

## Flipped IN-CLASS Lesson Plan Template

Topic or concept: **FYE Team Scavenger Hunt and Instagram Challenge**

### Basic objectives for preparatory work:

1. To recall the specific dates that they attended Frosh Orientation.
2. Gather all the paper and information given to each student at the Sparta Camp (the new name for Frosh Summer Orientation).
3. Recall three specific campus resources that they recall from Sparta Camp.
4. List three questions that each student has about Campus Resources now that they have arrived on campus and are in Week 2 of their freshman year.

### Advanced objectives for classwork & after class work:

1. To explain how important student involvement is in relation to student success in the classroom and ultimately graduation.
2. To know current SJSU graduation rates and dropout rates for their major.
3. To be able to find and explain to other students multiple and specific campus resources relevant to their own specific needs and interests.

	Time planned	Activity and rationale	Resources needed
Beginning of class period	5 mins	In groups of 3-4 students share the three specific campus resources that they recall from Sparta Camp.  "Brain dump" to activate knowledge from preparatory activities and provide accountability.	Submit to CANVAS ONE specific Campus Resource that they learned from their group that they NEVER heard of before.
Middle of period	10 mins	Mini-lecture on the legitimate theory of student involvement and how it is absolutely linked to student classroom and graduation success. Quote the graduation rates for the past 5 years for SJSU, list some of the most important SJSU campus resources for student success as FROSH.	Prepared PPT summarizing the theory with pictures of Student Involvement activities embedded.

	Time planned	Activity and rationale	Resources needed
	20 mins	<p>Prepare to get out and SCAVENGE and INSTAGRAM in pre-prepared groups based on their ACTIVITY SECTION. This activity will continue within their ACTIVITY SECTIONS.</p> <p>In the lecture today students will FIND the students who are in their ACTIVITY SECTIONS who are also in the same major and start to strategize about how this will work in their ACTIVITY SECTION.</p>	<p>Help students find group mates in the same major.</p> <p>Have a list of ALL students by ACTIVITY SECTION and by MAJOR.</p> <p>Check who has Instagram, and set the tone for the first activity section.</p>
End of period	10 mins	<p>RSQC (Recall, Summarize, Question, Review, Connect, Comment).</p> <p>Students answer five questions in class using I-Clicker to solidify understanding in preparation for their first ACTIVITY SECTION meeting this week.</p>	Have a photo of each Activity Instructor and Peer Mentor

## Flipped AFTER CLASS Work Plan Template

Advanced learning objective	Activity and rationale	Instructions to students
<p><b>LO1:</b> Students will discover and know various San Jose State University resources by name and location.</p>	<p><b>FYE Team Scavenger Hunt and Instagram Challenge - Group Assignment</b></p> <p>Engaging with SJSU one challenge at a time...</p>	<p>Full instructions are on the handout at the end of this file. These instructions will be in CANVAS, and a handout given to all students.</p>

## GUIDED PRACTICE

Class: SCI 02: Success in Science

Date assigned: Week 2 of the Fall Semester

Date due: Week 3 of the Fall Semester

Time estimate to complete this assignment: 60 mins

### Overview/Introduction

The National Survey of Student Engagement (NSSE) data have shown the more that students are involved on campus, the more likely they will stay enrolled at the institution and earn better grades (Kuh, Cruce, Shoup, Kinizie, & Gonyea, 2008). An involved student is “one who devotes considerable energy to academics, spends much time on campus, participates actively in student organizations and activities, and interacts often with faculty” (Astin, 1984, p. 292).

First-year students must be taught the strategies and skills they need to get involved, fulfill their educational goals and advance to their degrees, because many of them arrive on campus with a complete lack of self-reliance and resilience.

“Universities must promote first-year student success by teaching them what and how to learn, providing them with opportunities to grow and develop, and teaching them the skills necessary to become responsible citizens.” (Nash et al., 2005).

