



# **Infusing Interactive Techniques** in your Training, Teaching, and Group Advising

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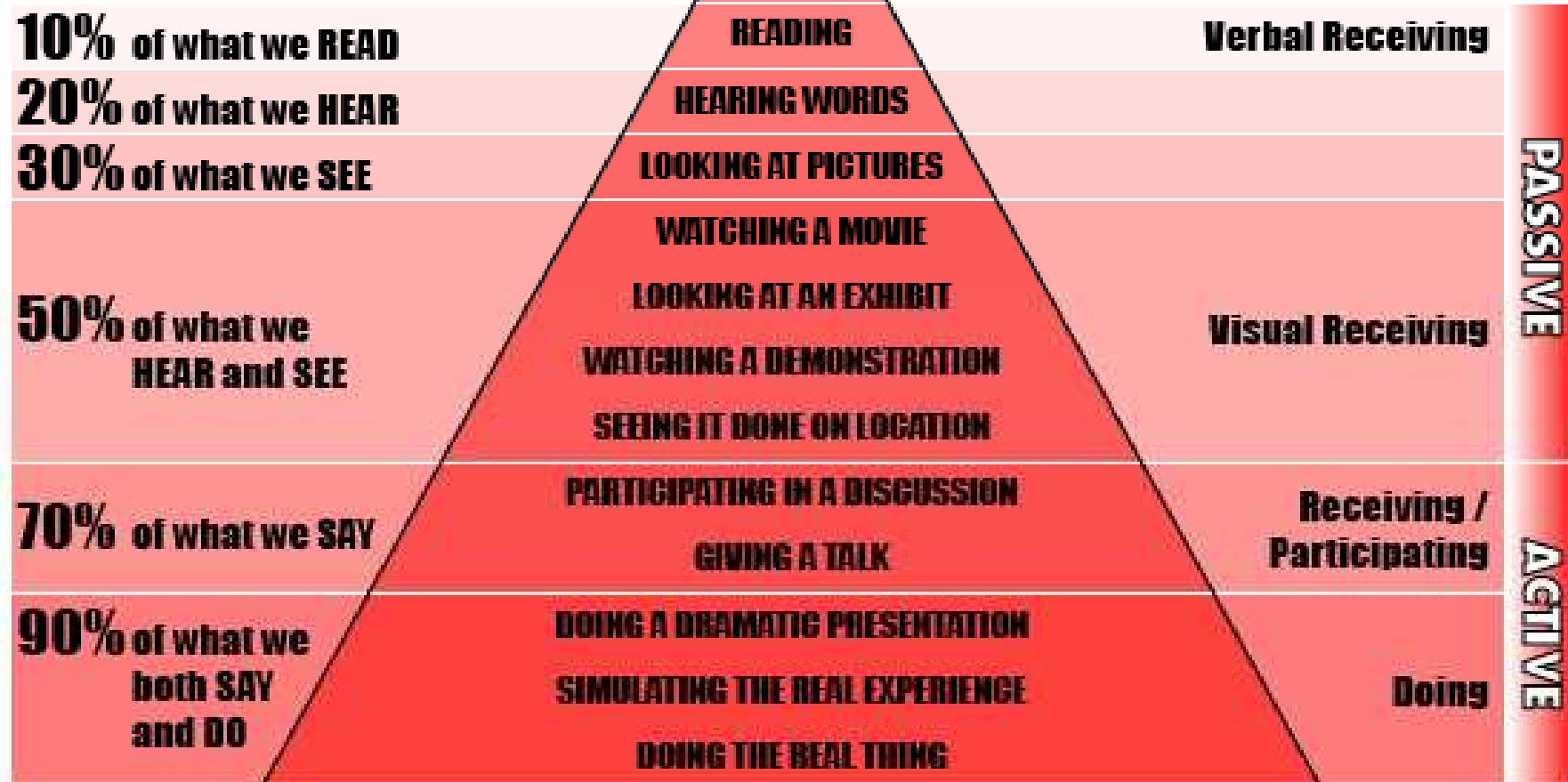
WACADA 2009 Conference at FVTC

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# Cone of Learning (Edgar Dale)

**After 2 weeks  
we tend to remember...**

**Nature of  
Involvement**



Edgar Dale, *Audio-Visual Methods in Technology*, Holt, Rinehart and Winston.

Found at: <http://www.intech.com/education/pdf/ConeOfLearning-Flyer.pdf>

# Bloom's Taxonomy of Educational Objectives - Revised

1. Remember (knowledge)
2. Understand (comprehension)
3. Apply
4. Analyze
5. Evaluate
6. Create (synthesize)

- Interactive training leads the participant to conclusions rather than being lectured a conclusion



From: "I taught it but they didn't learn it: Human Memory and Learning" lecture by Greg Valde, Department of Educational Foundations, UW – Whitewater; also referenced at <http://www.humboldt.edu/~tha1/bloomtax.html>



# Many thanks for ideas...

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- Activate your Advisor Training Program! Kathy Davis, Amy Marie Aufdembrink, Harry Cook, Cindy Fiedler, Susan Martindale, Missouri State University, NACADA 2005 Pre-conference
- Advanced Learning Outcomes through Interactive Case Studies, Matthew Fifolt and Marilyn Kurata, University of Alabama at Birmingham, FYE Conference 2008
- From Dull to Droll: Creatively Sharing Academic Information During Freshmen Orientation, University of Michigan, Martha Reck and Angie Sullivan, NACADA Region 5 Conference 2008
- Many others from WACADA, NACADA and FYE conferences... my apologies if I used one of your ideas and did not list you here!



