Introduction to College: The next phase

INTRODUCTION AND WELCOME:

• Course Overview and Expectations

• Purpose and Learning Outcomes

▪ What to Expect from this course

COURSE MATERIALS:

Module 1: Introduction

❑ Icebreaker

❑ Goals and Objectives of assignment

❑ Assessment of learning goals

Module 2: Developing Effective Study Skills

❑ Time Management & note taking techniques, and financial literacy

❑ Goals and Objectives of module

❑ Visiting Instructor (case studies)

❑ Group activity: Setting goals – role playing, critique

❑ Assessment: developing schedule

Module 3: Navigating the campus website

❑ Objectives

❑ Group activity: Scavenger hunt

Module 4: Student Rights & Responsibilities

• This is a freshman orientation class developed for nontraditional students, such as yourself to accommodate time constraints, scheduling issues and to incorporate personal life into an academic one. To meet work, family and other personal obligations this flexible learning environment requires your commitment to be successful by following topics and implementing techniques that work best – this means students must study and adjust behaviors, as desired.

• This course is a one-credit, mandatory, four weeks session . The goal of the course is to prepare students for the online learning environment—navigate the learning environment, and developing college success skills such as time management, note taking and negotiating the virtual campus bureaucracy.

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- Student success and grading is self-directed based on successful completion of assignments ,   peer interaction and mastery of interactivity with the course technology. Students can acquire as many as 1,000 points or as less as 200 for online participation, critiques, knowledge-transfer, and task analysis.   Students are exposed to real life situations, likely encountered as new freshman or in the work environment ; to meet challenges towards resolution learners will engage in role play and group activity incorporating research, knowledge from the course content and textbook or reading materials--collaboration with peers, and scavenger hunt activities show participation in the course, earning points towards final grade.

THE RESOURCE SUPPORT SYSTEM

Visiting Faculty

Teaching Assistant

Writing Coach

Course Instructor

elicit performance, and learning stimuli through presentation of case studies for cognitive learning and knowledge transfer

Demonstrate research skills, access resources for completing assignments

University Virtual Support Staff

24/7 Virtual Library & Librarian

WEBTYCHO 24/7 TECH SUPPORT

Account Preferences
Change My Email
My Biography
Orientation
Library Services
Ask a Librarian
Library Databases
VLIB 101
Help Guide
UMUC 360 Support

Accessible 24/7 support and technical assistance builds learner confidence in technology and learning content , promotes satisfaction, elicit performance, relevant to ability to engage in affective learning

CLASS HOMEPAGE... allow students to link to any module and course resources

MODULE1
- **Icebreaker**
- **Goals & objectives**
- **Assessment**

MODULE 2
Effective Study Skills
- **Learning Objectives**
- **Time Management & effective note taking skills,**
- **Assessment activities**

MODULE 3
Navigating the Campus website
- Goals/ objectives of module – where to go on campus
Assessment activities,: scavenger hunt - locating offices

Module 4
- **Student Rights** and responsibilities
- www.NDHL.com

DIGITAL RESOURCES
www.360Webtycho support
www.Library.NDHL.com

This course design models the constructivist learning theory – affective & social learning....

Goals for learning design . . .
Interactive, motivational, and satisfying …

YOUR CAREER →

Affective learning approach – is holistic , is active, engaging, gains attention, is relevant, and affects learner's attitude towards learning, behavior changer.

Assessment: students will exchange ideas, share resources, encourage and motivate each other, me and tutor

COURSE LEARNING OBJECTIVE
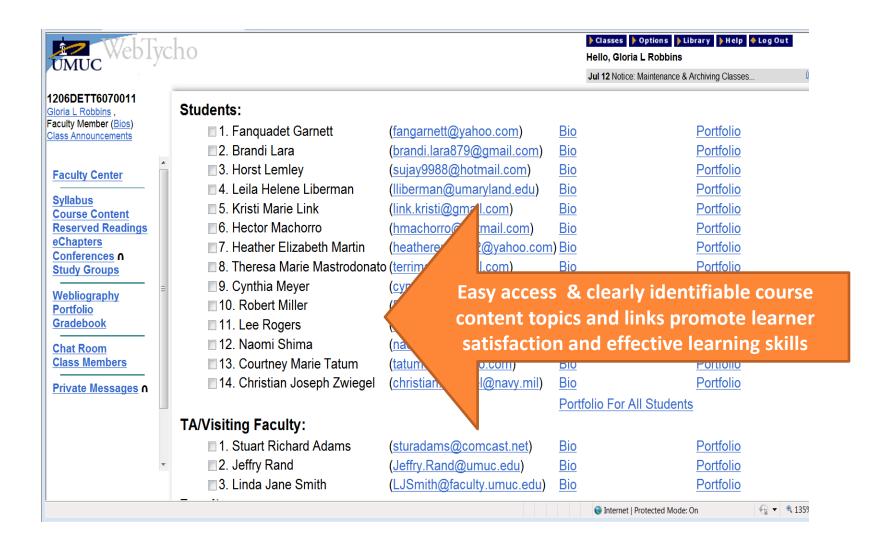
Upon completing this course, students will be able to:

