Promoting Better Teaching and Learning Across Campus

Discussion with:
Campus Leaders
Suffolk University
March 25, 2008

Discussion Leader:
Dr. L. Dee Fink
National Consultant in Higher Education
AGENDA

1. LDF: Lay out a Conceptual Framework
   - With associated “actions” for each component

2. General Discussion:
   A. Which of these suggestions are you already doing well?
   B. Which are possible action items for improving your program?
My Initial Premise:

The QUALITY of any educational program

= the QUALITY OF STUDENT LEARNING in and from the program

Another Assumption:

You want your educational program to be as good as it can be.
Educational Program: THREE KEY FACTORS

High Quality STUDENT LEARNING
Promoting Better Teaching and Learning

GENERAL FRAMEWORK FOR DISCUSSION:

Educational Program

Students

Faculty
GENERAL FRAMEWORK FOR DISCUSSION:

Educational Program
- Curriculum
- Instruction

Students

Faculty
Promoting Better Teaching and Learning

CURRICULUM:

Common Problems:

• Not learning-focused

• Curriculum is not integrated:
  ➢ Courses not related to each other
  ➢ Don’t build on each other
CURRICULUM

Institution-Wide Learning Goals (IW-LGs)

Learning-Focused, Integrated Curriculum

Assess the IW-LG’s
Promoting Better Teaching and Learning

CURRICULUM

Institution-Wide Learning Goals (PW-LGs)

Learning-Focused, Integrated Curriculum

Assess the PW-LG’s
Taxonomy of Significant Learning
Taxonomy of Significant Learning

- **Learning How to Learn**
  - Becoming a better student
  - Inquiring about a subject
  - Self-directing learners

- **Foundational Knowledge**
  - Understanding and remembering:
    - Information
    - Ideas

- **Application**
  - Skills
  - Thinking: Critical, Creative, & Practical
  - Managing projects

- **Integration**
  - Connecting:
    - Ideas
    - People
    - Realms of life

- **Caring**
  - Developing new...
    - Feelings
    - Interests
    - Values

- **Human Dimensions**
  - Learning about:
    - Oneself
    - Others
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In a program with **significant learning**, students will:

1. **Understand and remember** the key concepts, terms, relationship, etc.

2. Know how to **use** the content.

3. Be able to **relate** one subject to other subjects.

4. Understand the **personal and social** implications of what they are learning.

5. **Value** the whole learning process.

6. Know how to **keep on learning** after their courses are over.
Liberal Education - America’s Promise [LEAP]

**ESSENTIAL LEARNING OUTCOMES:**

I. Knowledge of Human Cultures and the Natural and Physical World

II. Intellectual and Practical Skills

III. Individual and Social Responsibilities

IV. Integrative Learning
ESSENTIAL LEARNING OUTCOMES:

I. Knowledge of Human Cultures and the Natural and Physical World
   - Sciences & math, social sciences, humanities, histories, languages, and the arts
   - Focused through engagement with big questions, both contemporary and enduring

II. Intellectual and Practical Skills

III. Individual and Social Responsibilities

IV. Integrative Learning
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Liberal Education - America’s Promise [LEAP]

ESSENTIAL LEARNING OUTCOMES:

I. Knowledge of Human Cultures and the Natural and Physical World

II. Intellectual and Practical Skills
   - Inquiry, critical & creative thinking
   - Written and oral communication
   - Quantitative literacy
   - Information literacy
   - Teamwork and problem solving

III. Individual and Social Responsibilities

IV. Integrative Learning
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Liberal Education - America’s Promise [LEAP]

ESSENTIAL LEARNING OUTCOMES:

I. Knowledge of Human Cultures and the Natural and Physical World

II. Intellectual and Practical Skills

III. Individual and Social Responsibilities

   • Civic knowledge and engagement
   • Intercultural knowledge and competence
   • Ethical reasoning and action
   • Foundations and skills for lifelong learning

IV. Integrative Learning
Promoting Better Teaching and Learning

Liberal Education - America’s Promise [LEAP]

ESSENTIAL LEARNING OUTCOMES:

I. Knowledge of Human Cultures and the Natural and Physical World

II. Intellectual and Practical Skills

III. Individual and Social Responsibilities

IV. Integrative Learning

- Synthesis and advanced accomplishment across general and specialized studies
- Capacity to adapt knowledge, skills, and responsibilities to new settings & questions
## Fink’s Taxonomy: AAC&U Categories:

<table>
<thead>
<tr>
<th>Fink’s Taxonomy</th>
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<td>• Foundations for Life-Long Learning</td>
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Promoting Better Teaching and Learning

