

# **Faculty Toolkit for Academic Innovation and Student Success in the Classroom**



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## *Table of Contents*

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### **SETTING AND MEASURING GOALS**

- [How can I help students reach their academic goals?](#).....3
- [How can I engage students in progressing towards their own goals?](#).....4
- [How do I help students measure their successes, goals, and dreams?](#) .....5

### **IMPROVING KNOWLEDGE AND ACHIEVEMENT**

- [How can I improve student achievement and progression via college grades, cumulative GPA, program persistence, and degree attainment?](#) ...6
- [How can I identifying and remove educational obstacles for my students?](#) 7
- [How can I provide enriching learning experiences for students?](#) .....8
- [How can I expand my students' breadth of knowledge and better support attainment of learning outcomes?](#) .....9
- [How can I help my students acquire critical and creative thinking skills?](#).....10

### **INCLUSION EDUCATION**

- [How can I support socially and culturally diverse student populations in my classroom?](#).....12
- [How can I support my student's ability to work with people different from themselves?](#) .....13

### **LIFELONG AND CAREER SKILLS**

- [How can I help my students develop an ethical grounding?](#) .....14
- [How can I help prepare my students for their desired career pathway?](#) ....15
- [How can I help my students be engaged citizens?](#) .....16

### **LEARNING SKILLS**

- [How can I foster students' organizational abilities?](#) .....17
- [How can I support students in building self-discipline and taking more initiative in their own learning?](#) .....18

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## ***How can I help students reach their academic goals?***

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- What can I do to help students clarify their wider academic goals?
- How does my course help students to attain their goals?

### **Examples:**

- Require students write down and hand in a set of reading, study, and writing goals for the assignments/exams within your course.
- Set specific course-related goals for moving forward and develop strategies for accomplishing their stated goals.
- Foster a growth mindset. Communicate the idea that students can improve their abilities through practice. Include opportunities to engage with the course material through low-stakes assignments or quizzes.
- Require students to log their study activity. Doing an initial self-assessment or creating a study plan can lead to higher levels of self-reflective learning.

### **Sample Resources:**

- [Goal Setting](#) worksheet
- [Goal Setting](#) assessment
- [Setting SMARTR Goals](#) worksheet
- [Project Goals and Objectives](#) template
- [Goal-Buddy](#) online tracking tool
- [Goal Enforcer](#) online software
- [Strides](#) phone app
- [Student Self-Assessment](#) template
- [Growth Mindset](#) toolkit

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[success: A study of students enrolled in online accounting courses.](#)" *Academy of Educational Leadership Journal* 14.4 (2010): 37.

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## ***How can I engage students in progressing towards their own goals?***

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- ◆ What are different methods of engaging my students in self-evaluation?
- ◆ How can I incorporate goal setting into my class?

### **Examples:**

- Design activities that require frequent logins to the course to keep students engaged and thinking about their own progress toward their goals.
- Embed self-assessments at the start or at various waypoints in units, even if it is just a one sentence prompt.
- Offer opportunities for summative reflective assessments, even just a few sentences at the end of an exam.
- Embed goal setting activities in coursework.
- Utilize exam wrappers after an exam or assignment that directs students to review their performance so they can adapt their future learning.
- Engage in a Transparency in Learning and Teaching (TILT) approach which clarifies to students the instructor's choices in lessons and specifies how those choices relate to course goals.

### **Sample Resources:**

- [Transparent Assessment Design](#) with TILT
- [Student academic self-assessment](#) template
- [Cognitive Exam Wrapper](#) template
- Exam Wrapper Template [Word](#) or [Qualtrics link](#)
- [Student Summative Reflective Question](#) examples
- End-of-Class One Minute Survey template [Word](#) or [Qualtrics link](#)

### **References:**

- ◆ Acee, T. W., Cho, Y., Kim, J. I., & Weinstein, C. E. (2012). [Relationships among properties of college students' self-set academic goals and academic achievement.](#) *Educational Psychology*, 32(6), 681-698.
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### ***How do I help students measure their successes, goals, and dreams?***

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- ◆ How can I foster learner autonomy and self-reflective learning skills in my students?
- ◆ How do I create lifelong learners in my classroom?
- ◆ How do I help students set goals and measure improvement?

#### **Examples:**

- Foster a growth mindset. Students with a growth mindset believe that they can acquire abilities through effort and study. Create assessments that reframe “failure” as an opportunity to learn and grow.
- Utilize exam wrappers to encourage students to review their performance and adapt their future learning.
- Offer introductory tutorial modules that discuss self-regulation can expose students to helpful learning strategies.
- Require students to log their study activity, do an initial self-assessment or create a study plan. Updating this process throughout the semester can lead to higher levels of self-reflective learning.
- Connect course content to career opportunities or workforce skills using TILT.
- Embed online modules in your courses focused on learning skills.

