Title V/Gen Ed Committee Joint Meeting

February 3, 2012

9:30am-11:30am

Faculty Lounge

Learning Activity Exercise

Assignment:

Design a learning activity for a second-year course that uses the high-impact practices of Collaborative Assignments and Projects, Undergraduate Research, and/or AAS Capstones. Consider which first-year learning outcomes will prepare students for the second-year.

Sample group process:

Discuss Gen Ed Committee learning outcomes (5 minutes)

What do we want students to be able to accomplish in their second-year? How can the first-year prepare students for the second-year?

Discuss Title V pedagogical strategies (5 minutes)

How can the high impact practices of Collaborative Assignments and Projects, Undergraduate Research, and AAS Capstones be used to engage students? What skills do students need to be successful with these high-impact learning practices?

Brainstorm and decide on a learning activity for a second-year course (20 minutes)

Begin to fill out template, creating one row for each learning objective (20 minutes)

Discuss how to make this part of a larger conversation about Gen Ed at City Tech (10 minutes)

Sample Title V Pedagogical Strategies:

Brooklyn Waterfront as Living Lab, Collaborative Learning, Use of a Networked Digital Platform, Place-based education, Writing across the Curriculum, Active/Hands-On Learning, Using the Laboratory Model, Shared Readings, Field Trips, Collaborative Bibliographies, Inquiry-based learning, Information Literacy.

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**Second-Year Learning Activity Template**

**Group Members: Team 7**

Teacher Technology, ETET, Facilities Management, Entertainment Tech

David B Smith, John McCullough, Damon Baker, Rich Woidovich, Bob Pro.

Godfrey Nowake

**Title of Activity:** Real World Problem Identification and Solution Brainstorming in a team environment:

* Activity occurs within one class period
* Note : this solutions and steps will be much more interesting if students are not told what the next step will be until they complete the previous step.
* Note: This type of activity can be applied to more specific problem sets, but the purpose of this activity is developing the process.

**Potential Second-Year Courses Involved:**

Design and Product Development

**Brief Overview:**

“Think about your morning from getting up to arriving a school. Identify and write down something that happened to you this morning that could be improved”

* **Each student thinks and writes their ideas.**
* **Teams are formed.**

Each student presents their problem

* **Teams discuss problems**

select one of the problems and

write a description of that problem

submits problem to the professor

* **Teams brainstorm solutions**

select one.

Use a large poster board to visually describe the solution.

* **Each Team presents to the class**

What are the next steps required to implement the solution?

What types of research will be needed

What are any complications or tradeoff.

| **First Year  Preparation** | **Student Activity Steps** | **Learning Objectives** | **Gen Ed Learning Outcomes Addressed** | **Methods of Assessment** |
| --- | --- | --- | --- | --- |
|  | Problem Identification | Students will be able to identify a problem that needs to be solved | * Inquiry/Analysis * Derive Meaning from Experience. * Generalize problems from real world | Written Document from each student |
| Made some decisions | Team Problem Selection | Orderly discussion and decision making | * Professional Personal Development * Consensus | Did they decide? |
| Informal Writing | Problem Description | Ability to create clearly worded description | * Written Communication | Written document from each team |
| Team based cooperative activities  Creativity | Solution Brainstorming and documentation | Use Creativity to solve problems | * Group collaboration * Listening skills * Time Management | List of possible Solutions |
| Oral Presentation | Team Presentation | An oral and visual presentation | * Oral and visual Presentation | Evaluation of the project materials |