Educational Program:

- Map Goals into Curriculum
- Institution-Wide Learning Goals (I WLG)
- Assess the I WLG’s
## Institution-Wide Learning Goals (IWLG):

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<th>Communication Skills</th>
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Promoting Better Teaching and Learning
Educational Program:

Institution-Wide Learning Goals (I WLG)

Map Goals into Curriculum

Assess the I WLG’s
ASSESSING YOUR EDUCATIONAL PROGRAM:

I. During the Program (Process)
   A. Internal Procedures
   B. External Procedures

II. After the Program (Product)
ASSESSING YOUR EDUCATIONAL PROGRAM:

I. During the Program (Process)
   
   A. Internal Procedures
   
   B. External Procedures

II. After the Program (Product)
Educational Assessment Software:

**BASIC COMPONENTS**

- Set-Up
- Data Entry
- Report
Educational Assessment Software:

VALUE & BENEFITS

Set-Up → Data Entry → Report

VALUE:
- Prompts professors and administrators to think in specific terms about...
  - What their learning goals should be
  - How general learning goals can be accomplished
  - How learning goals can be assessed

VALUE:
- Relatively easy
- Requires no extra time beyond normal recording of assessment data

VALUE:
- Easy access to data
- Allows anyone to know...
  - Where successes are occurring
  - Where problems are occurring - and begin problem solving
ASSESSING YOUR EDUCATIONAL PROGRAM:

I. During the Program (Process)
   A. Internal Procedures
   B. External Procedures

II. After the Program (Product)
ASSESSING YOUR EDUCATIONAL PROGRAM:

1. Internal Procedures

2. EXTERNAL PROCEDURES:
   
   • National Survey of Student Engagement (NSSE)
   
   • Collegiate Learning Assessment (CLA)
   
   • Measure of Academic Proficiency & Progress (MAPP)
   
   • Collegiate assessment of Academic Proficiency (CAAP)
ASSESSING YOUR EDUCATIONAL PROGRAM:

I. During the Program (Process)
   A. Internal Procedures
   B. External Procedures

II. After the Program (Product)
   A. Survey of graduating seniors, alumni
Educational Program:
Making it Learning-Centered

Institution-Wide Learning Goals (IWLG)

Map Goals into Curriculum
Assess the IWLG’s
GENERAL FRAMEWORK FOR DISCUSSION:

- Educational Program
- Students
- Faculty
I. EDUCATIONAL PROGRAM

A. Curriculum

- Identify institution-wide learning goals
- Map the IW-LGs into the curriculum
  ✓ Build internal structure, relationships
- Develop assessment procedures focused on IW-LGs

II. FACULTY

III. STUDENTS
General Discussion: CURRICULUM

A. Which of these suggestions are you already doing well?

B. Which are possible action items for improving your program?

**DISCUSSION SEQUENCE:**

- Individual Reflection
- Small Group Discussion
- Whole Group Discussion
GENERAL FRAMEWORK FOR DISCUSSION:

- Educational Program
- Students
- Faculty
Key Role of FACULTY:

- Make curricular decisions
- Teach courses

Problem:

- Limited preparation for either role

Solution?

- Enhance their abilities
  - Increase time spent learning about teaching, curriculum, etc.

What can you do?

- Re-shape faculty culture toward spending more time learning about teaching
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Re-Shaping FACULTY Culture:

- Establish Expectations
- Provide Support
- Assess & Reward
Promoting Better Teaching and Learning

Re-Shaping Faculty Culture:

1. **Establish EXPECTATIONS**
   - Hire faculty who want to “learn & get better”
   - Beginning of year: Plan faculty work

2. **Provide SUPPORT**
   - Open up TIME
   - Provide faculty development program

3. **ASSESS & REWARD Desired Kinds of Faculty Work**
   - Add “Professional Enhancement” to Faculty Assessment Criteria
   - Assess teaching more holistically
Re-Shaping Faculty Culture:

1. **Establish EXPECTATIONS**
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### PRIMARY DIMENSIONS OF FACULTY WORK

<table>
<thead>
<tr>
<th>% of Time:</th>
<th>Quality of Work:</th>
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<td>3. Service</td>
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<td></td>
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<tr>
<td>4. Professional Enhancement</td>
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<tr>
<td>• Teaching</td>
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<td>• Research</td>
<td></td>
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<tr>
<td>• Service</td>
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<tr>
<td>• Professional Self-Management</td>
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**TOTAL:** 100%
Promoting Better Teaching and Learning

