

Fostering student decision making and community in a large group discussion

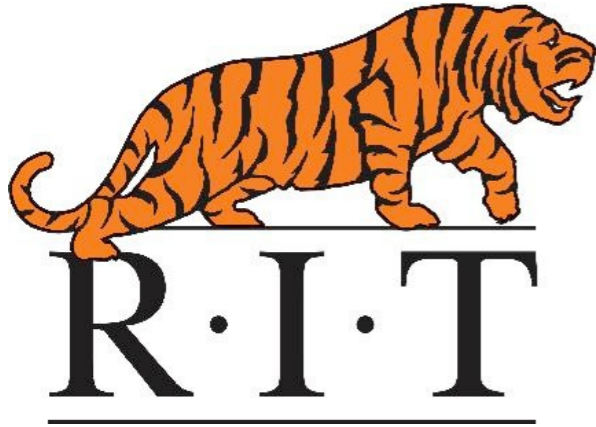
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DePaul Teaching and Learning Conference
1 May 2015



DEPAUL UNIVERSITY

Project IMPRESS



Integrating **M**etacognitive **P**ractices and
Research to **E**nsure **S**tudent **S**uccess

**Deaf & hard of
hearing students**

**First generation
college students**

- 1. Pre-enrollment Summer Program**
2. First-year Foundations Courses
3. Second-year Learning Assistant Program

Under Represented Minorities (URMs) don't persist in STEM

Need for better
community and support
(feeling like you don't fit in)

Need for better
metacognitive skills and
accurate self-assessment

Why?

**Most transition programs focus on
content knowledge and study habits**

Develop metacognitive skills through active and reflective metacognitive activities

Iterative refinement of student models through experimentation

Summer Program Goals

Create a community of holistic student support

Listening
to each other

Valuing other's
contributions

Asking each
other questions

**What would community look
like in a large discussion?**

Proposing
one's own ideas

Valuing SELF
as contributor

Answering
other's questions

How to Foster Community

Example of from Day 1

Instructor
behavior

Student
Response

Task: Create a sign for “metacognition”

Episode was chosen to be a good example, but is consistent with interactions throughout program

What does the instructor do?

- Explicitly refers to students as “experts”
- Models behavior that values student views
- Deflects questions back to the group
- Removes himself from the conversation

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Call students “experts”

- Instructor introduces the task:

“...We are going to work with our **experts** to try to come up with a sign that we can use for metacognition and we’re going to try to use that sign for the rest of the IMPRESS program.”

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Deflects questions to group

Jonah ask interpreter
how to sign “think”

Ale tries to respond, but Jonah
is looking at interpreter

Instructor tells Jonah to “ask our
experts” directing him to Ale

Jonah asks Ale directly
and she responds

Several other students chime in
and the conversation takes off

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- **Removes himself from the conversation**

Does it work?

- Jonah's progression through the episode

Asks Interpreter questions
about signing

Asks other students
questions about signs

Proposes his own ideas for
the "metacognition" sign

Answers other students
questions about signs

Students decide on the sign!

Fostering Community

- Highlight student expertise
- Model behavior that values student ideas
- Deflect questions to peer groups
- Remove ourselves from the conversation!

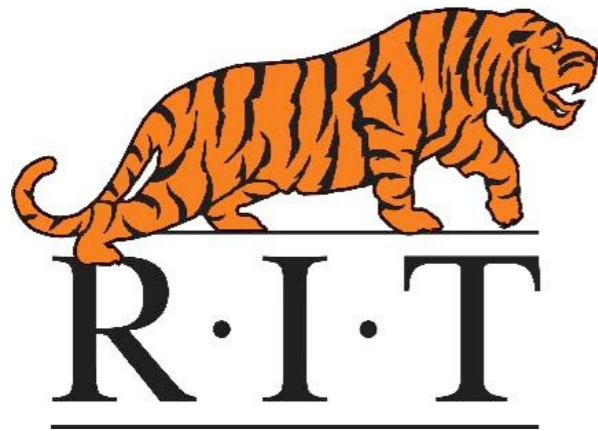
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NSF STEP grant DUE-1317450

