

## JMU Year One: Teaching First-Year Students (Teaching Roundtable)

**Date:** 1/24/2014

**Facilitator:** James McConnel and Kristin Sowden

**Description:** The first in a series of roundtables on developmental teaching, this discussion is designed to build insight into the topic of teaching traditionally aged first-year students at JMU. In partnership with the CFI, Dr. Jim McConnel, Dean of Students, and Kristin Sowden, Career and Academic Advisor, will engage participants in informed, reflective dialogue regarding first-year students' intellectual development in college as well as best practices for teaching first-years.

### Part I:

**Take a Guess!**

Percent who believe they will graduate in 4 years

Female students who felt overwhelmed by all they had to do

Male students who felt overwhelmed by all they had to do

Want to become accomplished in a performing art

Identify as white

Agree that "racial discrimination is no longer a major problem in America"

Believe that individuals can do little to bring about change in society

Your Estimate	Actual Percent

*Based on Entering Students' CIRP Data, Fall 2012*

### Part II:

What are some of the successes and challenges you have encountered in teaching first-year students?

Successes	Challenges

### Part III:

**Dualism or Multiplicity**

\_\_\_\_\_ "Why can't my professor just tell us the right answer?"

\_\_\_\_\_ "You have no right to call my essay wrong, everyone's opinion is valid!"

\_\_\_\_\_ "I hate group work. It's a waste of time to listen to the members of my group!"

\_\_\_\_\_ "Art is interpreted in different ways there is no way anyone should get below a B on essays!"

\_\_\_\_\_ "Why does my opinion or conclusions matter?"

\_\_\_\_\_ "I'm not really sure how my essay answers can be improved to give her what she wants."

\_\_\_\_\_ "Professor, How can you answer a question with more questions"?

\_\_\_\_\_ "He skips reviewing parts of the reading and without his help, I just don't get it."

\_\_\_\_\_ "Lab is about experiments. It shouldn't be graded like a test with right and wrong answers. Everyone sees something different in an experiment. Science is not exact and shouldn't be graded that way."

**Part IV:**

With your knowledge of Dualism and Multiplicity, What are some additional modifications that can be made for First-Years? Utilize these settings to help you think.

In a First Year Syllabus	
With Learning Expectation and Strategy	
In a First Year Classroom	
With Technology	
Outside of a First Year Classroom	
In Group Work	
During 1:1 Time	
With Assignments	
When Providing Instructions	
Other:	

**Additional Notes**

