INTEGRATION OF GENERAL EDUCATION AND THE MAJOR: Mapping Integrative Learning

AAC&U 2018 General Education and Assessment Conference: Foundations for Democracy
February 15, 2018
Sandra Bailey
Oregon Institute of Technology

David Marshall
California State University San Bernardino
CURRENT STUDENT EXPERIENCE OF HIGHER EDUCATION
HOW DO WE HELP STUDENTS MAKE SENSE OF IT ALL?
THE LEARNING SYSTEMS PARADIGM

DEGREES THAT MATTER
Moving Higher Education to a Learning Systems Paradigm

NATASHA A. JANKOWSKI
AND DAVID W. MARSHALL
ALIGNMENT

Using the agreed upon learning outcomes, faculty and staff align educational experiences throughout the institution for intentional integration, coherence, and fostering of multiple pathways. Alignment involves curriculum mapping, scaffolding, assignment design, mapping of career pathways, and co-curricular engagement.
Through faculty-led conversations, reflections, and explorations with employers, alumni, students, and others, a shared understanding and consensus is reached on learning outcomes. This shared understanding serves as the foundation for revising outcomes for enhanced clarity and designing educational experiences.
The educational system reorganizes educational experiences around all students and their learning. Taking a student view includes consideration of issues of equity, learning-focused transfer, alternative delivery models, flexibility in offerings, integration of prior-learning assessment, ensuring stackable credentials, and building multiple pathways.
Communication and collaboration with students and other audiences through transparent discussions around the outcomes and educational system works to make the implicit explicit. Communication involves exploration and integration with advising, alternative transcripts, admissions, and employers.
THE LEARNING SYSTEMS PARADIGM

A framework for supporting faculty, staff, and student efforts to create greater coherence among the various learning experiences at a given institution—and among institutions.
Using the agreed upon learning outcomes, faculty and staff align educational experiences throughout the institution for intentional integration, coherence, and fostering of multiple pathways. Alignment involves curriculum mapping, scaffolding, assignment design, mapping of career pathways, and co-curricular engagement.
Reflect on your LEARNER
IT ALL BEGAN WITH ASSESSMENT...

<table>
<thead>
<tr>
<th>Category</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Purpose and Ideas</td>
<td>91.6%</td>
</tr>
<tr>
<td>Organization</td>
<td>85.2%</td>
</tr>
<tr>
<td>Support</td>
<td>76.8%</td>
</tr>
<tr>
<td>Style</td>
<td>86.4%</td>
</tr>
<tr>
<td>Conventions</td>
<td>81.6%</td>
</tr>
<tr>
<td>Documentation</td>
<td>60.2%</td>
</tr>
</tbody>
</table>
“Honestly I hated most of my general ed classes and found most of them to be pointless. If I see no value to what I am learning, I have a real hard time learning anything. I would say that some of my general ed classes were harder than my core classes simply because I saw no point in learning what they were trying to teach.”

(Oregon Tech Student/Alumni Survey Fall 2013)
# GAPS IDENTIFIED

<table>
<thead>
<tr>
<th>Identified problem in current GE</th>
<th>Essential Studies solution</th>
</tr>
</thead>
<tbody>
<tr>
<td>Current distribution model with ‘a la carte’ menu of disconnected courses. Curricular mapping indicates lack of clarity and intentionality between institutional outcomes and the curriculum.</td>
<td>Coherent curriculum defined by what all Oregon Tech students should know and be able to do when they graduate. Connections of foundation to practice to capstone. Integrated into the discipline, synthesis in the ESSE and Capstone. ESLO pathways articulate clear connection of required coursework to the six essential outcomes.</td>
</tr>
<tr>
<td>Students lack an understanding of the outcomes they are expected to achieve and fail to see the relevance of GE courses.</td>
<td>The Essential Studies program requirements identify outcomes (ESLOs) and the curricular pathways to achieve them. GE and major complementary. Major programs place greater value on GE proficiencies by enabling students to continue to develop those proficiencies.</td>
</tr>
<tr>
<td>Curriculum is not vertically connected outside the program. The 36/45 requirement provides depth in program rather than GE.</td>
<td>Practice and capstone levels build upon foundation knowledge and skills. Depth outside the major in required practice courses.</td>
</tr>
</tbody>
</table>
A SECOND EXAMPLE: CSUSB
A SECOND EXAMPLE: CSUSB