# Icebreakers with a purpose

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- Sets the tone for the topic/training
- Write a headline about your freshman year such as...
  - Dazed and Confused!
  - Lost Puppy
  - I want somebody to do all of this for me!
- Speed Meet N Greet (Speed Dating concept) with pointed questions like...
  - Who was the first person you met in college?
  - What were your biggest worries freshman year?
  - Who most influenced you throughout your college experience?
  - Did/will you graduate with the first major you chose?

# Pre-tests

- Encourage curiosity
- Identify information gaps
- Spark questions
- Provide an agenda

From: Activate your Advisor Training Program! Kathy Davis, Amy Marie Aufdembrink, Harry Cook, Cindy Fiedler, Susan Martindale, Missouri State University, NACADA 2005 Pre-conference





# Pre-test as agenda example

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- *College of Business STAR Search (degree audit)*
  - When is your Registration Date?
  - What bulletin year are you following for graduation requirements?
  - What is your "Academic Standing?"
  - Is your combined gpa over the 2.5 needed for admission to the College of Business?
  - "(NW)" is a designation for what general education requirement?
  - How many credits do you have earned toward your 120 needed for graduation?
- Don't grade it; give correct answers throughout the presentation and elaborate on topics



# Stem Statements

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- Can be used to generate new ideas or build on existing knowledge.
- Delivery options:
  - Use to begin group discussion; take notes on large flip chart (*Such as: Learning outcomes of being a Peer Advising Liaison include...*)
  - Post partial statements on the walls and have the group roam the room completing the statements (*Such as: Outcomes of our goal to create a genuine atmosphere of support for students should include...*)
  - Hand-out to gather thoughts

# Games

- Engage the audience
- Can be used to reinforce information
- Too much competition overrides the purpose





# Jeopardy

First Year Students and You	Retention	Higher Ed. Statistics	At-Risk	Advising Potpourri
<u>100</u>	<u>100</u>	<u>100</u>	<u>100</u>	<u>100</u>
<u>200</u>	<u>200</u>	<u>200</u>	<u>200</u>	<u>200</u>
<u>300</u>	<u>300</u>	<u>300</u>	<u>300</u>	<u>300</u>
<u>400</u>	<u>400</u>	<u>400</u>	<u>400</u>	<u>400</u>
<u>500</u>	<u>500</u>	<u>500</u>	<u>500</u>	<u>500</u>



# PAL (Peer Advising Liaison)

## Campus Resources Scavenger Hunt

Admission's Office (Dempsey 135)

Who is the Transfer Director? \_\_\_\_\_

What does a student need to complete for Re-entry? \_\_\_\_\_

Signature/Business Card/Presenter: \_\_\_\_\_

Career Services (Dempsey 230)

Where can students find information about campus jobs? \_\_\_\_\_

Do students need an appointment to get help writing a resume? \_\_\_\_\_

List some activities/workshops that CS sponsors: \_\_\_\_\_

\_\_\_\_\_

Signature/Business Card/Presenter: \_\_\_\_\_

Center for Academic Resources (Dempsey 317)

For which courses can a student request a tutor? \_\_\_\_\_

Can you only be given a tutor if you are failing a course? \_\_\_\_\_

Signature/Business Card/Presenter: \_\_\_\_\_



# More games...

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- Values Auction
- Round Robin – Find the correct answer
  - Questions on poster board
  - Three envelopes with possible answers
  - Cards inside envelopes with letters on each
  - Correct cards will spell a phrase
- Bingo
- Guess Who's Lying (need 3 volunteers)



# Practice Using Materials

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- Participants gain confidence using resources
- Practice finding or interpreting information
- Examples include finding mistakes on a form, giving scenarios that require looking up policies or regulations to find the answer, practicing in a computer lab, and using degree audits to complete planning sheets.

