



Lesson Description:

- This training is part one of a two-part training. The training will take four hours. The training is intended to guide faculty who are teaching the UNIV 100 course for the first time. *Please note* - panelist for the current employee panel have already been selected.

Learning Objectives:

- Examine sections of the syllabus to provide knowledge of the components of teaching the course
- Discover the resources available to new faculty to ensure a successful teaching experience
- Summarize job expectations to confirm that faculty are aware of their teaching requirements
- Identify the elements of developing a lesson plan to maximize student learning
- Recognize effective teaching methods to ensure learner engagement

Materials and Equipment:





- New Employee Training PowerPoint slides
- Card Stock (for name plates)
- Four large poster paper, labeled:
 - o Teaching Expectations
 - o Mentoring Expectations
 - o Program Expectations
 - o Requirements/Compensation/Time Commitment
- Markers and pens
- Participant Guide
- Handouts

Lesson Outline:



- *Introduction (30 minutes)*
 - Welcome
 - Agenda and Learning Objectives
 - Icebreaker
- *Syllabus Overview (50 minutes)*
 - Activity
 - Learning Outcomes
 - Student Responsibilities and Grading
 - Class/University Policies and Procedures
 - Course Schedule
- *Break (10 minutes)*
- *Resources for Faculty (30 minutes)*
 - Learning Outcomes
 - Curriculum Guide
 - CoLTs
 - Assessment
- *Knowledge Check (5 minutes)*
- *Current Employee Panel (30 minutes)*
- *Job Expectations (30 minutes)*
 - Faculty Expectations
 - Mentoring Expectations
 - Program Expectations
 - Requirements/Compensation/Time Commitment
 - Activity
- *Break (10 minutes)*
- *Teaching Strategies (10 minutes)*
 - Discussion
- *Lesson Planning (20 minutes)*
 - Learner Engagement
 - Learning Styles
 - Physical, Emotional and Cognitive Needs
- *Knowledge Check (5 minutes)*
- *Summary (5 minutes)*
- *Assessment: What Stuck? (5 minutes)*



TOTAL TIME: 4 hours

Lesson Content

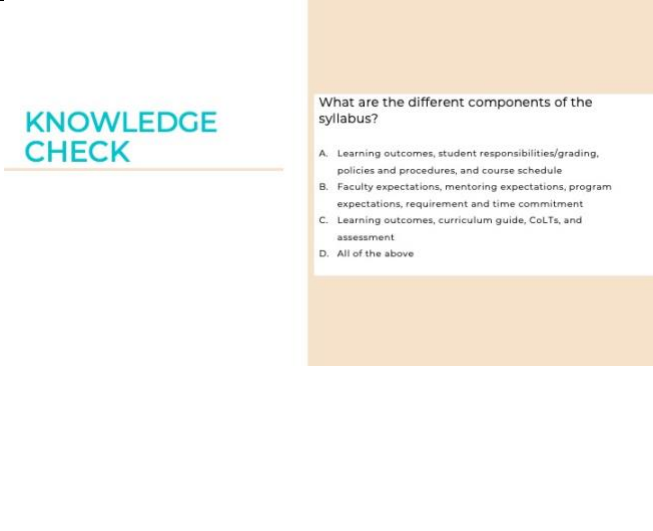


Slides	Notes	Slide Image
<p>Slide 1: Welcome</p>	<p>Display slide</p> <p>Do - while participants are waiting have them start working on their name plate (refer to slide 4). Be sure to pass out the participant guide and additional handouts.</p> <p>Welcome participants and introduce yourself (name, position, how long you have been at the organization, other relevant information).</p>	
<p>Slide 2: Agenda</p>	<p>Display slide</p> <p>Review the agenda.</p> <p>Tell participants there will be two breaks during the training, however, participants are welcome to take a break, stand up, etc. whenever they need to. Also encourage participants to ask questions throughout the training.</p>	
<p>Slide 3: Objectives</p>	<p>Display slide</p> <p>Read the objectives.</p>	
<p>Slide 4: Introductions</p>	<p>Display slide</p> <p>Have nameplates and markers available for participants.</p> <p>Read the slide.</p> <p>Explain to participants they have 5 minutes to work on their name plates. We will then go around the room and have each person introduce themselves and share what is on their name plate. Each person will have about</p>	

