

### **Seminar Objective**

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Revitalize General Education to strengthen its connections to degree programs and implement a comprehensive cyclical model of faculty development to help faculty members incorporate High-Impact Educational Practices and competencies into their courses

### **Learning Outcomes**

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- Seminar Fellows integrate General Education Student Learning Outcomes into their course syllabi and course segments and/or assignments
- Seminar Fellows use the OpenLab to engage in Open Pedagogy
- Seminar Fellows gather, interpret and apply High-Impact Educational Practices (HIEPs) in their teaching
- Seminar Fellows acquire and use assessment tools
- Seminar Fellows share General Education philosophy and practices with students and colleagues

### **Assessment**

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- Participation in the OpenLab
- Participation in group discussion during seminars
- Creation of, with intention to implement, course syllabus and course segment of a capstone course in fall 2014

### **George Kuh's High-Impact Educational Practices**

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#### **Internships**

Internships are another increasingly common form of experiential learning. The idea is to provide students with direct experience in a work setting—usually related to their career interests—and to give them the benefit of supervision and coaching from professionals in the field. If the internship is taken for course credit, students complete a project or paper that is approved by a faculty member.

#### **Capstone Courses and Projects**

Whether they're called "senior capstones" or some other name, these culminating experiences require students nearing the end of their college years to create a project of some sort that integrates and applies what they've learned. The project might be a research paper, a performance, a portfolio of "best work," or an exhibit of artwork. Capstones are offered both in departmental programs and, increasingly, in general education as well.

### **Diversity/Global Learning**

Many colleges and universities now emphasize courses and programs that help students explore cultures, life experiences, and worldviews different from their own. These studies—which may address U.S. diversity, world cultures, or both—often explore “difficult differences” such as racial, ethnic, and gender inequality, or continuing struggles around the globe for human rights, freedom, and power. Frequently, intercultural studies are augmented by experiential learning in the community and/or by study abroad.

### **Seminar Readings/Videos**

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Bain, K. (2012). *What the best college students do*. Cambridge, Massachusetts: The Belknap Press of Harvard University Press.

Bean, J. C., & Weimer, M. (2013). *Engaging ideas: The professor's guide to integrating writing, critical thinking, and active learning in the classroom*. San Francisco, Calif: Jossey-Bass.

Center of Inquiry Wabash College (2013). *Home*. Retrieved from  
<http://www.liberalarts.wabash.edu/>

College General Education Committee (2012). GENERAL EDUCATION AT NEW YORK CITY COLLEGE OF TECHNOLOGY. Retrieved from The New York City College of Technology website: [http://openlab.citytech.cuny.edu/?get\\_group\\_doc=4250/1389669133-GenerEducationProposalwithsupplementarymaterialNovember.pdf](http://openlab.citytech.cuny.edu/?get_group_doc=4250/1389669133-GenerEducationProposalwithsupplementarymaterialNovember.pdf)

Chronicle of Higher Education, The (n.d.). College Completion: Graduation Rates and Data for 3,800 Colleges. Retrieved from <http://collegecompletion.chronicle.com/>

Feynman, R. P., Leighton, R., & Hutchings, E. (1985). *"Surely you're joking, Mr. Feynman!": Adventures of a curious character*. New York: W.W. Norton.

Hart Research Associates. (2013, April 10). *It Takes More Than a Major: Employer Priorities for College Learning and Student Success*. Retrieved from The Association of American Colleges and Universities (AAC&U) :  
[http://www.aacu.org/leap/documents/2013\\_EmployerSurvey.pdf](http://www.aacu.org/leap/documents/2013_EmployerSurvey.pdf)

Kahneman, D. (2011). A Machine for Jumping to Conclusions. In *Thinking, fast and slow*. New York: Farrar, Straus and Giroux.

