

# **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:**

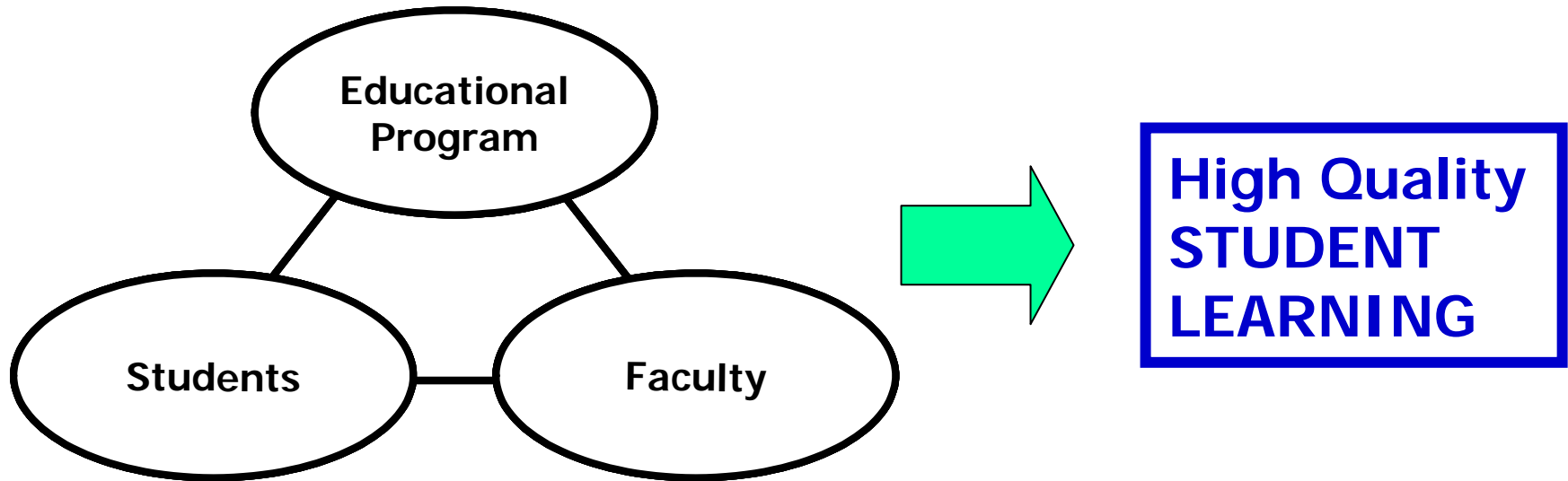
The **QUALITY** of any educational program

= the **QUALITY OF STUDENT LEARNING**  
in and from the program

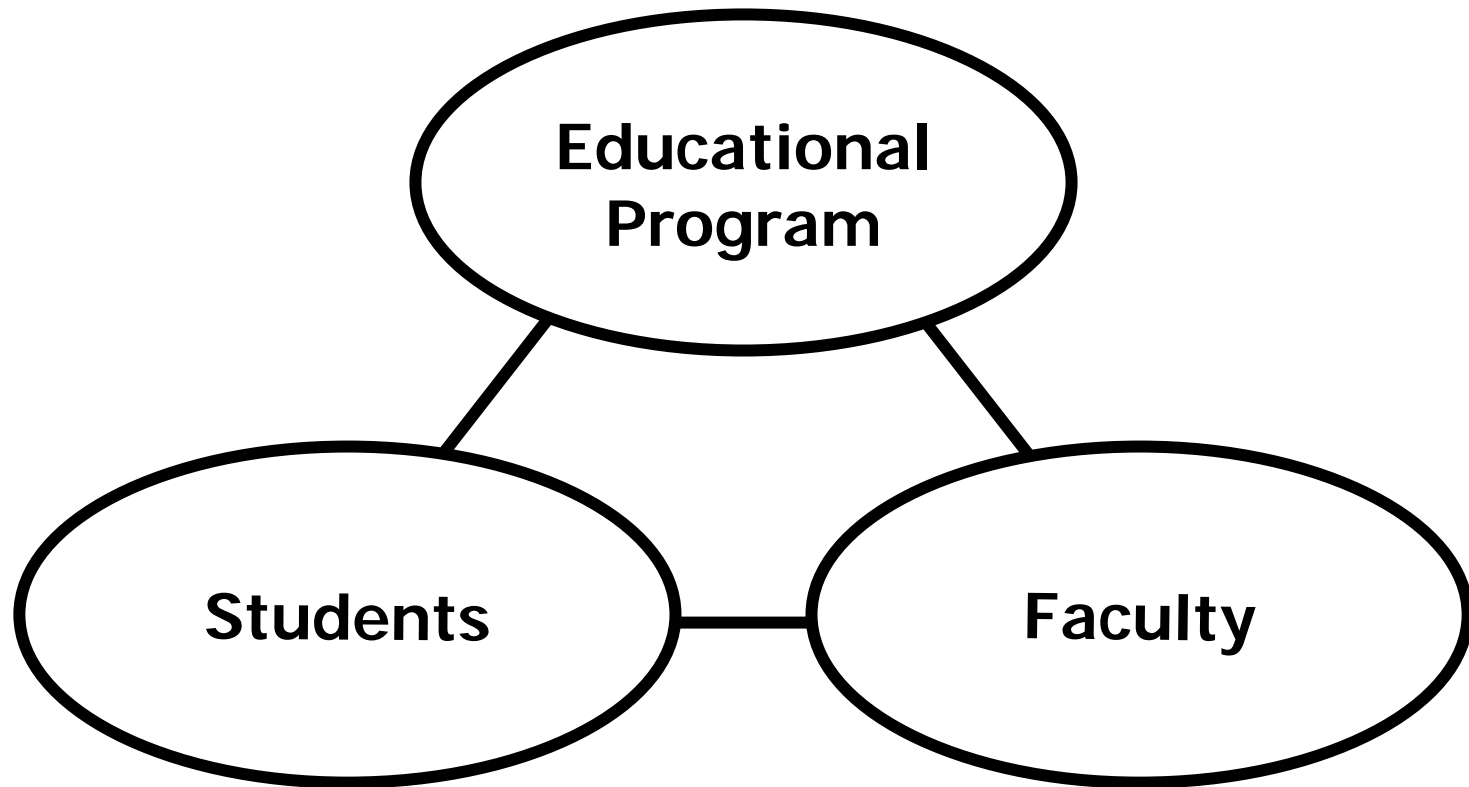
**Another Assumption:**

You want your educational program to be  
as good as it can be.