- **Navigate the Webtycho learning design**
- **Identify time management and note taking techniques**
- **Complete basic research skills, locate & request assistance using appropriate campus and internet resources,**
- **Apply techniques and principles learned to real world situations,**
- **Navigate to virtual library and know steps for requesting tech support,**
- **Conduct self diagnosis of learning,**

Measurable learning objectives **observable in student behaviors**

Upon completing this course, students will:

✓**Identify communication tools, use threading feature to complete case study analysis, collaborate, form study groups**
✓**Develop calendar and timeline**
✓**Develop list of effective note-taking techniques to apply in learning plan**
✓**Identify president's office, student support services, identify and apply for scholarships, financial aid, major and advisor using map and directory of campus facilities.**
✓**develop budget using dates for applying for financial aid and credit support service website**
✓**Self-assess, calculate points, complete tests, and assessments to demonstrate recall and retrieval of course materials**

THE CLASS ROSTER

ORIEN 101 Storyboard - RobbinsG, A2

Module Goals and Objectives

MODULE 1:

❑ Goal: acquaint students to the Webtycho learning environment.

❑Measurable Objective: Students utilize discussion forum and reflect on learning through journal writing, expository essay. Instructor provide continuous feedback, guiding, coaching process to ensure desired learning takes place – focus on objective.
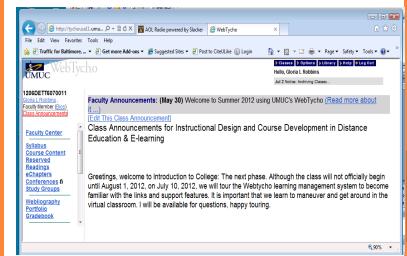
Module 2:

❑ Goal: demonstrate cognitive learning , apply concepts.

❑ Objectives: create a list of time management and note taking techniques. Student assessment of affective learning – demonstration of learning: expository narrative to evaluate successful knowledge-transfer of concepts to everyday situations

Module Goals and Objectives

MODULE 3 and Module 4:
❑ **Goal: Build research skills and knowledge base of institution**
❑**Measurable Objective: Students identify key offices and staff, request information and apply financial literacy methodology, reflect on experience in group activity, and journal writing, Instructor provide continuous feedback, providing guidance and direction ensuring desired learning takes place – focus on objective.**

Module 1: Icebreaker CONFERENCE

INTRODUCTION ACTIVITY

This exercise will test Learner mastery of Orientation to Webtycho

New learners to Webtycho will complete pre-session orientation, assessed on mastery of selecting and introducing classmate, and posting to conference thread.

[See grading rubric for participation point calculations and requirements.]

Developing Effective Study Skills Module 2

MODULE CONTENT

❑ Readings
    ❑**Time Management**
    ❑ **Effective Note taking**
❑Reflection Group activity
❑ Research web-based time tools and note taking methods

TO DO:

- Readings

- Questionnaire: reflect answers in discussion board by Friday, What do you think time management means for college students?

Navigating the Virtual Campus Module 3

MODULE CONTENT:

❑NDHL Mission, Vision and Goals
❑ Group activity, share resources, reflection
❑ Self-assessment

TO DO:

- **Locate office of President, post name, picture, names of staff.**

- **Identify 3-scholarships offered at school**

- **What is policy on academic integrity, registration, options to pay tuition, credit and debt management guidelines for students?**

Student Rights & Responsibilities Module 4

MODULE CONTENTS:

❑NDHL Mission, Vision and Goals
❑ Group activity, share resources, reflection
❑ Self-assessment

TO DO:

- **Read Student Handbook, pay special attention to student expectations and academic requirements**

- **Reiteration: What is policy on academic integrity, and complaints regarding grade, online protocol for discussion boards?**

Module 2: CONFERENCE ACTIVITY

Study Skills using YouTube to reinforce learning and reflect on others' experience…

Study Skills- Time Management Part 1 - Prioritizing
FREE Report of 10 Study Tips You Need to Get High Marks and Cut Down Your Study **Time** at: www.iwanthighmarks.com
by WantHighMarks|4 years ago|20,964 views

First Year University 101admin | August 16, 20c1

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"…*This is an exciting time in your life. You are experiencing more freedom, opportunity and responsibility than you have before. The first year attending a major college or university can be quite overwhelming – not to mention stressful. But taking a few simple steps can make your campus life much easier.*"

Retrieved from http://www.aahe.org/universities/first-year-university-101.html

Conference Forum Review

MODULE 1: Icebreaker skills acquired

What have you learned
… can identify communication tools: discussion board, chat room, and know what type of communication involved – which technology is used to accomplish real time interaction?

MODULE 2: Study Skills

What have you learned
TIME MANAGEMENT
…can identify web based time management tools, schedule appointments, keep track of due dates
Make 'to-do list' and brainstorm relevance,
NOTE TAKING
Identify process for successful note taking – input graphic signals, journal writing

MODULE 3: Navigate the virtual campus
MODULE 4: Student Rights & Responsibilities

What have you learned
… academic honesty means cite resources, do your own work, even for online assignments
… college scholarships and financial aid requests must be completed before March 1, prior to the next academic year
… , the President is President NDHL, and is the last step for student resolutions