**Seven Principles for Good Practice in Undergraduate Education**

1.  Good Practice Encourages Student-Faculty Contact

2.  Good Practice Encourages Cooperation Among Students

3.  Good Practice Encourages Active Learning

4.  Good Practice Gives Prompt Feedback

5.  Good Practice Emphasizes Time on Task

6.  Good Practice Communicates High Expectations

7.  Good Practice Respects Diverse Talents and Ways of Learning

Chickering, A. W., & Gamson, Z. F. (1987). Seven principles for good practice in undergraduate education. *AAHE Bulletin*, *3*, 7.

**Types of learning activities**

I. Gathering

II. Doing

III. Observing

IV. Reflecting

Fink, L. D. (2003). *Creating significant learning experiences: An integrated approach to designing college courses*. San Francisco, Calif: Jossey-Bass.

**Learning Cycle**

Kolb, David A. (1984*). Experiential Learning: Experience as the source of learning and development*. Englewood Cliffs, N.J. :Prentice-Hall.

**ELEMENTS OF ENJOYMENT/ENGAGEMENT:**

* Challenging activity requiring skill
* Effortless involvement
* Concentration on task
* Clear goals, feedback
* Opportunity for completion
* Loss of sense of “self” (merging with task)
* Transformation of time

Csikszentmihalyi, M. (1990). *Flow: The psychology of optimal experience*. New York: Harper & Row.

Role Play

You work in the State Office of Labor and Work Force Development,

which administers unemployment insurance payments

to residents who have lost jobs, typically due to business closure or downsizing.

* 2 weeks ago, computer virus from “criminal hackers” discovered.
* Data breech accessed information

(including names, Social Security numbers, birthdates, bank information)

of 210,000 unemployed workers.

* Breech was reported to IT security officer
* Agency tried to patch the breach. No other action taken.
* 2 weeks later, word leaked to the media and today was publicly reported.

- There will be a highly-contested election for state Governor this year, so media is paying extra close attention to what goes on in state offices.

* Your task

You are a member of the ad hoc team assembled to respond.

Your team has a short time come up with the steps to take,

as well as a statement to put out to the media,

which has come to your agency with questions.

* Role Play- team members

1. Public Relations Officer for State Office of Labor & Work Force Development.

2. Information Technology (IT) security officer – who filed the report.

3. IT Employee –discovered the breach & reported it immediately to # 2 above.

4. Administrator from the Department of Unemployment Assistance – in charge of all clerical issues.

5. Lawyer – from the in-house legal department.

* Assignment

1. Choose roles in your groups
2. Pick up your “agenda.” This informs your participation, not to be overtly shared.

3. Your team has 10 minutes to:

A. decide a next step, and

B. decide on a statement for the media

Some guidelines

* Start with low-risk activities that get everyone involved.
* Create an inclusive and supportive atmosphere. Allow players to bring texts or notes with them, and to ask for help if they get stuck.
* No judgement; participation usually not evaluated
* Acknowledge all public contributions (applause).
* All students encouraged to participate, however, may “pass,” and choose to be active observers.

Assessing resulting learning/outcomes

* Pre- & Post-test on concepts/ processes
* Pre- & Post student self-rating of their knowledge, skills, confidence (e.g. “How well can you identify…”)
* Minute papers/exit tickets (“What’s the most important thing you learned today?”)
* Student feedback on the lesson’s usefulness
* Summary exercise

Exercises:

BINGO

FACULTY FEUD

ROLE PLAY BY TABLE

PANEL

INSTAGRAM

COMMERCIAL/SLOGAN