Development Overview

Purpose Generate and Validate Selected Learning Resources

LESSON PLAN

Week 1: Understanding Growth Mindset

Theory	Event	Instructional Strategy	Instructor/ Student Action
Reception	**Gain Attention**	Begin with a question, "how many of you are a first-generation college student? Looking for students to show any indication if they are familiar with the terminology used related to being the first one in the family to attend a four-year institution.	**Instructor**: Ask the question and identify method to record responses **Student**: Respond appropriately
Executive Control	**Objective**	Outline for objectives with sub-tasks and due dates. Introduce growth mindset as it pertains to college life.	**Instructor**: Design weekly grid with outline of objectives **Student**: Check Blackboard for weekly objectives
Retrieval	**Prior Knowledge**	Kahoot of college knowledge as a pre-test	**Instructor**: Create pre-test **Student**: Bring smartphone or device to participate in Kahoot
Selective Perception	**Content**	Concept: Promote understanding of appropriate academic resources. Theory: Facilitate discussion to explain academic resources Practice: Scenarios through case studies Samples: Final exam score, mid-term grade, academic probation status and avoiding academic suspension	**Instructor**: Design grade calculator with mock first semester courses.

Semantic Encoding	**Guided Practice**	Analyze academic resources and create situations for college students to need academic resources	**Instructor**: Break up the class into smaller groups and allow students to work on one case study per group.
Response Organization	**Independent Practice**	Apply successful student habits to create skit of real-life student scenario.	**Instructor**: Select students success habits needed for the skits. **Student**: Design a skit that demonstrates understanding of student success habits.
Reinforcement	**Feedback**	Provide questions as a guided path to "what if" situations for college life	**Instructor**: Identify real-life situations where a student would need to apply decision making skills. **Student**: Think about possible outcomes and steps to approach "what if" situations
Active Retrieval	**Assessment**	Each student will submit a weekly reflection on first-generation college students and the importance of being aware and utilizing resources.	Instructor: Create discussion forum in Blackboard for students to respond. Student: Reflect on the week of case studies and activities and submit a reflection in Blackboard on the importance of utilizing academic resources.
Providing Cues	**Closure**	Use the information from the case studies to design a webpage with academic resources every first-generation college student should know.	Instructor: Create a webpage for students. Student: Submit group findings in a blog format on the webpage.

Week 1 Media to Support Media the Type of Learning

Media that will be selected or developed to support the **Type of Learning**	
Knowledge	• YouTube videos with student situations of college stress levels during test taking times. • Handout with academic resources available to students.
Comprehension	1. Kahoot to help students identify concepts related to college academic preparation. 2. Google Doc to submit responses for case studies

Application	a. Storyboard so students can create skits with situations related to college life
Analysis	1. Poster paper for students to write case study responses and evaluate as a class best approach.
Synthesis	❖ Google Doc for students to share their academic resource recommendations with each other and the class.
Evaluation	o Blackboard discussion forum to post assignment reflection

Adapted from: Bloom, B.S. (Ed.) (1956) Taxonomy of educational objectives: The classification of educational goals: Handbook I, cognitive domain. New York; Tornonto: Lohmans, Green.

Week 1 Media to Support the Learner

Media that will be selected or developed to support the **Learner**	
Visual	➢ Video clips of student situations ➢ Grid with test scores over the course of the semester ➢ Handout with case studies
Auditory	➢ Classroom discussion ➢ Video clips of student situations
Kinesthetic	➢ Storyboard for students to design skits of situations

DEVELOPED GUIDE FOR THE STUDENT

Congratulations on being accepted to the university. Being the first in your family to attend a four-year college is a big step and the five-week summer bridge has been designed with a College 101 class to assist with your understanding and transition to college life. The five weeks consists of weekly modules with a blended approach of in-class and online instruction and activities related. The learning management system (LMS) used for the summer bridge is Blackboard. You will be able to access the

weekly calendar, post questions for the class or instructor, respond to weekly discussion posts, watch videos, and post assignments.

This class will provide fundamental information about a growth mindset and the importance of growth mindset as a college student. Through your experience in high school, you will be able to reflect on your high school habits and compare them to college expectations. By reflecting back and gaining an understanding of what is expected moving forward, you will create a plan for a successful transition to college.