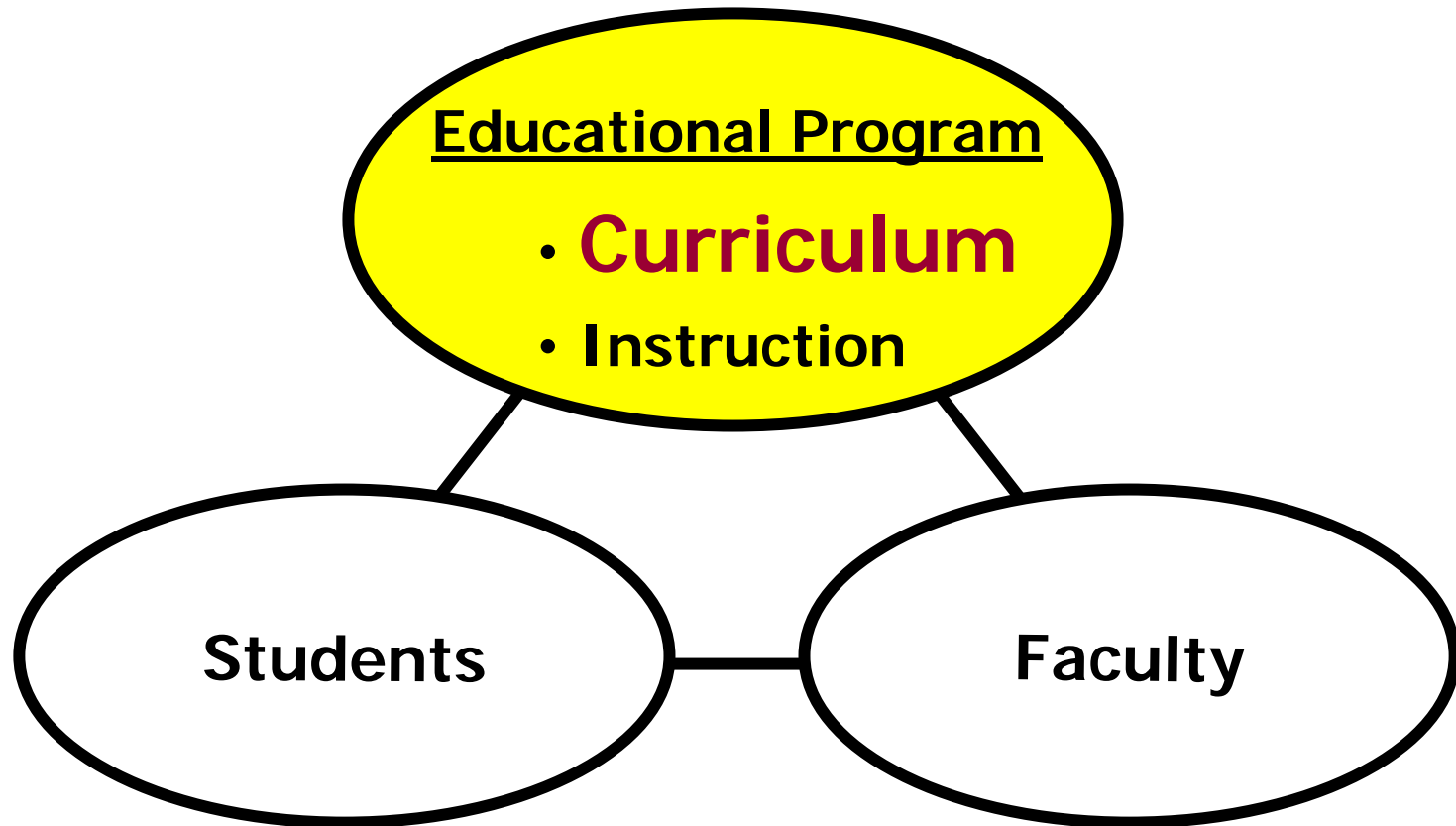
## Educational Program: THREE KEY FACTORS



**GENERAL FRAMEWORK FOR DISCUSSION:**



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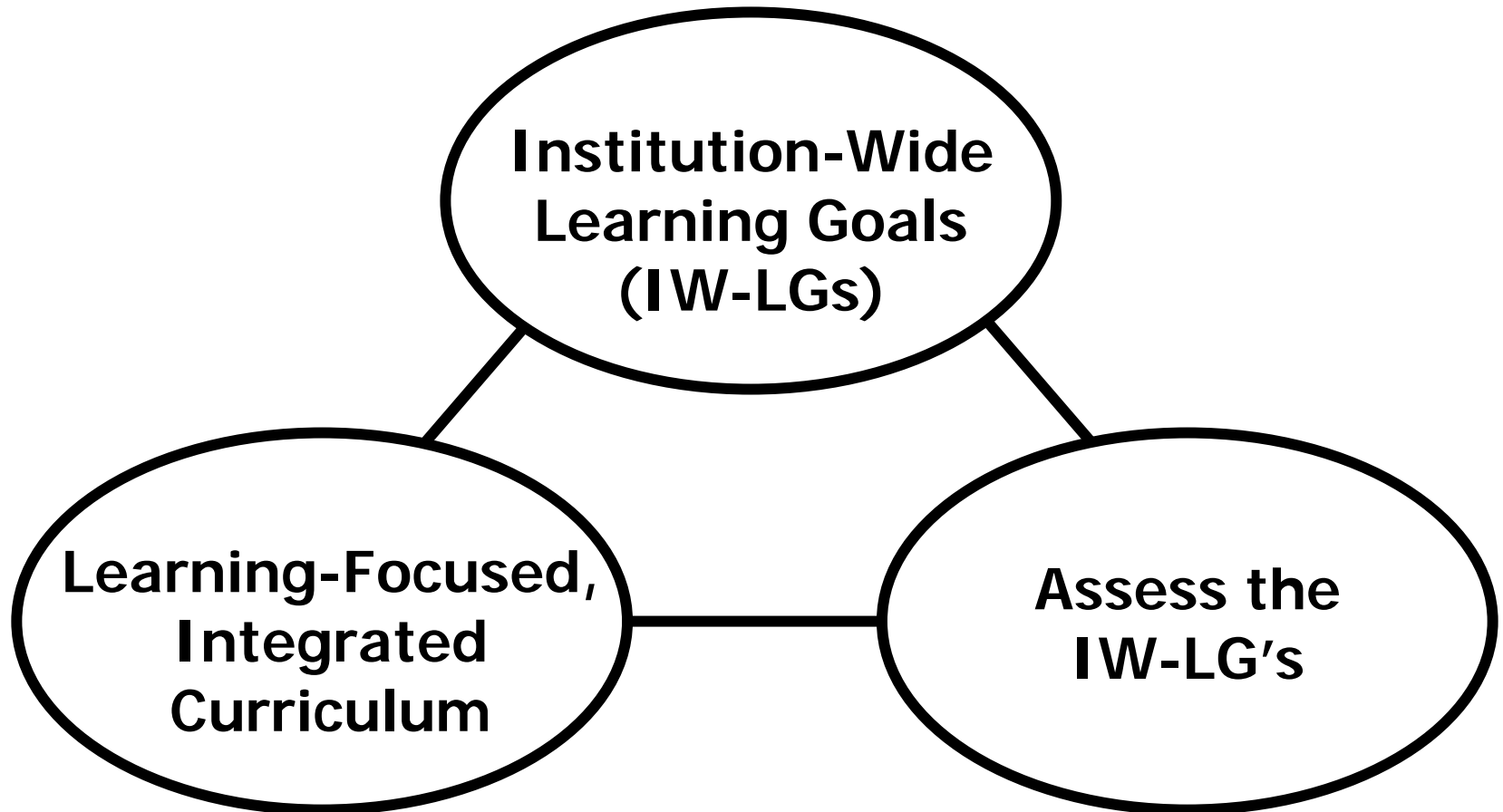


## CURRICULUM:

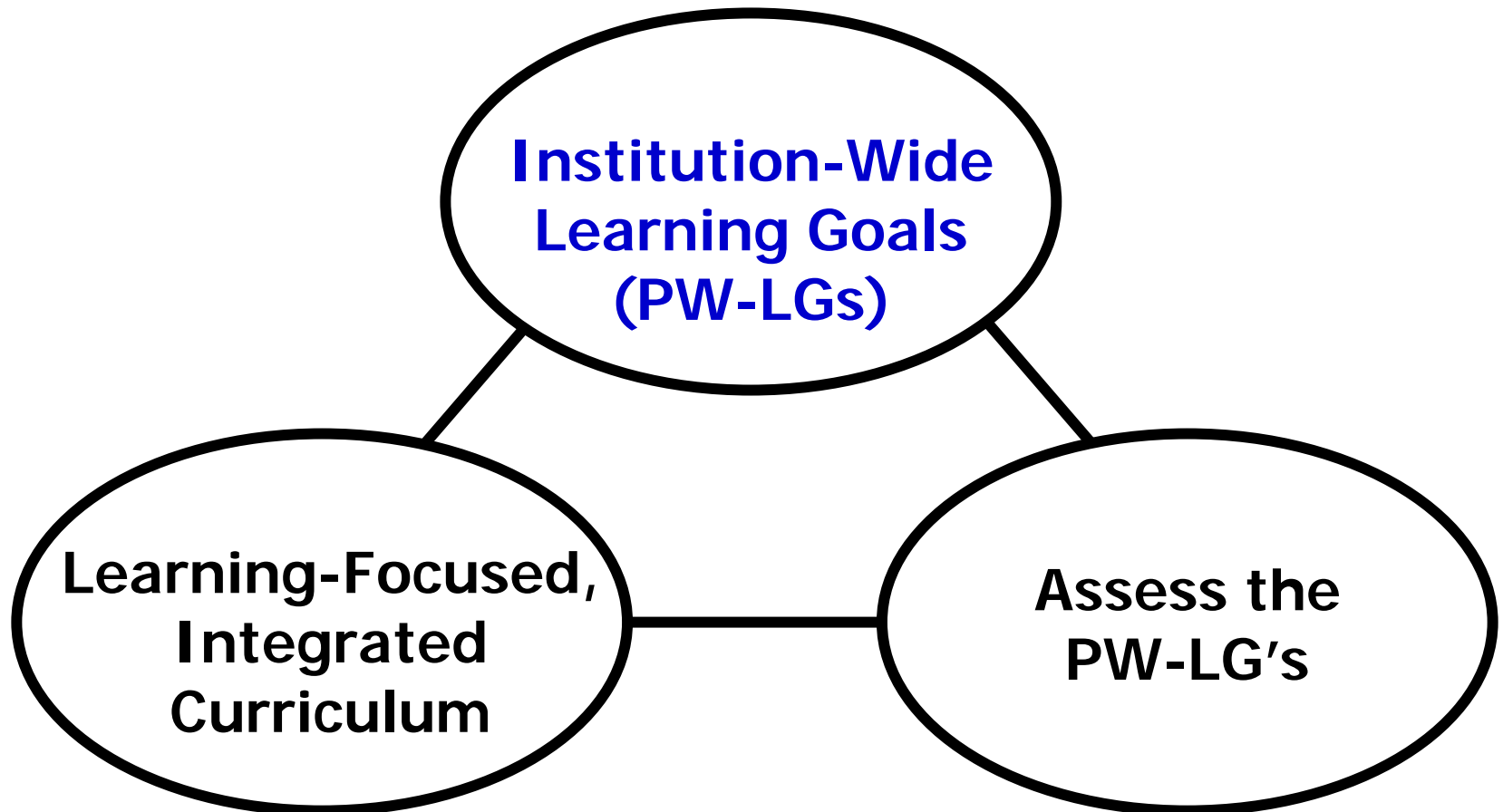
### Common Problems:

