



Mary Stuart Hunter Consulting Agenda
Working Session with QEP Committee and Colleagues
May 20, 2011
9 a.m. – 1 p.m.

AGENDA: Working session with QEP Committee and other faculty and staff

- Evaluate and refine subcommittee course level outcomes and assessments
 - Discussion re: curriculum development with possible appointment of task force for each learning outcome to
 - Suggest adjustments as needed
 - Identify necessary resources
 - Suggest potential approaches
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Kevin Shriner, QEP Director, reminded the group that our QEP, Cornerstone Experience, is an Edison State College priority, and everyone has a role. We are the voices for the QEP; we have a duty to discuss it with peers and help assure successful planning and implementation.

Dr. Rath explained that critical thinking is our language for Cornerstone Experience. Students will have expectations emerging from the course, and if we don't spread critical thinking throughout the curriculum, they may feel letdown.

Ms. Hunter discussed the four types of listening styles as presented by Barker and Watson.

Individual Assignment #1

Ms. Hunter asked all participants to envision a prior learning experience and share why it was effective. Responses included hands-on; practical; trusted instructor; immediate reinforcement or praise; immediate application; common purpose or shared experience; active learning, i.e. taking responsibility for teaching someone else; a non-threatening environment.

Group Assignment #1

Ms. Hunter asked each of four groups to discuss why the draft course outcomes are important to student success; specifically, groups were asked to justify, explain, extend and amplify assigned course outcomes.

Relevancy

Justify:

- Students are more successful if they have a plan (goal). Cost-effective. Other roles, i.e. family, job, etc. More efficient, less stressful (economical)
- Interpersonal communication, more group work

Explain:

- Examine what is the plan? If you want to do this, then...
- What is it that students can do? Journal, group work, which instructors you choose

Extend:

- Ongoing, revised education plans, personal plans, etc. Each semester different study groups, different classes, which social groups to join, i.e. clubs, etc.

Amplify:

- Prepare students for life-long learning. All of us are going to be employees, bosses or both. Have to have interpersonal skills—personal connections and meaningful experiences

Applied Learning

Justify:

- We are teaching students to be self-reliant--not just to be successful here, but in life. They will learn and practice skills.

Explain:

- Time management is an example. They will use this skill in their daily lives to help balance personal, academic and job responsibilities

Extend:

- Students need to identify the type of learners they are. Once they know their individual learning styles, they can focus on productive activities

Amplify:

- Comments on definition: Application of one or more skills in another class might be expanded to “and in other settings.”
- 3c: It is just awareness? Maybe stop after the words “Edison State College
- 3b: Students need to know general education requirements but “analyze and reflect” are higher order skills. Also, consider moving this to success strategies and say something like, “Demonstrate knowledge and understanding of ESC general education requirements and reflect on their application to career goals.”

Critical Thinking

Justify: CT is important:

- to determine what information is valuable and what info is irrelevant or garbage
- generate novel ideas
- solve problems
- used across the curriculum in all courses
- consider other points of view
- useful in life
- you’ve done it all of your life—course will help you refine your skills and apply them to academic material
- allows you to deal with change and with situations where “the rule” or previous experience are not helpful
- promotes questioning of pre-existing ideas and how you know things
- desired by employers—help you get a job
- cognition → metacognition → self awareness
- speak and write from an informed perspective

Success Strategies

Justify

- Need skills to replace bad habits
- It is built in-it is what people think of FYE life skills

Explain

- Students are unaware of the skills needed to be successful
- They don't know what they don't know, and they don't know the questions to ask or what the resources they need might be, e.g. how to read a textbook, how to spend money or how to do homework.
- Students EARN grades

Extend

- Extend beyond academics to life skills and/or work. Would you do this at work?

Amplify

- Students do not know the vocabulary (Integrity, self-efficacy, metacognition, prerequisite) Find out what they don't know up front
- Have a professional version and a student version of outcomes and other materials
- Relevancy: What's in it for me?

Group Assignment #2

Ms. Hunter asked the groups to consider resources available to support student learning for each Cornerstone construct

Relevancy

- Faculty mentor in track area (release time, stipends, professional development)
- Speakers Bureau and Advisory Boards (including employers explication General Education relevancy to career)
- Peer mentors (service learning credit, programs, clubs, HOPE)
- Career Inventory
- Aptitude Tests
- Myers-Briggs
- Field Experience Agreements MOU
- Still/video cameras
- Editing software
- Career Fairs (space, funding)

Applied Learning

- Barbara B. Mann PAH
- Library
- Labs
- Online resources and databases (learning modalities, i.e. Edison Online; B.L.; Assessments including Career, Personality, and Learning Styles; MyLab components; text add-ons
- Career Center
- Fred Morgan—community resource

- Student Government and Clubs
- Advising
- Program Area faculty and staff
- Academic Success centers
- Faculty and Outside Experts, i.e. calculators (Math) Budgeting (Personal Finance)
- Linked courses? – virtual and ground

Critical Thinking

- Critical Thinking Foundation (Elder Paul model)
- Gerald Nosich Conference July 12 and 13
- Library databases
- Librarian assistance with resources (video, databases)—streaming collection
- Critical Thinking working group
- Faculty resources (conference attendees)
- TLC presentations
- FYE seminar texts
- People and ideas
- CT Facebook page

Success Strategies

- Oral/Written Communication websites (Great Speeches, etc.)
- Learning styles websites
- Listening styles surveys
- Learning styles surveys
- Critical thinking models
- Pre-planned critical thinking exercises
- Peer evaluations
- List of resources by campus
- Guided tour of College Catalog
- Community guest speakers with practical application of knowledge
- Local employer panels

Group Assignment #3

Ms. Hunter presented the Kolb Model: Learning Around the Circle, i.e moving from concrete experience to reflective observation to abstract conceptualization to active experimentation. She asked the groups to develop a classroom activity based on this model for one of the course outcomes.

Relevancy

Concrete experience:

- First-year students would interview 2nd year students (collaborations, making connections)

- What would you have liked to have known your first year that you now know?
Example, How to manage time (job, family, school)
- What resources were valuable?

Reflective observation:

- Classroom discussion—one student talks with another student and reports on the other student's experience. One presenter and one listener.

Abstract conceptualization:

- Lecture and literature on best practices; synthesize results with interpersonal relationships

Active experimentation

- Bring results together to develop frequently asked questions—collect information on ongoing basis and build into a book!

Applied Learning: Use of College Resources

Concrete experience:

- Scavenger hunt. Divide into groups and fill out forms when they locate the site, or take photo with cell phone to show where they are. Structure the scavenger hunt in a meaningful way. Could also do hunt on the computer

Reflective observation:

- Jigsaw—people share what they've learned

Abstract conceptualization

- College faculty and staff speakers

Active experimentation

- What if? class activity. Where would you go if professor said you needed such and such?

Applied Learning: Use of College Resources

Concrete experience:

- Divide into groups, i.e. financial Aid, Math etc. Students explore campus to locate resources

Reflective observation:

- Students make presentation in class. Post link on class home page at FYE website

Abstract conceptualization:

- How will you attack you next new environment?

Active experimentation:

- Could make a process map to the next class
- At some point in course, students take one assignment to a lab

Note: Literature: students who take seminar use resources more

Critical Thinking

Concrete experience:

- Expose them to Matrix clip. What is real?

Reflective observation:

- Come up with dimensions. Come to consensus on sense of reality.

Abstract conceptualization:

- Write an essay.

Active experimentation:

- Video production

Showing students and having them talk about what they accomplished today and what they learned is the WHY of what we are doing.

NEXT STEP: Learning plan for all outcomes.