

## **Combined General Education Committee and Living Lab Seminar Fellows Meeting February 22, 2013**

### **Discussion 1 Notes from Table 1**

What attributes do 1<sup>st</sup> year students need?

- Work Ethic, Study Skills, Time Management, Classroom Etiquette, Professional Interactive Skills, Desire to Learn?, need to get over college is not high school plus, there is no 100% success, building an awareness that learning is about life, about abstraction, Awareness that learning is the student's responsibility, proper communication, verbal, presentation skills, initiative, motivation, understand the purpose of the course, basic research skills (data gathering, organizing, presenting
- SKILLS, KNOWLEDGE, ETHIC, VALUES

What attributes do 1<sup>st</sup> year college students come with?

- MIXED BAG, desire to get a degree and make money, did not come for a deep interest, motivation is perhaps parental pressure, love for learning is more rare. Mature students tend to know why they are here, young often more here because that is what they are supposed to do. Naïveté, entitlement, going through motions, pragmatic sensibility, see college as vehicle for job, understanding of their world, sense of needs in society, often not forward thinking

How do we as faculty help 3<sup>rd</sup> year students acquire the needed attributes they may not have?

- Advisement, projects with research, presentation, analysis to bring knowledge and skills to fore, can enable them by offering more real world opportunities, skills, knowledge and values, (internships, service learning, projects) More knowledge ownership, partnerships, teaching each other, group work, applied opportunities in real world, information gathering/research, collaborative work, navigating multi-cultural communities, out of classroom

Using the handout, identify the appropriate Gen Ed SLOs

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### **Discussion 1 Notes from Table 2**

What attributes do 3<sup>rd</sup> year students need?

Should they have finished gen ed core?

Not just intake of information... time to process information and apply it

Time management

Read

Read for detail; evaluate sources

Write

Computer and information literacy

Oral communication

Strong sense of appropriate language (field to layman's terms; professional communication)

Start to see the connection of pre-reqs to upper courses

Appreciation for lifelong learning

Interest in their position as citizens (civic engagement)

Cultural diversity (appreciation, understanding, etc.)

Envelope Questions:

What attributes do 3<sup>rd</sup> (second year for some in our group) year students come to college with?

Transfer:

Internal Students:

Integration

Critical thinking (mixed agreement; some students learn this during third year)

All:

Recreational knowledge of technology (ex. They know tech appropriate to outside life, not much in the way of productivity tools)

Professional vocabulary

More confident

How do we help them acquire attributes:

Structure assignments so they scaffold/build/grow skills

Make explicit connections between pre-reqs and upper level work

Identify gen ed SLOs

Depth of knowledge (both SLOs)

Communication

Global/Multicultural orientation (all SLOs)

Work with teams

Discern consequences

Understand and navigate systems (troubleshoot/diagnose/analyze)

Inquiry/Analysis (second bullet)

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### Discussion 1 Notes from Table 4

What attributes do 3<sup>rd</sup> year students need?

- Organization
- Ability to apply knowledge
- Knowledge of how they learn as individuals, and how best to study like that
- Knowledge of how to deconstruct a problem
- Confidence/experience of being a student
- Self-motivation
- Ability to take and offer critique well
- Willingness to contribute back to the school (become “citizens” that year)
- Ability to form their own research questions
- Time-management
- Multi-tasking
- Responsibility/ownership/proactive problem-solving
- Sense of their own career objectives (and the necessary steps to achieve them)
- Realistic trajectory
- Transitions from student to professional (3<sup>rd</sup> year as bridge year)
- Connection between general education courses and their majors
- Career etiquette
- Development of sense of professional identity
- Commitment to their degree
- Understand themselves in the context/perspective of the larger world
- For transfer students, transition to the new institution

What attributes do 3<sup>rd</sup> year students come to college with?

- 60 credits
- Very varying attributes
- Pre-conceived notions tested
- Comfort with the institution
- Know how to be college students
- Foundational skills
- Critical thinking
- Creativity
- How to be flexible in thinking
- Teach the creative process

How do we as faculty help students acquired the needed attributes they may not have?

- Teach them how to contextualize things
- Walk through the process of thinking of implications, and what those mean

- Help them to develop research questions/teach themselves
- Scaffold expectations/projects
- Help them to seek further instruction/ask for help/ask questions
- Faculty modeling how to be secure in one's breadth of knowledge, and how to admit that one doesn't know something
- Help how to ask right questions
- How to learn (and even embrace) failure
- Incorporate peer review, revision, and reflection into assignments, so that students learn how to receive/give constructive feedback

Using the handout, identify the appropriate Gen Ed SLOs?

- Lifelong learning: Show curiosity and the desire to learn
- Professional and Personal Development
- Integration
- Global/Multicultural Orientation
- Skills: Inquiry/Analysis

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**Discussion 1 Notes from Table 5**

**What attributes do 3<sup>rd</sup> year students need?**

- Effective communication – language skills
- Portfolio and/or resume
- Understanding of appropriate communication based on target audience
- Discipline
- Improvisation
- Understanding of broader world issues
- Open-minded-ness to learn beyond school, consider new ideas and be challenged
- Ability to work with others – colleagues, superiors, cultural sensitivity
- Decision making and responsibility for consequences
- Community involvement
- Problem solving in a broad sense
- Prepared for life-long learning
- A healthy sense of skepticism and curiosity
- The ability to retain learned knowledge and assimilate or apply that knowledge to a new course or real life situation

**Envelope #6**

**What attributes do 3<sup>rd</sup> year students come to college with?**

Broad background in terms of skill levels

On the verge of doing independent work

Prepared for guided inquiries

Confidence in their own abilities

Public speaking

Cohesive (?) knowledge of a broad spectrum but perhaps their perception lacks connectivity between concepts.

Maturity to recognize the importance of filling in their learning gaps

An interest in their courses since they 're in a particular course of study within their major

Understanding of the process of a class

How to catch up on missed material

**How do we as faculty help 3<sup>rd</sup> year students acquire the needed attributes they may not have?**

Offering additional help

**Identify the appropriate GenEd SLOs**

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**Discussion 1 Notes from Table 6**

What attribute do first 1st year students need

What attributes they should have:

- being motivated, have curiosity toward learning
- self esteem, confidence about learning. instructor should provide a “safe” environment for students to feel secure, and boost their confidence
- communication skill – reading, writing, oral communication skill
- know how to work in team, being able to work collaboratively and independently
- critical thinking, analytical skills
- work ethics, plan to work hard
- time management skill

What do first year students have when they come to college

- fear, and motivation
- expectation of a job
- lack of all the basic skill

How do faculty help them

- make them confident
- motivate them
- give them chances to improve communication
- give them opportunities to work in groups, time management, and practice critical thinking, analysis skill

GE SLOs that will be included

All those GE learning goals are important, among them, we believe the following have priority

- Breadth of knowledge
- Life long learning
- Communication
- Inquiry /analysis
- Information literacies
- Professional/professional development
- Ethics/values