

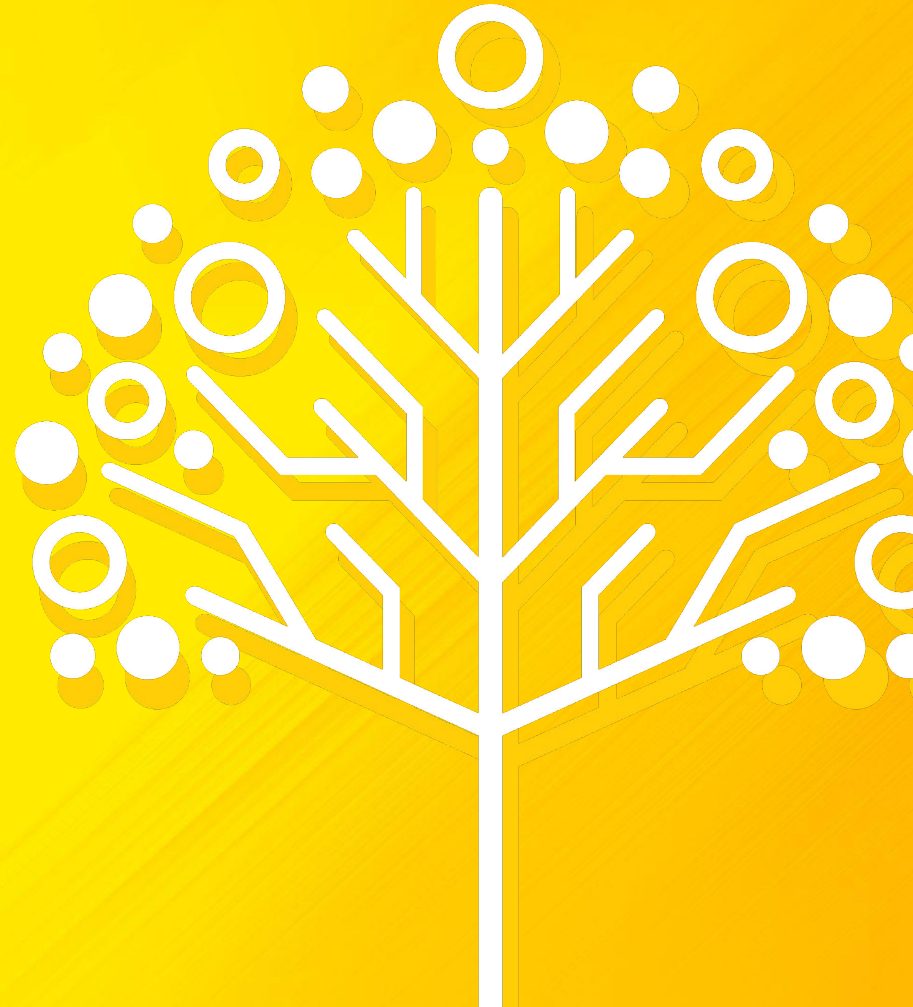


Michigan
Technological
University

Essential Ed Seminar Update

AJ Hamlin

University Senate
February 20, 2025



Essential Education Curriculum

FIRST YEAR EXPERIENCE (16 Credits)

1. Michigan Tech Seminar
2. Math
3. Natural and Physical Science
4. STEM
5. Composition
6. Foundations in the Human World

DISTRIBUTION PATHWAY (18 Credits)

- Communication Intensive
- Intercultural Competency (Upper Division)
- Arts and Culture
- SHAPE Elective
- STEM
- Essential Education Experience (Upper Division)

ESSENTIAL EDUCATION MINOR (18 Credits)

- Communication Intensive
- Intercultural Competency (Upper Division)
- Minor Course (SHAPE)
- Minor Course (SHAPE)
- Minor Course (not restricted to any list)
- Minor Course (SHAPE) or Essential Education Experience (Upper Division)

ACTIVITIES FOR WELL-BEING AND SUCCESS (3 Credits)

Expands the current co-curricular offerings with new options to support students' personal development, health, and well being. Most will be 1 or .5 credit courses.

ePORTFOLIO

A high impact practice that provides a structured opportunity for students to integrate their learning within Essential Ed and also with their work in their major and extracurricular activities.

