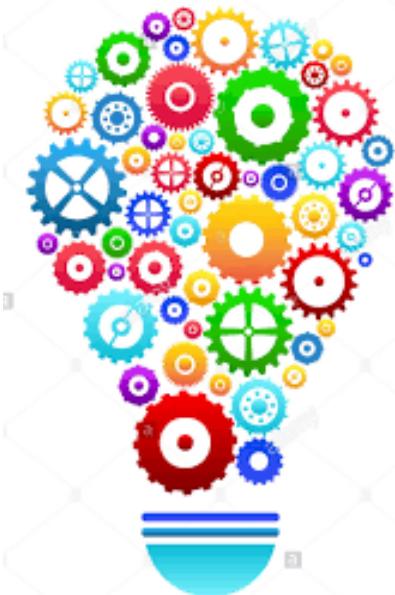




If you were able to teach a course on anything you like, what would it be?

What about courses like:

- Pleasure, Pain and Nostalgia in Belle Époque
- The Criminal Mind
- Love, Desire, and Friendship
- Utopia/Dystopia: Religion and Gender in Science Fiction
- Reflections on Women of Colour
- How We Use Time in Everyday Life



<http://www.artsci.utoronto.ca/current/course/fyh-1>

FIRST YEAR SEMINAR

A 2018-2019 Pilot

- What is it?
- Why we're doing it
- Benefits
- Pilot plan at CapU
- Instructors wanted



WHAT IS IT?

- High Impact Practice
- Designed to develop competencies for post-secondary success
- Intentional curriculum framework with emphasis on:
 - Critical inquiry
 - Frequent writing
 - Information literacy
 - Collaborative learning

High-Impact Educational Practices

First-Year Seminars and Experiences

Many schools now build into the curriculum first-year seminars or other programs that bring small groups of students together with faculty or staff on a regular basis. The highest-quality first-year experiences place a strong emphasis on critical inquiry, frequent writing, information literacy, collaborative learning, and other skills that develop students' intellectual and practical competencies. First-year seminars can also involve students with cutting-edge questions in scholarship and with faculty members' own research.

Common Intellectual Experiences

The older idea of a "core" curriculum has evolved into a variety of modern forms, such as a set of required common courses or a vertically organized general education program that includes advanced integrative studies and/or required participation in a learning community (see below). These programs often combine broad themes—e.g., technology and society; global interdependence—with a variety of curricular and cocurricular options for students.

Learning Communities

The key goals for learning communities are to encourage integration of learning across courses and to involve students with "big questions" that matter beyond the classroom. Students take two or more linked courses as a group and work closely with one another and with their professors. Many learning communities explore a common topic and/or common readings through the lenses of different disciplines. Some deliberately link "liberal arts" and "professional courses"; others feature service learning.

Writing-Intensive Courses

These courses emphasize writing at all levels of instruction and across the curriculum, including final-year projects. Students are encouraged to produce and revise various forms of writing for different audiences in different disciplines. The effectiveness of this repeated practice "across the curriculum" has led to parallel efforts in such areas as quantitative reasoning, oral communication, information literacy, and, on some campuses, ethical inquiry.

Collaborative Assignments and Projects

Collaborative learning combines two key goals: learning to work and solve problems in the company of others, and sharpening one's own understanding by listening seriously to the insights of others, especially those with different backgrounds and life experiences. Approaches range from study groups within a course, to team-based assignments and writing, to cooperative projects and research.



Undergraduate Research

Many colleges and universities are now providing research experiences for students in all disciplines. Undergraduate research, however, has been most prominently used in science disciplines. With strong support from the National Science Foundation and the research community, scientists are reshaping their courses to connect key concepts and questions with students' early and active involvement in systematic investigation and research. The goal is to involve students with actively contested questions, empirical observation, cutting-edge technologies, and the sense of excitement that comes from working to answer important questions.

Diversity/Global Learning

Many colleges and universities now emphasize courses and programs that help students explore cultures, life experiences, and worldviews different from their own. These studies—which may address U.S. diversity, world cultures, or both—often explore "difficult differences" such as racial, ethnic, and gender inequality, or continuing struggles around the globe for human rights, freedom, and power. Frequently, intercultural studies are augmented by experiential learning in the community and/or by study abroad.

