Objectives

To incorporate the general education outcome of Information Literacies into our courses using Kuh's High Impact Educational Practices, place based learning, open pedagogy and assessment practices to build an engaging environment for learning.

Outcomes

Upon completion of this seminar, participants will:

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

Contact Information

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Meeting Dates

February 5, 9:00am-12:00pm, N119, *Gen Ed at City Tech and AAC&U's HIEP*
February 26, 9:00am-12:00pm, N119, *Open Pedagogy on the OpenLab*
March 18, 9:00am-12:00pm, N119, *Assessment Strategies*
April 1, 9:00am-12:00pm, Brooklyn Historical Society, *Place-based Learning and the BWRC*
June 1, 9:00am-12:00pm, (Location TBD) *Final Presentations*

February 5, 9:00am-12:00pm, N119, Gen Ed at City Tech and AAC&U's HIEP

To introduce participants to the Living Lab General Education Seminar and explore how General Education Student Learning Outcomes and Kuh's High Impact Educational Practices could be integrated into course segments and/or assignments. A focus will be on the General Education Learning Outcome of Information Literacies. Participants will learn how to share their work and view work of others on L4.

Seminar Readings

City Tech General Education Committee (2012). General Education at New York City College of Technology. Retrieved from The New York City College of Technology Faculty Commons website: http://facultycommons.citytech.cuny.edu/index.php/gen-ed/

Elmborg, James. 2006. "Critical Information Literacy: Implications for Instructional Practice." *The Journal of Academic Librarianship, 32* (2): 192-199. Available as a PDF from (use library barcode from City Tech ID to access and download) http://citytech.ezproxy.cuny.edu:2048/login?url=http://www.sciencedirect.com/science/article/pii/S0099133305001898 Starting on page 196, Constructing Academic Discourse through the end.

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. Available in the files section of OpenLab, https://openlab.citytech.cuny.edu/groups/living-lab-general-education-seminar/files/

OpenLab Sites of Interest: Becoming a member of these sites is encouraged
L4: https://openlab.citytech.cuny.edu/l4/l4-living-lab-learning-library-activity-template/

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February 26, 9:00am-12:00pm, N119, Open Pedagogy on the OpenLab

To explore open pedagogy opportunities via the OpenLab digital platform.

Seminar Readings: The workshop readings can be found here:
https://openlab.citytech.cuny.edu/groups/open-pedagogy-on-the-openlab/docs/readings-on-open-digital-pedagogy/ . This link contains an extensive bibliography for your additional exploration of open pedagogy but the following three articles will be used in our seminar discussion.

Open Digital Pedagogy = Critical Pedagogy, Hybrid Pedagogy,
http://www.digitalpedagogylab.com/hybridped/open-digital-pedagogy-critical-pedagogy/
Jody R. Rosen and Maura A. Smale, *Hybrid Pedagogy*, January 7, 2015

Digital Storytelling 106: Open, Participatory, Student-centric, Social…the Future?
http://dmlcentral.net/digital-storytelling-106-open-participatory-student-centric-social-the-future/ Howard Rheingold, *DML Central*, Sept 9, 2013

The Public Course Blog: The Required Reading We Write Ourselves for the Course That Never Ends, Trevor Owens, in *Debates in the Digital Humanities*, Matthew K. Gold ed., University of Minnesota Press: 2012. Follow these specific links:
http://dhdebates.gc.cuny.edu/debates/text/2 and
http://dhdebates.gc.cuny.edu/debates/text/5

OpenLab Sites of Interest: Becoming a member of these sites is encouraged
The Open Road: http://openlab.citytech.cuny.edu/openroad/, specifically The Spotlight:
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 pedagogy here.

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

March 18, 9:00am-12:00pm, N119, Assessment Strategies
To build a culture of assessment among seminar participants.

Peer review of will be conducted

Seminar 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

Website of Interest: Becoming a member of these sites is encouraged
Assessment and Institutional Research: http://air.citytech.cuny.edu/air/default.aspx

April 1, 9:00am-12:00pm, Place-based Learning and the Brooklyn Waterfront Research Center
Meet at Brooklyn Historical Society (BHS), *128 Pierrepont Street, Brooklyn, NY 11201*
Field Based Activity on the Brooklyn Waterfront supporting local opportunities that allow
seminar participants to use Place-based Learning and High Impact Educational Practices (HIPs)
in their teaching.

<u>NOTE</u>: The archives are kept at 60°, it is important to bring a sweater or layers of clothing.
Everyone will need to check all their belongings except for tablets and phones before entering
the archives. No food or beverage is allowed in the building.

