NEAR, FAR
WHEREVER YOU ARE

Building Community in the “New” First-Year Experience
What are the defining features of community?

Respond to PollEv.com/ktroyer
or
Text KTROYER to 37607 once to join, then text your message
What are the defining features of community? (If you want to use a multi-word phrase like "active learning" use an underscore to keep the words together, i.e. active_learning)
What do experts say about community?

Defining characteristics

- belonging
- acceptance
- social + cognitive benefits
  - motivation
  - satisfaction
  - retention
Context is key. We need to foster a feeling of connection to the college as a physical campus and as an idea.

(Sean Gerrity, Inside Higher Ed: Community Building in the Community College Classroom)
How do we know?

“Students are requesting community in a world that has gone very quiet.”

G. Andersen, Creating Community in a COVID-19 World

“Relationships most affect graduates’ perception that their education was worth the cost.”

The Many Benefits of a Strong College Community
The original Wilshire Blvd. Brown Derby, 1927. Credit: Marc Wanamaker
Which of the following features (from our word cloud) are you most interested in exploring today?
people who like using a matrix

the bad guys from *The Matrix*

academics

people who like organization
<table>
<thead>
<tr>
<th>Community Aspect</th>
<th>Pre- or Early Semester</th>
<th>Mid-Semester/In Progress</th>
<th>Finals, Post-Semester, and Beyond</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Trust</strong></td>
<td>1. CLUE Pre-class</td>
<td>2. Shadow Classroom in Slack</td>
<td>3. Groups that Last Beyond Group Work</td>
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<tr>
<td></td>
<td>4. Like, Subscribe...</td>
<td>5. Quirky Daily Questions</td>
<td>6. Goodbye, Hello</td>
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<tr>
<td></td>
<td>10. It’s Me, Your Instructor (and Everyone Else!)</td>
<td>11. Self-Care</td>
<td>12. Resources</td>
</tr>
</tbody>
</table>
Your Task
(in small groups)

● Introduce yourselves.

● Develop an activity for one quadrant of the matrix.

● Consider these elements:
  ○ Description of the activity
  ○ How does this build community?
  ○ How is it high impact?
  ○ Is it high or low effort (for instructor and students)?
  ○ Any inclusivity challenges or considerations?

● Share your activity with the rest of the group.
The Details...

- You will soon be randomly assigned to a Zoom breakout room.
- Pay attention to your breakout room number as you transition!
- This number corresponds to the matrix quadrant you are assigned.
- A Google doc is now posted in the chat. This doc includes the matrix complete with numbered quadrants.
- Choose one colleague to be notetaker.
- The notetaker will fill out the appropriate matrix quadrant in the shared doc as your group works.
- We will come back together in 15 minutes.
Your Task
(in small groups)

● Introduce yourselves.

● Develop an activity for one quadrant of the matrix.

● Consider these elements:
  ○ Description of the activity
  ○ How does this build community?
  ○ How is it high impact?
  ○ Is it high or low effort (for instructor and students)?
  ○ Any inclusivity challenges or considerations?

● Share your activity with the rest of the group.
Welcome Back

- Take 5 minutes to review the completed matrix in the Google doc.
- Then you will have a chance to ask about specific activities that intrigue you, or for which you would like additional information.
SLIDE-CEPTION

or, building community in "Building Community..."

WHAT'S THIS?
Douglas Hofstadter's six-word autobiography. After all those 700-page tomes, I guess he wanted to try for brevity.
Huh. Let's see...

I'M SO META, EVEN THIS ACRONYM

...WHOAA. I THINK HE NAILED IT.
ONE-MINUTE REFLECTION

How successfully did this workshop build community?

Which aspects of this workshop will you include in your teaching this fall?

What about this workshop would you change were you to lead it?