- Not learning-focused
- Curriculum is not integrated:
  - Courses not related to each other
  - Don't build on each other

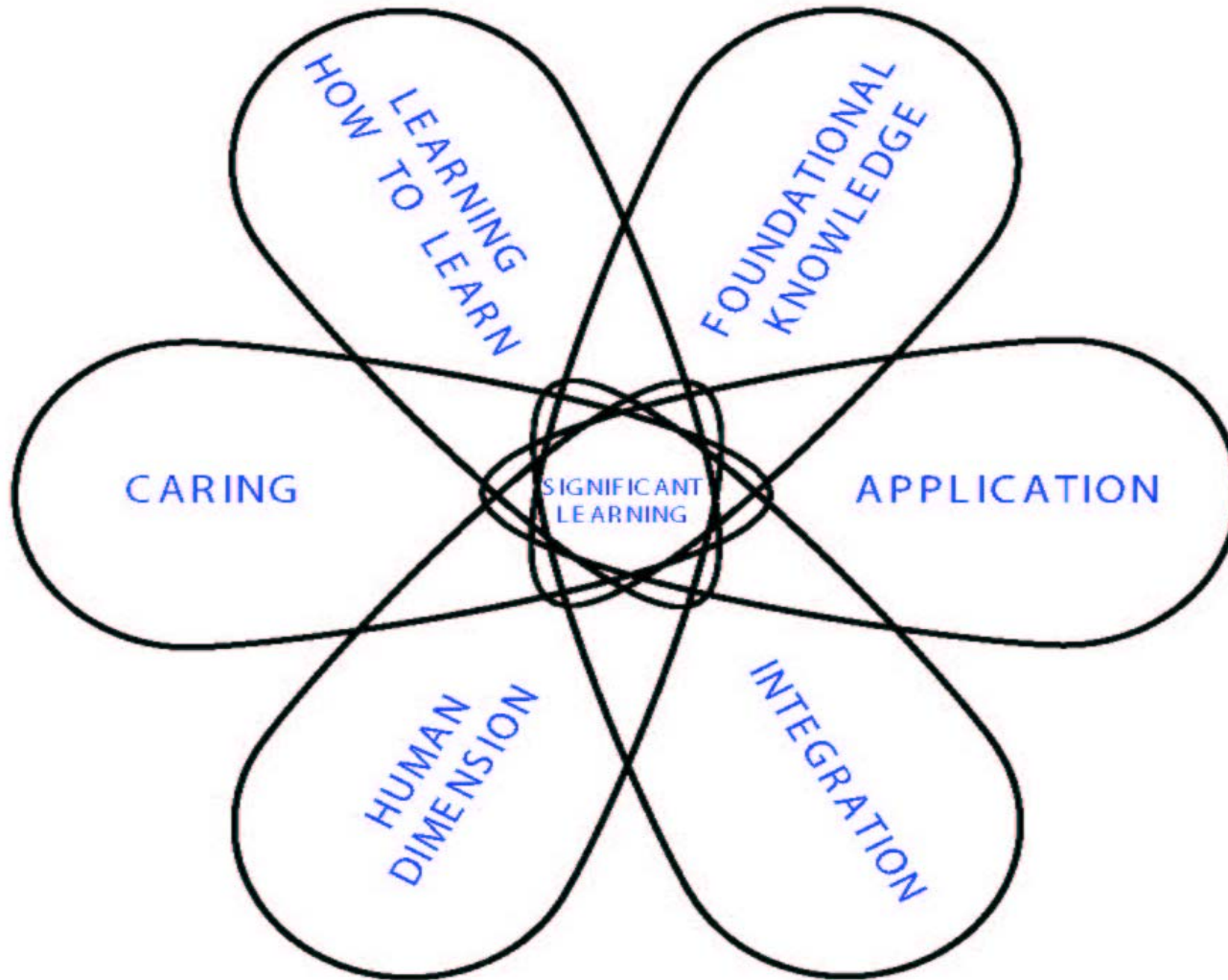
# CURRICULUM



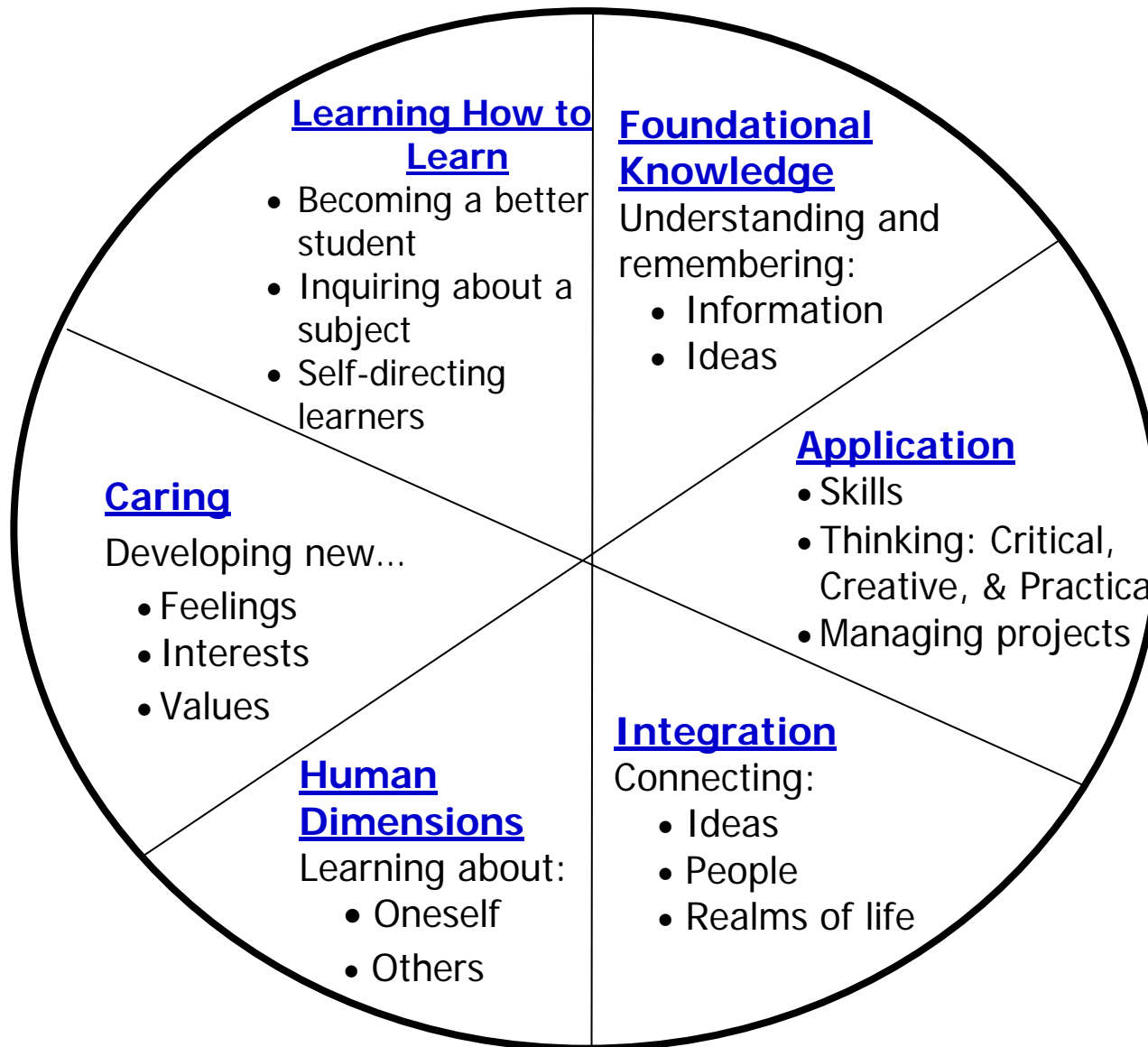
# CURRICULUM



# Taxonomy of Significant Learning



# Taxonomy of Significant Learning



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

## Liberal Education – America's Promise [LEAP]

### 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

## 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

## 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

## 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:

1. Foundational Knowledge	
2. Application	
3. Integration	
4. Human Dimension <ul style="list-style-type: none"><li>• Self</li><li>• Interacting with others</li></ul>	
5. Caring	
6. How to Learn	

## Promoting Better Teaching and Learning

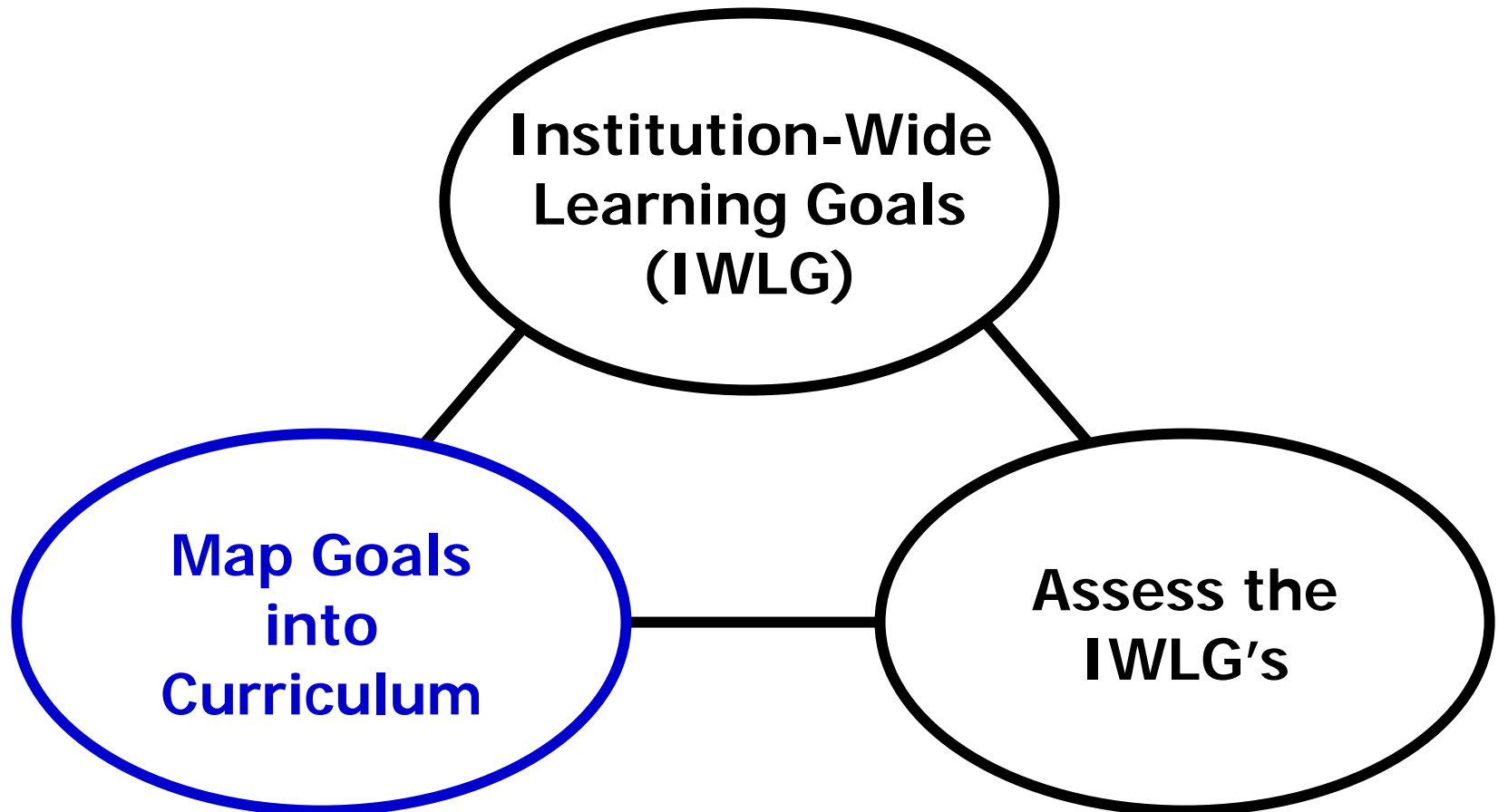
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### Fink's Taxonomy:

### AAC&U Categories:

1. Foundational Knowledge	Knowledge of: Human Cultures, Natural & Physical World
2. Application	Intellectual and Practical Skills
3. Integration	Integrative Learning
4. Human Dimension <ul style="list-style-type: none"><li>• Self</li><li>• Interacting with others</li></ul>	Individual and Social Responsibilities <ul style="list-style-type: none"><li>• Teamwork</li></ul>
5. Caring	<ul style="list-style-type: none"><li>• Ethical Reasoning and Action</li></ul>
6. How to Learn	<ul style="list-style-type: none"><li>• Foundations for Life-Long Learning</li></ul>