General Education

1. Learning How to Learn/Metacognition
2. Thinking Critically
3. Critical Literacies
4. Global Perspective
5. Integrative Learning
6. Ethical Responsibility
7. Collaboration
A SECOND EXAMPLE: CSUSB

General Education

1. Learning How to Learn/Metacognition
2. Thinking Critically
3. Critical Literacies
4. Global Perspective
5. Integrative Learning
6. Ethical Responsibility
7. Collaboration

Department of English: Old Outcomes

1. Familiarity with writers and periods
2. Understanding of aesthetic forms
3. Understanding of multiple approaches
4. Knowledge of literary diversity
5. Understanding of genre
6. Understanding of linguistic analysis
A SECOND EXAMPLE: CSUSB

General Education

1. Learning How to Learn/Metacognition
2. Thinking Critically
3. Critical Literacies
4. Global Perspective
5. Integrative Learning
6. Ethical Responsibility
7. Collaboration

Department of English: Old Outcomes

1. Familiarity with writers and periods
2. Understanding of aesthetic forms
3. Understanding of multiple approaches
4. Knowledge of literary diversity
5. Understanding of genre
6. Understanding of linguistic analysis
A SECOND EXAMPLE: CSUSB

General Education

1. Learning How to Learn/Metacognition
2. Thinking Critically
3. Critical Literacies
4. Global Perspective
5. Integrative Learning
6. Ethical Responsibility
7. Collaboration

Department of English: New Outcomes

1. Intertextuality
2. Writing
3. Diversity
4. Theory
5. Semantic Multiplicity
6. Textual Historicity
7. Social Construction
8. Research
A SECOND EXAMPLE: CSUSB

General Education

1. Learning How to Learn/Metacognition
2. Thinking Critically
3. Critical Literacies
4. Global Perspective
5. Integrative Learning
6. Ethical Responsibility
7. Collaboration

Department of English: New Outcomes

1. Intertextuality
2. Writing
3. Diversity
4. Theory
5. Semantic Multiplicity
6. Textual Historicity
7. Social Construction
8. Research
A SECOND EXAMPLE: CSUSB

General Education
1. Learning How to Learn/Metacognition
2. Thinking Critically
3. Critical Literacies
4. Global Perspective
5. Integrative Learning
6. Ethical Responsibility
7. Collaboration

Department of English: New Outcomes
1. Intertextuality
2. Writing
3. Diversity
4. Theory
5. Semantic Multiplicity
6. Textual Historicity
7. Social Construction
8. Research
YOUR TURN

1 ENVISION THE CHANGE

Reflect on your LEARNER

Sketch a snapshot of what your learner looks like now. Annotate your sketch with details about their behaviors, attitudes & mindsets.

Sketch a snapshot of where you would like them to be after they interact with your intentionally aligned learning experiences. Annotate your sketch with details about their behaviors, attitudes & mindsets.
Through faculty-led conversations, reflections, and explorations with employers, alumni, students, and others, a shared understanding and consensus is reached on learning outcomes. This shared understanding serves as the foundation for revising outcomes for enhanced clarity and designing educational experiences.
CONSENSUS-BUILDING
MAPPING AS A CONVERSATION STARTER
MAPPING THE CO-CURRICULAR

Leadership Academy

- Communication
- Teamwork
- Ethical Reasoning
- Inquiry & Analysis
- Quantitative Literacy
- Diverse Perspectives
YOUR TURN

2. WHO DO YOU NEED ON BOARD?

Identify key DECISION MAKERS

List groups and individuals who are key decision makers at your institution.

Brainstorm collaborative approaches working across divisions to bring these groups and individuals together building consensus around the work.
LEARNER-CENTERED

The educational system reorganizes educational experiences around *all* students and their learning. Taking a student view includes consideration of issues of equity, learning-focused transfer, alternative delivery models, flexibility in offerings, integration of prior-learning assessment, ensuring stackable credentials, and building multiple pathways.
GUIDED PATHWAYS

FIRST-YEAR INQUIRY and COLLEGE WRITING
CROSS-CULTURAL and GLOBAL STUDIES
QUANTITATIVE REASONING
CREATIVE & ARTISTIC INQUIRY
CULTURAL/HISTORICAL INTERPRETATION
SCIENCE EXPLORATIONS
SOCIO-ECONOMIC ANALYSIS
SECOND-YEAR INQUIRY SEMINAR
THREATIC COURSE CLUSTERS
THREATIC COURSE 1
THREATIC COURSE 2
THREATIC COURSE 3
SIGNATURE WORK
Three or more courses across multiple disciplines, including the major field. A student examines questions important to him/her and to society.
A student’s best work, which can take many forms (e.g., capstone; internship; field work; research; community-based research)
COLLECTIVE RESPONSIBILITY FOR STUDENT LEARNING
ESSENTIAL STUDIES: THE PATH TO SUCCESS