Seminar Logistics

- Primarily embedded in the majors, those majors not offering a seminar will have their students take a university-wide seminar
- Seminars embedded in the major can keep their major restrictions
- Required assignments/modules provided
- Required assignments/modules are expected to take no more than $\frac{1}{3}$ of a 1 credit course, with expectations of about 15 hours total of combined in and out of class work

Seminar Goals

- Introduce Michigan Tech Essential Education* & Essential Abilities (includes PebblePad)
- Develop reflection skills and habits
- Define academic pathway
- Develop habits of success and develop connections with Michigan Tech students, faculty, and staff
 - Time management
 - Mental health and wellbeing
 - Professionalism
 - Help seeking
 - Sense of belonging

* Essential Ed structure/requirements not included in Fall 2024 Soft Launch

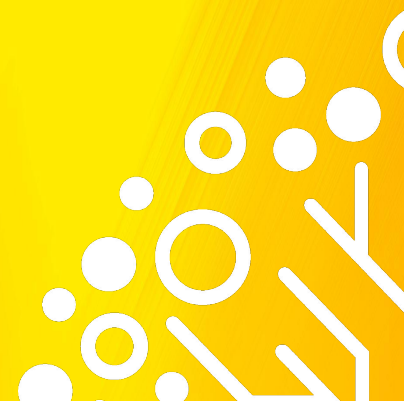
Michigan Tech Seminar Soft Launch Timeline




Fall 2024 Seminar Soft Launch

- BL 1580 First Year Exp in Bio Sci
- BL 1600 First Year Exp in Med Lab Sci
- CH 1130 PDC1 (prof dev chem)
- CS 1000 Explorations in Computing
- ENG1101 Engineering Problem Solving and Analysis
- HF 1999 Intro to the HF major
- HU 1000 Intro to Humanities
- KIP 1000 Intro to Exercise Sci
- KIP 1010 Intro to Sports and Fit Mgmt
- MA 1910 Exploring Symmetry Groups
- PSY 1999 Intro to the Psych major
- SA1000 Exploring Majors
- SS 1001 Orientation to Soc Sci


Incorporated in
57 course sections
22 faculty
1125 students



Fall 2024 Modules Available in Canvas Commons (linked below)



ESSENTIAL EDUCATION




MODULE

EssEd Seminar F24: Welcome to College (Required)


Undergraduate

AJ Hamlin

↓ 16 ☆ 2



ESSENTIAL EDUCATION




MODULE

EssEd Seminar Fall 24: Essential Abilities (Optional)


Undergraduate

Maria Bergstrom

↓ 0 ☆ 0



ESSENTIAL EDUCATION



MODULE

EssEd Seminar F24: Reflection (Required)

Undergraduate

Maria Bergstrom

↓ 6 ☆ 1



ESSENTIAL EDUCATION



MODULE

EssEd Seminar F24: Academic Planning (Required)

Undergraduate

AJ Hamlin

↓ 9 ☆ 1



ESSENTIAL EDUCATION




MODULE

EssEd Seminar F24: Career Preparation (Required)


Undergraduate

AJ Hamlin

↓ 21 ☆ 2



ESSENTIAL EDUCATION



MODULE

EssEd Seminar F24: Husky Points (Required)


Undergraduate

AJ Hamlin

↓ 21 ☆ 2



ESSENTIAL EDUCATION




MODULE

EssEd Seminar F24: Time Management (Required)


Undergraduate

AJ Hamlin

↓ 16 ☆ 2



ESSENTIAL EDUCATION




MODULE

EssEd Seminar F24: Wellstart Stress Management (Required)


Undergraduate

AJ Hamlin

↓ 11 ☆ 0



ESSENTIAL EDUCATION



MODULE

EssEd Seminar F24: Wellstart Loneliness (Required)

Undergraduate

AJ Hamlin

↓ 8 ☆ 1



EssEd Seminar F24: Time Management (Required)

MODULE

Preview

Details

Version notes

Modules (1)

Assignments (2)

Pages (1)

Files (2)

EssEd Seminar Fall 24: Time Management (Required)

	INSTRUCTOR READ ME: Time Management		
	168 Hours Assignment	10 points	
	168 Hours Template.pdf		
	168 Hours Template (Google Sheet)		
	Time Management tools on Canvas.pdf		
	Slides: Time Management Introduction		
	Slides: Time Management Discussion/Follow-up		
	OPTIONAL ACTIVITY: Reflection on Adding/Subtracting an activity	5 points	

INSTRUCTOR READ ME: Time Management

Estimated Time to Complete

OUT OF CLASS: 1.5 hours. IN CLASS: 1 class period.

Seminar Learning Objectives

This module will help students address the following Essential Education Seminar learning objective:

- Utilize success habits to develop connections with Michigan Tech students, faculty, and staff to support your personal wellbeing and academic success.