Facilitator's Guide: New Employee Training


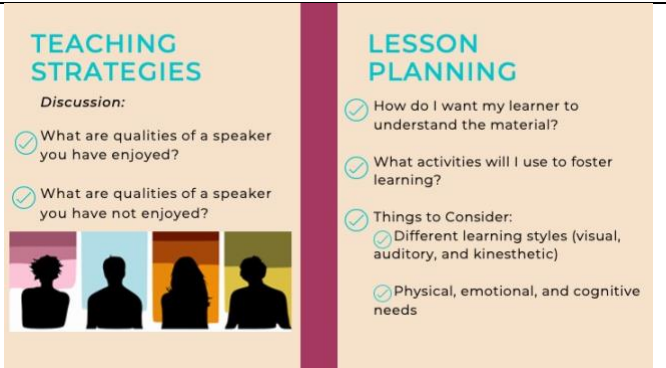
	<p>1 minute to introduce themselves. The icebreaker activity should take approximately 30 minutes.</p>	
<p>Slide 5: Syllabus Overview Activity</p>	<p>Display slide</p> <p>Tell participants we want today to be engaging and will serve as an example as to how we should engage our learners in the classroom. We will begin the training with a small group activity to review the syllabus.</p> <p>Count off by 4 so each participant is assigned a number 1-4.</p> <p>Tell participants that group 1 will review the Mission/SLOs portion of the syllabus. Group 2 will review student responsibilities/grading. Group 3 will review Class/University policies and procedures. And group 4 will review the course schedule.</p> <p>Tell each group they will have 15 minutes to review their portion of the syllabus and will need to think of one or two activities to review the syllabus with their future students.</p> <p>Tell participants each group will then share out. Share out will be 20 minutes.</p> <p>Ask each group to share their responses.</p>	 <p style="text-align: right;">SYLLABUS OVERVIEW ACTIVITY</p> <ul style="list-style-type: none"> ✓ Assign small groups a section of the syllabus to review ✓ Each group will review their portion of the syllabus materials and think of one or two methods to creatively review the course syllabus ✓ Each group will share out
<p>Slide 6: Syllabus Overview</p>	<p>Display slide</p> <p>Read slide</p> <p>Points to share if participants did not mention during the share out:</p> <ul style="list-style-type: none"> - When creating your lesson plans for each week, please keep learning outcomes in mind - Assignments, class/university policies and procedures are standard. Do not modify this portion of the syllabus. - Faculty have flexibility in building your course schedule. 	 <p style="text-align: right;">SYLLABUS OVERVIEW</p> <ul style="list-style-type: none"> ✓ Learning Outcomes: Are a guide to help the learner know what they will accomplish as a result of taking the course ✓ Student Responsibilities and Grading: Clear expectations and grading policies are important to ensure... ✓ Class/University Policies and Procedures: Assignments, class and university policies, and resources are standard. Modifications are not expected ✓ Course Schedule: Flexibility in creating course schedule. Can choose from nearing 50 topics

<p>Slide 7: Break</p>	<p>Display slide</p> <p>Tell participants they have 10 minutes and provide a specific time that the break will be over.</p>	
<p>Slide 8: Resources for Faculty</p>	<p>Display slide</p> <p>Refer to participant guide and handouts.</p> <p>Review the Learning Outcomes handout.</p> <p>Tell the participants that each class should address a student learning outcome. Have an activity to help the student learn/support the SLO.</p> <p>Review the Curriculum Guide handout.</p> <p>Tell participants that topics provided in the Curriculum Guide are typical subjects that are important to first-year students and ensuring their success in college. Most of these topics have been vetted with our stakeholders to ensure that we are providing the most accurate information.</p> <p>Review the CoLTs handout.</p> <p>Explain to participants the importance of making sure the student is engaged with their learning. The CoLTs handout is an example of activities that can be used.</p> <p>Review the Assessment handout.</p> <p>Explain to participants that every class should end with some type of assessment to ensure that the learner has grasped the concept of the lesson.</p>	

