

The Unique Challenges of Engaging and Teaching First-Year Students

August 3, 2016

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Progression and Sequencing of Community Building

Progression and sequencing are important for community building activities. To maximize potential, activities should build upon each other. Choose activities that fit your students and their level of group development. Progression and sequencing of activities should be used in a single class period as well as over the course of the semester. Once a higher level of activity has been reached, it may or may not need to be repeated. This will depend on the class' development, needs, or progress. Activities build in the following order:

- **Introductions** – Allows all students the opportunity to speak about the simplest components of themselves, breaks initial barriers to communication
- **Name Activities** – Activities that assist the class in learning each other's names. It is helpful to connect their name to an action, dance move, favorite snack, etc.
- **Name Challenges** – Activities in which students must recite names on the spot – provides incentive to remember names (Sheet Drop, Hummala Hummala Hummala)
- **Get to Know You Activities** – Simple activities that begin to reveal aspects of a person, such as things that require stating favorite foods or activities. Activities help establish connections to others with similar interests (Life Lines, Concentric Circles, Move your Butts)
- **Icebreakers** – Once the group has reached a level of comfort with names and each other, icebreakers can be used to get the group moving, make the group more comfortable with one another, to refocus the group, or to introduce certain topics.
- **Team Builders/Initiatives** – Activities that require the group to work together to solve a problem. Lessons can be drawn from these activities that can be applied to classroom learning.
- **Boundary Breaking Activities** – Activities that require personal disclosure and may cause questioning of self or values. Students need to feel supported and safe, and groups must be well developed, to participate in these activities. The facilitator must be comfortable with facilitating and processing the activity and managing potential emotional distress.

Tips for Success

- This is not just a check-list to complete. Each group of activities can be used multiple times depending on your desired outcomes. Some groups may never participate in the highest level of activities. Use activities that meet your students' needs or the topic being addressed.
- Ensure that the group is comfortable with one another before introducing activities that include touching, invasions of a student's personal space, and/or personal disclosure.
- Activity suggestions are available throughout this chapter, in texts available in the University 101 Programs Office, on SharePoint, and on various websites, such as Building Dynamic Groups from The Ohio State University Extension (<http://www.ag.ohio-state.edu/~bdg/>)

All About Me

You may want to ask students to complete a worksheet like this before the second day of class. This is a helpful way to collect contact information from you students, as well as get a better sense of who they are, how they feel about the class, and how you can support them throughout the semester.

Name: _____

Hometown (& previous cities/countries): _____

Cell number: _____ Home number: _____

E-mail address: _____ Current residence: _____

Major and Anticipated Career: _____

What you were doing this spring / summer: _____

Why you're taking U101: _____

Person(s) you most admire: _____

Favorite Food(s): _____

Medical issues/allergies instructors should be aware of: _____

Three things you hope to get out of this class (be as specific as possible):

1. _____
2. _____
3. _____

Three things that each cost \$3 or less, but have the ability to make your day

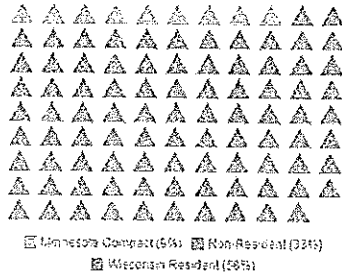
1. _____
2. _____
3. _____

One thing you most hope to contribute to this class:



Who are UW-Madison First Year Students??

Fall 2015 Enrollment by Residency



Fall 2015 Semester Enrollment by Racial/Ethnic Category



95.8

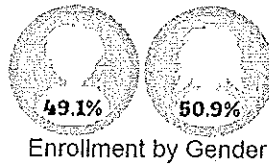
1st Year Retention Rate

14.1

Average Freshman Credit Load

47.5%

Admittance Rate

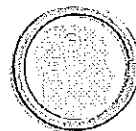


- Top 5 Majors**
1. Economics
 2. Biology
 3. Political Science
 4. Psychology
 5. Communication Arts

Fall 2015 Enrollment by School/College



Average 1st-year student spends about 18.1 hr/wk preparing for class



Average ACT Score: 28.7
Average SAT Score: 1304

12% of Freshman are challenged by all the work they need to do

26% Study Abroad

34.1% of Freshman are overwhelmed by all the work they need to do

37% Participate in Research

Participation Rate in WI Experience Activities

2019 LIST

Students heading into their first year of college this year are mostly 18 and were born in 1997.