Service Learning, Community-Based Learning

In these programs, field-based "experiential learning" with community partners is an instructional strategy—and often a required part of the course. The idea is to give students direct experience with issues they are studying in the curriculum and with ongoing efforts to analyze and solve problems in the community. A key element in these programs is the opportunity students have to both *apply* what they are learning in real-world settings and *reflect* in a classroom setting on their service experiences. These programs model the idea that giving something back to the community is an important college outcome, and that working with community partners is good preparation for citizenship, work, and life.

Internships

Internships are another increasingly common form of experiential learning. The idea is to provide students with direct experience in a work setting—usually related to their career interests—and to give them the benefit of supervision and coaching from professionals in the field. If the internship is taken for course credit, students complete a project or paper that is approved by a faculty member.

Capstone Courses and Projects

Whether they're called "senior capstones" or some other name, these culminating experiences require students nearing the end of their college years to create a project of some sort that integrates and applies what they've learned. The project might be a research paper, a performance, a portfolio of "best work," or an exhibit of artwork. Capstones are offered both in departmental programs and, increasingly, in general education as well.

What Makes FYS High Impact?

- 21st Century Challenges: Autonomy - Mastery - Purpose
- Engagement through Self-Direction
 - Overcome Functional Fixedness: Intrinsic vs Contingent
- Evidence of Effective Educational Practices - 27 Institutions
 - Opportunities to reflect on and integrate learning (n=27)
 - Interactions with faculty and peers (n=24)
 - Frequent, timely, and constructive feedback (n=18)
 - Relevance of learning through real-world applications (n=17)
 - Public demonstration of competence (n=15)
 - Experiences with diversity (n=15)
 - Significant investment of student time and effort (n=14)
 - Performance expectations set at appropriately high levels (n=13)



What Makes FYS High Impact?

- FASSFirst - 10 pilot seminars for domestic first-year students

SFU

- Arts One - 18 credits - 1st year English, History, and Philosophy



- Coordinated Arts Program - 18 credits - 1st year Humanities, Social Sciences, and Creative and Performing Arts