Event	Instructional Strategy	Instructor and Student Action
Gain Attention	Begin with an in-class discussion, "how many of you are a first-generation college student?	Student: Raise hand or speak up in class.
Objective	Outline for weekly objectives with sub-tasks and due dates. Gain understanding of how to navigate through Blackboard. This includes posting discussion questions and assignments. Identify academic resources that assist with exam preparation.	Inform students of the expectation of the class and assignments.
Prior Knowledge	Determine what students know about college life. Identify the students who have access to a laptop of smartphone.	Students will use their mobile device or laptop to participate in class.
Content	Define academic resources as campus departments, programs or professor assistance that assist students with content information.	Students: Review list of academic resources available to students.
Guided Practice	As a class, review a case study of a student situation and identify the campus resources available to the student. Discuss why the campus resources were selected.	Students will identify top campus resources appropriate for the case study.
Independent Practice	Break into groups of 2-4 people and examine case studies based on student situations to identify what the best steps for the student would be. Each group will submit their answers on a Google Doc.	Students will breakout into groups, read case studies and identify the best approach to seek out academic resources. Students can use the university website for additional information about campus resources.

Feedback	Each group will present their case study and findings to the entire class. Students in the class are able to ask questions and discuss why the campus resources were selected.	Instructor: facilitate a discussion among the entire class for additional responses.
Assessment	Each student will access the Discussion Forum on Blackboard and respond to a prompt related to first-generation college students and the impact of resources on academic success.	Students will go online to Blackboard and submit a reflection between 75-150 words.
Closure	Distribute academic resource list with contact information for key staff.

Use information from Google Doc as a blog entry on the class webpage. | Students will receive a list of resources and contact information.

Students will post their case study findings as a blog post on the class webpage for future students to read. |

DEVELOPED GUIDE FOR THE INSTRUCTOR

Thank you for spending your summer with the incoming students. This College 101 class is designed to bridge students from their high school experience to a college level expectation. Through a five-week bridge, you will be expected to establish rapport with the students, engage them in the weekly topics and activities, and model university teaching.

Each module is designed to move the student from understanding to application as they transition to the university. Each module has its instructional strategy along with the recommended action for you to implement as the instructor.

Event	Instructional Strategy	Instructor and Student Action
Gain Attention	Begin with a question, "how many of you are a first-generation college student?

Looking for students to show any indication if they are familiar with the terminology used related to being the first one in the family to attend a four-year institution. | Instructor: Ask the question and wait for students to indicate whether or not they are first-generation. Once the class has responded to the question, show the College Code video that explains the definition of a first-generation college student. As a follow-up, ask the class again. |
| Objective | Outline for objectives with sub-tasks and due dates. | Inform students of the expectation of the class and assignments. |

	Introduce growth mindset as it pertains to college life. Gain understanding of how to navigate through Blackboard. This includes posting discussion questions and assignments. Identify academic resources that assist with exam preparation.	Review the class syllabus, class schedule with weekly assignments. Explain the difference between growth mindset and fixed mindset. Ask students to think about a time they displayed one or the other. Login to Blackboard and show students how they login to Blackboard.
Prior Knowledge	Determine what students know about college life. Use Kahoot to go through a variety of questions related to stereotypes about college. Identify the students who have access to a laptop of smartphone.	Instructor will need to develop the questions, identify and upload short clips and photos that show the stereotypes or myths about college.
Content	Define academic resources as campus departments, programs or professor assistance that assist students with content information. Show the various categories for campus resources and what the resources provide. Walk through the university website to show students how to navigate the website and search for resources.	Instructor will compile a list of campus resources for students and put them into categories of academic, financial, and social resources.
Guided Practice	As a class, review a case study of a student situation and identify the campus resources available to the student. Discuss why the campus resources were selected.	Guide the students through a class discussion about first-generation college students and questions they might have. The scenarios can also include personal and family obligations and the impact it will have on the family. Discuss parent/guardian perspectives and ability to assist with college questions.
Independent Practice	Break into groups of 2-4 people and examine case studies based on student	As the instructor you can decide to break up the groups or you can allow the student to break up into

	situations to identify what the best steps for the student would be. Each group will submit their answers on a Google Doc.	groups on their own. Walk around the room and observe and listen to the discussions among the groups. The information will be important during the feedback portion. Students might have trouble creating a shared Google Doc, be available to assist the groups with this.
Feedback	Each group will present their case study and findings to the entire class. Students in the class are able to ask questions and discuss why the campus resources were selected.	The instructor will facilitate a discussion among the entire class for additional responses. Encourage class participation and ask question related to what was observed and heard.
Assessment	Each student will access the Discussion Forum on Blackboard and respond to a prompt related to first-generation college students and the impact of resources on academic success.	Provide students with 15-minutes to access their Blackboard and respond to the discussion post. Assist students if they have trouble finding the discussion post or need clarification about what is expected.
Closure	Distribute academic resource list with contact information for key staff. Use information from Google Doc as a blog entry on the class webpage.	Distribute the handout to the students. Ask all students to post their group findings to the class webpage through a blog format.