- Capstone Experience
- Synthesis Experience

- Capstone
- Practice
- Foundation
FOCUS ON ASSIGNMENTS

Assignment: Research Evaluation and Information Literacy Stage 2 - 30 points

This assignment is meant to be adapted by discipline to fit in an intermediate course (e.g., PSY336 Health Psychology or PSY201 Research Methods—choose a course in which students should already have basic understanding of research methods). The assignment should be adjusted after classes have started to ensure research communication activities. The focus of the chosen class for the assignment should represent one unexpected research that does not assume any communication research findings, but that also balances its own research interests. The focus of the scientific study should be in line with the research methodology.

Science, health, psychological, environmental, and education-related information are summarized for the public in a popular magazine. Moreover, much of the communication takes place through social media (blogs, news articles, and TV shows, etc.). Please select a recent, popular scientific study that describes your own research area of interest. Provide a clear description of the research and its implications for the scientific community. Identify your paper or research interest, and explain the rationale for your choice. The instructor will provide feedback on the paper to help you improve your research communication skills.

Introduction:
1. Identify the assigned research article. Take note of the description of the scientific study, what the author of the research article claims is important to discuss in the research paper. Take note of the studies discussed in the research article. Read the research article carefully to understand its contributions to the field.
2. Outline the key findings of the research article. Identify the key findings of the research article. Focus on the key findings and explain their significance.
3. Answer the questions that relate to the key findings. Use the key findings to answer the questions that relate to the research article.

Assignment: Research Evaluation and Information Literacy Stage 2 - 30 points

This assignment is meant to be adapted by discipline to fit in an intermediate course (e.g., PSY336 Health Psychology or PSY201 Research Methods—choose a course in which students should already have basic understanding of research methods). The assignment should be adjusted after classes have started to ensure research communication activities. The focus of the chosen class for the assignment should represent one unexpected research that does not assume any communication research findings, but that also balances its own research interests. The focus of the scientific study should be in line with the research methodology.

Science, health, psychological, environmental, and education-related information are summarized for the public in a popular magazine. Moreover, much of the communication takes place through social media (blogs, news articles, and TV shows, etc.). Please select a recent, popular scientific study that describes your own research area of interest. Provide a clear description of the research and its implications for the scientific community. Identify your paper or research interest, and explain the rationale for your choice. The instructor will provide feedback on the paper to help you improve your research communication skills.

Introduction:
1. Identify the assigned research article. Take note of the description of the scientific study, what the author of the research article claims is important to discuss in the research paper. Take note of the studies discussed in the research article. Read the research article carefully to understand its contributions to the field.
2. Outline the key findings of the research article. Identify the key findings of the research article. Focus on the key findings and explain their significance.
3. Answer the questions that relate to the key findings. Use the key findings to answer the questions that relate to the research article.

Assignment: Research Evaluation and Information Literacy Stage 2 - 30 points

This assignment is meant to be adapted by discipline to fit in an intermediate course (e.g., PSY336 Health Psychology or PSY201 Research Methods—choose a course in which students should already have basic understanding of research methods). The assignment should be adjusted after classes have started to ensure research communication activities. The focus of the chosen class for the assignment should represent one unexpected research that does not assume any communication research findings, but that also balances its own research interests. The focus of the scientific study should be in line with the research methodology.

Science, health, psychological, environmental, and education-related information are summarized for the public in a popular magazine. Moreover, much of the communication takes place through social media (blogs, news articles, and TV shows, etc.). Please select a recent, popular scientific study that describes your own research area of interest. Provide a clear description of the research and its implications for the scientific community. Identify your paper or research interest, and explain the rationale for your choice. The instructor will provide feedback on the paper to help you improve your research communication skills.
WHAT’S A “CHARRETTE”? 

