

Welcome!

Faculty Academy

On Teaching First Year Students

1st Meeting Outcomes

- Discuss some trends from Fall 2015 New Student Survey
- Identify the relationship between motivation and deliberate practice
- Familiarize with the certificate program on “Implications of Deliberate Practice for Academic Performance”

Who our students are

Some quick facts about UC Merced students:*

- UC Merced started in 2005 with 875 students
- The Fall 2015 student census shows 6,685 students enrolled
There are 6,237 undergraduate students and 2,038 freshmen
- UC Merced continues to have a diverse student population.
Hispanics are the largest ethnic group (48%), followed by
Asians (23%), whites (13%) and black (5%)

*Institutional Research and Decision Support website: <http://irds.ucmerced.edu/>

About UC Merced

- It is a student-centered, research university
- The youngest university to appear in the U.S News & World Report ranking of national universities.
 - No. 8 among all national universities in outperforming graduation rate expectations.
 - No. 47 among public institutions in alumni giving rates.

Who our students are

More than half of the undergraduates ...

- 1. speak a language other than English at home
- 2. are first-generation college students
- 3. come from low income families (Pell grant recipients)

a. 68.4%

b. 61%

c. 67.3%

What campus data reveals ...

- 2015 New Student Survey Report Prepared by Institutional Research and Decision Support Last Updated: December 1, 2015
- Response Rate: Of the 1185 students invited to complete the survey, 896 (48%) provided partial or complete responses. Because students could skip questions, response rates varied by question.
- The respondent sample was roughly representative of the invitee population

2015 New Student Survey Report

- 17. During your first semester at UC Merced, how often have each of the following been obstacles to your school work or academic success?

Question	Not at all	Rarely	Occasionally	Frequently	All the time	Total responses
3. Inadequate study skills (e.g., knowing how to start, how to get help, organize materials)	103 (13%)	205 (25%)	281 (34%)	183 (22%)	46 (6%)	818 (100%)
4. Poor study behaviors (e.g., wait until last minute, easily distracted, too much social time, too much web surfing)	101 (12%)	167 (20%)	276 (34%)	208 (25%)	68 (8%)	820 (100%)
5. Bad study environment (e.g., noisy roommate, poor Internet access, inadequate computer/software)	160 (19%)	213 (26%)	273 (33%)	123 (15%)	52 (6%)	821 (100%)
15. Feeling depressed, stressed, or upset	155 (19%)	178 (22%)	242 (20%)	138 (17%)	105 (13%)	818 (100%)

That First Day...

Dr. Zimmerman will soon be conducting two “first day experiences”

Observe and React

Experience Instructions:

You are students in a general chemistry class attending the first class of the semester.

Observe carefully and be prepared to discuss your reaction to each experience with your fellow participants.

What exactly was different?

Observations:

In the 2nd situation instructor made eye contact with students, used “we” instead of “you”, talked about learning and hands-on activities instead of grades, seemed approachable and caring, etc..

Self-Determination Theory Elements:

- **Relatedness: relevant to their interests**
- **Competency: ability to do the activity**
- **Autonomy: have choices**

ASCEND New Student Orientation

A Two-questions survey was administered at the end of the SATAL peer-led workshop during the ASCEND.

N = 22 students

Questions:

- 1) Based on your high school experience, if you could tell your new professors one or two things they should do more of because it helps your learning, what would that be? (#38 responses)
- 2) What are the three top attributes/characteristics of a terrific teacher? (#41 responses)

1) Based on your high school experience, if you could tell your new professors one or two things they should do more of because it helps your learning, what would that be?