Description

In this module, students will track how they spend time for a full week. It is intended that you introduce and describe the 168 hour assignment in one class, then a week later have a follow-up discussion. You will need to bring a blank weekly schedule for each student to the follow-up and discussion session.

Introduction (~5 min)

This module needs to be introduced at the beginning of the week before you plan to have it due. Students need to be given one full week (7 full days) to complete the assignment. Instructors should complete the introduction and activity portion of this guide during one class session, and then complete the discussion and wrap-up portions of the guide during a class session at least one week after the students were given the assignment.

Explain that there are 168 Hours in a week.

Have a short discussion about:

- What are we doing with that time? A helpful example is to count up how much time is spent sleeping per week if a student sleeps 8 hours a night. That quickly adds up to 56 of those 168 hours.
- That we cannot create any additional time in our weeks.
- There will always be the same amount of time available to them each week and as adults it is up to them to determine what they choose to spend their time on. There are now fewer individuals checking up on them to see that they get their responsibilities completed.

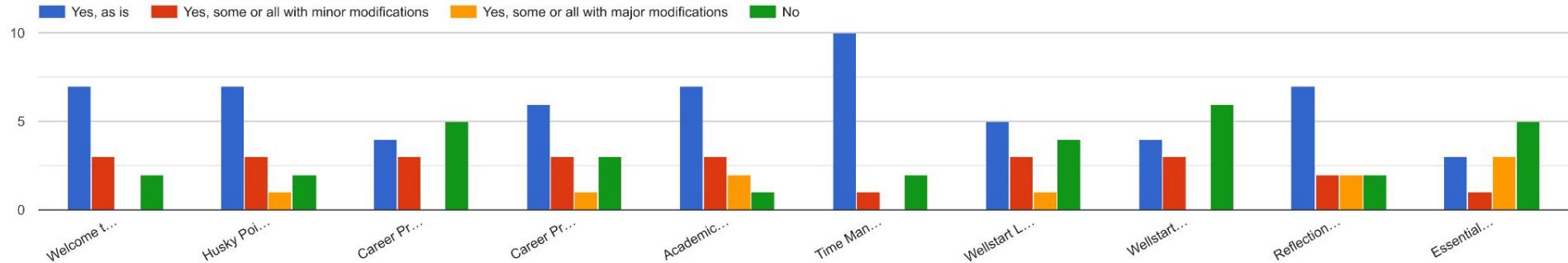
Explain the Assignment (~10 mins)

- Hand out printed versions or provide a link to the [Google Sheets document](#) to the students. If providing a link please be sure to have students download or make a copy of the document to maintain the original template.
- Explain that over the course of the next week, students will need to track each activity they are doing. This should include at least the following areas: Sleep, Meals, In Class Attendance, Study Time, Self Care Activities (taking study breaks, going on walks, hanging out with friends), and Additional Responsibilities (clubs, organizations, practice, job).
- Students may add other areas to track if they would like to, as long as all 168 hours are accounted for.
- Students can decide how they would like to track their activities. They can color code groups, write them in, come up with another type of spreadsheet to monitor the time spent, etc. Show students examples of completed 168-hour assignments.
 - [Example One](#)
 - [Example Two](#)
- At the end of the week, students should count up how much time they are spending on each type of activity and come to class ready to share what they have found.
- Ask if the students have any questions about what they are to do for the next week as they track their activities.

One week later: Follow-up Discussion (~20-30 mins depending on the class)

Soft Launch What was incorporated?

B. I included these common seminar modules and assignments.

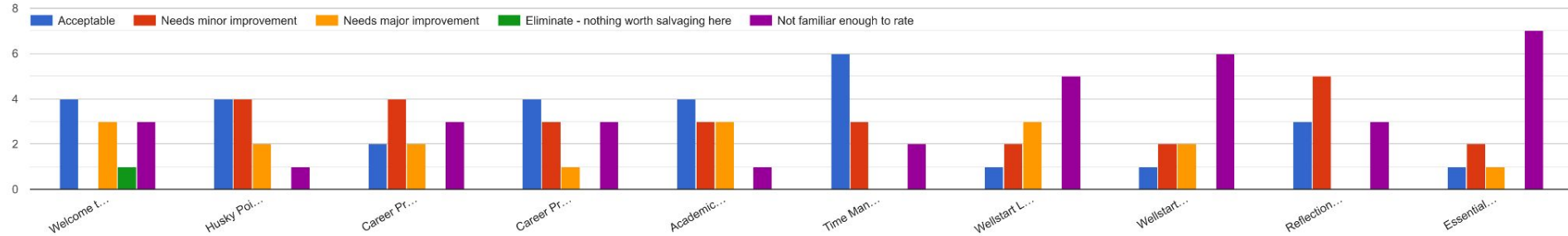


Take aways:

