

Rebecca L. Cooney – Fall 2018

Final Progress Report Template

Please complete the following progress report to document your progress in the LIFT fellowship program this past semester:

1) Behavioral Interventions

Please identify the specific courses in which you have implemented behavioral interventions and provide a paragraph narrative (for each intervention) to capture how you executed that intervention in class.

A) COMSTRAT 310: Digital Content Promotion

1. Snowball fight around key questions about the course
2. Social belong exercise for breaking down barriers and fears with the syllabus
 - a. Team up with 2-3 students
 - b. Instructor hands out small sheets with questions or scenarios (1 per group)
 - c. Students review question, come up with answer(s)
 - d. Member of team shares to larger group
 - e. Discussion with instructor contribution as needed
3. Social belonging exercise on team reveal day using 4 simple questions with students in pairs: 1) Introduce yourself – name, major, where you grew up; 2) What do you do outside of school?; 3) What do you want to be when you grow up?; 4) What did you have for breakfast?
4. Personal Values Exercise using mix of slides and active discussion with faculty interaction
 1. Review list of types of values
 - a. Best if this is done as a “sort” activity with small cards where the values are separated by low importance, moderate importance, high importance
 2. Identify a partner
 3. Share your top three values and explain why each value is important to you
 4. Reflection
 - What are the similarities and differences among your values for you as a student?
 - What did you notice about why these values are important to each of you?
 - How conscious are you of the importance of these values in guiding your decision making at this point in time? Another way to look at this is, based on your actions, do you feel like you are currently navigating your career aligns with or reflects your core values? Why or why not?

5. Personal Values – using bullseye for creating team charters
6. Customer Decision Process exercise in social belonging (see below)
7. Website setup exercise using prompts and slides, discussion and team engagement
8. Social media setup exercise using prompts on slides, discussion and team engagement
9. Metrics setup exercise using prompts on slides, discussion, and team engagement

B) COMSTRAT 383: Media Strategies and Techniques

1. Snowball fight around key questions about the course
2. Social belong exercise for breaking down barriers and fears with the syllabus
 - a. Team up with 2-3 students
 - b. Instructor hands out small sheets with questions or scenarios (1 per group)
 - c. Students review question, come up with answer(s)
 - d. Member of team shares to larger group
 - e. Discussion with instructor contribution as needed
3. Social belonging: blog research and planning exercise in small teams
4. Social belonging: writing a how-to exercise
5. Social belonging: feature writing exercise
6. Social belonging: story pitch exercise
7. Social belonging: media training exercise
8. Social belonging and mindfulness: final project kick off exercise

2) Practice Innovations

Please provide a paragraph narrative for any innovative active learning, behavioral and/or high-impact practices you implemented this past semester (if you do not have an addition here, that is okay, please state “none”).

310 Social Belong Exercise -- Customer Decision Process (new activity)

The Setup:

- 5 volunteers - take them into the hall to be suited up. Introduce them one at a time as part of scenario -costume items
- Signs with terms on string around neck
- Candy bars or \$5 Starbucks gift card for volunteers
- Companies as basis: Red Bento or Stellas, Thomas Hammer Coffee, Stub Hub, Target, new business, nonprofit, Flagship Night Market, Insomnia Cookies
- Scenarios: new product, event, seasonal sale,
- On projector- slide with scenario info, 5W's, and company logo

- Instructor works the board

Audience Lineup

- AWARENESS: college student on a budget (WSU swag w/pom pom)
- CONSIDERATION: employed late 20s hipster (flannel, scarf, coffee tumbler)
- PURCHASE: p/t working mom with 2 kids under age 7 (infinity scarf, floppy hat)
- LOYALTY: late 60's retired grandpa (pageboy hat, Hawaiian shirt)
- ADVOCACY: 16yo high school student (selfie stick, backpack, Red Bull)

Questions to ask

1. What is Insomnia Cookies' goal for the audience at each stage?
2. What challenges or barriers may each face at each stage?
3. What can Insomnia Cookies do to help them overcome these challenges?
4. What individuals may the audience encounter along the way that could influence their decision-making?
5. What media channels should Insomnia Cookies use to reach the audience along the way?

3) Active-Learning Pedagogy Professional Development

Please provide the date, title and a brief description for each of the professional development trainings you attended this past semester.

A) Workshop as part of AOI Innovative Teaching Series: "Strategies for Enhancing Student Success" attended Sep 18: Provided an overview of active learning, just in time teaching techniques, and peer instruction.

B) Training for Murrow faculty teaching online courses: Panopto led by two AOI specialists - focused on best practices, efficiencies, and techniques for creating video lectures for use in online or in-person courses. Two-hour session held Nov 7, 2018.

C) Faculty-led workshop: "Goals and Outcomes, and the Creation of Effective Rubrics" attended Nov 13, 2018: Provided an overview, support materials, and discussion around creating effective rubrics

4) Peer Observations

Please list the observation day, instructor's name and specific class for each LIFT faculty member you observed this past semester. Include a brief narrative that captures what was discussed at the pre-observation and debrief meetings.

A) Observed peer LIFT Fellow Sammy Perone on Aug 29 – HD 200 Intro to the Field of Human Development. He conducted a values exercise using verbal prompts supported by slides. Included a mix of student and faculty interaction with a mix of personal values and social belong interventions. I really appreciated Sammy's approach with the students and applied his model in my own class the following week. I teach in a computer lab environment and have the benefit of getting students to break out and work – teaching in a lecture hall seems far more daunting to me and it was great to see Sammy in action and how he was able to engage with the students.

B) Observed former LIFT Fellow Allyson Beall King on Sep 18 in her SEO 444/544 Environmental Assessment course. She conducted a self belonging intervention using PowerPoint slides, Q&A, and interactive case study reviews. I really appreciated Allyson's perspective and enthusiasm. She offered a lot of valuable insights and it was informative to see another instructor's style – especially in a non-computer lab setting.