Seminar Readings
It is important for all participants to review the document on policies and procedures and sign it
prior to meeting at the BHS: http://www.teacharchives.org/wp-
content/uploads/2014/02/SAFA-visit-packet.pdf

Filled with valuable information and teaching philosophy, the BHS's Teach Archives articles
explores teaching from an Information Literacies perspective and explores the use of High
Impact Educational Practices http://www.teacharchives.org/category/articles/

The "Exercises" section of the BHS's Teach Archives provides examples of assignments that
have been developed and implemented by City Tech faculty and faculty from neighboring
colleges: http://www.teacharchives.org/exercises

The "Project" section of the BHS's Teach Archives site explains the work faculty developed
through a collaborative multi-disciplinary approach to curriculum development
http://www.teacharchives.org/project/

OpenLab Sites of Interest: Become a member of the Brooklyn Waterfront Research Center
(BWRC) site: http://bwrc.commons.gc.cuny.edu/

June 1, 9:00am-12:00pm, Final Presentations
To share General Education philosophy and practices with colleagues.

<u>Seminar Video</u>
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

Seminar Deliverable, Due June 1

Overview of Deliverable

To incorporate the general education outcome of Information Literacies into our courses using Kuh's High Impact Educational Practices, place based learning, open pedagogy and assessment practices to build an engaging environment for learning.

Living Lab Learning Library (L4) Activity Template

The L4 is an OpenLab resource exchange for innovative teaching practices, ideas big and small, and a place where City Tech faculty can interact with each other and with the larger community of educators. Seminar participants will create an Activity Template and post it to L4: https://openlab.citytech.cuny.edu/l4/l4-living-lab-learning-library-activity-template/

An electronic worksheet is available here: https://openlab.citytech.cuny.edu/groups/living-lab-general-education-seminar/files/ and a hard copy is on the next page.

Student Handout

Handouts should include, description of the activity, expectations of format, student learning outcomes (both discipline specific and information literacy), and assessment measures. John C. Bean's *Engaging Ideas* is particularly helpful in designing student handouts.

Presentation

Prepare and present a three minute oral presentation showcasing a change made to a course activity developed in this seminar leading to a more engaging learning environment supporting the General Education outcome of Information Literacies. Participants should focus on how the activity differs from past activities and what influenced the changes in assessment practices, open pedagogy on the OpenLab, HIEPs and/or place-based learning.

Presentations will be made in the style of "speed-dating" and will be presented to a diverse group of faculty and administrators from across the college.

Assessment Fall 2016

Seminar participants will participate in the college wide assessment of Information Literacies during the fall 2016 semester. Completed rubrics will be collected, tabulated and the results will be returned to faculty for interpretation. *Optional: seminar participants will have the option to assess their current activities in spring 2016.*

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The **L4: Living Lab Learning Library**, is an online resource exchange of teaching activities that use educational approaches based on City Tech's General Education Student Learning Outcomes, George Kuh's High-Impact Educational Practices, place-based learning, open digital pedagogy (including the use of OpenLab), and formal assessment methods.

Use this worksheet to plan and design your activities, which can be as small as an in-class exercise or as large as a semester-long project. This worksheet will also be used during a peer review activity. When complete, post the information on L4 and share your redesigned activities with your colleagues.

Activity Title:	
Your Name and link to OpenLab profile (if applicable):	
Department/School:	
Course and link to OpenLab course site (if applicable):	
Email:	

Activity Description:

Provide a brief description of the activity.

Learning Goals:
What do you aim to achieve with this activity?

Timing:
At what point in the lesson or semester to you use this activity? How much classroom time do you devote to it? How much out-of-class time is expected?

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Logistics:

What preparation is needed for this activity? What instructions do you give students? Is the activity low-stakes, high-stakes, or something else?

General Education SLOs:

Which of City Tech's General Education Student Learning Outcomes does this activity address? Please be as precise as possible.

High-Impact Educational Practices:

Which of these practices based on George Kuh's High Impact Educational Practices (and other innovative approaches) does this activity incorporate? Choose all that apply and/or add your own.

☐ *First-year seminars and experiences*

☐ *Learning communities*
☐ *Collaborative assignments and projects*
☐ *Diversity and global learning ("difficult differences")*
☐ *Internships*

☐ *Open Digital Pedagogy (the OpenLab)*
☐ *Inter/Multidisciplinary Projects*

☐ *Common intellectual experiences (core curriculum)*
☐ *Writing-intensive projects/assignments*
☐ *Undergraduate research*
☐ *Service- or community-based learning*

☐ *Capstone courses and projects*

☐ *Place-Based Learning*
☐ *Brooklyn Waterfront*

☐ *Other (please describe):*

Assessment:

How do you assess this activity? What assessment measures do you use? Do you use a [VALUE rubric](#)? If not, how did you develop your rubric? Is your course part of the college-wide general education assessment initiative?

Reflection:

How well did this activity work in your classroom? Would you repeat it? Why or why not? What challenges did you encounter, and how did you address them? What, if anything, would you change? What did students seem to enjoy about the activity?

Additional Information:

Please share any additional comments and further documentation of the activity - e.g. assignment instructions, rubrics, examples of student work, etc. These could be in the form of PDF or Word files, links to posts or files on the OpenLab, etc.