## Educational Program:



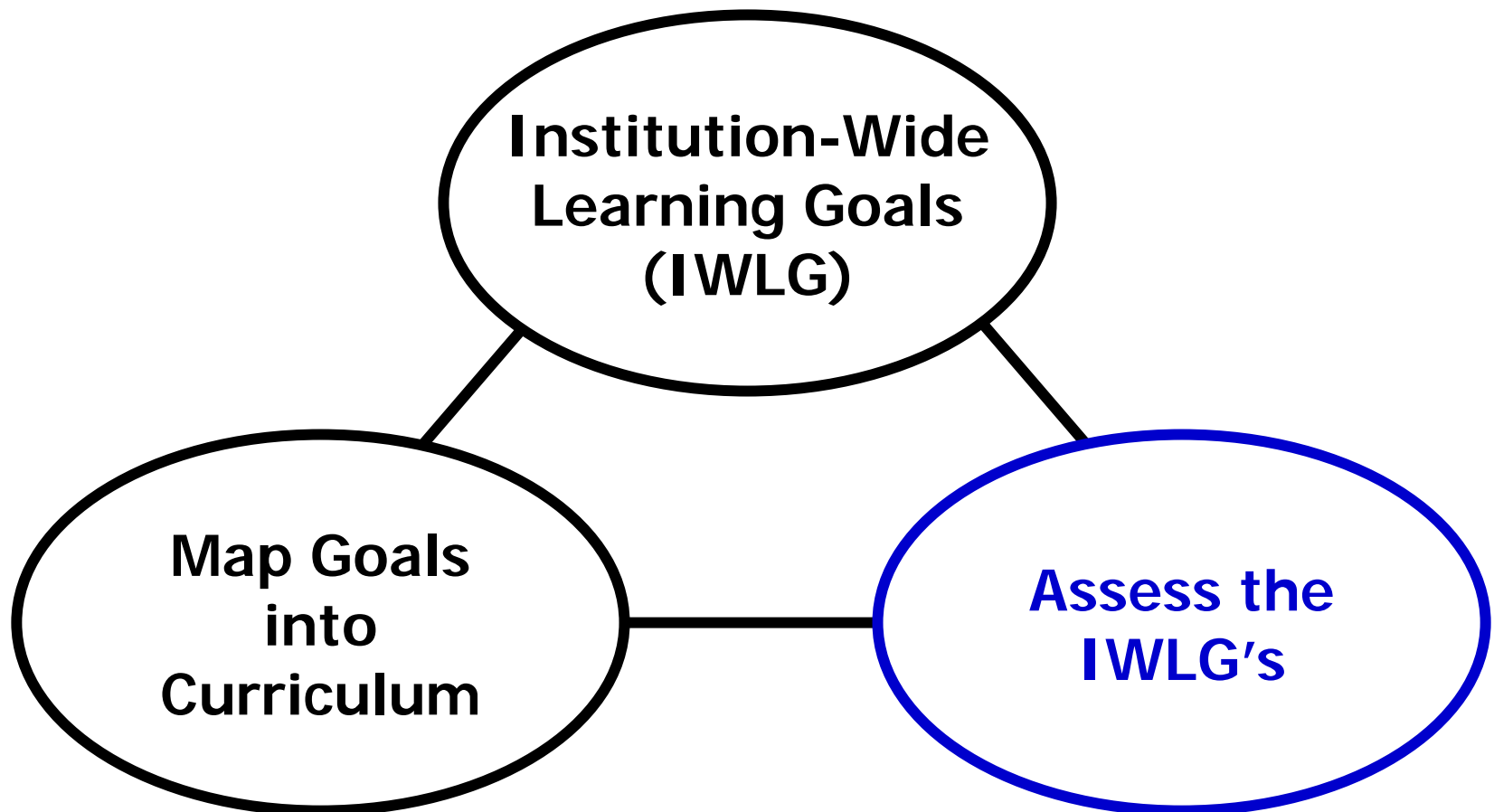
## Promoting Better Teaching and Learning

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### Institution-Wide Learning Goals (IWLG):

	Communi- cation Skills	Critical Thinking	Integration	Inquiry Skills	Self- Reflection	People Interaction Skills
<b>Fresh.</b>	<ul style="list-style-type: none"> <li>• XXX</li> <li>• XXX</li> </ul>	<ul style="list-style-type: none"> <li>• XXX</li> <li>• XXX</li> </ul>	<ul style="list-style-type: none"> <li>• XXX</li> <li>• XXX</li> </ul>			
<b>Soph.</b>		<ul style="list-style-type: none"> <li>• XXX</li> <li>• XXX</li> </ul>	<ul style="list-style-type: none"> <li>• XXX</li> <li>• XXX</li> </ul>			
<b>Junior</b>		<ul style="list-style-type: none"> <li>• XXX</li> <li>• XXX</li> </ul>	<ul style="list-style-type: none"> <li>• XXX</li> <li>• XXX</li> </ul>			
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## Educational Program:



## **ASSESSING YOUR EDUCATIONAL PROGRAM:**

### **I. During the Program (Process)**

**A. Internal Procedures**

**B. External Procedures**

### **II. After the Program (Product)**

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### Educational Assessment Software:

### BASIC COMPONENTS



# Educational Assessment Software:

## VALUE & BENEFITS



**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

- 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)**

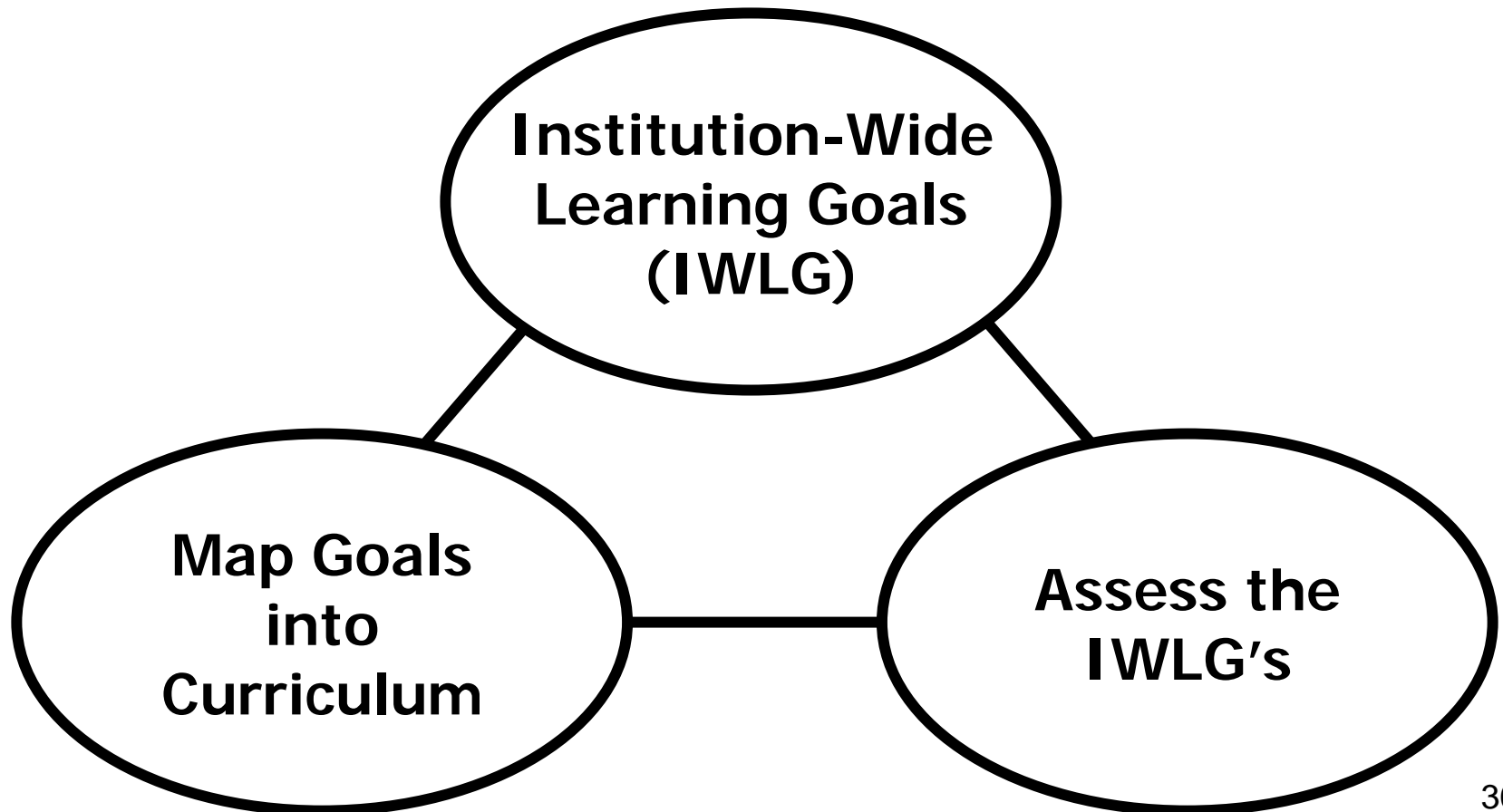
**A. Internal Procedures**

**B. External Procedures**

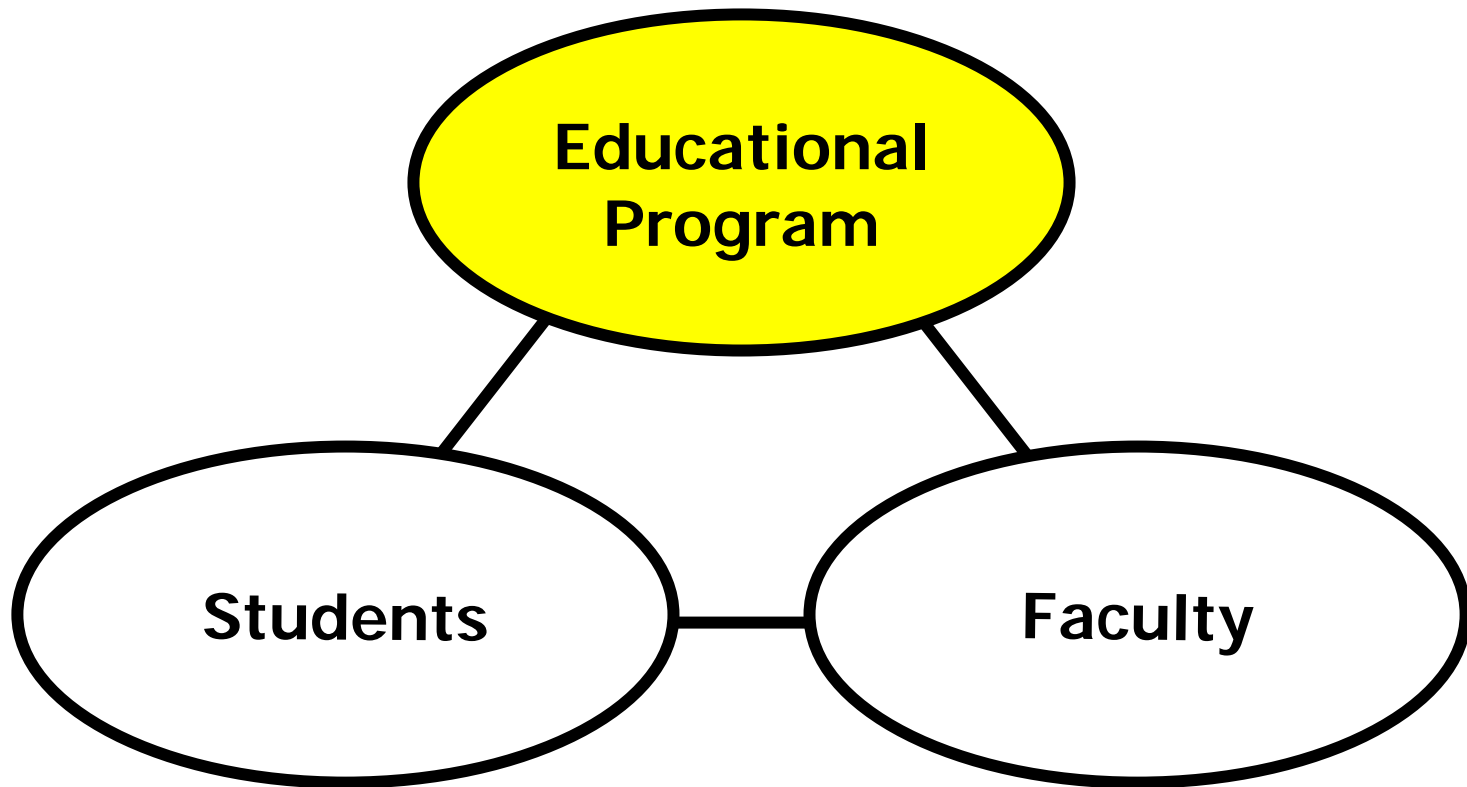
### **II. After the Program (Product)**

**A. Survey of graduating seniors, alumni**

**Educational Program:**  
**Making it Learning-Centered**



**GENERAL FRAMEWORK FOR DISCUSSION:**



## 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

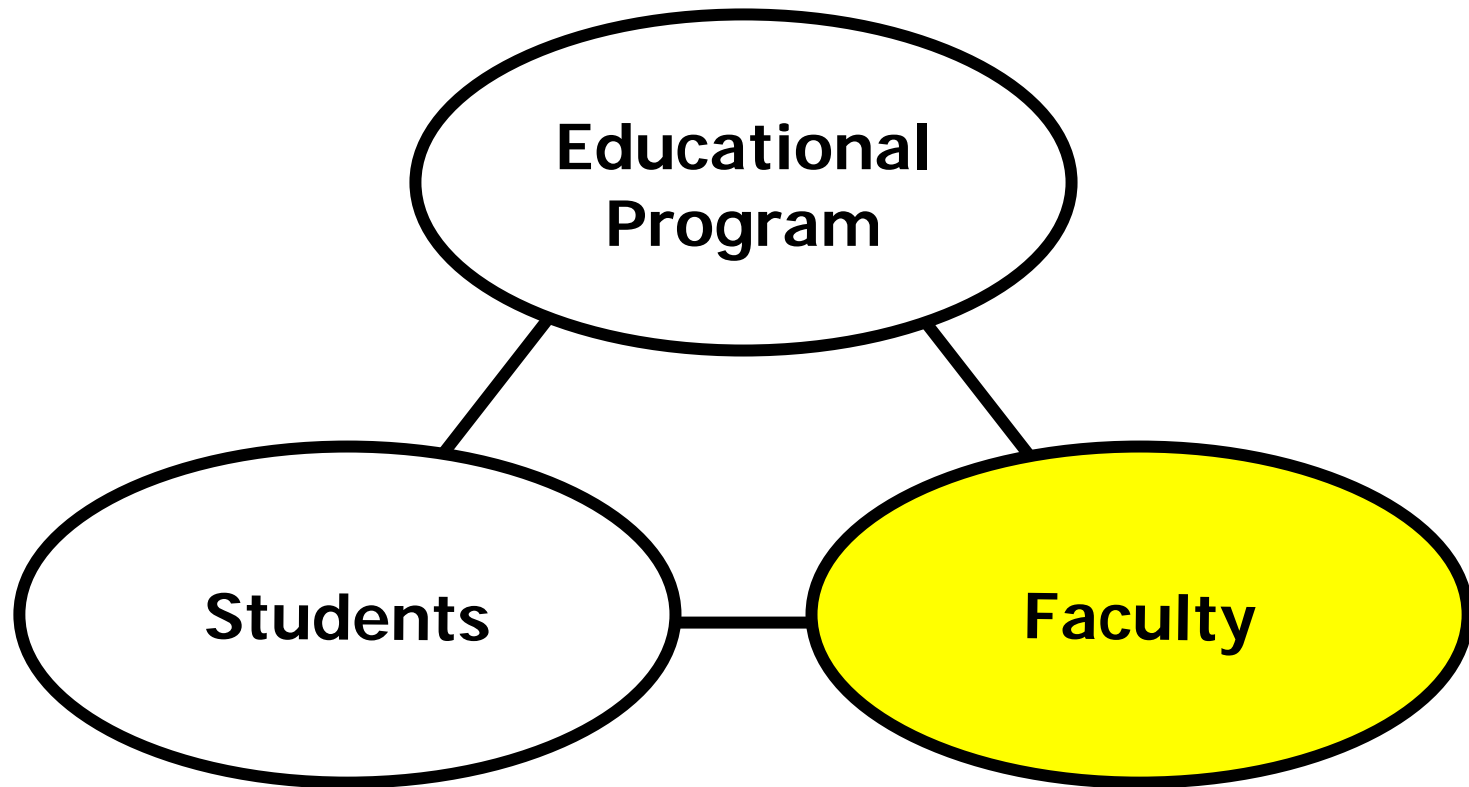
## General Discussion: CURRICULUM

- 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:**



### Key Role of FACULTY:

- Make curricular decisions
- Teach courses

### Problem:

- Limited preparation for either role

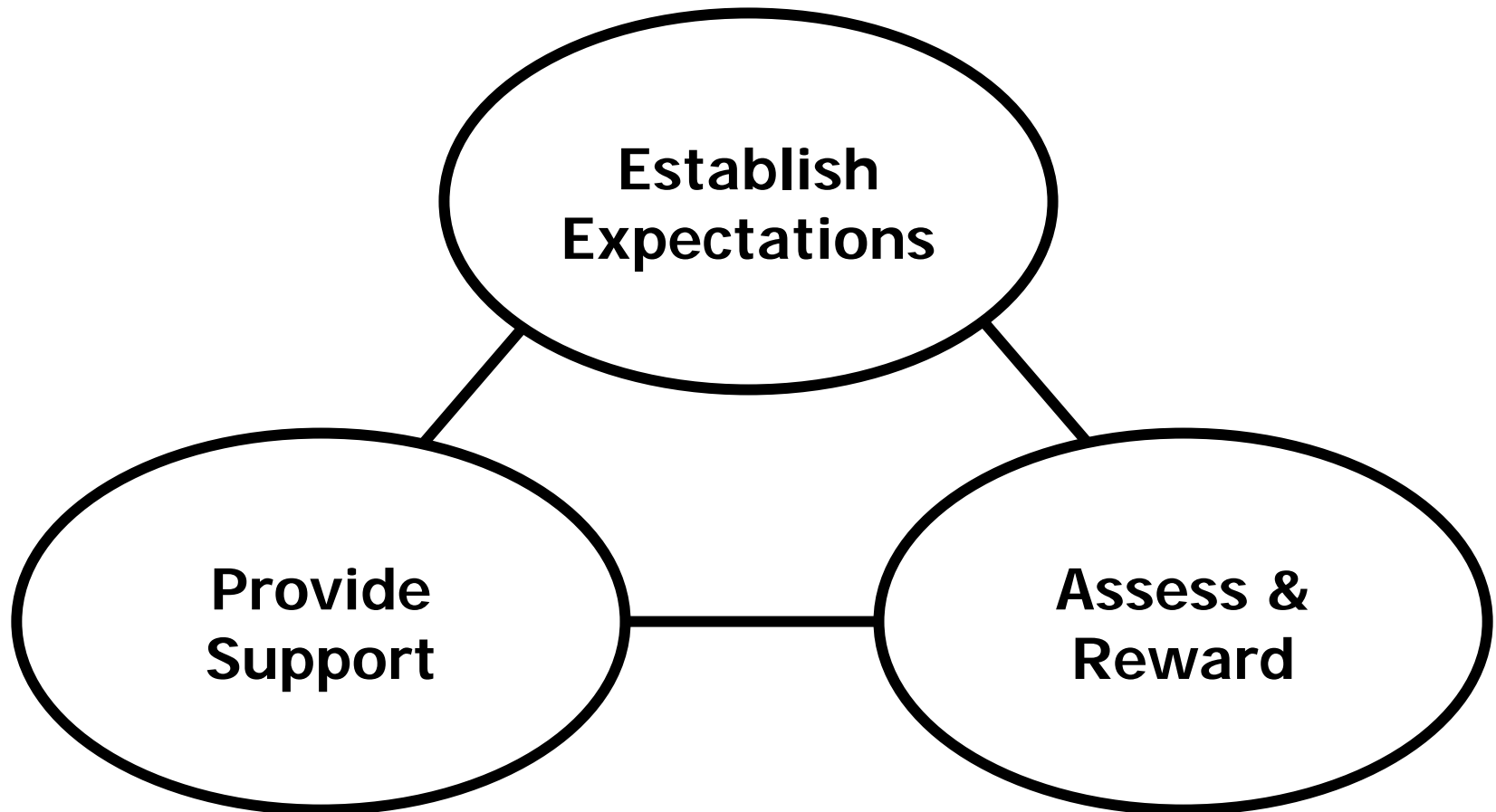