#### **Sample Resources:**

- [Effective Strategies for Developing a Resume and Cover Letter](#) module
- [Are Your Ready for an Online Course?](#) module
- [Time Management in Online Courses](#) module
- [Effective Strategies for Developing a Resume and Cover Letter](#) module
- [Cognitive Exam Wrapper](#) template
- Exam Wrapper Template [Word](#) or [Qualtrics link](#)
- [Student academic self-assessment](#) template
- [Designing a Transparent Assignment](#) checklist

#### **References:**

- ◆ Carpenter, Tara S.; Beall, Lisa Carter; Hodges, Linda C.; [Using the LMS for Exam Wrapper Feedback to Prompt Metacognitive Awareness in Large Courses](#); *Journal of Teaching and Learning with Technology*, Vol. 9, Special Issue, No. 1, pp. 79-91 (2020).

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***How can I improve student achievement and progression via college grades, cumulative GPA, program persistence, and degree attainment?***

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- ◆ How can I contextualize my DFWI rates?
- ◆ How can I do applied research to see what instructional approaches work best for my students?
- ◆ How can I engage students in their own academic progression?

**Examples:**

- Implement progress surveys and administer to students throughout the semester. In the survey you can address concepts like, “What is the most challenging aspect of the class?” or “How can you be better supported?” so you can adjust along the way.
- Provide students a mid-term grade to give students indication of how they are performing in the course. Engage with the advising team and follow up with identified at risk students.
- Use Transparency in Learning and Teaching approach for assessment design.
- Provide early assessments to students. When students do not receive feedback, they often feel discouraged or disengaged.
- Engage in Early Alert to identify students who need an early intervention.

**Sample Resources:**

- [Transparent Assessment Design](#) overview
- [Designing a Transparent Assignment](#) checklist
- [Assessing Prior Knowledge](#) overview and examples
- Getting to Know Your Students survey [Word](#) or [Qualtrics link](#)
- [Student survey questions that will provide valuable feedback](#) repository
- Student engagement survey [Word](#) or [Qualtrics link](#)
- Mid Semester 3 question survey [Word](#) or [Qualtrics link](#)

## References:

- ◆ EAB [Strategies to Increase Course Completion Rates In Lower-Level, High-Enrollment Courses](#)
- ◆ Wilton M, Gonzalez-Niño E, McPartlan P, Turner Z, Christoffersen RE, Rothman JH. [Improving Academic Performance, Belonging, and Retention through Increasing Structure of an Introductory Biology Course](#). CBE Life Sci Educ. 2019 Dec;18(4).
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## ***How can I identifying and remove educational obstacles for my students?***

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- ◆ How can I implement open educational resources in my course to make course content more easily attainable for students?
- ◆ How can I structure my course to have an inclusive focus?
- ◆ What ways can I promote positive interactions and foster meaningful relationships amongst students and their peers in a face-to-face setting? An online learning setting?
- ◆ How can I understand the perspectives of this new generation of students? How do they learn and view learning?

### **Examples:**

- Engage students in co-teaching to allow multiple means of action and expression.
- Design courses with a Universal Design for Learning (UDL) framework.
- Integrate Open Education resources (OER) to reduce texts cost and provide accessibility.
- Engage in a Transparency in Learning and Teaching (TILT) approach which clarifies to students the instructor's choices in lessons and specifies how those choices relate to course goals.
- Foster a growth mindset by offering students the opportunity to practice the core skills of the class and work with the course material through low-stakes assignments or quizzes.

### **Sample Resources:**

- Co-Teaching Considerations [packet](#)
- Open Educational Resources [guide](#)
- UDL Getting Started [toolkit](#)



- [Transparent Assessment Design](#) with TILT

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- ◆ Farid, A. (2014). [Student online readiness assessment tools: A systematic review approach](#). The Electronic Journal of eLearning, 12(4), 375-382.
- ◆ Fovet, F. (2020) [Universal Design for Learning as a Tool for Inclusion in the Higher Education Classroom: Tips for the Next Decade of Implementation](#). Education Journal, 9(6), 163-172.
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- ◆ Winkelmas, M. (2013). [Transparency in teaching: Faculty share data and improve students' learning](#). Liberal Education, 99(2).

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***How can I provide enriching learning experiences for students?***

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- ◆ What engaging activities can I incorporate into my teaching style, considering class size and level?
- ◆ What innovative ways can my students demonstrate that they have learned the material?
- ◆ How can I challenge my students?
- ◆ How can I engage students in my course content?
- ◆ How do I create student passion and capacity for lifelong learning?

