



# GATEWAY Community of Practice

## Summary of Improvement Strategies (2016-2019)

| Improvement Strategy  | Contact   |
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| <b>Gateway to Completion Teaching and Learning Academy Fellows (2016-2019)</b>  |   |
| Use more frequent individual chapter tests, rather than fewer high-stakes exams, in Intermediate Algebra and Finite Math along with supplemental note guides and PowerPoints so that students spend more time watching, listening, and understanding examples presented in class rather than taking notes | Leigh Britt - <a href="mailto:lbritt@iupuc.edu">lbritt@iupuc.edu</a>                                  |
| Create student guides in a graphic organizer format (for both face-to-face and online classes) to provide step-by-step instructions that outline dates, resources, and milestones for major projects and assignments  | Sally Jamerson – <a href="mailto:sjamerso@iupuc.edu">sjamerso@iupuc.edu</a>                           |
| Provide opportunities for composition students to read, consider, and apply feedback early in the semester in order to encourage students to think about their learning and to apply learned techniques throughout the course   | Erin Lehman - <a href="mailto:elehman4@ivytech.edu">elehman4@ivytech.edu</a>                          |
| Embed engaging, in-class activities including small group work, whole class discussion, and reflection in face-to-face First Year Seminar courses with a goal to increase retention   | Shannan Norrell - <a href="mailto:snorrell@ivytech.edu">snorrell@ivytech.edu</a>                      |
| Schedule time at the start of the term to get acquainted with each student individually – who they are, what biases they may hold for the course – to develop an informed strategy for effectively teaching the course  | Josh Sayers - <a href="mailto:jsayers2@ivytech.edu">jsayers2@ivytech.edu</a>                          |
| Introduce collaborative testing, coupled with individual testing, to encourage better study skills through peer modeling  | Jocelyn Ramos - <a href="mailto:jramos4@ivytech.edu">jramos4@ivytech.edu</a>                          |
| Forge strong professor-student bonds early in the semester that encourage students to openly discuss factors that might interfere with their success throughout the semester-long face-to-face composition course   | Candy Wills - <a href="mailto:cknight41@ivytech.edu">cknight41@ivytech.edu</a>                        |
| Offer optional student-determined online office hours in online gateway writing course  | Kate Wills - <a href="mailto:kwills@iupuc.edu">kwills@iupuc.edu</a>                                   |
| Make First Year Experience course more relevant and connected to overall baccalaureate learning   | Debra Winikates – <a href="mailto:dwinikat@iupuc.edu">dwinikat@iupuc.edu</a><br><b>RETIRED 7-2019</b> |
| <b>Gateway Fellows (2017-2018)</b>  |   |
| Incorporate Transparency in Learning and Teaching (TILT) principles to more clearly articulate the purpose statement, skills and tasks sections on assignment sheets  | Susan Cox - <a href="mailto:sbcx@iupui.edu">sbcx@iupui.edu</a>  |
| Use frequent low-stakes assignments and assessments to scaffold major assignments providing detailed instructions, examples, and walk-thru activities leading up to major course projects   | Terry Dibble - <a href="mailto:ldibble@iupuc.edu">ldibble@iupuc.edu</a>                               |