This lesson is about initiating that initial student involvement in our campus and their advancement to becoming leaders on campus. From talking to someone after class, to team building, and trying to teach and showcase many of our campus resources, we have the opportunity to show incoming FYE students what it means to be a Spartan!

### Learning Objectives

Basic objectives

**LO1:** Students will start to *discover and connect with San Jose State University by becoming curious about the multitude of campus resources available to help them to be successful.*

**LO2:** Students will start to *develop their definition of academic success* by identifying and practicing basic academic and professional skills necessary for undergraduate success at SJSU and beyond.

**LO3:** Students will *exhibit personal growth and development* by examining and developing strategies that promote wellbeing, foster relationships with peers/faculty/staff, and increase appreciation for diversity.

**LO4:** Students will *cultivate their curiosity* by increasing self-awareness and exploring countless opportunities throughout their first semester.

This assignment also ties in literature from Schlossberg’s (2013) transition theory and Astin’s theory of involvement (1985) by seeking to ease the transition of students coming to SJSU and to encourage them to see the transition as a process rather than a one day event at Orientation. They should also learn the theory about the positive benefits of being involved on a college campus.

Advanced objectives

**LO1:** Students will *discover and know various San Jose State University resources by name and location*.

**LO2:** Students will further *develop their own definition of academic success* by identifying what type of Freshman Year will work specifically for themselves, and begin to actually practice basic academic and professional skills necessary for undergraduate success at SJSU and beyond.

**LO3:** Students will *exhibit personal growth and development* by examining and developing strategies that promote wellbeing, foster relationships with peers/faculty/staff, and increase appreciation for diversity.

**LO4:** Students will *cultivate their curiosity* by increasing self-awareness and exploring countless opportunities throughout their first semester.

### Preparatory Activities and Resources:

1. **Give detailed, action-oriented instructions for completing the Guided Practice assignment. Keep in mind that the activities should be minimal, simple, engaging, productive, and failure tolerant (see Talbert, 2017, pg. 135)**
  1. Which orientation did you attend?
  2. See IF anyone near you, went the same orientation?
  3. Share with the people near you:
    - A. The best thing about orientation
    - B. The worst thing about orientation.
    - C. The BEST thing about starting college for you.
    - D. The thing you think will be the MOST difficult this semester.
  4. Have you been to ANY one campus resource yet???
  5. Anyone have a burning question that they NEED to know the answer to right now.... And “no you do NOT need to ask to leave the room to go and pee..... you are in college!!”
  
2. **Give a “playlist” of resources such as readings, videos, audio, or other content delivery methods that provide students the content to work with.**
  - SCI 2 Course CANVAS site
  - Welcome to SCI 2 Video: Identify “where on campus” each of the five locations were in the video.
  - Chapter one of the required textbook.

### Exercises: Please complete by September 2, 2019.

- Using CANVAS ALL the time for this class.
- Syllabus Quiz on CANVAS due by Sep 2.
- The submitted work should demonstrate students’ mastery of the basic learning objectives.

## Questions?

Give a way for students to get help.

### ADVANCED PRACTICE

This is given for students to complete after the class meeting in which they work together.

Class: SCI 2, Fall 2019.

Date assigned: August 28

Date due: September 2

Time estimate to complete this assignment: one hour

## Learning Objectives

### Advanced objectives

**LO1:** Students will *discover and know various San Jose State University resources by name and location*.

**LO2:** Students will further *develop their own definition of academic success* by identifying what type of Freshman Year will work specifically for themselves, and begin to actually practice basic academic and professional skills necessary for undergraduate success at SJSU and beyond.

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## LESSON PLAN INSTRUCTIONS

This is a follow up GROUP assignment (but can also be done individually) given to each student in this FYE class to help them build bonds with each other outside of class and to engage creatively with the University beyond the classroom. Groups will be assigned in the ACTIVITY SECTION of SCI 90, so the assignment can be introduced in week one to allow groups to immediately connect and begin completing challenges. Incentives can also be offered during class time for groups to earn points and participate in friendly competitions.

