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: Group #3: Physics, Chemistry, Mathematics, Vision Care and English

Title of Activity: Brooklyn Water: Report on Brooklyn Water Quality

Potential Second-Year Courses Involved: Chemistry 3412 (Instrumental Methods of Analysis), EET 451 (Senior Project Lab), MECH 241 (Machine Design), ENG 533 (Advanced Technical Writing)

Brief Overview: This project would require students to use sensors constructed by students in mathematics and physics courses, to analyze local water samples and compare them to past water samples, for the purpose of compiling a report recommending a course of action to a local community board, government agency or public-private partnership.

| **First Year  Preparation** | **Student Activity Steps** | **Learning Objectives** | **Gen Ed Learning Outcomes Addressed** | **Methods of Assessment** |
| --- | --- | --- | --- | --- |
| English 1101  English 1133 | Reading water sampling protocols. | Familiarity with water sampling protocols. | Breadth of knowledge, Depth of knowledge, Communciation | Quiz |
| Any scientific laboratory course | Collecting water samples. |  |  | Samples deemed adequate for analysis; instructor collection observation |
| Chemistry 1110 and 1210, Math 1180 | Analyzing water samples. |  |  | Statistical Report evaluated by instructor |
| CT 1000, Physics 1001, 1002 | Comparing data set to previous sets of data on water. |  |  | Instructor evaluation of written data comparisons in chemistry course; student and instructor evaluation of oral presentations in English course |
| ENG 1101, ENG 1133 | Prepare report to agency. |  |  | Multiple instructor evaluation of report in written and electronic form |
| SPE 1330 | Present report to agency |  |  | Grade received from agency audience evaluations |
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