### Solution?

- 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

## Re-Shaping FACULTY Culture:



## 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

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## PRIMARY DIMENSIONS OF FACULTY WORK

	<b>% of Time:</b>	<b>Quality of Work:</b>
• <b>Teaching</b>	_____	_____
• <b>Research</b>	_____	_____
<b>3. Service</b>	_____	_____
<b>4. Professional Enhancement</b>	_____	_____
• Teaching		
• Research		
• Service		
• Professional Self-Management		
<b>TOTAL:</b>	_____	_____
	<b>100%</b>	

## Re-Shaping Faculty Culture:

### 1. Establish EXPECTATIONS

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

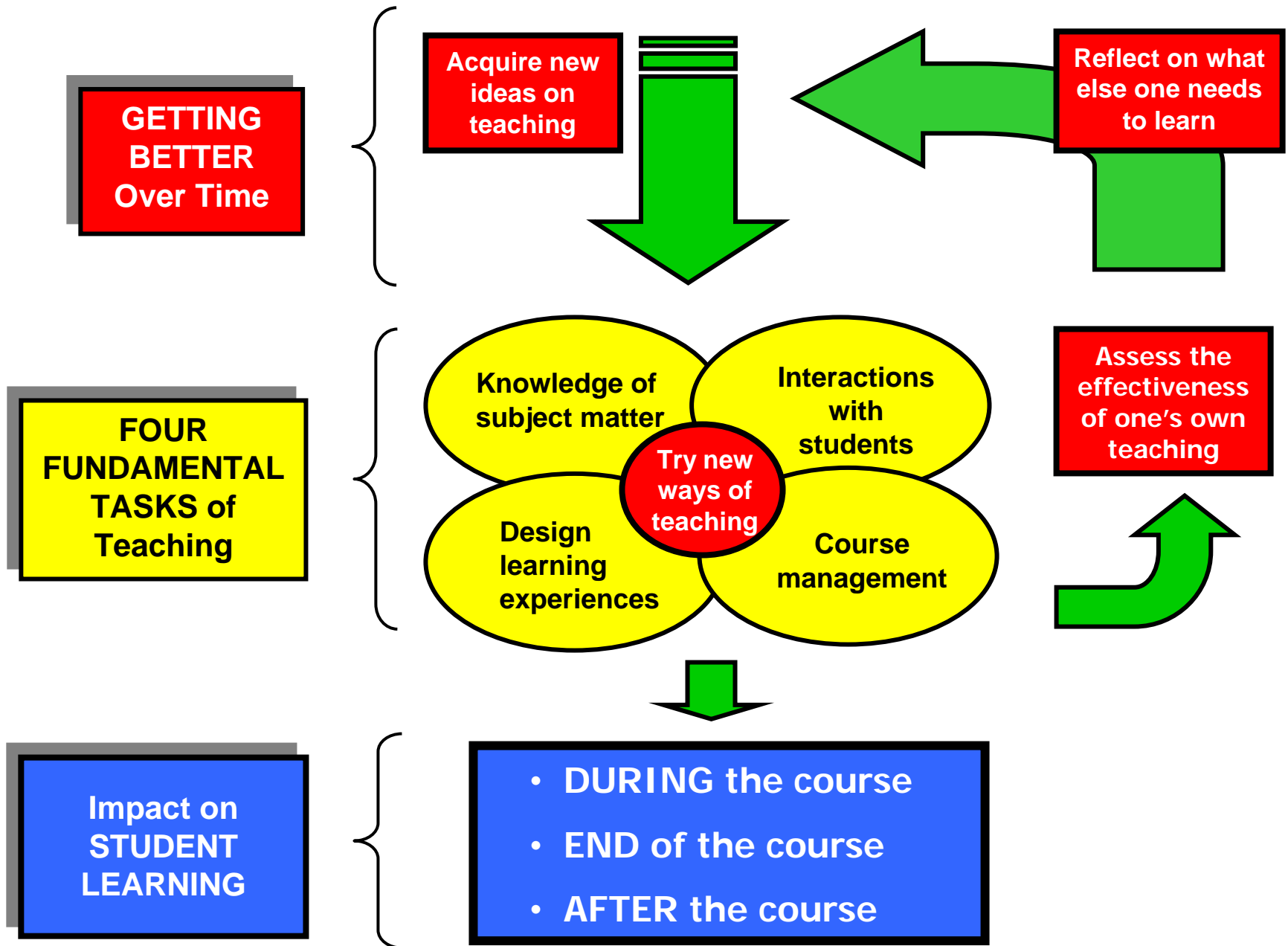
### 2. Provide SUPPORT

- 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**



## **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:**

### **SOURCES OF INFORMATION:**

<b>1. Course Design</b>	
<b>2. Interaction with students</b>	
<b>3. Student Learning</b>	
<b>4. Getting Better as a Teacher</b>	

### CRITERIA:

### SOURCES OF INFORMATION:

<b>1. Course Design</b>	<ul style="list-style-type: none"><li>• <b>Course materials:</b><ul style="list-style-type: none"><li>• Syllabus, assignments, assessment tools</li></ul></li></ul>
<b>2. Interaction with students</b>	<ul style="list-style-type: none"><li>• <b>Student questionnaires</b><ul style="list-style-type: none"><li>• Engaging? Motivating? Inclusive? Fair?</li></ul></li></ul>
<b>3. Student Learning</b>	<ul style="list-style-type: none"><li>• <b>Products of student work</b><ul style="list-style-type: none"><li>• Samples (high, medium, low)</li></ul></li></ul>
<b>4. Getting Better as a Teacher</b>	<ul style="list-style-type: none"><li>• <b>Faculty self-report</b><ul style="list-style-type: none"><li>• What did you do to LEARN? What CHANGES did you make?</li></ul></li></ul>

