndon

Students will design an education plan that includes goals for learning and a financial plan.

| Faculty Name | Lesson Plan Summary |
|------------------|--|
| Corrine Fennessy | Help students to prepare a financial budget for their educational plan using an Excel template. Students will also learn how to research educational requirements, expenses, and financial aid options using a variety of resources. |

Preparation – Group 1

Room: 4-306

Facilitator: Michael Shugg

Students will apply college success skills.

| Faculty Name | Lesson Plan Summary |
|------------------|--|
| LaShonda Eaddy | Lesson to teach students to balance their busy schedules. Students will bring in their syllabi for each of their classes and a planner. The students will put together a weekly schedule - aim is to teach them to balance their schedules. Students will have to work with their families to plan and with an advisor. |
| Claudine Bentham | Students will learn/review various reading skills that are presented in various exams, including entrance exams such as the FTCE. |
| Tyler Branz | Planning to use a three-part assignment to have students research credible sources, analyze and cross-reference those sources and then apply that critical thinking to the short story they have found. The completion of these projects will hopefully result in better skills in information-gathering and decision-making. |
| Diane Dalrymple | The purpose of this NSE lesson plan is to acquaint students with the process of information literacy. Students will be introduced to the concept of using critical thinking skills to analyze the different types of information sources and materials they encounter in their personal and academic lives. |
| Beth King | The college information literacy basics lesson plan gives students an introduction to finding, evaluating, and using sources. It includes the following formative activities: matching, group database exploration, and a summarizing, paraphrasing and quoting activity, as well as a summative research log and reflection. The lesson is designed for face-to-face and takes two class periods with pre- and post-lesson assignments in that format; it can be readily adapted to online or hybrid formats. |

Preparation – Group 2

Room: 4-308

Facilitator: Summer Trazzera

Students will apply college success skills.

| Faculty Name | Lesson Plan Summary |
|---------------------|--|
| Kathleen McOwen | The purpose of this lesson is to help students identify and change self-limiting behaviors and create new habits in order to realize their professional and personal potential, build self-confidence and improve self-image. |
| Terry Rafter Carles | The purpose of this activity is to help students understand the culture of college, develop positive relationships with their college professors, evaluate their personal behaviors/actions and develop a step-by-step method to bring about a positive change in behaviors/actions. |
| Nicole Hill | This exercise will guide students through the steps necessary for critical reading of an article, as well as for drawing conclusions, and forming arguments - all essential skills in college level reading, inquiry, and writing. The plan also engages students in activities that will strengthen their interpersonal skills, helps them reflect on their own academic and personal strengths, values, interests, and goals, teaches them to listen attentively and critically to discern someone else's central ideas, and reinforces the importance of collaboration and teamwork in scholarship. When mastered, students will be able to apply this skill to any courses they take at Valencia College or beyond. |
| Val Woldman | Learning names and more through multiple intelligences: this two-day lesson uses all of the multiple intelligences to help students discover their own multiple intelligences and develop personal strategies for learning success. Students will engage in hands-on activities, read an academic article, and use, discuss and share note-taking strategies. |
| Lisa Young | Groups of students receive a type of essay question found on exams. Students first work individually by answering the question (at home) and then revising their answer after a lesson by the instructor. Groups with the same question meet, analyze their peers' answers, and decide (or compile) the best answer. In front of the class each group gives their question, describes their "plan of attack", and gives the answer. Feedback is given by the other students and the instructor. The individual portion of this lesson allows students to think critically by answering the question in the first place, and then to reflect on how well they understand the components of a good essay answer. The group component encourages cooperative learning. Finally, students learn test-taking skills that can increase their success in other courses. |

Preparation – Group 3

Room: 4-309

Facilitator: Anna Saintil

Students will apply college success skills.

| Faculty Name | Lesson Plan Summary |
|------------------|---|
| Mia Pierre | This lesson will allow students to engage with visiting college students (juniors/seniors or graduate students) from various colleges and universities in Florida. The purpose of this discussion to help students understand the success strategies, techniques, and planning required as they begin their college journey. |
| Daniel Turner | Students will be required to complete a self-assessment of their learning skills. From these results, they will enact an improvement plan to specifically target their areas of weakness, using learning support services both on-campus and online for assistance. The assignment will conclude with a post-improvement plan reflection. |
| Gaye Simpkins | Creating Change: "What's your Script". This plan will give students the opportunity to assess their present college readiness status through individual and group assessments along with collaboration and commitment. They will be able to determine if they are "on or off" course. Once the process is completed students will be able to determine their strengths and weaknesses. |
| Nicole Valentino | This lesson is designed to familiarize students with the services Valencia College offers students to improve their academic performance. Through case studies, active learning activities, and reflective writing, students will be able to identify specific services offered and devise a personal plan if they need assistance in improving their own academic performance. |
| Amanda Saxman | This lesson is meant to identify skills for pulling out the 'main idea' from a math or science text. When taking a math test, students frequently claim they get the problem wrong because they don't understand the directions. This activity is meant to enhance skills of identifying important content in text, defining key terminology in said content, locating exercises that utilize the content for practice, and reflecting on this process. |