- First Year Initiative - # of specific programs



Why We're Doing it- Pilot

Strategic Plan

Integrated academic support

Retention and completion

Academic Plan

Academic programming

Whole person education



Ops Plan

- Program innovation
- More students on campus

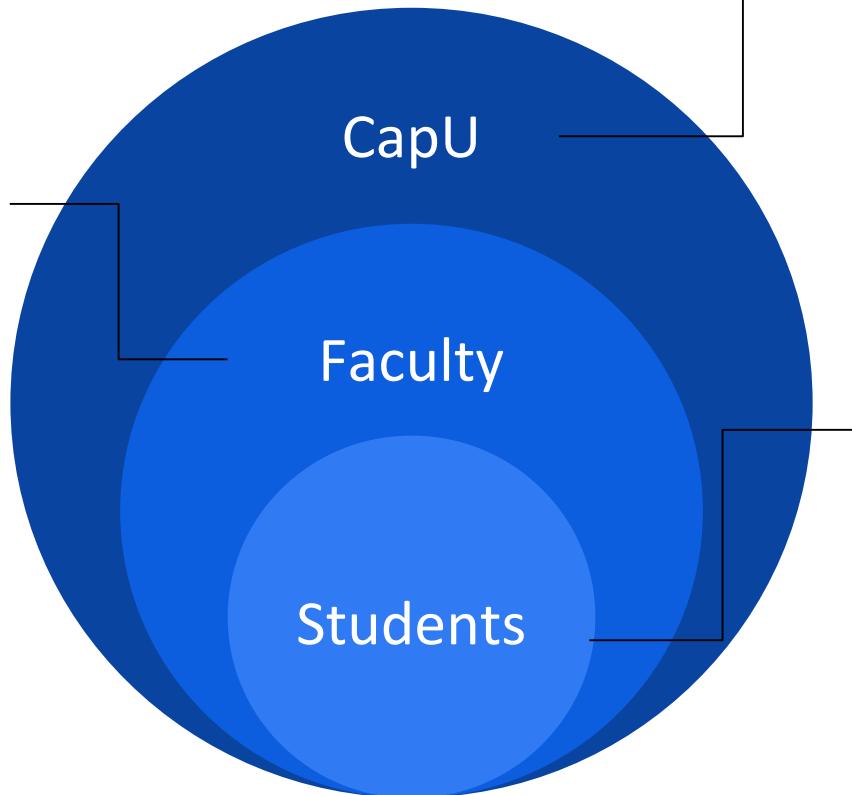
Student Success

Retention

Student satisfaction

Benefits

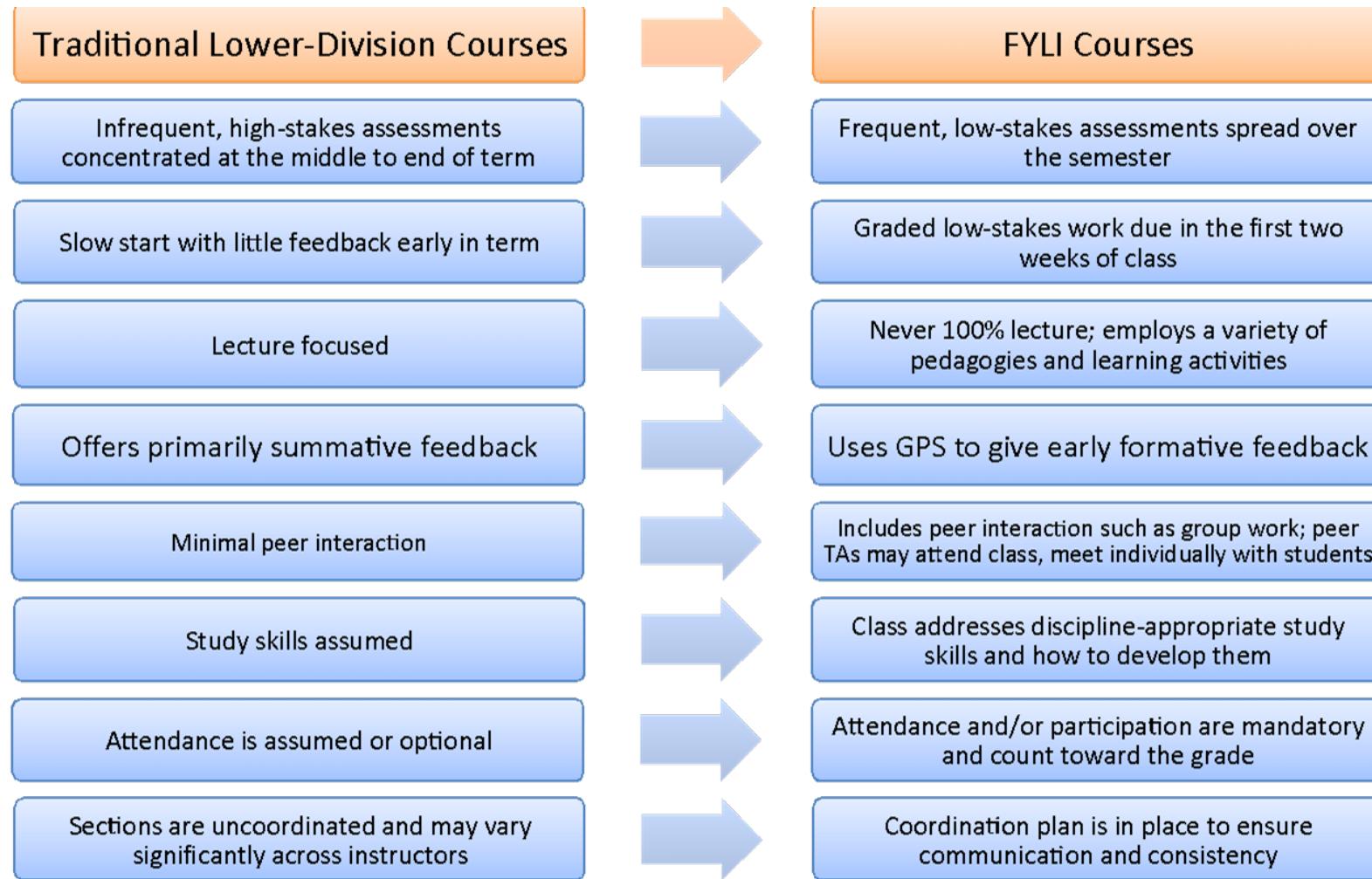
- Pedagogical experimentation
- Collaboration across Faculties
- Intentional framework
- Deeper facilitation



- Retention
- Positive WOM
- Graduation rates

- Sets academic expectations
- Enhance student engagement
- Student - faculty interaction
- Peer relationships
- Proven beneficial in overall academic career

INTENTIONAL CURRICULUM EXAMPLE- NAU



PILOT PLAN AT CAPU

- **What distinguishes the First Year Seminar Program at ** ?