Keller, J. (2013, May 7). At Top Colleges, an Admissions Gap for Minorities. New York Times [New York]. Retrieved from  
<http://www.nytimes.com/interactive/2013/05/07/education/college-admissions-gap.html>

- Kuh, G. D., Schneider, C. G., & Association of American Colleges and Universities (2008). *High-impact educational practices: What they are, who has access to them, and why they matter*. Washington, DC: Association of American Colleges and Universities.
- Lewin, T. (2011, September 27). College Graduation Rates Are Stagnant Even as Enrollment Rises, a Study Finds. *New York Times* [New York]. Retrieved from <http://www.nytimes.com/2011/09/27/education/27remediation.html>
- Perloth, R. (2013, December 28). Solving Problems for Real World, Using Design. *New York Times* [New York].
- Ritchhart, R. (2002). Rethinking Smart the Idea of Intellectual Character. In *Intellectual character: What it is, why it matters, and how to get it*. San Francisco: Jossey-Bass.
- Summerfield, J. (2007). The Project: Common/Uncommon Ground. In J. Summerfield, & C. Benedicks, *Reclaiming the public university: conversations on general & liberal education*. New York: Peter Lang.
- Ted Talk (2013, April 8). Freeman Hrabowski: 4 pillars of college success in science | Video on TED.com [Video file]. Retrieved from [http://www.ted.com/talks/freeman\\_hrabowski\\_4\\_pillars\\_of\\_college\\_success\\_in\\_science.html](http://www.ted.com/talks/freeman_hrabowski_4_pillars_of_college_success_in_science.html)
- Ted Talk (2013, May). Ken Robinson: How to escape education's death valley | Video on TED.com [Video file]. Retrieved from [http://www.ted.com/talks/ken\\_robinson\\_how\\_to\\_escape\\_education\\_s\\_death\\_valley.html](http://www.ted.com/talks/ken_robinson_how_to_escape_education_s_death_valley.html)
- Zubizarreta, J. (2008) The Learning Portfolio: A Powerful Idea for Significant Learning. Insight. Improvement. Impact. Columbia College, SC. Retrieved from [http://www.theideacenter.org/sites/default/files/IDEA\\_Paper\\_44.pdf](http://www.theideacenter.org/sites/default/files/IDEA_Paper_44.pdf)

## **Weekly Meetings**

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### **January 31, 9:00 am – 3:00 pm, Faculty Commons, N227**

Syllabus Review, Agreement Review, Photo Release, Scavenger Hunt

Guest Speaker: Judith Summerfield, Professor Emerita, English Department, Queens College, and Urban Education, Graduate Center, City University of New York, “Liberal/General Education in the 21st Century: Where are we now?”

*Reading:*

- *George Kuh’s, High-Impact Educational Practices*
- *City Tech’s General Education Practices*
- *Surely You’re Joking Mr. Feynman*
- *Judith Summerfield’s, The Project: Common/Uncommon Ground*

### **February 7, 12:00 pm – 3:00 pm, Faculty Commons, N227**

High Impact Educational Practices

*Reading:*

- *George Kuh’s, High-Impact Educational Practices*
- *Bain, What the Best College Teachers Do, Chapter 3,*
- *Bean, Engaging Ideas Chapter 1, pp 5-10 and Chapter 2, pp 29-37*
- TED Talk. Freeman Hrabowski: [4 Pillars of College Success in Science](#)

### **February 14, 9:00 am – 3:00pm, Faculty Lounge, A632**

Guest Speaker: Richard Hanley, English Department and Anne Richards, Library

“Brooklyn Waterfront Research Center and Place-Based Learning Tool Kit”

Guest Speaker: Monica Devanas, Director of Faculty Development and Assessment Programs Center for the Advancement of Teaching, Rutgers University

“Assessment of High Impact Educational Practices: Student Portfolios and Other Tools”

*Reading:*

- *Zubizarreta, J. (2008) The Learning Portfolio: A Powerful Idea for Significant Learning*

