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: Shelley Smith, Alexandra Moll, Alexander Aptekar, Barbara Mishara, Gerarda, Melanie, Insook, Libby

Title of Activity: Different Perspectives on the Brooklyn Bridge? Representing the Brooklyn Bridge/How does technology change the outcome?

Potential Second-Year Courses Involved: Architectural History after 1890 (Core Course) Group Activity Template. Open Lab course with projects available to City Tech community.

Brief Overview: How can you represent the Brooklyn Bridge in different ways? How would the Brooklyn Bridge change if it were built today? Built in a different location? How does technology change design? How does technology change the working environment? This activity would be in a seminar format, at times, to bring together different disciplines into one room.

| **First Year  Preparation** | **Student Activity Steps** | **Learning Objectives** | **Gen Ed Learning Outcomes Addressed** | **Methods of Assessment** |
| --- | --- | --- | --- | --- |
| Information Literacy Note Taking | Brainstorming different perspectives and researching information  (Work as an individual) | Analysis of the historical period, population, and construction practices/materials. | Derive meaning from experience as well as gather information from observation.  Employ scientific reasoning and logical thinking. | Evaluate individual written individual report |
| Ability to listen and indentify/read for the “Big Picture” | Group Introduction  Group Facilitator  Communicate and delegate responsibilities  (Work in pairs) | Master oral communication skills through group work and reporting back to class. | Communicate in a diverse setting of multidisciplinary students (art history, architecture, civil engineering, construction, etc.) | Evaluate effectiveness of pair oral presentation |
| Ability to synthesize given information. | Integrate knowledge from first year course and obtained through research  (Work in group) | Interpret research and knowledge to determine how the design of the Brooklyn bridge would be affected. | Gather, interpret, evaluate, and apply information discerningly. | Evaluate different representation (model, schematic, rendering, sketch) for each group |
| General understanding of the profession | Consider ethical implications. Field trip to the Brooklyn Bridge.  (Work as an individual) | Students to consider ethical implications of how the project would affect the community. | Assume responsibility for social justice.  Respect and use creativity. | One page statement discussing ethical issues that refer back to the discipline that the student comes from |