

### **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 2014 course

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

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#### **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.

#### **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.

### **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.

### **Seminar Readings/Videos**

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Center of Inquiry Wabash College (n.d.). - *home*. Retrieved from  
<http://www.liberalarts.wabash.edu/study-overview/>

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*. 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, 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)

## **Weekly Meetings**

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### **February 14, 9:00 am – 12:30pm, Atrium Conference Room, N119**

#### Objective:

To introduce Associate Fellows to General Education Student Learning Outcomes and Kuh's High Impact Educational Practices and how they might be integrated into course segments and/or assignments.

#### Workshop 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 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. AAC&U. Introduction and Part I

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.

### **February 28, 9:00 am – 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

Finley A. & McNair T. (2013) Assessing Underserved Students' Engagement in High-Impact Practices. AAC&U. Part II and Conclusion

Open Lab 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 14, 9:00 am – 12:30pm, Brooklyn Navy Yard,**

Directions

BLDG 92 is located at the intersection of Carlton and Flushing Avenue at 63 Flushing Avenue, Brooklyn, NY 11205

<http://bldg92.org/visit/directions/>

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

Wabash Study, <http://www.liberalarts.wabash.edu/study-overview/>

Brooklyn Navy Yard specific reading to follow

Open Lab Sites of Interest: Becoming a member of the sites is encouraged

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

**March 28, 9:00 am – 12:30pm, 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/resources/assessment/documents/AACUAssessmentConceptPaper5-18-2012.pdf>

Website of Interest

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

**April 25, 9:00 am – 12:30pm, Atrium Conference Room, N119**

Objective

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

Video to Review

Robinson, K. (2013). How to escape education’s death valley. (Apr 2013), TED Talk. 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 Projects: (Assignment Template)**

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#### **Task:**

To communicate how HIEP, Gen Ed, the OpenLab and Assessment will be included in a course in the fall of 2014.

#### **Audience:**

Third Year Fellows and Associate Fellows

College Community

Visitors to the Associate Fellow OpenLab Site

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

Course Segment/Assignment (posted on OpenLab with course syllabus):

- HIEP utilized (Capstone, Internship, Global Learning, and others)
- Field Based Activity
- Pedagogical use of the OpenLab
- Assessment Measures

Prepare and present a three minute oral presentation about course module developed as a result of this seminar and how it differs from how the course was delivered in the past.

#### **Learning Outcome:**

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#### **Assessment:**

Participation on the OpenLab.

Creation of, with intention to implement, course segment for a course in fall 2014.