Re-Shaping Faculty Culture:

1. Establish EXPECTATIONS
   - Hire faculty who want to “learn & get better”
   - Beginning of year: Plan faculty work

2. Provide SUPPORT
   - Open up TIME
   - Provide strong faculty development program

3. ASSESS & REWARD Desired Kinds of Faculty Work
   - Add “Professional Enhancement” to Faculty Assessment Criteria
   - Assess teaching more holistically
GETTING BETTER Over Time

FOUR FUNDAMENTAL TASKS of Teaching

Knowledge of subject matter
Try new ways of teaching
Design learning experiences
Interactions with students
Course management

Impact on STUDENT LEARNING

• DURING the course
• END of the course
• AFTER the course

Acquire new ideas on teaching
Reflect on what else one needs to learn
Assess the effectiveness of one’s own teaching
ASSESSING TEACHING MORE HOLISTICALLY

1. Did they DESIGN THEIR COURSES well?

2. Did they INTERACT/COMMUNICATE with students well?

3. Did the course experience result in SIGNIFICANT KINDS OF STUDENT LEARNING?

4. Did the faculty member make a significant effort to IMPROVE their teaching?
### Criteria:

<table>
<thead>
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<tbody>
<tr>
<td>1. Course Design</td>
</tr>
<tr>
<td>2. Interaction with students</td>
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<td>3. Student Learning</td>
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<tr>
<td>4. Getting Better as a Teacher</td>
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<tr>
<td><strong>CRITERIA:</strong></td>
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</tbody>
</table>
| 1. Course Design | • **Course materials:**  
| | • Syllabus, assignments,  
| | assessment tools  
| 2. Interaction with students | • **Student questionnaires**  
| | • Engaging? Motivating?  
| | Inclusive? Fair?  
| 3. Student Learning | • **Products of student work**  
| | • Samples (high, medium, low)  
| 4. Getting Better as a Teacher | • **Faculty self-report**  
| | • What did you do to LEARN?  
| | What CHANGES did you make?
1. **Establish EXPECTATIONS**
   - Hire faculty who want to “learn & get better”
   - Beginning of year: Plan faculty work

2. **Provide SUPPORT**
   - Open up TIME
   - Provide strong faculty development program

3. **ASSESS & REWARD Desired Kinds of Faculty Work**
   - Add “Professional Enhancement” to Faculty Assessment Criteria
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GENERAL FRAMEWORK FOR DISCUSSION:

Educational Program

Students

Faculty
GENERAL FRAMEWORK FOR DISCUSSION:

Educational Program

Students

Faculty
Key Role of STUDENTS:

- Ones who do the work of learning

Problem:

- Passive recipients of "teaching"

Solution?

- Take responsibility for their own learning

What can you do?

- Give them new tools
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Meta-Learner: One Who Takes Charge of their...

Own Learning/ Development

- Own Knowing/ Beliefs
- Own Thinking
- Own Performance
- Own Caring/ Values
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Re-Shaping STUDENT Culture:

- Establish Expectations
- Provide Support
- Assess & Reward
Re-Shaping STUDENT Culture:

I. Establish Expectations
   • Campus publicity
   • New and different kind of orientation to college

II. Provide Support

III. Assess and Reward

   } Year-to-year Learning Portfolios
Learning Portfolios: KEY QUESTIONS

1. WHAT did you learn?

2. HOW did you learn?
   - What helped you learn?
   - What didn’t help you learn?

3. SIGNIFICANCE FOR YOU, of what you learned?

4. Plan for FUTURE LEARNING:
   - WHAT ELSE do you want/plan to learn?
   - HOW will you learn that?
LEARNING PORTFOLIOS:
Helping Students Take Charge of Their Own Learning

Co-Curriculum (student affairs)

Students Build a Learning Portfolio

Student’s Time in College

Curriculum (formal coursework)
I. **EDUCATIONAL PROGRAM**

II. **FACULTY**: Change faculty culture by...
- Establishing new expectations
- Providing new kinds of support
- Use wide array of assessment tools

III. **STUDENTS**
- Different orientation to their role
- Help them take responsibility for own learning
- Develop learning portfolios across all four years
General Discussion:  FACULTY, STUDENTS

A. Which of these suggestions are you already doing well?

B. Which are possible action items for improving your program?

DISCUSSION SEQUENCE:

• Individual Reflection
• Small Group Discussion
• Whole Group Discussion
Where to from here?

• Resources available?

• Challenges?

• Solutions to challenges?
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THE END!

Higher Education:

Let’s make it all that it can be and needs to be!