| Improvement Strategy  | Contact  |
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| <b>Gateway Fellows (2017-2018 continued)</b>  |  |
| Use principles from Teaching Students How to Learn and Transparency in Learning and Teaching (TILT) to emphasize the importance of discipline, organization, and time management and encourage students to connect classroom assignments with their jobs, majors, or other real-world experiences   | Elisabeth Hegmann - <a href="mailto:ehegmann@ivytech.edu">ehegmann@ivytech.edu</a> |
| Use the Transparency in Learning and Teaching (TILT) teaching methodology in my MATH 153 class  | Tamara Miller - <a href="mailto:tmiller156@ivytech.edu">tmiller156@ivytech.edu</a> |
| Integrated Transparency in Learning and Teaching (TILT) concepts into assignments to provide more insight for students and help them understand learning expectations   | Steve Mohler - <a href="mailto:shmohler@iupuc.edu">shmohler@iupuc.edu</a>          |
| Introduce principles of Bloom’s Taxonomy to encourage students to take an active role in their learning   | Stephanie Vertrees - <a href="mailto:svertree@iu.edu">svertree@iu.edu</a>          |
| <b>Gateway Fellows (2018-2019)</b>  |  |
| Help students identify barriers to success and develop an anticipatory plan to help successfully complete coursework, build a sense of belonging, and enhance a feeling of being supported on campus. Consider a survey early in the semester to anticipate potential barriers and proactively identify available resources.  | Mellie Andres – <a href="mailto:melaclar@iupuc.edu">melaclar@iupuc.edu</a>         |
| Incorporated low-risk question- making skills and question stems to help students better understand themselves and their world. This is especially helpful for students from social and cultural environments that discourage questioning.<br>Help students understand that education and career paths may not be direct (from high school, to a college major, to a related job) and encourage a growth mindset perspective. Sharing a personal journey may resonate with incoming students and their parents at orientation sessions. | Mariah Coley – <a href="mailto:mecoley@iupuc.edu">mecoley@iupuc.edu</a>            |
| Consider the many challenges students face in their personal lives and that school, although important to them, is sometimes not their highest priority. Establish and share a policy which fairly balances efforts to support students through challenging circumstances with the need to be equitable and consistent about expectations. Create “instruction/reference sheets” for skills covered in class (e.g. double entry notes) that are used routinely throughout the semester.   | Susan Cox - <a href="mailto:sbcox@iupui.edu">sbcox@iupui.edu</a>                   |
| Implement multiple best practices (e.g. Knows and Needs to Know; Chalk Talk) to acquaint classmates with each other; create a warm, supportive feel in the classroom; and encourage collaborative peer groups for students to lean on each other through the semester all with a goal to improve retention.<br>The “human sliding scale” may be an effective way to gauge how much student like writing or how confident students feel about writing.   | Elisabeth Hegmann - <a href="mailto:ehegmann@ivytech.edu">ehegmann@ivytech.edu</a> |
| Use knowledge surveys following each chapter to confirm students’ learning and understanding. Students improved their confidence, felt better prepared for the exams, and earned higher grades.   | Sanjita Kar - <a href="mailto:skar@ivytech.edu">skar@ivytech.edu</a>               |

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| <b>Gateway Fellows (2018-2019 continued)</b>  |   |
| <p>The “Help is Available” brochure is a helpful resource to share with students. It is particularly useful when students stop attending class due to a family or financial crisis. Introducing the resource proactively may help to reduce the number of students who withdraw from class.</p>   | <p>Tamara Miller - <a href="mailto:tmiller156@ivytech.edu">tmiller156@ivytech.edu</a></p> |
| <p>Help to create an inclusive and welcoming classroom environment by providing students with points of contact for community resources through introductory class activities, the course syllabus, and the Canvas platform.</p> <p>Transparency in Learning and Teaching (TILT) strategies help students understand how various tasks support their learning. StrengthsQuest highlights the diversity of both students and instructors in the classroom and increases an understanding of learner variability.</p> | <p>Steve Mohler - <a href="mailto:shmohler@iupuc.edu">shmohler@iupuc.edu</a></p>          |
| <p>Dedicate time at the beginning of the term to help increase student awareness of the many available campus and community resources. Resources were accessible through the IvyLearn course management system. Students reported using multiple resources.</p>   | <p>Becky Morse - <a href="mailto:rmorse8@ivytech.edu">rmorse8@ivytech.edu</a></p>         |
| <p>Incorporate “Observation Writing” into composition and literature courses by encourage students to respond in writing to an image related to a short story. Faculty should allow plenty of time to identify images which relate to the stories, and to design assessments that measure intended learning outcomes.</p>   | <p>Patrick Nevins - <a href="mailto:pnevins@ivytech.edu">pnevins@ivytech.edu</a></p>      |
| <p>Student writing feedback should be specific to what an assignment hopes to teach students rather than focusing on mechanical errors. Writing is developmental and students should value and learn from the process. Good writers make good speakers and effective oral/written communication skills improve overall learning. Design pre- and post-writing assessments to give a better picture of improvement over time.</p>  | <p>Roshun Radford - <a href="mailto:rradford4@ivytech.edu">rradford4@ivytech.edu</a></p>  |