**Examples:**

- Restructure discussion forums and instructor participation/posts for classes of different sizes. Consider including video or audio responses.
- Create a feedback dialogue by having students “follow” and build on posts.
- Incorporate regular polls/surveys to gather student feedback. Embed polls in PowerPoints to increase student engagement.
- Develop formative assessments that measure and track student learning as you teach.
- Engage in a Transparency in Learning and Teaching (TILT) approach which clarifies to students the instructor’s choices in lessons and specifies how those choices relate to course goal.
- Scaffold large course assignments into smaller assessments.
- Connect course materials to important societal problems through applied learning.
- Develop a micro-credential based on applied learning in your courses.

**Sample Resources:**

- FlipGrid Response Video [homepage](#)
- How to Get Started with FlipGrid [tutorial](#)
- Polls Everywhere for [windows PowerPoint](#)



- Exit slips or exit ticket [sample prompts](#)
- Instructor's [Resource Manual](#) on Social Problems
- Pear Deck Formative Assessment [slide templates](#)
- Scaffolding Instruction [toolkit](#)

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- ◆ Parks, E., Zaonfe, M. & Palenque, S. (2016). [The effects of instructor participation and class size on student participation in an online class discussion forum](#). British Journal of Educational Technology.
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***How can I expand my students' breadth of knowledge and better support attainment of learning outcomes?***

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- ◆ How can I more clearly make the connection between course content and desired learning outcomes?
- ◆ How do I get student buy-in for my course learning outcomes?

**Examples:**

- Create a course outcomes or road map on how the outcomes will be achieved through learning activities and assessments.
- Engage students in an activity in which they are asked to identify other people or organizations who are stakeholders in their being successful learners of your course material.
- Scaffold coursework and topics in a transparent way so students know what they are learning, how it connects to what they already know, and why they need to know it.
- Pre-assess to activate students' knowledge and have them reflect on the relevance of the topic at hand.
- Develop creative assessments which require students to solve real-world problems using the skills and knowledge described by your course outcomes.
- Construct authentic assessments to have students apply knowledge.

### Sample Resources:

- One Minute Paper [prompts](#)
- Scaffolding Instruction [toolkit](#)
- Course map [templates](#)
- Assessing Prior Knowledge [examples](#)
- Course Map [template](#)
- Authentic Assessment [rubric and overview](#)
- Authentic Activities [toolkit](#)

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## ***How can I help my students acquire critical and creative thinking skills?***

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- ◆ What tasks and activities will best engage and develop my students' higher level thinking skills?
- ◆ How can I engage my students in learning more challenging material?
- ◆ How do I ensure that my teaching and evaluation ensure students build on previous knowledge?
- ◆ What supplementary resources can I share with students to help them master content?
- ◆ What ways can I increase persistence in a task and improve overall mastery of skills?

### Examples:

- Scaffold a complex concept to foster student understanding.
- Develop concept reinforcement activities on LearningApps to improve overall mastery of skills related to complex topics.
- Offer skills-based assignments helps to develop students' critical thinking skills.
- Use project-based learning to help students develop and improve self-reliant critical thinking skills.

- Create a micro-credential based on applied learning in your courses.

### Sample Resources:

- How to Create a LearningApps [account](#)
- How to Create a LearningApps [collection](#)
- Scaffolding Instruction [toolkit](#)
- Project based learning [resources](#)
- Meaningful Assignments [do's and don'ts](#)

### References:

- ◆ *Instructional guide: Center for innovative teaching and learning*. Northern Illinois University. (n.d.). Retrieved October 4, 2022, from <https://www.niu.edu/citl/resources/guides/instructional-guide/index.shtml>
- ◆ [Scaffolding learning in the online classroom - center for teaching and learning: Wiley education services](#). Center for Teaching and Learning | Wiley Education Services. (2020, September 1). October 2022.
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## ***How can I support socially and culturally diverse student populations in my classroom?***

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- ◆ How can I incorporate diverse voices into my course materials?
- ◆ How can I foster inclusion in my course design and content?
- ◆ How can I share diverse perspectives with students and make connections between those voices and individual student identity?

### Examples:

- Incorporate activities which task students with identifying their own perspectives in relation to their own experiences and those of their classmates.
- Explore how the lens of culture shapes the way we interpret our experiences and the world around us.
- Create a community agreement for group work and discussions.
- Include diversity as part of your course learning goals.
- Examine your course to assure it represents various perspectives accurately
- Include institutional and personal values that show your embracing of and expectations for a culturally responsive classroom in your syllabus.