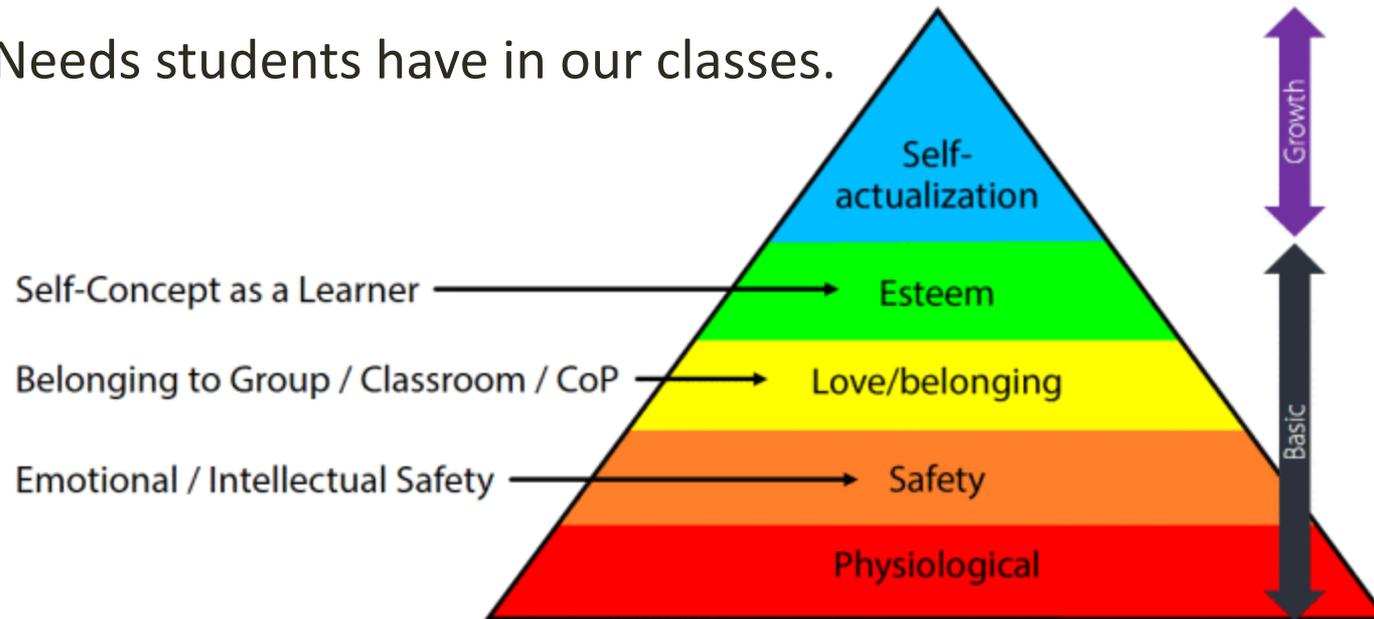
	% of responses (N=38)	# of responses
Be patient and encouraging with those who do not learn at a fast pace	29%	11
Develop a relationship with your students (Be relatable and try to help your students)	26%	10
Have lessons that are not just based on the textbook (Have fun with lessons/Hands-on-Work)	21%	8
PowerPoints are helpful	8%	3
Take into account we have more than one class	5%	2
Stick to deadlines	5%	2
Speak loud	3%	1
Review before exams	3%	1

2) What are the three top attributes/characteristics of a terrific teacher?

	% of Responses (N=41)	# of Responses
Engaging and encouraging	27%	11
Understanding. Someone who cares about students.	17%	7
Organized	17%	7
Good Communication Skills. Explains topics well and with clarity	12%	5
Make the lessons interactive and interesting and has a sense of humor.	12%	5
Passionate about what they teach	10%	4
Friendly	5%	2

A Hierarchy of Student Needs

- Needs students have in our classes.



Based on image from <https://commons.wikimedia.org/wiki/File:MaslowsHierarchyOfNeeds.svg>

Fig 1. Mapping of Maslow's Hierarchy of Needs to a hierarchy of Fig 1. Mapping of Maslow's Hierarchy of student needs in the classroom. Image based on <https://commons.wikimedia.org/wiki/File:MaslowsHierarchyOfNeeds.svg>

AY 2016-2017

**“Implementing Deliberate
Practices for Academic
Performance”**

Deliberate Practice for Academic Performance:

Working Definition

“Deliberate Practice’ is about achieving a high level of focus, full engagement, and immediate feedback when practicing any given type of skill - including simply doing your homework.”*

*Skoskiewics M. Improving academic performance through deliberate practice. Improving Academic Performance. My Guru. May 19,2014. Accessed Sep 10, 2016.

Deliberate Practice for Academic Performance:

“The focused effort, combined with proper training and feedback, of an individual over an extended period of time. It is neither short lived, nor simple. It is an effortful activity and may not be inherently enjoyable. It is usually accompanied by someone who guides the practice, gives feedback, and repeats the cycle many times.”

Deliberate Practice for Academic Performance:

“Deliberate practice is what builds skill. It involves hard work. Breaking things down into pieces and thinking about how those pieces combine to form a more complicated whole is one of the best ways to learn new things.”

Deliberate Practice for Academic Performance:

“It is about fully engaging with and being unafraid of mistakes, because you know that it is through making, reflecting on, and understanding mistakes that you truly learn. Lastly, deliberate practice is about getting the right type of feedback and then repeating the task/problem to make sure that you are learning the new skill correctly and progressing.”

Deliberate Practice

- DP helps improve performance by constantly stretching it beyond its current capabilities, by correcting specific weaknesses, while preserving other successful aspects of performance. People who are already at the top of their discipline may remain there by continued deliberate practice.*

*Visser, C. The Progress-Focused Approach. Deliberate Practice. Crucial factor behind top performance. October 16, 2011. Accessed September 10, 2016

Deliberate Practice for Academic Performance:

- [The Psychology of self-motivation | Scott Geller](#)

Deliberate Practice (DP) Characteristics

- 1. DP is an effortful activity designed for the purpose of improving performance. DP requires a lot of repetition, but with focus.
- 2. DP is most effective when accompanied by a teacher's guidance since it requires continuously available feedback, correcting specific weaknesses, while preserving other successful aspects of performance.
- 3. Breaking things down into pieces and thinking about how those pieces combine to form a more complicated whole is one of the best ways to learn new things.
- 4. It is about being unafraid of mistakes, because you know that it is through making, reflecting on, and understanding mistakes that you truly learn.

1st Meeting Outcomes

- Discuss some responses from Fall 2015 New Student Survey
- Identify the relationship between motivation and deliberate practice
- Familiarize with the certificate program on deliberate practice-activities