

FTLA – DAY 5

Peer Review Day: Syllabus & Teaching Philosophy

6 STUDENT SUCCESS FACTORS



Faculty Teaching and Learning Academy Success Factor Note Taker

Use this note taker to reflect on the six success factors and practices that you've implemented and want to implement with your students that address them. Take ___ minutes to write your notes below.

Success Factors	Directed: students have a goal and know how to achieve it	Focused: students stay on track — keeping their eyes on the prize	Nurtured: students feel somebody wants and helps them to succeed	Engaged: students actively participate in class and extracurricular activities	Connected: students feel like they are part of the college community	Valued: students' skills, talents, abilities and experiences are recognized; they have opportunities to contribute on campus and feel their contributions are appreciated
What are you doing now						
What can you do						

SYLLABUS REVIEW – EQUITY LENS

- 5-7 minutes: Read through the syllabus example and mine for what you notice in the content, language and organization.
- 5 minutes: Individual Think-Write: What are some things you noticed about the syllabus you reviewed.
- 5 minutes: Pair- Share with your partner what you noticed about the syllabus reviewed and any “golden nuggets”

SYLLABUS PEER REVIEW

- 10 minutes: 5 min each partner - review and provide feedback on each other's syllabi (think about very specific feedback you can offer) in the categories you just discussed – content, language, organization.
- 10 minutes: Begin on second syllabus revision

BREAK

15 minutes

10:30-10:45

TEACHING PHILOSOPHY

- 5-7 minutes: Read through the teaching philosophy example and mine for what you notice in the content and language.
- 5 minutes: Individual Think-Write: What are some things you notice about the philosophy you reviewed.
- 5 minutes: Pair- Share with your partner what you noticed about the philosophy reviewed and any “golden nuggets”

TEACHING PHILOSOPHY PEER REVIEW

- 10 minutes: 5 min each partner - review and provide feedback on each other's philosophies' (think about very specific feedback you can offer - length, flow, language, "authentic self")
- 10 minutes: Revise philosophy or continue to work on your syllabus revision

LUNCH

12:00-12:45

INTRODUCTION TO “TEXT SETS”

Vertical – opportunity to go deeper on a topic , theory, or section of reading material

Horizontal-opportunity to engage students with material that they think are irrelevant .

Broad views of a singular topic

LET'S PLAY: "FINAL WORD" PROTOCOL WITH A TEXT SET

Get into groups
of 4

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graph LR; A[Get into groups of 4] --> B[5 minutes: Individual Free-Write - take a moment to peruse the text sets at your table and decide which one you would like to learn more about. Underline some golden lines]; B --> C[Structured Discussion];
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Underline some
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Structured
Discussion

STRUCTURED DISCUSSION

- The first person begins by reading his or her “golden line” and talking about it for **3 minutes**.
- Continuing around the circle, each person comments on the passage or the comments that the first person made about the passage for **1 minute**.
- After going around the circle with each person having responded for one minute, the person who began has the “final word.” For one minute, the presenter responds to what has been said. Now what is he or she thinking? What is his or her reaction to what s/he has heard from the group members?
- The next person in the circle then begins by sharing his/her “golden line.” Continue around the circle, responding to this person’s passage or section in the same way as the first presenter’s. The process continues until each person has had a round with his or her quotation being discussed.
- When you are done, if you are waiting for other groups, talk freely about what you think was the most powerful or significant part of your discussion, the connections you saw, etc.
- When all the groups are finished, each will share the most important idea from their discussion with the whole group.

INDIVIDUAL THINK-WRITE

- How can we use this to inform our teaching philosophy, syllabus and how we engage with our students?
- 3-5 Minutes – Quiet time to reflect
- Whole group share