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Lessons from the Student Experience Project: Low lift strategies to increase student engagement, improve educational outcomes and reduce equity gaps

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Summary:

- Introductions
- Student Experience Project overview and research base
- Syllabus activity
- More low lift strategies for improving student experience

Syllabus Review: 6 Core Questions

1. Does this syllabus communicate that the instructor has a "growth mindset" rather than a "fixed mindset" about students' abilities?
2. Do the messages in the syllabus communicate that it is normal to be challenged by course material, and that this is not a sign that a student is not capable of learning or does not belong in the course?
3. Does the syllabus communicate that the instructor and the instructional team care about students' success?
4. Does the syllabus communicate that diversity is valued in the classroom?
5. Does the syllabus normalize challenges that students often face in college, and connect students with resources that can support their overall well-being?
6. Does the syllabus communicate that utilizing academic resources is a standard part of succeeding?

Identify sections in the syllabus following that DO NOT meet the guidelines given in the 6 core questions

Introductory Physics II.

Fall 2022 Class Time: MWF – 12:20 PM – 1:10 PM

Location: Pearbody Hall 1140

Course Topics Overview:
Second semester continuation of algebra- and trigonometry-based physics with laboratory, designed to present the fundamental principles of physics, with applications. Topics include simple harmonic motion, waves, sound, light, wave and geometric optics, and electricity and magnetism, including circuits. Experiments and hands-on activities are integrated with the lecture topics.

Pre-requisites: C or better in PHYS 1151

Important Note: Students enrolling in my class are accountable for all of the material in Physics I; If you have not mastered those concepts, you should consider dropping this course.

Instructor: [Name of Instructor]
Instructor@school.edu
Office Hours: Mondays and Wednesdays, 10am – 12pm in Rutherford Hall room 265 and by appointment

Teaching Assistant: [TA name]. TA1@school.edu
Office Hours: Tuesdays and Thursdays, 12pm – 1:30pm or by appointment

Questions for the TA or me: If you have any questions at all about the course, the material, or your grade, I expect you to discuss them with one of TAs first. The TA will forward legitimate questions that they cannot answer to me when necessary. The TAs are there to answer most of your questions.

Textbook Information

Required text: Pardu, J.L. (2015). *Introductory Physics: Eighth Edition*. New York: Worth Publishers.

- It is essential that you purchase the eighth edition. Do not use older versions.

Course Elements

Exams: There will be two midterm exams and a comprehensive final. I do not give partial credit on answers—students either get the questions correct or they do not. If you do not do well on the first exam, you should consider dropping the course.

I do not give homework assignments or quizzes because your grade depends only on the knowledge you are able to demonstrate on exams. Students are responsible for their own performance and should judge their own ability to learn the material through the exercises provided in the course materials. If the material is too advanced for one's ability, students should find a course that is better matched to their ability and skills.

Course Policies:

Attendance: I do not take attendance. In my experience, some students can do well in the course without attending class and I will not penalize these gifted students. If you are not a science person, attending class alone may not result in strong performance. You are adults and I expect you to know whether you need to attend class to do well in the class or not. If you must miss a lecture, it is your responsibility to catch up with missed material.

Grading policy: Those who have strong science ability will do well in the course. Keep in mind, the comprehensive final exam comprises 40% of your grade because if students do not have the ability to pass this cumulative exam, they should not pass the course. Students earn the grades they receive; I do not curve grades or add extra points or extra credit in this course

Note: This is a difficult course. Succeeding on tests and assignments will require a thorough understanding of the course material. Students who are not quick learners should consider dropping the course. In previous years, some students fail this course due to their poor performance on the final exam. Not all students have what it takes to pass this course.

Academic Integrity

The Physics Department expects students to comply fully with University policies on academic integrity. The usual policy for a student caught cheating includes a course grade of F. Additional penalties may include probation, suspension, or expulsion from the University. All suspected cases of academic misconduct will be reported to the Office of Student Ethics.

Remedial Help

This campus provides extensive resources for students who are struggling academically. . I have provided a list of the academic support offices below.

Physics Department Help Desk: The Physics Department offers help sessions for students who are failing this course. Please check the Physics Department website for information about their virtual drop-in hours, or to schedule an appointment.

General SEP Information and resources:

Full SEP report: https://studentexperienceproject.org/wp-content/uploads/Increasing-Equity-in-Student-Experience-Findings-from-a-National-Collaborative.pdf

Learning environments research brief: https://drive.google.com/file/d/16LGn5TBh1LMtfhw_-xdOBDFshxZ_IxFX/view?usp=sharing

The SEP First Day Toolkit (includes syllabus workshop):
https://studentexperienceproject.org/firstdaytoolkit/

SEP Resource Hub:
https://studentexperienceproject.org/resources/

Specific resources:

Attuned
syllabus: https://drive.google.com/file/d/127sINL_3RdYqEjU9VCpa3PNSognRDtR_/view?usp=sharing

Course messaging and establishing expectations guidelines:
https://studentexperienceproject.org/change_idea/establishing-expectations/

Specific examples of weekly course messages:
https://drive.google.com/file/d/1zRQgfAChb9ouKAlE-cat6iSsg3VzX9br/view

Policy review guide: https://collegetransitioncollaborative.org/policy-review/

Gallery project specific
instructions: https://drive.google.com/file/d/1nodd67mo_jp0RFfKfKEPx2CoZouh566a/view

Creating an attuned assessment wrapper: https://collegetransitioncollaborative.org/assessment-wrapper/

Specific exam wrapper discussion board activity with step-by-step instructions:
https://drive.google.com/file/d/1JSeB34My73amE0dtgAwfPREGLLXch3Zc/view

Crafting a Wise Feedback statement: https://studentexperienceproject.org/change_idea/creating-a-wise-feedback-framing-statement/

SCAN this QR code for digital access to all these links!