Facilitator's Guide: New Employee Training


<p>Slide 9: Knowledge Check</p>	<p>Display slide</p> <p>Read the question.</p> <p>Ask the participants to turn to their left and discuss their answer. Give participants 2 minutes.</p> <p>Ask for someone to provide the answer.</p> <p>Explain that choice A is the correct answer. Option B is regarding job expectations, and option C are resources that are available for the faculty.</p>	
<p>Slide 10: Current Employee Panel</p>	<p>Display slide</p> <p>Explain to participants that we will spend the next 30 minutes connecting with current faculty.</p> <p>Ask participants to think of any questions they may have for the panelist.</p> <p>Ask each panelist to introduce themselves (name, how many years they have taught, and an interesting fact).</p> <p>Here are a few questions to ask the panelist if participants do not have questions:</p> <ul style="list-style-type: none"> - What advice do you have for new faculty? - What has been your biggest challenge with teaching? - What are best practices for creating a course schedule? Working with students? 	
<p>Slide 11: Job Expectations</p>	<p>Display slide</p> <p>Introduce the Expectations Activity. Participants will work in small groups to comprehend what knowledge they already have about this teaching experience.</p> <p>Count off by four so each participant is assigned a number 1-4.</p> <p>Tell participants there are four poster papers located around the room. Each group will rotate through the four different posters and</p>	

Facilitator's Guide: New Employee Training

	<p>write all that they know about that particular topic.</p> <p>Explain to participants that each group will start at one poster and will move clockwise to the next poster, each group will add their additional thoughts to the poster paper. Each group will be at their poster for three minutes.</p> <p>After each group has gone to all four posters, ask each group to share what is written on the poster they are standing next to.</p> <p>Refer to the Faculty Expectations handout.</p>	
<p>Slide 12: Break</p>	<p>Display slide</p> <p>Tell participants they have 10 minutes and provide a specific time that the break will be over.</p>	
<p>Slide 13: Teaching Strategies and Lesson Planning</p>	<p>Display slide</p> <p>Ask participants – What are qualities of a speaker you have enjoyed? Allow for ~5 minutes of discussion.</p> <p>Ask participants – What are qualities of speaker you have not enjoyed? Allow for ~5 minutes of discussion.</p> <p>Explain to participants the importance of incorporating the positive qualities into their teaching and staying away from the negative qualities mentioned.</p> <p>Ask participants – how do I want my learner to understand the material? Allow for one or two responses.</p> <p>Ask participants – What activities will I use to foster learning? Allow for 2-3 responses.</p>	

Facilitator's Guide: New Employee Training

	<p>Explain Visual – prefer using pictures, images, reading and writing, and spatial understanding</p> <p>Auditory – prefer using words, listening</p> <p>Kinesthetic – prefer touching and moving</p> <p>Physical: Is there a student in a wheelchair or using crutches? Do your students love being active?</p> <p>Emotional: Is this a sensitive topic? How will you manage these responses?</p> <p>Are there any students with anxiety or social anxiety? How can they participate in your planned activity?</p> <p>Cognitive: Are there any students with learning differences such as needing a long time to write? What about students who want to be challenged and need to be critically engaged?</p>	
<p>Slide 14: Knowledge Check</p>	<p>Display slide</p> <p>Read the question.</p> <p>Ask the participants to turn to their right and discuss their answer. Give participants 2 minutes.</p> <p>Ask for someone to provide the answer.</p> <p>Reinforce the importance of not always lecturing, but instead looking for ways to engage the learner with the material.</p>	
<p>Slide 15: Remember...</p>	<p>Display slide</p> <p>Review the slide.</p>	

<p>Slide 16: What Stuck?</p>	<p>Display slide</p> <p>End the course with the What Stuck? assessment and explain that this is the type of assessment faculty can implement with their learners.</p> <p>Thank the participants for attending!</p>	 <p><i>Let us know in a few words what stood out to you from this training. Thank you!</i></p>
--	---	--