Event	Instructional Strategy	Teacher or Student Action
Gain Attention		
Objective		
Prior Knowledge		
Content		
Guided Practice		
Independent Practice		

Feedback		
Assessment		
Closure		

Summary of Supporting Media (Part A)

Media that will be selected or developed to support the **Learner**	
Visual	➢ Video clips of student situations ➢ Grid with test scores over the course of the semester ➢ Handout with case studies
Auditory	➢ Classroom discussion ➢ Video clips of student situations
Kinesthetic	➢ Storyboard for students to design skits of situations

Summary of Supporting Media (Part B)

Media that will be selected or developed to support the **Type of Learning**	
Knowledge	● YouTube videos with student situations of college stress levels during test taking times. ● Handout with academic resources available to students.
Comprehension	3. Kahoot to help students identify concepts related to college academic preparation. 4. Google Doc to submit responses for case studies
Application	b. Storyboard so students can create skits with situations related to college life
Analysis	2. Poster paper for students to write case study responses and evaluate as a class best approach.

Synthesis	❖ Google Doc for students to share their academic resource recommendations with each other and the class.
Evaluation	o Blackboard discussion forum to post assignment reflection

Adapted from: Bloom, B.S. (Ed.) (1956) Taxonomy of educational objectives: The classification of educational goals: Handbook I, cognitive domain. New York; Tornonto: Lohmans, Green.

SUMMARY OF SIGNIFICANT REVISIONS

Component	Problem	Data Source	Revision Decision
Purpose	• Focused only on academic resources	• Project Manager	• Include I-CARE and Counseling Center
Goals	• Too broad • Not key priorities for first-generation students	• Other instructors	• Identify top areas for first-generation students
Objectives	• Weekly objectives need to stay scaffolded to move from understanding to application	• Past students • Peer Mentors	• Think more specifically about what college students needs to know
Prerequisites	• Not planned more intentionally • Difficult to measure	• Potential students • Past students • Peer Mentors	• Review goals and identify more specific goals

Instructional Strategies	• Dependent on students and engagement of students	• Previous students and first-year learning community faculty	• Create instructional strategies for different group dynamics.
Testing Methods	There are not any revisions needed. The weekly modules can be modified as needed.	• Peer Mentors • Previous bridge students	There are not any revisions needed.
Information to Guide the Learner	The guide is not visual and will require more visual explanations.	• Instructional designer • First-year learning community faculty	Create digital guide for students to use weekly video modules.
Information to Guide the Facilitator	The guide is able to fluctuate based on teaching style.	• Graduate instructor • Associate V.P. of Student Success	No revisions needed.
Supporting Media	All materials must be free of cost to the students, so the university will have to pay for a site license or utilize open source materials.	Based on weekly needs and content availability.	Collect media in a storage bank for access in future courses.

Template for providing formative evaluation summary data

PILOT TEST PLAN

1. **Participant Description**
Participants will be incoming students who are first-generation college students.

2. **Prerequisites**
   - Access to and ability to navigate through a laptop.
   - Willing attitude to engage in classroom discussions.

3. **Location, Date, Time**
   - Texas A&M University-Corpus Christi
   - Fridays from July 8th - August 9th
   - 8:30am-1pm

4. **Learning Environment**
   - Flexible class for in-class time. Chairs and tables can be moved according to activities.
   - Online learning through the Blackboard LMS.
   - Students will be required to bring a laptop or borrow a laptop for the duration of the bridge from the program.
   - WebEx will be used for livestream of daily class for students outside a 50-mile radius.
   - Peer mentors are in the class to assist with activities and keep students on task.

5. **Facilitator Qualifications**
   - Experience working with diverse populations of students.
   - Experience working with low-income, minority, first-generation students.
   - Digitally savvy as they will create documents and utilize Blackboard for video postings and responding to students as needed.
   - Ability to engage students in a class and high level of classroom management skills.

6. **Measurement Plan**
   - **End of bridge student assessment to determine the following:**
     o Likelihood to participate in the bridge again
     o Likelihood to work as a peer mentor for the bridge
     o Instructor teaching style
     o Instructor's knowledge of class content
     o Delivery of information
     o WebEx live-stream
     o Utilization of instructor office hours
     o Perspective of preparedness following the bridge
   - **End of bridge instructor assessment to determine the following:**
     o Schedule and allotted time per class

- Class size
- Content and materials available for instruction
- Learning environment
- WebEx live-stream
- Student dynamics

7. Evaluation Team Description
- The instructor is the primary evaluator of the content and weekly module.
- Student assessments will indicate any feedback to be used to improve the next summer bridge.