Among those who have never been alive in their lifetimes are Princess Diana, Notorious B.I.G., Jacques Cousteau, and Mother Teresa.

Joining them in the world the year they were born were Dolly the sheep, The McCaughey septuplets, and Michael "Prince" Jackson Jr.

Since they have been on the planet:

1. Hybrid automobiles have always been mass produced.
2. Google has always been there, in its founding words, "to organize the world's information and make it universally accessible."
3. They have never licked a postage stamp.
4. Email has become the new "formal" communication, while texts and tweets remain enclaves for the casual.
5. Four foul-mouthed kids have always been playing in South Park.
6. Hong Kong has always been under Chinese rule.
7. They have grown up treating Wi-Fi as an entitlement.
8. The NCAA has always had a precise means to determine a national champion in college football.
9. The announcement of someone being the "first woman" to hold a position has only impressed their parents.
10. Charlton Heston is recognized for waving a rifle over his head as much as for waving his staff over the Red Sea.
11. Color photos have always adorned the front page of *The New York Times*.
12. Ellis Island has always been primarily in New Jersey.
13. "No means no" has always been morphing, slowly, into "only yes means yes."
14. Cell phones have become so ubiquitous in class that teachers don't know which students are using them to take notes and which ones are planning a party.
15. The Airport in Washington, D.C., has always been Reagan National Airport.
16. Their parents have gone from encouraging them to use the Internet to begging them to get off it.
17. If you say "around the turn of the century," they may well ask you, "which one?"
18. They have avidly joined Harry Potter, Ron, and Hermione as they built their reading skills through all seven volumes.
19. Attempts at human cloning have never been federally funded but do require FDA approval.
20. "Crosstown Classic" and the "Battle of the Bay" have always been among the most popular interleague rivalries in Major League Baseball.
21. *Carry Me Back to Old Virginy* has never been the official song of the Virginia Commonwealth.
22. Phish Food has always been available from Ben and Jerry.
23. Kyoto has always symbolized inactivity about global climate change.
24. When they were born, cell phone usage was so expensive that families only used their large

- phones, usually in cars, for emergencies.
25. The therapeutic use of marijuana has always been legal in a growing number of American states.
 26. The eyes of Texas have never looked upon The Houston Oilers.
 27. Teachers have always had to insist that term papers employ sources in addition to those found online.
 28. In a world of DNA testing, the Tomb of the Unknowns at Arlington has never included a Vietnam War veteran "known only to God."
 29. Playhouse Disney was a place where they could play growing up.
 30. Surgeons have always used "super glue" in the operating room.
 31. Fifteen nations have always been constructing the International Space Station.
 32. *The Lion King* has always been on Broadway.
 33. Phoenix Lights is a series of UFO sightings, not a filtered cigarette.
 34. Scotland and Wales have always had their own parliaments and assemblies.
 35. At least Mom and Dad had their new Nintendo 64 to help them get through long nights sitting up with the baby.
 36. First Responders have always been heroes.
 37. Sir Paul and Sir Elton have always been knights of the same musical roundtable.
 38. CNN has always been available *en Español*.
 39. *Heaven's Gate* has always been more a trip to Comet Hale-Bopp and less a film flop.
 40. *Splenda* has always been a sweet option in the U.S.
 41. The Atlanta Braves have always played at Turner Field.
 42. Poland, Hungary, and the Czech Republic have always been members of NATO.
 43. Humans have always had implanted radio frequency ID chips—slightly larger than a grain of rice.
 44. TV has always been in such high definition that they could see the pores of actors and the grimaces of quarterbacks.
 45. Mr. Jones and Mr. Smith have always been *Men in Black*, not their next-door neighbors.
 46. The proud parents recorded their first steps on camcorders, mounted on their shoulders like bazookas.
 47. They had no idea how fortunate they were to enjoy the final four years of Federal budget surpluses.
 48. Amoco gas stations have steadily vanished from the American highway.
 49. Vote-by-mail has always been the official way to vote in Oregon.
 50. ...and there has always been a Beloit College Mindset List.

In fairness to the class of 2019 the following are a few of the expressions from their culture that will baffle their parents, older friends, and teachers ...with translations.

1. *They need to plan ahead so they don't find themselves "dankrupt."*

One of a variety of painful declarations that we are out of weed.

