

General Education Seminar, Second Year and Third Year Fellows
Engaged in High Impact Educational Practices

Seminar Objective:

Redesign 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 General Education competencies into their courses

Objectives Fall 2013:

Revitalize General Education for a 21st-Century College of Technology

- A. Seminar Fellows incorporate Gen Ed Student Learning Outcomes (SLOs) into their courses
- B. Seminar Fellows communicate the Gen Ed SLOs in their courses to students via the OpenLab digital platform
- C. Seminar Fellows use High Impact Practices (HIPs) in their teaching
- D. Seminar Fellows communicate to the greater college community about General Education through reporting on “Living Lab” activities

Learning Outcomes Fall 2013:

- A. Integrate Gen Ed SLOs into course syllabus and/or course segment
- B. Use the OpenLab to engage in Open Pedagogy
- C. Share HIEPs with students and colleagues
- D. Communicate in diverse settings and groups, using written, oral, and visual means

Assessment:

- Participation in the OpenLab
- Participation in group discussion during seminars
- *Second Year Fellow* Creation of Final Report containing reflection on seminar experiences and recommendations for change at the college
- *Third Year Fellow* Creation of reflective Course portfolio on the OpenLab
<http://openlab.citytech.cuny.edu/livinglabfellows/>

Schedule

Friday, September 20, Field Based Research, Field Trip

Friday, September 27, Dissemination Event, *participation encouraged*

Friday, October 4, Academic Service Learning, Field Trip

Friday, October 18, Connecting Mentoring to our Success, N119

Friday, November 22, *Second Year Fellows Only*, Library Computer Lab, Janet Lefler Dining Room

Friday, December 6, *Third Year Fellows Only*, Pres. Conference Room, Janet Lefler Dining Room

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Readings

September 20

Brooklyn Historical Society's Neighborhood History Guide to Greenpoint.

Contested Terrain (chapter 1), from the book *The Power of Place: Urban Landscapes as Public History* by Dolores Hayden. <http://books.google.com/books?id=bpQB4ogOQscC&printsec=frontcover#v=onepage&q&f=false>

Jakubowski, L. M. (2003). Beyond book learning: Cultivating the pedagogy of experience through field trips. *Journal of Experiential Education*, 26(1), 24–33.

Idealized or Caricature, Architectural Renderings Are Weapons in Real Estate
<http://www.nytimes.com/2013/08/27/nyregion/architects-renderings-as-a-weapon-in-real-estate.html>

October 4

TBD

October 18

Under Graduate Research Committee Handbook on Mentoring (*specific pages TBD*)

Bain, *What The Best College Teachers Do*, Chapter 4 (*specifically pages 83-97*)

George Kuh's High-Impact Practices:

Service Learning, Community-Based Learning

In these programs, field-based “experiential learning” with community partners is an instructional strategy—and often a required part of the course. The idea is to give students direct experience with issues they are studying in the curriculum and with ongoing efforts to analyze and solve problems in the community. A key element in these programs is the opportunity students have to both apply what they are learning in real-world settings and reflect in a classroom setting on their service experiences. These programs model the idea that giving something back to the community is an important college outcome, and that working with community partners is good preparation for citizenship, work, and life.

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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.

Undergraduate Research

Many colleges and universities are now providing research experiences for students in all disciplines. Undergraduate research, however, has been most prominently used in science disciplines. With strong support from the National Science Foundation and the research community, scientists are reshaping their courses to connect key concepts and questions with students' early and active involvement in systematic investigation and research. The goal is to involve students with actively contested questions, empirical observation, cutting-edge technologies, and the sense of excitement that comes from working to answer important questions.

Common Intellectual Experiences

The older idea of a "core" curriculum has evolved into a variety of modern forms, such as a set of required common courses or a vertically organized general education program that includes advanced integrative studies and/or required participation in a learning community. These programs often combine broad themes—e.g., technology and society, global interdependence—with a variety of curricular and co-curricular options for students.