From: Activate your Advisor Training Program! Kathy Davis, Amy Marie Aufdembrink, Harry Cook, Cindy Fiedler, Susan Martindale, Missouri State University, NACADA 2005 Pre-conference



## Using your Resources game

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- *Divide into 6 teams of 3-4 PALs (returning PALs make own teams). Everyone will have 20 minutes to complete the first side, and 20 for the back. All members must agree on an answer, one must write out the answers and include where the team found the answer.*
- *Each team with a correct answer that includes where the answer was found will receive full points. Correct answers will be determined by the PAL Committee. Returning PAL teams will have a 40 point handicap.*



# Resource Game sample questions

## ***20 point Questions:***

Suzette wonders why her retro credits are not on her records. She earned a “B” in Spanish 203. What do you tell her? (*see FYI document*)

Monty wants to add an Athletic Training minor to his Sociology major. What do you tell him? (*see Bulletin, PE; Differences of Degrees*)

Sam tried to enroll in POLI SCI 253, but received a pre-requisite error. He took POLI SCI 115. What do you tell him? (*see Bulletin, pre-reqs.*)

Justin wants to drop a course during the 3<sup>rd</sup> week of classes. He also wants to know if he can get a tuition refund since he will drop from 12 to 9 credits. What do you tell him? (*see Academic Calendar*)



# Case studies or Scenarios

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- Identify specific situations
- Encourage problem solving
- Provide direct application of new information
- Engage discussion and insight from different perspectives.
- Use typical rather than extreme cases\*
- Delivery options:
  - Use small groups with the directive to assign one person to report their results
  - Read to entire group and ask all to give input

\* From: Activate your Advisor Training Program! Kathy Davis, Amy Marie Aufdembrink, Harry Cook, Cindy Fiedler, Susan Martindale, Missouri State University, NACADA 2005 Pre-conference

# Scenario example

## *(CA Academic Conversations Training)*

- Suppose it is the 3rd week of classes and one of your residents tells you she is doing very poorly in a class, possibly even failing it. What can you suggest?
  - See Instructor
  - Study groups/ Supplemental Instruction
  - Tutoring (CAR); Math lab (if math class); Writing lab (if writing course)
  - Academic Advising (discuss options, including possibility and repercussions of dropping course)
  - Reading Study Center (for study help)
  - Study Skills class (2nd 7 weeks may still be open)
  
- Chris is chatting with you in the hall and sounds very frustrated about not being able to choose a major. What can you recommend?
  
- It is two days before Thanksgiving break and one of your residents tells you he has been too busy to register for his classes; he doesn't even know what to take next semester. What can you suggest?



# Short Scenarios on poster board with yes/no sticky notes (*FERPA*)

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- Susie called the Advising Office asking for the appointment time for another student.
  - Can you give this information to other students or parents?
  - Can you give this information if you verify who you are talking to?
- A parent called and said their student is on probation and they would like to know what that means. They also asked what their student's grades were for last semester.
  - Can you tell them what probation means?
  - Are you able to tell parents their student's grades?



# Contrasting ideas – Shoebox activity (*Advising vs. Advice*)

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- Allows comparison of opposite ideas
- Reinforce correct and demonstrate incorrect responses
- How it works:
  - Have both sides of a statement on separate sheets of paper
  - Each person selects a slip of paper
  - First person addresses their statement
  - Person with the opposite statement addresses theirs next
  - Example: “A student asks you what class to take for an Ethnic Studies requirement. What would your response be for \_\_\_\_\_”
    - Advising= show list of possibilities; view descriptions; etc.
    - Advice= I had this class and it was really easy – take it!

# Role Playing

- Gives real practice using skills
- Especially helpful if can pair up with a “veteran”
- Can set up skit-type role play for group to critique





# Continuum Discussion

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- Helps generate discussion and shows a range of opinions
- Make a statement and then have all who agree move to one side of the room, those who disagree move to the opposite side, and the undecided move to the center. Have the group discuss why they chose their position.
- Advisor Training Example: *"I should warn students in academic difficulty about professors with a 'tough' reputation."*



# Weighted Choices (ratings)

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- Encourages prioritization
- Become aware of their own values, likes, or dislikes
- Rank different items based on a set of instructions
- Examples: Prioritizing Values, Making the Team or Survivor idea (who stays and who should be kicked off the island)



# Forced Choice

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- Promotes critical thinking
- Not always one clear option
- Encourages identification and commitment to one's own values/ideas
- Examples: "Do I want this job?", Identity Awareness Activity



# Building Group Consensus

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- Allows input from everyone
- Feelings of importance that an individual's contribution will affect whole
- All ideas are gathered; themes are identified and synthesized
- Effective for mission statements and goals

# Post-tests and quizzing

- Determine if information has been learned and identify deficiencies
- Can give the same test as a Pre- and Post-test to see that learning occurred
- Give same test a few weeks later to refresh their memory
- Use to determine future training needs





## Other ideas...

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- Video Vignettes give practice using skills in a non-threatening manner.\* Discuss the video to determine what was handled well and what needs to be improved.
- Self-rating Sheets, Worksheets, or Checklists enable self-assessment and critical reflection.\*
- Priority Setting helps develop an action plan with materials learned. (*Example: Setting priorities for Advising Office goals*)

\* From: Activate your Advisor Training Program! Kathy Davis, Amy Marie Aufdembrink, Harry Cook, Cindy Fiedler, Susan Martindale, Missouri State University, NACADA 2005 Pre-conference



# Writing assignments

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- Further engage participants, focus individual thought and deepen application of material
- Can limit to one or two minutes to add focus, but not waste time
- Select one interactive training idea from today. In which area of your work is it applicable and how will you implement it?



# Thank you for coming!

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