



In-time activities for Day 1

Hint! Don't read the syllabus to them

Agenda

1. Engaging Ignatian pedagogy

2. Connecting to our Catholic, Jesuit intellectual traditions

3. Connecting this class to their education at Marquette overall

4. Community-building tips *not* related to course content

5. Activities related to course content

6. So, what should you do with the syllabus, anyway?



What do you want students to feel, be able to do, and/or know after your first class with them?

- Quick open discussion—classroom environment, skill-building, assessment of prior knowledge, hopes for the semester...

1.) Connecting to Ignatian Pedagogy



Q: How can and will you be engaging the Ignatian Pedagogical Paradigm with your students?

Activity ideas

1.) Display this five-step framework and use it to **discuss how your course will engage this process**: Where will students have opportunities to reflect? Take action? Etc.

- Not every part of this paradigm will be explicit in class, but some parts can and should be, perhaps.

2.) Use this framework to **ask students to talk about how they experience their education through it**, either in terms of their previous educational experiences or what they hope to do (in your class, at Marquette) this semester and academic year.



Ideas from this powerful group!

What do you do, or might you do, to connect your class to the IPP?

2.) Connecting to our Catholic, Jesuit traditions

Your discipline sits within these traditions in some way, shape, or form. Consider connecting to these traditions through historical context, subject-matter, or Catholic social teaching about seeking a common good. See ideas [here](#).

- Tip: Connecting students' education to the mission, identity, and context of Marquette **helps provide students with ways to articulate how they are formed in their educations at Marquette.**
 - Note: This does *not* mean that students need to express a particular faith, but at least could understand how this course fits in the distinctive nature of Jesuit education.

Q: How can you tie into Catholic, Jesuit identities and traditions on Day 1?

Activity ideas

In small groups, invite students **imagine connections** (or even do some minor searching online for elements) between the content of your class or its discipline to one of the following:

- Catholic intellectual history
- The Jesuits today (e.g., the [Universal Apostolic Preferences](#))
- The [Seven Themes of Catholic Social Teaching](#)



Ideas from this powerful group!

What do you do, or what might you do, to connect your class to Catholic, Jesuit traditions?

3.) Connecting this class to their education in your discipline, their major, Marquette as a whole

Consider teaching today, especially post-COVID: Students often feel disconnected from their educations, sometimes thinking of it as fairly “random.” **How can you help provide purpose, shape, and context to your class**—in your discipline, in their major, and in their education overall at Marquette?

Q: How can you help students make connections between your class and their education on Day 1?

Activity ideas

1. In small groups, ask them to look through the syllabus, **identify key concepts** and invite students to reflect on their previous experience with those elements.
2. In small groups or in a large group, provide **images and charts** of this class in your discipline, department, and at Marquette (Core Curriculum: Why?).
3. Ask students to **reflect on how this class connects with other courses** they are taking this semester, have taken, etc.
4. Ask students individually (in writing or through an anonymous online tool) to speak to what they're **excited about and nervous about in your class—and why**.



Ideas from this powerful group!

What do you do, or what might you do, to connect your class and/or student learning to their education more broadly?

4.) Community-building tips *not* connected to course content

First, **consider the role of conversation and interaction in your class:**

If you plan mainly on lecturing and providing few opportunities for student interaction, let students know what the point of them building community on Day 1 is: Is it for the sake of getting notes from peers? Having study buddies? Something else?

If you plan on asking students to engage with each other regularly, tell them this, too—and **help them make sense of the community-building in your classroom** (e.g., if it's connected to future examples of course activities, if it helps with projects down the road, etc.).

Q: What are some easy lifts to help build community?

Activity ideas

1. Old-fashioned nametags for tables/at seats
 1. Tip: Students should write their name on both sides
 2. Tip: These can be used to take attendance
2. Have groups name themselves
3. Online tools, like Mentimeter (free accounts can have two slides), can generate conversation
4. Cell phone screensaver: What's on it, and why?
5. Playing music before class, engaging in light conversation, etc.
6. Scavenger hunt

Q: What are some **more** ideas?

7. Problem-solving in small groups
8. Jigsaw activities, pair and share
9. Asking about extracurriculars, and seeing what people are getting up to this semester
10. Students write questions and throw them in a hat for you to answer, or...
11. You write questions and ask students to pull from a hat (or whatever) to answer them
12. Interview a classmate

Oh! A SUPER GOOD ONE HERE

Strong idea time!

- Ask students to reflect on their previous educational experiences and focus on positive, important ones. Ask them to write down words that describe what made that experience so valuable. Then, talk with a small group of peers to choose 1-3 common traits among them. Have them write those traits up on the board or on a screen. Then, read through them and discuss together, leading to this question: **How can an educational experience be valuable in this class? What does it take, and from whom? What can everyone do—individually and together—to create a valuable experience in this class?** Generate some promises that anticipate essential elements of the class this semester.



Ideas from this powerful group!

How do you build community in your classroom, or what might you want to try now?

5. Activities related to course content

My bias: This is my favorite thing to do. Why?

- Brings focus immediately on Day 1 to the class
- Can work for electives where students might already be interested *and* for required courses that students might not be already interested in.
- Can take so many different shapes and can work on individual, small group, and large-group bases

Q: What are some content-related activities on Day 1?

Activity ideas

1. Connections to current events in the news
2. Connections between course content and pop culture, history, people's backgrounds—can choose 4-5 examples of each and **get students thinking about the relevance of your discipline today**
3. Show them what **problem-solving** or thinking is like in your discipline
 - My personal favorite thing to do. Applies to any discipline. Lean into your expertise, share how thinking works in your discipline (e.g., what does it look like to be a political scientist? A mathematician? An engineer?), what exciting research is happening, etc.
 - Students like this more than you might think. ;)



Ideas from this powerful group!

What are some content-related activities you do, or what might you want to try, on Day 1 this semester?

6. So, what should you do with the syllabus, anyway?

Will depend on the function of the syllabus in your discipline and department, of course, but we suggest that you:

1. Put it on D2L and mark it clearly there. (I usually have a module that says SYLLABUS HERE.)
2. Ask students to be responsible for part of it in some way—syllabus quiz, in-class questions the next day/week, etc.
3. Consider the syllabus as a “need to know as we go” document—point them to it along the way and as it’s relevant.



Ideas from this powerful group!

What do you do with your syllabus for your class? Hmmmm? ;)

What might you want to do with your syllabus this semester?

Thanks for attending!



Have a wonderful first, and second, and third, and fourth, etc., day of class.