

## **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 segment of a fall 2015 course, using the Living Lab Activity Template (see the “Seminar Project” description below for details)

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

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### **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.

### **Collaborative Assignments and Projects**

Collaborative learning combines two key goals: learning to work and solve problems in the company of others, and sharpening one’s own understanding by listening seriously to the insights of others, especially those with different backgrounds and life experiences. Approaches range from study groups within a course, to team-based assignments and writing, to cooperative projects and research.



## Seminar Readings/Videos

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- A Living Laboratory: Revitalizing General Education for a 21<sup>st</sup> Century College of Technology (2010), Title V Project Rationale.  
[https://openlab.citytech.cuny.edu/?get\\_group\\_doc=4329/1416716393-TitleV-project-rationale-1.pdf](https://openlab.citytech.cuny.edu/?get_group_doc=4329/1416716393-TitleV-project-rationale-1.pdf)
- City Tech 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)
- Finley A. & McNair T. (2013) *Assessing Underserved Students' Engagement in High-Impact Practices*. Association of American Colleges and Universities. Retrieved from  
[https://aacu.org/sites/default/files/files/assessinghips/AssessingHIPS\\_TGGrantReport.pdf](https://aacu.org/sites/default/files/files/assessinghips/AssessingHIPS_TGGrantReport.pdf)
- 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.
- Sullivan, D., Schneider, C., Rhodes, T., O'Shea L., and Humphreys, D. (2012). *A Sea Change on Student Learning Assessment: An AAC&U Working Paper*. Association of American Colleges and Universities. Retrieved from  
<http://www.aacu.org/resources/assessment/documents/AACUAssessmentConceptPaper5-18-2012.pdf>
- Ted Talk (2013, April). Ramsey Musallam: Three rules to spark learning. [Video file] Retrieved from [http://www.ted.com/talks/ramsey\\_musallam\\_3\\_rules\\_to\\_spark\\_learning](http://www.ted.com/talks/ramsey_musallam_3_rules_to_spark_learning)
- 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)
- Wiggins, A. (2014). A veteran teacher turned coach shadows 2 students for 2 days – a sobering lesson learned. *Granted, and... ~ thoughts on education by Grant Wiggins* [web log]. Retrieved from <http://grantwiggins.wordpress.com/2014/10/10/a-veteran-teacher-turned-coach-shadows-2-students-for-2-days-a-sobering-lesson-learned/>
- In the Spotlight. *The Open Road*. [web log]. Retrieved from  
<https://openlab.citytech.cuny.edu/openroad/category/in-the-spotlight/>

## **Seminar Meetings**

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### **January 30, 9:00am – 12:30pm, Atrium Conference Room, N119**

#### Objective:

To introduce Associate Fellows to “A Living Lab, Title V Grant” and how General Education Student Learning Outcomes and Kuh’s High Impact Educational Practices might be integrated into course segments and/or assignments.

#### Workshop Readings

A Living Laboratory: Revitalizing General Education for a 21<sup>st</sup> Century College of Technology (2010), Title V Project Rationale.

[https://openlab.citytech.cuny.edu/?get\\_group\\_doc=4329/1416716393-TitleV-project-rationale-1.pdf](https://openlab.citytech.cuny.edu/?get_group_doc=4329/1416716393-TitleV-project-rationale-1.pdf)

City Tech 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)

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*. Introduction, Part 1 and Part 2. Washington, DC: Association of American Colleges and Universities.

### **February 27, 9:00am – 12:30 pm, Atrium Conference Room, N119**

#### Objective

Associate Fellows will explore open pedagogy opportunities in their courses via the OpenLab digital platform.

#### Workshop Readings

Wiggins, A. (2014). A veteran teacher turned coach shadows 2 students for 2 days – a sobering lesson learned. *Granted, and... ~ thoughts on education by Grant Wiggins* [web log].

Retrieved from <http://grantwiggins.wordpress.com/2014/10/10/a-veteran-teacher-turned-coach-shadows-2-students-for-2-days-a-sobering-lesson-learned/>

In the Spotlight. *The Open Road*. [web log]. Retrieved from

<https://openlab.citytech.cuny.edu/openroad/category/in-the-spotlight/>

*NOTE: Please explore the courses and projects that have been featured in “In the Spotlight” – you will find many examples of innovative open pedagogies here. Comment on two sites.*

OpenLab Sites of Interest: Becoming a member of the sites is encouraged

The Open Road: <http://openlab.citytech.cuny.edu/openroad/>

Open Pedagogy: <http://openlab.citytech.cuny.edu/openpedagogyopenlab/>



**March 20, 9:00am – 12:30pm, Brooklyn Museum, enter through employee entrance located in the parking lot <http://www.brooklynmuseum.org/visit/directions.php>**

Objective

Field Based Activity on the Brooklyn Waterfront supporting local opportunities that allow Associate Fellows to use High Impact Practices (HIPs) in their teaching.

Workshop Readings – will be distributed prior to the meeting

OpenLab Sites of Interest: Becoming a member of the site is encouraged

Place Based Learning Tool Kit: <http://openlab.citytech.cuny.edu/placebased/>

**April 17, 9:00am – 11:30am, Faculty Lounge, A632**

Objective

To build a culture of assessment

Workshop Readings

Sullivan, D., Schneider, C., Rhodes, T., O’Shea L., and Humphreys, D. (2012). *A Sea Change on Student Learning Assessment: An AAC&U Working Paper*. Association of American Colleges and Universities. Retrieved from

<http://www.aacu.org/sites/default/files/files/publications/AACUAssessmentConceptPaper.pdf>

Finley A. & McNair T. (2013) *Assessing Underserved Students’ Engagement in High-Impact Practices*. Association of American Colleges and Universities. Retrieved from

[https://aacu.org/sites/default/files/files/assessinghips/AssessingHIPS\\_TGGrantReport.pdf](https://aacu.org/sites/default/files/files/assessinghips/AssessingHIPS_TGGrantReport.pdf)

Website of Interest

Assessment and Institutional Research: <http://air.citytech.cuny.edu/air/default.aspx>

**May 15, 9:00am – 12:30pm, Atrium Conference Room, N119**

Objective

Seminar Fellows share General Education philosophy and practices with students and colleagues.

Workshop Readings

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)



## **Seminar Project**

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### **Task:**

To communicate how HIEPs, Gen Ed, the OpenLab and Assessment will be included in a course you anticipate you will teach in the fall of 2015.

### **Audience:**

Fourth Year Fellows and Associate Fellows  
College Community  
Visitors to the Associate Fellows OpenLab Site

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

Course Segment/Assignment using the Living Lab Activity Template posted on OpenLab, with student hand out and course syllabus incorporating:

- HIEP utilized (Global Learning, Collaborative Assignments and Projects and/or others)
- Field Based Activity
- Pedagogical use of the OpenLab
- Assessment Measures
- Resources:
  - Living Lab Activity Template: <http://tinyurl.com/LivingLabActivityTemplate>
  - Activity Template example: <http://tinyurl.com/LLActivityTemplateSample>

Prepare and present a three minute oral presentation about course segment/assignment developed in 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 for a course in fall 2015.