"Charrette" (Fr.) means a small cart. Because architecture students once deposited their assignments in it as the cart was rolled through the studio, architects now use the word to refer to an intense creative effort in a limited time period.
ASSIGNMENTS AS A WAY IN

- Scaffolding Learning
- Assignment
  - Learning Outcomes
  - Evaluative Criteria
DYNAMIC CRITERIA MAPPING

- Novelty: prospectiveness, cleaning
  - Express
  - Metaphors: seeking, road, mirror
  - Characteristics: importance, value, utility
    - Construction of meaning
    - Information interaction
  - Is characterized by
  - Is reflected in
  - Is represented by

- Main: author, topic, activity

- Auxiliary: mood, document, content/form

- Contexts: time, topic, requirement, needs, problem/goal, state of knowledge
  - Applies
  - Is linked to
  - Is influenced by

- Relevance
  - Values, concepts
  - Emotions: delight, satisfaction, anger, uncertainty
  - Processes: evaluation, sorting, problem solving

- Criteria
  - Is conditioned by
3  FOCUS ON THE INDIVIDUAL

Address the needs of your institution’s particular STUDENTS

Brainstorm possible approaches to ensure your work is student-centered (flexible, transparent, and responsive to individual student needs unique to your institution).
Communication and collaboration with students and other audiences through transparent discussions around the outcomes and educational system works to make the implicit explicit. Communication involves exploration and integration with advising, alternative transcripts, admissions, and employers.
IOWA GROW®

Learning, Connecting, Reflecting

Employment during college helps contribute to student success when meaningful connections between learning in the classroom and learning on the job are made evident. IOWA GROW® uses brief, structured conversations between student employees and their supervisors to help students connect the skills and knowledge they are gaining in the classroom with the work they are doing, and vice versa. IOWA GROW® is focused on making student employment a "high-impact activity" - one that requires students to reflect on their learning and connect their learning within and beyond the classroom.

Four Quick Questions

1. How is this job fitting in with your academics?
2. What are you learning here that's helping you in school?
3. What are you learning in class that you can apply here at work?
4. Can you give me a couple of examples of things you've learned here that you think you'll use in your chosen...
GUIDING PRINCIPLES

General Education at Oregon Tech is:

**Aligned** with Oregon Tech’s mission vision, and strategic plan

**Engaged** with the Oregon Tech Community

**Informed** by internal and external expertise

**Adaptable** to current and future needs

As the General Education Review Task Force, we commit to:

**Transparent**, open communication

A **Collaborative** process
YOUR TURN

4 BUILD TRANSPARENCY

Identify how and what needs to be COMMUNICATED

- List all stakeholders.
- Identify what needs to be communicated to them.
REFRESHMENT BREAK

15 minutes
## Frame the OPPORTUNITY

Your project, headlined in five words or less *(this might be different from what you started with!)*

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>How might we gain CONSENSUS?</strong> <em>(Describe one approach you would like to try.)</em></td>
<td><strong>How might we make the work STUDENT-CENTERED?</strong> <em>(Describe one way.)</em></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>How might we build TRANSPARENCY for all participants and stakeholders?</strong> <em>(Describe one way to build transparency with one group.)</em></td>
<td><strong>Identify CONCERNS, INSECURITIES, or possible CONSTRAINTS.</strong></td>
</tr>
</tbody>
</table>
TABLE DISCUSSIONS

Each participant:

2 min
Describe Action Plan

3 min
Take notes on feedback
Summarize your EXPERIMENT

*Based on feedback on your action plan, craft a quick, small scale, inexpensive experiment to test out your idea.*

<table>
<thead>
<tr>
<th>YOUR GOAL</th>
<th>CURIOSITY/INSECURITY</th>
</tr>
</thead>
<tbody>
<tr>
<td>what is the outcome you hope to see?</td>
<td>what is the most pressing question you still have about your idea?</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>YOUR PLAN</th>
</tr>
</thead>
<tbody>
<tr>
<td>how are you going to explore your most pressing curiosity?</td>
</tr>
</tbody>
</table>
**SOLICIT FEEDBACK**

<table>
<thead>
<tr>
<th>+ What worked...</th>
<th>∆ What could be improved...</th>
</tr>
</thead>
<tbody>
<tr>
<td>(what did they like about your idea?)</td>
<td>(what concerned them about your idea?)</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>? Questions...</th>
<th>! Ideas...</th>
</tr>
</thead>
<tbody>
<tr>
<td>(what questions did they have about your idea?)</td>
<td>(what new ideas do you have from this test?)</td>
</tr>
</tbody>
</table>
RESOURCES


