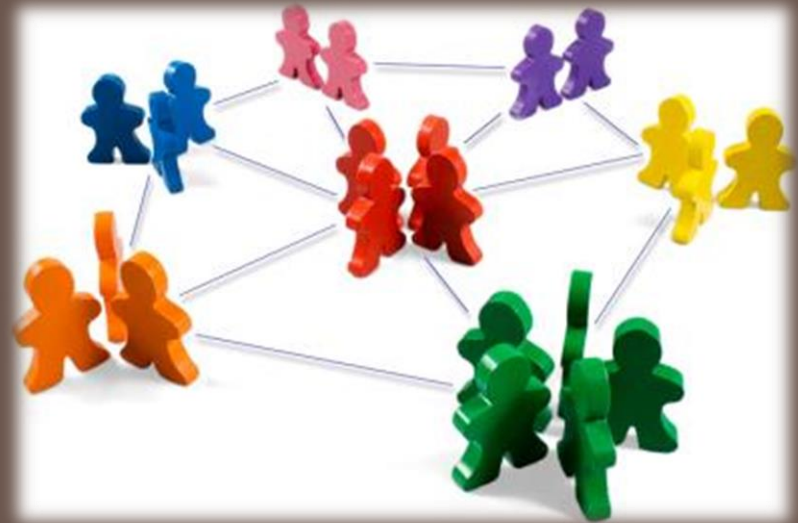


# A LEARNER-CENTERED CLASS FROM DAY ONE: USING STATION-TO- STATION TO COVER YOUR SYLLABUS



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*with special thanks to my colleague Kelly Falcone*

Palomar Part-Time Faculty Plenary: August 18, 2016

**Plenary Workshop #D1**

# Why Use Station-to-Station to Cover Your Syllabus?

- Sets an active, investigative tone for the course
- Students don't just hear you talk about your syllabus; instead, they discover the answers themselves, leading to deeper understanding
- Creates connections between students and with the instructor, so there is immediate buy-in and increased commitment by students to attend class
- Students are active: Gets them up and moving to discuss, interact, collaborate, & resolve questions

# Which Would You Rather?



**Syllabus Station-to-Station: A Learner-Centered Class from Day 1**

# Syllabus Station-to-Station Logistics

- ▣ Assign students to groups by counting off, by using random numbers, or even based on experience with the course topic
- ▣ Display a timer so that students can see the time remaining at each station and when to rotate
- ▣ Put a diagram of the rotation pattern on the board
- ▣ Have all materials ready at each station

**Let's begin!**

# Syllabus Activity: Station-to-Station

- ▣ There are 8 stations around the room
- ▣ Start where assigned, rotate to next number in order
- ▣ Each station has an activity with questions
- ▣ Work together in groups to determine the answers
- ▣ 4 minutes per station (timer will be displayed)
- ▣ A copy of the syllabus is available at most stations (note QR code with link to syllabus)
- ▣ Leave all materials at the station when you rotate
- ▣ Each student needs:
  - ▣ Writing utensil
  - ▣ 1 sheet of paper



**NOTE: you must look like a group to begin!**

# Conclusion of Activity: Wrap-up with Students

- Please sit with your Success Team
- If you are at a station, please put all materials back into the envelope (except for the big sticky-notes)

- Discuss:

What did you learn from this activity?

- Share with the entire class:

Was there an especially compelling idea or thought?

- What questions do you have about the syllabus?

# Other Syllabus Station Ideas

- ▣ **Assignments and Points:** Determine from the syllabus and write down on your paper: How do you earn points in this class?
- ▣ **Academic Integrity:** What does academic integrity mean? What are some common violations to the student code of conduct? What are the consequences of violating the student code of conduct?
- ▣ **How Do You Learn Best?:** Questions about learning styles
- ▣ **Q & A Time with the Instructor:** (no question is too unusual to ask): What questions do you have about the course or about me?

# Session Debrief and Wrap-up

- Write down on an index card:  
How could you use/modify/adapt Station-to-Station to cover content in the courses you teach?
- Discuss with your Success Team
- Share with the entire group:  
Was there an especially compelling idea or thought?
- What questions do you have about using Station-to-Station?