- Develop course communication ground rules.
- Create an opportunity for students to personalize a course and give it individual meaning.
- Focus on incorporating students' worlds and their experiences in class discussions.

### Sample Resources:

- Justice, Equity, Diversity, and Inclusion [web toolkit](#)
- Justice, Equity, Diversity, and Inclusion [PDF toolkit](#)
- JEDI Resource [exercises](#)
- Culturally Responsive & Inclusive Curriculum [resources](#)
- Digital Inclusion Faculty [toolkit](#)
- Critical Practices for Anti-bias Education [overview](#)
- Culturally responsive assignments [rubric](#)
- Understanding Microaggressions [overview](#)
- Conducting an Equity Audit [guide](#)

### References:

- ◆ Greer, A. (2014). [Increasing Inclusivity in the Classroom](#). Vanderbilt University Center for Teaching.
- ◆ Lee Warren, [Class in the Classroom](#), Derek Bok Center for Teaching and Learning, Harvard University.
- ◆ Maruyama, Geoffrey, et al. "[Does diversity make a difference? Three research studies on diversity in college classrooms](#)." (2000).
- ◆ Hane, Elizabeth, and Scott Franklin. "[Improving inclusivity and diversity in college STEM programs through metacognitive classroom practices](#)." 2019 CoNECD-*The Collaborative Network for Engineering and Computing Diversity*. 2019.
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## ***How can I support my student's ability to work with people different from themselves?***

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- ◆ How can I promote positive group work interactions in my course?
- ◆ What communication strategies can I convey to students to foster success in collaborative environments?

### Examples:

- Engage students in reflecting on the collaborative process when a group task is completed and identify challenge areas.
- Ask students to develop “Group Work Norms,” to ensure that everyone understands their responsibilities in a group setting.
- Engage students in collaborative assignments to promote exposure to diverse perspective, self-guided learning, and preparing them for employment skills.
- Utilize Think-Pair-Share activities during class.
- Consider games, role play, or competition among groups to foster engagement.

#### **Sample Resources:**

- Setting ground rules for group work [walkthrough](#)
- Team contract [sample](#) and [template](#)
- Group work self-evaluation [sample form](#)
- Group assessment [template](#)
- Collaborative learning [activities](#)

#### **References:**

- ◆ Shimazoe, Junko, and Howard Aldrich. "[Group work can be gratifying: Understanding & overcoming resistance to cooperative learning.](#)" *College teaching* 58.2 (2010): 52-57.
- ◆ Oakley, B., Felder, R. M., Brent, R., & Elhaji, I. (2004). [Turning student groups into effective teams.](#) *Journal of Student Centered Learning*, 2(1), 9-34.
- ◆ Hesterman, S. (2016). [The digital handshake: A group contract for authentic elearning in higher education.](#) *Journal of University Teaching and Learning Practice*, 13(3), 1-24.

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### ***How can I help my students develop an ethical grounding?***

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- ◆ How do I help my students understand ethical research and documentation?
- ◆ How do I help my students make ethical decisions?

#### **Examples:**

- Include an Institutional Review Board protocol activity to teach students research ethics.
- Provide students with different scenarios that pose ethical dilemmas. Through a class discussion, ask students to share how they would handle the presented situation.
- Assign students to read an article where ethical challenges are described. Through a class debate, have students discuss the actions taken in the article and if they agree/disagree and share how they might respond differently.
- Connect ethics to student’s own lives.
- Require students to complete an honor code.

- Embed the Identifying Credible Sources module into your class.

### Sample Resources:

- Research Ethics [resources](#)  
Ethics [case study](#)
- Teaching Ethics with Short stories [toolkit](#)
- Teaching Ethics [table of exercises](#)
- In-class ethics assignment [group scenarios](#)
- Identifying Credible Sources [module](#)

### References:

- ◆ Ritchie, K. [Using IRB Protocols to Teach Ethical Principles for Research and Everyday Life: A High-Impact Practice](#). Journal of the Scholarship of Teaching and Learning, Vol. 21, No. 1, April 2021, pp. 120-130.
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- ◆ Marshall, Pamela A. "[Integrating ethics into case study assignments](#)." *Journal of Microbiology & Biology Education* 15.2 (2014): 235-237.
- ◆ Michael Davis, [Five Kinds of Ethics Across the Curriculum An Introduction to Four Experiments with One Kind](#). Illinois Institute of Technology 2004.