### **February 21, Independent Study, No Scheduled Meeting**

### **February 28, 9:00 am – 2:00 pm, Faculty Lounge, A632**

Revitalizing General Education in My Discipline

*Reading:*

- *Wabash National Study of Liberal Arts Education, Selection to be provided*
- *Perloth, Solving Problems for Real World, Using Design*
- *Interactive Graph: [At Top Colleges, an Admissions Gap for Minorities](#). New York Times*
- *Interactive Graph: [Graduation Rates and Data for 3,800 Colleges](#). Chronicle*

**March 7, 12:00 pm – 3:00 pm, Faculty Lounge, A632**

Open Pedagogy on the OpenLab

*Reading:*

- *Bean, Engaging Ideas Chapter 6, focus on pp.92-93, 95-104,*
- *Bean , Engaging Ideas Chapter 7*

**March 14, 9:00 am – 2:00 pm, Faculty Lounge, A632**

Joint meeting with City Tech General Education Committee members and faculty involved in the NEH Making Connections grant

*Reading:*

- *City Tech General Education Student Learning Objectives (Handout to be provided)*
- *Bain , What the Best College Teachers Do, Chapter 4*
- *Ritchhart, Intellectual Character, Chapter 2, pp 12-31*

**March 21, 9:00 am – 2:00 pm, Faculty Commons, N227**

Course Design and Assessment

*Reading:*

- *Bean, Engaging Ideas, Chapter 14,*
- *Bean Engaging Ideas, Chapter 16, pp 334-336*
- *Bain, What the Best College Teachers Do, Chapter 7, pp 150-163,*
- *Kahneman, Thinking Fast and Slow, Chapter 7, pp 82-85 (Handout to be provided)*

**March 28, Independent Study, No Scheduled Meeting**

**April 4, 9:00 am – 3:00 pm Location to Follow**

Place-based activity

*Reading:*

- *Hart Research Associates, It Takes More Than a Major: Employer Priorities for College Learning and Student Success*
- *Bain, What the Best College Teachers Do, Chapter 5*

**April 11, Independent Study, No Scheduled Meeting**

**April 25, 9:00 am – 12:00 pm Various Meeting Places, Information to Follow**

**12:00 pm – 2:00 pm, Faculty Commons, N227**

9:00 am – 12:00 pm Choose a morning meeting: to work on course segments/assignments and OpenLab course site, Attend Gen Ed Meeting, Attend Associate Fellow Final Presentations

12:00 pm -2:00 pm Peer Reviews

*Reading:*

- *Bain, What the Best College Teachers Do, Chapter 6*

**May 2, 9:00 am – 3:00 pm**

CUE conference at LaGuardia Community College, “Learning Inside and Outside the Classroom”  
*Presentations encouraged*

**May 9, 9:00 am – 1:00 pm, N119**

Final Presentations, a college-wide event

“Readings”:

TED Talk. Ken Robinson: [How to escape education's death valley](#)

## **Seminar Projects**

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### **Task:**

To communicate how HIEP, Gen Ed, the OpenLab and Assessment will be included in a culminating course in the fall of 2014.

### **Audience:**

Fourth Year Fellows

College Community

Visitors to the Fourth Year Fellow OpenLab Site

### **Format (Deliverables):**

Syllabus for a fall 2014 course for students enrolled in a culminating course (posted on OpenLab):

- General education student learning outcomes
- Assignments to be assessed

Course Segment/Assignment (posted on OpenLab):

- HIEP utilized (Capstone, Internship, Global Learning, and others)
- Field Based Activity
- Pedagogical use of the OpenLab
- Assessment Measures

Prepare and present a five minute oral presentation about course module developed as a result of this seminar and how it differs from how the course was delivered in the past.

### **Learning Outcome:**

- Seminar Fellows integrate General Education Student Learning Outcomes into their course syllabi and course segments and/or assignments
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- Seminar Fellows acquire and use assessment tools
- Seminar Fellows share General Education philosophy and practices with students and colleagues

### **Assessment:**

Participation on the OpenLab.

Creation of, with intention to implement, course segment of a culminating course in fall 2014.