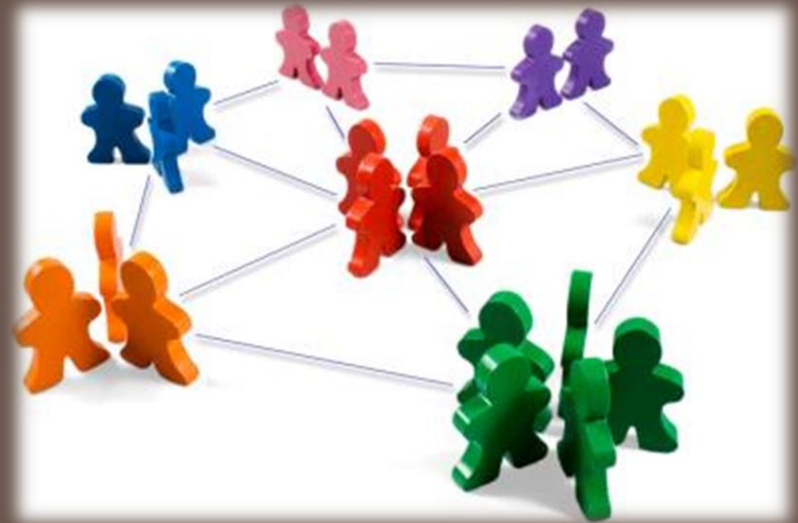




This presentation including all stations is available at:

<http://www2.palomar.edu/users/atrujillo/>

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**Plenary Workshop #D1**

# Station #1: Instructor Contact Information

From the syllabus, write down on your paper:

1. The instructor's office & office hours
  2. The instructor's e-mail address
  3. If you leave a message, how soon will the instructor respond?
- ▣ Working together, determine at least 3 “significant events” that may affect a student’s attendance in class and would be important to communicate to your instructor.
  - ▣ Write each event in BIG letters on a separate sticky-note to post on the big board. Note that you CANNOT duplicate any responses that are already on the board!

# Station #2: Miscellaneous But Important Stuff from the Syllabus

Using the syllabus, determine the answer to these questions:

- ▣ Who wrote our course textbook?
- ▣ What is the exam make-up policy for this class?
- ▣ What types of extra credit are offered?
- ▣ What is the instructor's cell phone policy?
- ▣ Are there any field trips for this class?

# Station #3: Study Skills

Normally, I have students take turns telling the group what one study skill or study tip has worked particularly well to help them succeed in their past classes.

For this workshop, take turns telling the group what one study skill or study tip worked particularly well to help you succeed in college or in life.

# Station #4: Course Topics

- From the “Course Content” section of the syllabus, go around the group and read aloud the questions from the bulleted list.
- Then have every person talk about the 1 topic that they are most excited to learn about in this course (can be another topic not on the list).
- Lastly, discuss: Is the content for this course different than what you thought? How so?

# Station #5: Qualities of successful students

- At this station, work as a group to come up with 3 qualities/characteristics of successful students (think of what's worked for you or people you know).
- Write each one in BIG letters on a sticky-note and add all 3 to the big board at this station.
- Note that you CANNOT duplicate any responses that are already on the board!

# Station #6: Building Success Teams

- At this station, I normally have students form semester-long Success Teams by exchanging contact information & creating a team name.
- You are now a Success Team. Read aloud and discuss these quotes:
  - "The number one reason people lose their first real job is not a lack of technical skills, it is because they can't get along with other people." --National Job Service
  - "Communication skills and working in a team were listed as abilities that were missing in newly graduated students."  
--National Alliance of Business
- Note that you will be asked to work with your Success Team for some end-of-session activities.

# Station #7: Course Responsibility

As a group, discuss these two questions:

- A. Considering the roles of instructors and students, who is responsible when a student fails a class?  
(1 = instructor, 5 = student)
  - B. Similarly, who is responsible when a student succeeds in class? (1 = instructor, 5 = student)
- Use 2 sticky-notes for your group consensus: one for the “student fails” line and one for the “student succeeds” line. Write your names on the sticky notes. Place a sticky-note on each line where you believe responsibilities lies.

Example:

Instructor



Student



# Station #8: Advice from Former Students

- At this station are half sheets with comments from last semester's students on how to succeed in this course. Have each person in the group pick one at random and read it aloud to the group.
- Read a few others and read aloud any especially compelling ones. Discuss the common themes you noticed.