- All modules were tried somewhere
- Least tested moduled: Wellstart, Essential Abilities, and PebblePad About me

Rating of Materials

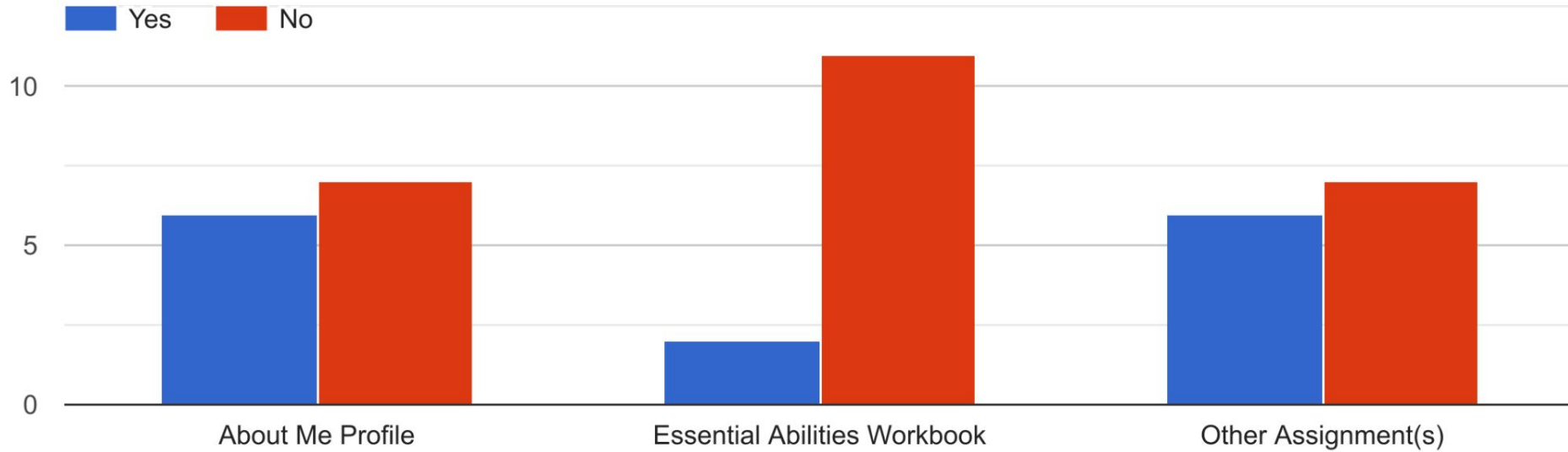
F. Please rate the materials and activities for each of the seminar modules.



Take aways:

- Identified areas that need revision and/or additional support for faculty

C. I introduced the PebblePad ePortfolio platform.



MiLEAP Grant: College Success

Total grant: \$650,000 over 3 years

- \$300,000 support re-designing, building, testing seminar modules, including paying student consultants and \$50,000 for professional video production
- \$350,000 to IDEAhub supporting faculty development in teaching (workshops and supplies for active learning, develop an inventory of teaching resources)

Some challenges to be addressed

Student engagement: Some students struggled to engage or didn't see the reasons for the activities.

Content; information overload, repetition of information from orientation, lack of clear connection between modules, lack of real-world applications

Assessing Reflection: inconsistent student effort, challenges of assessing the depth of student reflection, challenges in providing effective formative feedback

Instructor Support: need for improved coordination and collaboration between units, also with student support services (Career Services, Wahtera Center, Advising), resources for developing innovative seminar experiences and understanding what aspects can be customized

Revision Work

New revision working group
(faculty, advisors, orientation leadership)

- processing the feedback from fall 2024 soft launch faculty
- soliciting feedback from students through focus groups
- developing priorities for revision
- developing priorities and suggested content for the student-facing videos (grant)
- working with IDEAhub to identify priorities for faculty development (grant)
- building out revised modules (with the help of an instructional designer)
- planning/leading training for fall 2025 seminar instructors

Next Steps

- Preparing a report on the soft launch of the seminar
- Focus groups with students
- Revision plan by end of spring semester
- Release Fall 2025 materials to instructors by Aug. 1

CTL & Essential Ed Lunch & Learn: Playing in PebblePad

- Tues, March 11, noon - 1 pm in MUB Ballroom B