

California State University, San Bernardino

CSUSB ScholarWorks

Q2S Enhancing Pedagogy

Spring 2020

Q2S Enhancing Pedagogy: ACUE Module Reflections

Sharon Pierce

sharon.pierce@csusb.edu

Follow this and additional works at: <https://scholarworks.lib.csusb.edu/q2sep>



Part of the [Business Commons](#)

Recommended Citation

Pierce, Sharon, "Q2S Enhancing Pedagogy: ACUE Module Reflections" (2020). *Q2S Enhancing Pedagogy*. 188.

<https://scholarworks.lib.csusb.edu/q2sep/188>

This Other is brought to you for free and open access by CSUSB ScholarWorks. It has been accepted for inclusion in Q2S Enhancing Pedagogy by an authorized administrator of CSUSB ScholarWorks. For more information, please contact scholarworks@csusb.edu.

Q2S Enhancing Pedagogy: ACUE Module Reflections

Sharon Velarde Pierce

Sharon.Pierce@csusb.edu

Abstract:

The Teaching Resource Center (TRC) collaborated with Association of Colleges and University Educators (ACUE) to deliver a course in effective teaching practices at California State University, San Bernardino (CSUSB). The course provided a framework that covered five units that included designing an effective course and class and establishing a productive learning environment. This is a collection of ACUE implementation and reflection assignments.

2A: Leading the First Day of Class

2C: Connecting with Your Students

1E – Planning and Effective Class Session

2A: Leading the First Day of Class

Description of the technique and explanation of why it was selected.

I used four different techniques – providing students with a copy of the syllabus, introduction video, welcome video, and syllabus reconnaissance. I am teaching face to face and online this quarter and used all four techniques for both classes. My f2f class is a course on diversity and my online class is a government and business relations course. I sent out a PDF copy of my syllabus to both classes several days prior to the start of the quarter letting them know we would have a short activity covering the syllabus. For my f2f class, my students participated in a syllabus reconnaissance. For my online class, I created a group discussion asking students to identify key elements for the class, what they were most interested in and potential questions. For the f2f class, I introduced myself and welcomed them to my class. For the online class, I created a welcome and introduction video. In this video, I also provided an overview of the syllabus.

Successes and challenges encountered.

I felt the four techniques implemented were useful in creating an engaging class environment. For the f2f class, students were able to ask questions about the syllabus and have questions answered instantly. This provided clarity of assignments and expectations. I felt this was also successful in the online class. As for the introduction and welcome video, I felt it was a great opportunity for students to get to know me. This is especially helpful in the online class since I do not have the opportunity for face to face interaction. A potential challenge might be that in the online class a lot of the same key elements were identified by the students.

Plans for refinement.

For future online courses, I would create small groups for the group discussion on the syllabus reconnaissance to allow for more group interaction. In addition, I would ask more specific questions to each group and then provide their responses after the group discussion closes.

2C: Connecting with Your Students

Description of the technique and explanation of why it was selected.

For my online class, I created an introduction discussion forum for my students. It included name, where they are from, their major and why they chose it, hobbies, what their future plans were, a picture of themselves and if they did not feel comfortable sharing one they could include one of something special to them, something interesting about themselves and two things they were interested in learning in the class. I chose this technique because it was an online class and we miss out getting to know one another like in a face to face class. This also provided a great opportunity for me to engage with my students. It also provided a face to a name for me as I encourage my students to come by and visit me during office hours.

Success and challenges encountered.

Overall, I think the implementation was highly successful. My students found they had a lot in common. Many shared they had one another in a different class. This also provided some connection for the group project for the class since they felt they knew one another. In addition, those who were in the same major also connected for another class they were both taking. Also, I created a post to introduce myself and answered the same questions. I commented on each of the students' posts.

Plans for refinement.

Since it was not a graded assignment, some of the students did not complete it. For future classes, I will provide extra credit for the introduction. Overall, I think it was a great technique for an online class. I miss the face to face interaction with my students and this allowed me to make a connection with my students on a personal level. I think this also lets students know you care about them.

1E: Planning and Effective Class Session

Selection and implementation of a technique to plan for an effective class session.

I chose to use an engagement trigger for the start of my face to face class on diversity. At the start of class, I shared The Danger of a Single Story by Chimamanda Ngozi Adichie. Our class was focusing on stereotyping and the problems with stereotypes and how they can be untrue and incomplete. The Ted Talk provided a great introduction for a cultural perspective that many have not heard before. Chimamanda is not only a captivating speaker but her story is powerful. I felt this was an amazing introduction or engagement trigger for the start of class.

Selection and implementation of a technique to deliver an effective lecture.

I chose to end the class with an effective closing by asking my students to summarize the class in one sentence. I then had the students get into groups of four where they were challenged to create a one sentence summary as a group. It provided an opportunity for the students to reflect on what they took away from the class and then gave them a chance to discuss it in groups.

Successes and challenges encountered

I felt the two techniques I implemented were useful in creating an engaging class environment. The engagement trigger of showing the video was extremely useful in sparking an immediate conversation once it was finished. The students loved the Ted Talk. I will be using it in my online class as well. One challenge I encountered with the video is that it might have been too long. As for the end of the class one sentence summary, I felt creating a one sentence summary for individuals worked very well. However, I think it might have been too difficult to create a one sentence summary as a group.

Plans for refinement.

For introducing a video as an engagement trigger, I will use condensed versions of a Ted Talk or find a similar video that is much shorter. I noticed some students got distracted after five minutes. For the end of the class summary, I will have students provide a one sentence summary as individuals. As for the group creating a one sentence, I think it was a bit difficult and would

have students talk about their summaries in groups without creating an additional one sentence summary as a group.