

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 competencies into their courses

George Kuh's High-Impact Practices:

First-Year Seminars and Experiences

Many schools now build into the curriculum first-year seminars or other programs that bring small groups of students together with faculty or staff on a regular basis. The highest-quality first-year experiences place a strong emphasis on critical inquiry, frequent writing, information literacy, collaborative learning, and other skills that develop students' intellectual and practical competencies. First-year seminars can also involve students with cutting-edge questions in scholarship and with faculty members' own research.

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.

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.

Objectives, Spring and 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 Spring and 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 HIPs with the 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
- Creation of, with intention to implement, course syllabi of a first or third year course in fall 2013 incorporating aforementioned High Impact Educational Practices

Seminar Reading:

Ambrose, S. A., Bridges, M. W., DiPietro, M., Lovett, M. C., & Norman, M. K. (2010). *How learning works*. San Francisco: John Wiley & Sons.

Bain, K. (2004). *What the best college teachers do*. Cambridge: Harvard University Press.

Bean, J. C. (2011). *Engaging ideas*. San Francisco: John Wiley & Sons.

Feynman, R. (1985). *Surely you're joking Mr. Feynman!: adventures of a curious character*. New York: W. W. Norton & Company.

Finkle, D. L., & Monk, G. S. (1983). *Teacher and learning groups: dissolution of the atlas complex*. Retrieved from http://www.lth.se/fileadmin/lth/genombrottet/Finkel_and_Monk_1983.pdf

Kuh, G. (n.d.). *High impact educational practices: what they are, who has access to them and why they matter*. AAC&U.

Tuft, E. R. (n.d.). *Visual and statistical thinking*. Retrieved from <http://www.cs.cofc.edu/~bowring/classes/csci%20392/docs/Tufte.PDF>

Feb 1, 9:00am-12:30pm, Faculty Commons, N227

Readings: Kuh, HIEP and Feynman

Agenda: Group discussion, Agreement and Scavenger Hunt

Feb 8, 9:00am-2:00pm, President's Conference Room, 3rd Floor

Readings:

- Tufte, "Visual and Statistical Thinking"
<http://www.cs.cofc.edu/~bowring/classes/csci%20392/docs/Tufte.PDF>
- Bain, *What the Best College Professors Do*, Chapter 1, Focus on pp. 15-21

Agenda:

- Academic Service Learning, Guest Speakers Gwen Cohen-Brown, Barbara Mishara, Lynda Dias, Aida Egues
- Place-based Learning Tool Kit, Guest Speaker Anne Leonard
- Brooklyn Waterfront Research Center (BWRC), Guest Speaker Richard Hanley

Feb 15, Independent Study, No Meeting

Feb 22, 9:00am-11:30am, N119

Reading:

- Bain, *What the Best College Professors Do*, Chapter 3
- City Tech Gen Ed SLOs

Agenda: Joint Meeting with the City Tech's Gen Ed Committee

Mar 1, 9:00am-2:00pm, N119

Reading:

- Finkel and Monk, "Dissolution of the Atlas Complex",
www.lth.se/fileadmin/lth/genombrottet/Finkel_and_Monk_1983.pdf
- Bean, *Engaging Ideas*, Chapter 8

Agenda: The Practice of Questions: A Bridge to Learning, Workshop Facilitator, Ellen Goldsmith

Mar 8 – Independent Study, No Meeting

NOTE: CUE conference submissions due March 15

Mar 15 – Activity with BWRC, Location TBD

Reading:

- *Bain, What the Best College Professors Do, Chapter 5, Focus on pp.117-134*
- *Ambrose, How Learning Works, Chapter 6*

Agenda: Academic Service Learning Project

Mar 22 – Independent Study, No Meeting

April 5 – 9:00am-12:00pm, Location TBD

Reading:

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

Agenda: Open Pedagogy on the OpenLab

April 12, 9:00am-12:30pm, Faculty Commons, N227 and N119

Readings: *Ambrose, How Learning Works, Chapter 3*

Agenda:

Increasing Student Motivation: Strategies That Work, Guest Speaker, Sandra McGuire

April 19, 9:00am-3:00pm, Faculty Commons, N227

Readings:

- *Bean, Engaging Ideas, Chapter 14*
- *Bean, Engaging Ideas, Chapter 16, Focus on conclusion pp. 334-336*
- *Bain, What the Best College Professors Do, Chapter 7, Focus on pp.150-163*

Agenda: Assessment

April 26 – Independent Study, No Meeting

May 3, 9:00am-12:30pm, N119

Final Presentations

May 10, 9:00-3:00, John Jay College of Criminal Justice

CUE Conference