2. *A heavy dose of "Natty Light" has always caught up with them in the morning.*

It may taste great and be less filling, but there are limits.

3. *As long as they can find a ballpoint pen they can use their "redneck teleprompter."*

The bigger the back of your hand, the more notes you can include, but don't get caught looking.

4. *"Smartphone shuffles" have always slowed down traffic between classes.*

One can avoid all eye contact as one moves through the madding texting crowd.

5. *"Vatican Roulette" has always been risky but acceptable.*

If you've got rhythm and like your planning natural, then Vatican Roulette is the game for you.

6. *A significant other who is a bit "too Yoko Ono" has always created tension.*

A partner too hard to handle...hard for your friends to compete with perfection.

7. *"Quiche" has everything to do with hot and nothing to do with food.*

Turn down the heat. Some people are just so hot they enhance the appetite.

8. *"Trolling" innocents on social media has always been uncharitable.*

Cynical and bullying attacks on happy campers, preserved on the internet, may come back to haunt you.

9. *They'll know better than to text their professors "TL DR" about assignments.*

...and just hope their professor doesn't scribble back to them, about their own papers: "TOO LONG: DIDN'T READ."

10. *Slurring "textroverts" have always been a fact of social life.*

If you're too drunk to say it face to face, you probably should wait until morning before you start texting.

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THE MINDSET LIST

2019 LIST

BOOKS AND SPEAKING ENGAGEMENTS

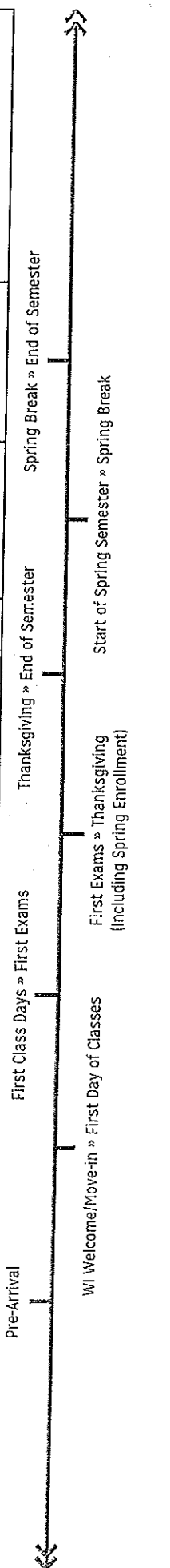
FEEDBACK

PREVIOUS LISTS

FOR NEWS MEDIA

The First-Year Experience: A Timeline for Faculty

	PREPARATION	INTRODUCTION & EXCITEMENT	CONNECTION	reCONNECTION	SELF-CARE	INVOLVEMENT	CLOSURE & REFLECTION
STUDENTS ARE	Feeling anxious/excited Exploring independence	Becoming a Badger Learning about campus Establishing a place in their new community	Getting organized & setting goals Exploring campus & becoming more independent Finding support in staff & peers Preparing for their first exam	Resuming their routine & finding resources Recognizing a change in relationships Focusing on self-care "How do I fit in?"	Feeling overwhelmed Being excited about upcoming break Finding closure with their first semester	Feeling rebellion/activism focus outwardly on community Joining an org Thinking about a summer job Declaring a major	Realizing time is moving quickly Looking to future Developing a legacy, giving back
Faculty/TAs can engage and support students by	Creating learner-centered syllabi & course plans	Setting clear expectations for learning in your courses Discussing office hours, tutoring, and academic integrity	Creating a welcoming environment inside and outside of class Sharing something about yourself on the first day Providing suggestions on how to be successful in your class	Encouraging office hours Doing a mid-semester check-in How are classes going for you? For students? Arranging a peer review of teaching	Promoting hard work, balance, and healthy choices Trying an active learning technique in your class (any size class!)	Sharing opportunities for students to engage in research, scholarship, and campus community	Repeating supportive messages and information on resources (office hours, tutoring)
Faculty/TA professional development opportunities	Teaching Academy Summer Institute (TASI) Learn@UW workshops L&S TA Training Review McBurney website for resources regarding students with disabilities	Teaching Academy fall kick-off New Madison Teaching and Learning Excellence (MTLE) cohort begins	Gather info from LGBTCC and MSC on climate and inclusivity Attending a Delta event	Check out DoIT academic Technology resources Review peer feedback in teaching resources on teaching academy website	Teaching Academy winter retreat New MTLE cohort begins	Watch for spring teaching and learning workshops	Teaching and Learning Symposium
							Center for the First-Year Experience offers Teaching and Learning workshops and consultation throughout the year Sample topics include: - Teaching first-year students (freshmen and transfer students). - Creating a learner-centered syllabus - Integrating active learning into your classroom. - Student development Contact Carren Martin, for more information: carren.martin@wisc.edu or 263-0363 For a detailed listing of Teaching & Learning Resources, visit tle.wisc.edu Learn about campus-wide initiatives: <i>HOW?</i> At Risk, suicide prevention: uhs.wisc.edu/lumatter Tonight, sexual assault awareness: uhs.wisc.edu/tonight Alcohol Edu: uhs.wisc.edu/alcoholedu



