Timed team competition and the FYE orientation

For four semesters, I have used a timed team competition approach during my First Year Experience freshman library orientation sessions. These sessions are designed to introduce FYE students to library services and involve them completing a worksheet with various exercises and questions. Many of the classes have over 40 students enrolled, and we faced several challenges: how to keep the students engaged, how to keep the students on task and how to make the sessions memorable for the students.

• What theory(ies) have I used to support instructional design decisions for my class?
  Group learning
  Active learning
  Competition
  Timed exercises
• Is there evidence that the instructional theories I am using is effective?
  Yes, in the education literature
• I really like what a particular expert says about teaching x concept or principle. How have I applied this in my classes?
  Tom Angelo et al
Proposals should address the following:
• Present a problem/dilemma
  How to keep a group of 40 freshmen engaged during a general library orientation
• Describe why a particular theory(ies) was selected to solve the problem
  Active learning – keeps them focused on the task
  Group learning – makes them responsible to each other
  Competition – there is a “winning team” and freshmen love to be winners!
  Timed exercises – infuses the session with energy and the concept of a deadline
• Reflect on the effectiveness of the instructional implementation (e.g. have outcomes been met?)
  This has been VERY successful
• Provide a framework for participants so that they can implement instructional strategies at their own institutions
  We can try a sample exercise in class
• Discuss implications for working with stakeholders
  The classroom instructors have told me that this approach is the most effective with their classes