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## ***How can I help prepare my students for towards their desired career pathway?***

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- ◆ How can I provide real-world connections and show students how their course work can apply to circumstances and experiences that they will face outside of the academic world?
- ◆ How can I build connections between the course work students are completing and their career interests?
- ◆ What ways can I demonstrate to students that the work they will do in their undergraduate programs will translate into their graduate and post-graduate education?
- ◆ What are some essential skills students need to know to succeed in their lives after their undergraduate work is complete, and how can my course work support that development?

### Examples:

- Develop a career day presentation for students, sharing with them various career opportunities that align with their major of choice.
- Discuss different internship opportunities available related to the major.
- Plan a departmental career day with guest speakers.
- Provide students with information on building valuable online portfolios or social media accounts related to their prospective profession.

- Utilize research-based activities that help students develop their resume with practical products.
- Encourage assignments that connect career exploration activities within the field of study.
- Include the “Effective Resume and Cover Letter” module produced by RCHSS in your course.

**Sample Resources:**

- Kennesaw State University Job & Internship Fair [webpage](#)
- Kennesaw State University Career Exploration [webpage](#)
- Effective Strategies for Developing a Resume and Cover Letter [module](#)
- Career-related classroom [assignment examples](#)  
Skill Assessment [exercise](#)
- Resume Writing [assignment](#) and [rubric](#)
- Career Fair [assignment](#)

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***How can I help my students be engaged citizens?***

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- ◆ How can I use my course to promote global citizenship initiatives amongst students?
- ◆ What can I do in my course to promote effective research skills to provide students with tools that they need to be as informed as possible related to global issues?

**Examples:**

- Incorporate activities where students evaluate the credibility of secondary sources.
- Engage students in self-evaluation following major assignments. Give them the chance to reflect on the goals they have set forth for themselves in the course and the strategies they are implementing to improve.
- Incorporate current events into your classroom and develop connections to global issues.
- Engage in service learning to create connections between the classroom, local, and global living.

**Sample Resources:**



- Teaching current events [toolkit](#)  
Exploring Identity in the United States [unit](#)
- 15 global challenges for the next decade [list](#)
- Technology tools for a global education [site](#)

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- ◆ Shultz, Lynette, and Shelane Jorgenson. "[Global citizenship education in post-secondary institutions: A review of the literature.](#)" *University of Alberta* (2009).
- ◆ Winston, Haley. "[University students' citizenship shaped by service-learning, community service, and peer-to-peer civic discussions.](#)" (2017).
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## ***How can I foster students' organizational abilities?***

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- How can I build activities into my course in a way that challenges my students to identify and improve personal areas of development like time and workload management?
- How can I structure my course to encourage students to develop organizational skills?

### **Examples:**

- Incentivize students to come to class prepared by offering required reading quizzes and/or activities.
- Have students complete a syllabus or course outline quiz to make sure they understand major deadlines and assignments.
- Utilize the calendar option in D2L to enter in important deadlines for the course which students can reference.
- Assign reading journals in which students respond to each reading assignment with a question or comment that they can use in classroom or online discussions.
- Encourage students to form a reading study group in which a few students discuss required readings that focus on key ideas, terms, or concepts.
- Embed a time management and/or study skills module option into your course.
- Offer students recommended deadlines for large projects or assignments.

### **Sample Resources:**

- How to Prepare for Class [checklist](#)
- Using Brightspace Calendar & Dates [tutorial](#)
- Time Management in Online Courses [module](#)
- The Schedule Assignment [module](#)
- Critical Reading and Notetaking: Strategies for Active Engagement [module](#)
- Note-Taking for Journal Articles [template](#)
- Journal Article Reading [template](#)
- Study Group Timeline [template](#)

#### References:

- ◆ “[Getting Students to Read](#)” Northern Illinois CETL.
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- ◆ Matthew Harkins, “A Brief Experiment with Reading Study Groups in an Introductory Literature Course” *Headwaters* Volume 30, article 10, 2017.
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### ***How can I support students in building self-discipline and taking more initiative in their own learning?***

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- ◆ How can I structure my course in a way that lets students take ownership of their learning?
- ◆ How do I build learner autonomy in my students?

#### Examples:

- Build collaborative writing projects in which students can create and edit the text interdependently.
- Allow students to choose between assignment options and adapt tasks and problems to their contexts.
- Solicit feedback through the semester and respond to student input
- Engage in peer review activities.
- Use a Universal Design for Learning (UDL) framework to provide different ways for students to demonstrate mastery.
- Design assessments that encourage students to be responsible for delivering material to their peers.

**Sample Resources:**

- UDL Getting Started [toolkit](#)
- Peer Review Response [form](#)
- Peer Review [worksheet](#)
- Student survey questions that will provide valuable feedback [repository](#)
- Assigning and Managing Collaborative Writing Projects [toolkit](#)

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