- Pilot- 5 courses
- Dust off your 'secret' course outline
- Example coding
 - TOUR 199
 - MOPA 199
 - HIST 199
 - BADM 199
- Elective within programs (open to all)
- **Cap Core Integration** theme:
 - Culture & Creative Expression
 - Self & Society
 - Science & Technology



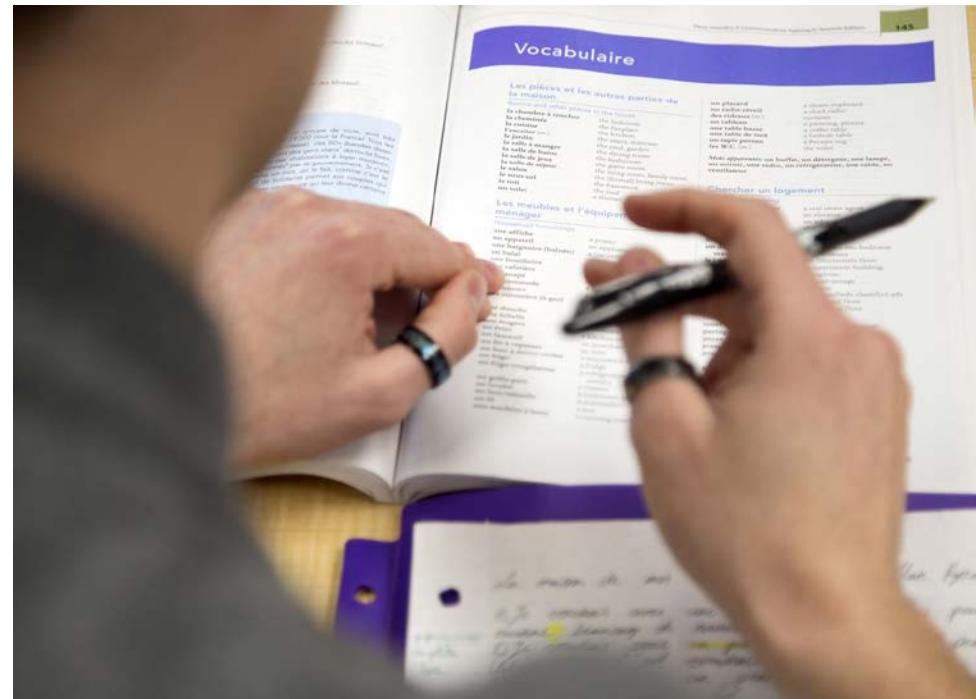
Requirements of Faculty

- FYS PD session(s)
 - Learn more about FYS structure
 - Review courses, develop plan
- Fall semester- FYS Pilot Team
 - Develop assessments
 - Monthly FYS team meetings
- Spring semester
 - Launch!



Application Process

- Complete online form
- Reviewed by FYS group:
 - Cyndi Banks
 - Robin Furby
 - Laura MacKay
 - Stephanie Wells
- 1 per Faculty area



Application Process

- Why do you want to take part?
- Why do you think students would want to take the course?
- Summary of your topic for development
- Cap Core theme



ASSOCIATE VICE-PRESIDENT STUDENT SUCCESS

Bridget Phillips
bridgetphillips@capilanou.ca

Executive Assistant, AVP Student Success
604.986.1911 ext. 7624

Attn: Bridget Phillips, Centre for Teaching Excellence

• Full name: _____ • Email address: _____

• Faculty/School: _____ • Office telephone local: _____

• Describe why are you interested in taking part in the FYS pilot.

- **What do we need from DAC?**
- **[FYS - Expressions of Interest Form - April 2018.pdf](#)**

THANKS!



HOW CAN WE
Create AN
Outstanding
Student
experience
AT CAPU?

AN OUTSTANDING
STUDENT EXPERIENCE AT
CAPU IS...



WHAT CAN WE
CREATE to
IMPROVE
Student involvement
on CAMPUS?



MM / REAUME STRATEGIES
Drawing Change