Biocore TA training – 18 February 2016

Inclusive communication

Resources

Self work

Is Your Communication Bias-Free and Inclusive?

A discussion of unconscious bias as well as inclusive language.

<https://www.marketing-partners.com/conversations2/is-your-communication-bias-free-and-inclusive>

CIRTL Network Diversity workshop

A self-guided workshop that is designed to enhance awareness of fundamental issues surrounding diversity.

<http://www.cirtl.net/DiversityWorkshop>

Implicit Association Test

<https://implicit.harvard.edu/implicit/iatdetails.html>

Preparing students to work together in groups.

Examples of Discussion Guidelines

Examples of guidelines or 'ground rules' that can be given to a class for use, or can provide a basis for a discussion about developing an atmosphere of mutual respect and collective inquiry. Useful as groups are being formed.

<http://www.crlt.umich.edu/node/58410>

Using Student Groups: Inclusive Practices

Explores how to encourage productive student interactions in your classrooms, particularly when using small groups.

<http://crlt.umich.edu/node/58408>

Diversity & Inclusive Teaching

Inclusive teaching strategies with resources for positively addressing student diversity.

<https://cft.vanderbilt.edu/guides-sub-pages/diversity/>

Creating Inclusive College Classrooms

An exploration of the kinds of interactions that occur between and among instructors and the students in the classroom. These interactions are influenced by: (a) the course content; (b) prior assumptions and awareness of potential multicultural issues in classroom situations; (c) planning of class sessions, including the ways students are grouped for learning; (d) knowledge about the diverse backgrounds of students; and (e) decisions, comments, and behaviors during the process of teaching.

http://crlt.umich.edu/gsis/p3_1

Facilitating Effective Group Discussions: Tips

Tips for creating an inclusive environment, framing positive discussions, and addressing potential problems in discussion.

<http://www.brown.edu/about/administration/sheridan-center/teaching-learning/effective-classroom-practices/discussions-seminars/facilitating>

The importance of TAs for undergraduate learning

Your Teaching's Impact on Undergraduates

An exploration of how you, as a graduate teaching assistant, impact your undergraduate students.

<http://www.unl.edu/gradstudies/current/news/your-teachings-impact-undergraduates>

