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Session 10: Learning and Critical Thinking Part 2

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Session 10: Academic Success (Learning & Critical Thinking 2)

Person responsible for developing this session: Shelly Mumma & Carole Basak

1. **Session Title:** Academic Success (Learning & Critical Thinking 2)
2. **Session Date:** Thursday, September 21, 2017
3. **Plenary or Small Group?** Plenary
4. **Learning Outcomes**
 - a. Utilize academic resources effectively and with integrity.
 - i. Become familiar with academic support resources
 - ii. Learn about effective study strategies, with division or discipline-specific connections
 - b. Understand a basic definition of studying and what it might look like for them as individuals.
 - c. Learn how to communicate appropriately with faculty and staff.
5. **Other Goals**, if applicable (these are goals not directly connected to student learning – e.g. forming group cohesion or identifying which students may be struggling to transition.)
 - a. Students will meet people in their area of interest that they could ask for assistance.
6. **Brief Narrative** describing the session (3 – 5 sentences offering the leaders a general sense of what will take place on this date.)

On Tuesday (the session prior to this), you will hand out room assignments to the students in your section about where they should go for this meeting. They will go directly to that meeting room. There will be 8 different meeting rooms - 1 for each academic division plus one for undecided students. In each room, there will be a faculty member(s), tutor(s) or TA(s) for subjects in that division, and (maybe) a staff member from Academic Support Services.

Items 7 – 9 have rolling deadlines depending on session training date. You can turn your full information in early – that is more than welcome. These dates are the latest dates your information must be turned in.

- Sessions 1 – 8 (meetings occur Aug 24 – Sept 14): Info due on August 1st
- Sessions 9 – 16 (meetings occur Sept 19 – Oct 19): Info due on September 11th
- Sessions 17 – 21 (meetings occur Oct 26 – Nov 30): Info due on October 9th

7. Lesson Outline

- Please indicate how much time – how many minutes – each component of the outline is expected to take.
 - Please include instructions the leaders will need to carry out any aspects of the plan, particularly any experiential activities.
 - Please include Google drive or other links to any videos, handouts, PPT slides, or other media that should be used for this lesson.
 - 5 min. Opening Discussion
 - 10 min. Cycle of Socialization
 - Prezi(video) This will be a voice over slide show that we will create for all classes.
 - The Cycle of Socialization helps us understand the way in which we are socialized to play certain roles, how we are affected by issues of oppression, and how we help maintain an oppressive system based upon power.
 - 10-15 min. Discussion (We will prepare discussion questions for the facilitators)
 - 7 min. Powtoon - White Privilege. What is it? Historical obstacles(re. Schools, housing)
 - 10 min. Short activity
 - ie. White Privilege Walk activity- Do the activity first with a card with someone else's information. Then have them do the activity again but as themselves. Have the students reflect on where they stood at the end of the first round and then again as themselves.
 - 10 min. Discussion - We will prepare these for the facilitators.
 - 5 min. Reflection - write a reflection with no name and turn it in.
 - Maybe end the class with 3 words.
- Materials Needed** (handouts, markers, any materials needed for experiential elements, etc.)
 - Background Information** for facilitators, if applicable (short readings, links to relevant websites, videos, etc.)

Learning and Critical Thinking

Session 2

Focus: Academic success based on academic major

Plenary Session

Learning Outcomes

Goals

Brief Narrative about the session:

Topics to be addressed:

- Successful study skills
- Where to go for help
- How to get help (who do you ask and what do you expect of them)
- How to talk to professors
- What is studying?
- You can do hard things!
- Why is this particular set of majors so great and what can you do with them
- Q&A (We'll be asking facilitators to go to a particular room, you may assist with questions)
- Each room will have a sign-in sheet that will be collected