Personal Connection

Room: 4-310

Facilitator: Lois Crichlow

Students will demonstrate effective communication skills with diverse groups.

| Faculty Name | Lesson Plan Summary |
|--------------------|--|
| Rhonda Atkinson | Students often fail to realize that the ways in which they interact with faculty contribute to the impressions faculty form of them as students and/or individuals. In this lesson, four interactive and reflective activities provide students with opportunities to (1) observe and analyze classroom and written communication and behaviors, (2) compare college and workplace communication and behaviors and (3) describe the kind of student verbal/nonverbal behaviors they want to demonstrate to create a positive perception by an instructor. |
| Deb Hall | Students will volunteer at a non-profit organization of their choice that works with 5th or 6th graders to conduct a hands on activity that involves teaching a basic technology, physics, and/or math principle. Examples of possible non-profit organizations would be the Orlando Science Center, the Boys and Girls Club of Orlando, or the Coalition for the Homeless of Central Florida. After their community service experience, they will design a presentation which highlights their experience that will then be presented to the rest of the class. |
| Marva Pryor | Communication is more than the message. It includes the understanding of the emotion for the sender and receiver. This lesson addresses the skills needed for effective communication. |
| Sarah Melanson | Learning about Culture through Proverbs: Students will build and expand their awareness of diversity and intercultural communication as they interpret and analyze proverbs from different countries. Students will consider how these proverbs provide insight into how people from other cultures might think, value, communicate, and act differently. Students will build cultural self-awareness, examine alternate perspectives, and understand that the same event can be interpreted in different ways. Students then apply this understanding in a variety of ways. |
| Jackie Starren | This lesson plan is focused on self-awareness and emotional intelligence. By bringing self-awareness and emotional intelligence to the forefront, students will learn how to assess their circumstances more readily and alter their manner of conducting themselves in order to consciously design the futures they desire. |
| Liza Schellpfeffer | This lesson focusing on Personal Connection helps students understand and evaluate oral and written communication skills as they relate to connecting with the Valencia community. Video scenarios and instructional materials guide students to engage in role play and evaluation activities. Students will evaluate their own communication competency. |

Purpose

Room: 4-311

Facilitator: Christy Cheney

Students will create a personal purpose statement that outlines and articulates their values, goals, interests, and strengths in relation to their educational and career aspirations.

| Faculty Name | Lesson Plan Summary |
|--------------------|---|
| Linda Firmani | Philosophy of Learning: This module introduces students to the concept of a personal philosophy of learning and includes activities to help them begin writing their personal statement. |
| Lauren Grant | This lesson plan enhances student learning by incorporating a lesson on purpose, advancing students' relationship-building skills, exposing them to available resources, and developing their competence with research and presenting. |
| Jonathan Hernandez | Students will identify their strengths using Gallop's Strengths Quest Assessment and based on their results discover, develop, and apply their strengths personally, academically, and professionally. |
| Bob Warren | This lesson plan is designed to get the student thinking about the origin of behavior. It is meant to initiate a hearty conversation and help get the student familiar with classroom discussions. More specifically, this assignment is meant, through reflection and peer review, to introduce thinking about what types of actions and behaviors are thought to be good and why. |

Place

Room: 4-311

Facilitator: Christy Cheney

Students will demonstrate awareness of college support systems.

| Faculty Name | Lesson Plan Summary |
|---------------|--|
| James May | College Resource Scavenger Hunt using The Cloud |
| Jerry Hensel | The lesson I have created will help students navigate the online learning systems at Valencia such as Life Map and Atlas. In addition it teach them out to save and share files using their Cloud Based SkyDrive Account. |
| Marsha Graves | The purpose of this lesson plan is to help students identify support services available on campus. Student will be required to work in groups in which they will research a particular support service on campus. The students will create a presentation to their classmates about the services and supports offered through these areas. |