Instructor Referral Guide - University of Wisconsin-Madison

Updated 6.30.16



If a student is struggling with...	Refer them to...	Location	Website
A disability	McBurney Disability Resource Center	702 W. Johnson Street - Suite 2104	http://mcburney.wisc.edu
A hate/bias incident	Dean of Students Office (Hate/Bias Incident Report Form)	Bascom Hall - Room 70	https://www.students.wisc.edu/doso/reporting-and-response-
Alcohol and/or other drug abuse	Counseling and Consultation Services, University Health Services (UHS)	333 East Campus Mall - 7th Floor	http://www.uhs.wisc.edu/health-topics/alcohol
Being a survivor of sexual assault, dating violence, and/or stalking*	University Health Services (UHS)	333 East Campus Mall - 8th Floor	http://www.uhs.wisc.edu/assault/
Choosing a major or selecting courses	Dean of Students Office	Bascom Hall - Room 70	https://www.students.wisc.edu/doso/reporting-allegations-of-
Finding a part-time job	Their academic advisor or the Undergraduate Advising Website	Ingraham Hall - Room 10	https://advising.wisc.edu
Getting involved	Cross-College Advising (CCAS)	Ingraham Hall - Room 10	http://www.ccas.wisc.edu
Managing stress	Career Exploration Center (CEC)	Ingraham Hall - Room 6	http://www.ccas.wisc.edu/careerexplorationcenter
Personal or family issues that are keeping them from class	Student Job Center	Website	https://jobcenter.wisc.edu
Roommate issues	Wisconsin Involvement Network (WIN)	Website	https://win.wisc.edu
Study skills	Center for Leadership and Involvement (CfLI)	Red Gym - 3rd Floor	https://cfli.wisc.edu
Succeeding academically in a class	Morgridge Center for Public Service	Red Gym - Suite 154	http://morgridge.wisc.edu/students
Their career goals	Multicultural Student Center (MSC)	Red Gym - 2nd Floor	https://msc.wisc.edu
Their identity/fitting in/making friends	Dean of Students Office	Bascom Hall - Room 70	https://www.students.wisc.edu/doso/hazing/
Transitioning to college	Counseling and Consultation Services, University Health Services (UHS)	333 East Campus Mall - 7th Floor	http://www.uhs.wisc.edu/services/wellness/stress.shtml
Writing	Dean of Students Office	Bascom Hall - Room 70	https://www.students.wisc.edu/doso/student-assistance/
if a student is a risk to themselves or others, call the UW Police Department at 608-264-2677 or call 911	House Fellow/Residence Life Coordinator, University Housing	Residence Hall Office	http://guts.studentorg.wisc.edu/programs/ss.htm
if a student is displaying behaviors (e.g.: significant absences) that may interfere with their ability to be successful at the University or is disrupting the learning of others, submit a Student of Concern Report to the Dean of Students Office	Greater University Tutoring Service (GUTS)	333 East Campus Mall - Office 4413	https://advising.wisc.edu/tutoring
**You are required by law to report first-hand knowledge or disclosures of sexual assault. When a victim of sexual assault discloses his or her experience to you, please complete the sexual assault reporting form	Tutoring & Learning Support Resources Website	Website	http://www.ccas.wisc.edu/careerexplorationcenter
For questions or updates, please contact Kevin Clarke, Assistant Director of Academic Engagement in the Center for the First-Year Experience, at 608-265-3079 or kevin.clarke@wisc.edu	Career Exploration Center (CEC)	Ingraham Hall - Room 6	https://advising.wisc.edu
	Their academic advisor or the Undergraduate Advising Website	Website	http://ceo.wisc.edu
	Their career advisor in their School or College	Ingraham Hall - Room 16	http://iss.wisc.edu
	Center for Educational Opportunity (CeO)	Residence Hall Office	https://lgbt.wisc.edu
	House Fellow/Residence Life Coordinator, University Housing	Red Gym - Suite 217	https://msc.wisc.edu
	International Student Services (ISS)	Red Gym - Suite 123	https://transfer.wisc.edu/
	Lesbian, Gay, Bisexual, and Transgender Campus Center (LGBTCC)	Red Gym - 2nd Floor	http://veterans.wisc.edu
	Multicultural Student Center (MSC)	333 East Campus Mall - Suite 10301	http://newstudent.wisc.edu
	Transfer Transition Program, Center for the First-Year Experience (CFYE)	Ingraham Hall - Room 101	http://www.writing.wisc.edu
	Veteran Services & Military Assistance Center	333 East Campus Mall - Room 101	https://www.students.wisc.edu/doso/student-of-concern-
	Center for the First-Year Experience (CFYE)	Ingraham Hall - Room 101	https://publicdocs.maxient.com/reportingform.php?UnivofWisc
	House Fellow/Residence Life Coordinator, University Housing	Residence Hall Office	https://publicdocs.maxient.com/reportingform.php?UnivofWisc
	Writing Center	Helen C. White Hall - Room 6171	https://publicdocs.maxient.com/reportingform.php?UnivofWisc
	if a student is a risk to themselves or others, call the UW Police Department at 608-264-2677 or call 911		
	if a student is displaying behaviors (e.g.: significant absences) that may interfere with their ability to be successful at the University or is disrupting the learning of others, submit a Student of Concern Report to the Dean of Students Office		
	**You are required by law to report first-hand knowledge or disclosures of sexual assault. When a victim of sexual assault discloses his or her experience to you, please complete the sexual assault reporting form		

For questions or updates, please contact Kevin Clarke, Assistant Director of Academic Engagement in the Center for the First-Year Experience, at 608-265-3079 or kevin.clarke@wisc.edu