

Fall 2018's General Meeting: Index cards analysis (summary)

Faculty....

A) WHAT: Provide multiple means of representation (4%)

1. Clarify vocabulary: “Engage with students’ cultures and use students’ languages.”
2. Activate background knowledge/maximize transfer: Relate class content to global perspectives, local context, everyday life, students’ stories.



Further plans:

- Participate in more trainings (e.g., Ho‘āla Hou)

B) HOW: Provide multiple means of action and expression (29%)

3. Optimize access to technologies: Phone-office hours, videos of lectures/lab, extra credit for early Laulima communication, Google apps, online collaboration.
4. Employ multiple media for communication: Class discussions, interactions during lab, in-depth questions, hands-on activities, industry networking, service learning.
5. Guide appropriate goal-setting: E-newsletters and handouts.
6. Support planning and strategy development: Use and encourage usage of resources (e.g., academic support, student services, Hawaiian Center).



Further plans:

- Expand course material that students will not get on other campuses.
- Require one office visit per semester; Hold Saturday office hours (kids welcome).

C) WHY: Provide multiple means of engagement (67%)

7. Optimize individual choice/autonomy: Allow students to create the ground rules for class, create options for them at every step, open/clos lab.
8. Minimize threats/distractions: Create a safe space, friendly environment.
9. Heighten the salience of goals: Frame lessons within current news, engage students in real world activities (e.g., fieldtrips, guest speakers), make assignments relevant to their lives.
10. Vary demands and resources to optimize challenge: “I diversify my teaching strategies, I switch mode every 10 minutes to support each learning preference.”
11. Foster collaboration: Encourage students to participate in campus life and integrate small group projects, ice breaker activities, and get-togethers.
12. Increase mastery-oriented feedback: Integrate “feedback every few minutes,” “encourage peer mentorships and learning communities.”
13. Promote expectations that optimize motivation: Engage family, assist students to solve issues instead of passing them along, take the time to understand their needs, respond even when not on duty, share weekly inspirational quotes, give several attempts, keep contact after graduation.
14. Facilitate personal coping skills: Couching around their passions, strengths, areas of growth.
15. Develop self-reflection: Offer one-minute survey, end of semester meetings, self-evaluations.



Future plans:

- Learn students’ stories (e.g., chart in lobby, talk story/snack time, class activities)
- Support (e.g., use positive language, mentor a new student, help study abroad students, engage in student activities/clubs, offer off-campus office hours, engage students before semester starts.
- Provide meaningful responsibilities (e.g., students create rubrics identify with place)
- Share students’ engagement strategies with other faculty/staff.