This assignment fits in with each of the main learning outcomes for FYE.

Activities & deliverables: Give a way for students to get help.

## **FYE Team Scavenger Hunt and Instagram Challenge - Group Assignment**

Engaging with SJSU one challenge at a time...

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### **INTRODUCTION & OVERVIEW**

The purpose of the FYE Team Scavenger Hunt and Instagram Challenge is to allow you all to explore all that SJSU has to offer while building relationships with peers in your same Major.

You will work in a small group for this assignment from your Activity Section, and at the next class, each group will give a 3 minute presentation on their findings, the experiences they engaged in, and what they learned about SJSU

**The goal is to have fun while learning about the campus and making memories along the way!**

### **HOW TO COMPLETE THIS SCAVENGER HUNT CHALLENGE**

1. Within one week of completing this activity, submit a brief write up (2-3 paragraphs) responding to the questions listed on CANVAS.
2. Include a photo of your group completing the activity and snaps of your Instagram postings, proving that you did the challenge.

### ***SCI 2: Success in Science***

#### ***Activity: FYE Scavenger Hunt and Instagram Challenge***

***For very first ACTIVITY SECTION of the year.***

*Note to Instructors: Be sure to have all students #FYE Hunt. You can also assign a specific hashtag per group so it makes it easier for you to tally up their points. This assignment is to be done in the last 45 mins of your very first Activity Section.*

*You will want to make sure you have a time frame, so you can tally up the points appropriately. Not every student has Instagram, but as long as one student from every group does, this activity will work. Students can either use their personal Instagram or make a new one specifically for this assignment.*

**#FYE Hunt #SJSUFYE #inspiredSJSU**

<u>Instagram Challenge Options</u>	<u>Points</u>
<ul style="list-style-type: none"> <li>• <b>Instagram</b> A group photo at “the STATUES” outside Clark Hall.</li> </ul>	2 points
<ul style="list-style-type: none"> <li>• <b>Student Health CENTER – Instagram</b> a picture of your group in the relaxation station chairs or getting Condoms.</li> </ul>	2 points
<ul style="list-style-type: none"> <li>• <b>Peer Connections</b> – get a copy of the workshops flier &amp; <b>Instagram</b> a group photo with a Peer Connections student Peer Mentor or staff member.</li> </ul>	1 point
<ul style="list-style-type: none"> <li>• <b>Instagram</b> a funny picture of your group at your <b>DEPARTMENT’s office door</b></li> </ul>	2 points
<ul style="list-style-type: none"> <li>• <b>Instagram</b> a photo of all team members running on treadmill or other piece of equipment in the new Spartan Rec Center.</li> </ul>	<ul style="list-style-type: none"> <li>• 1 point for a photo</li> <li>• 3 points if you make a video</li> </ul>
<ul style="list-style-type: none"> <li>• <b>Co-op: Instagram</b> a group photo at the place that you can rent/borrow laptops in the MLK library.</li> </ul>	2 points
<ul style="list-style-type: none"> <li>• VISIT the <b>Career Center</b>, grab a flyer and take a selfie with the flyer.</li> </ul>	1 point
<ul style="list-style-type: none"> <li>• <b>Instagram</b> a funny group pic at “the Statues” in front of Clarke Hall</li> </ul>	3 points
<ul style="list-style-type: none"> <li>• <b>Instagram</b> a group photo in front of the Writing Center &amp; explain how to book an apt</li> </ul>	2 points
<ul style="list-style-type: none"> <li>• <b>Instagram</b> a video of you making up a secret handshake with a stranger</li> </ul>	2 points
<ul style="list-style-type: none"> <li>• <b>Instagram</b> a photo of your group at the pick-up point for the SJSU Parking shuttles</li> </ul>	3 points