## Shaping Faculty Culture:

### 1. Establish EXPECTATIONS

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

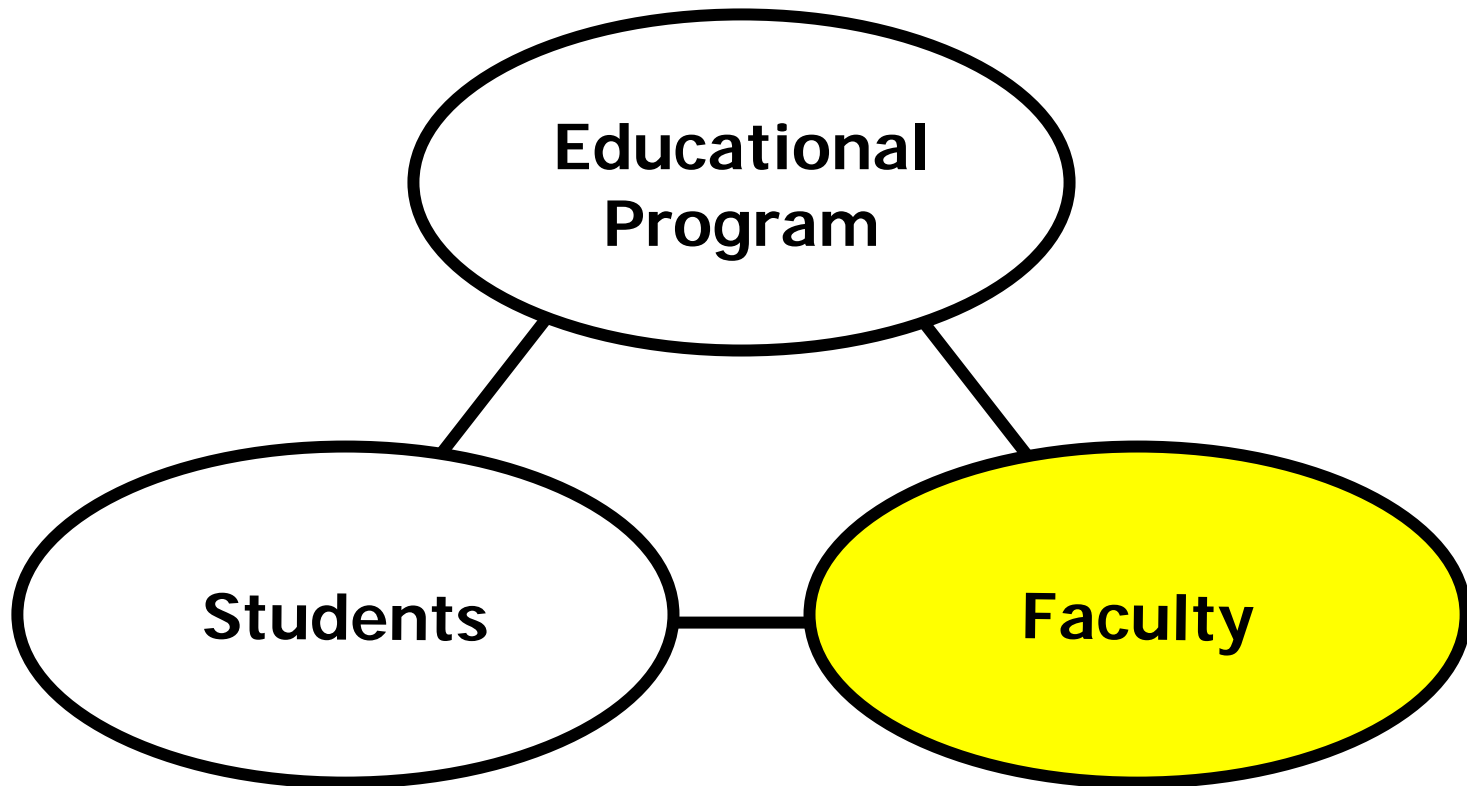
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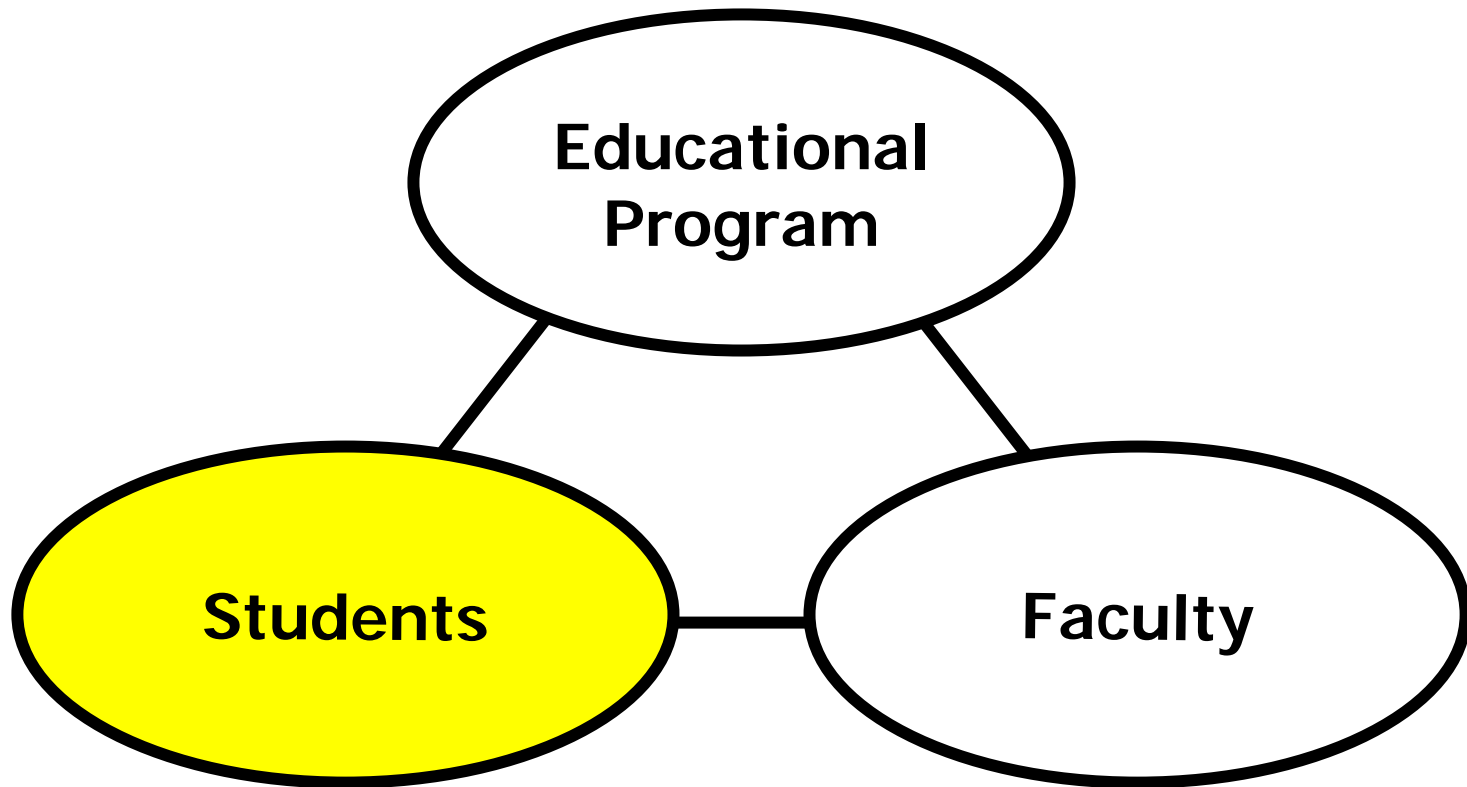
### 3. ASSESS & REWARD Desired Kinds of Faculty Work

- Add “Professional Enhancement” to Faculty Assessment Criteria
- Assess teaching more holistically

**GENERAL FRAMEWORK FOR DISCUSSION:**



**GENERAL FRAMEWORK FOR DISCUSSION:**



## Key Role of STUDENTS:

- Ones who do the work of learning

## Problem:

- Passive recipients of "teaching"

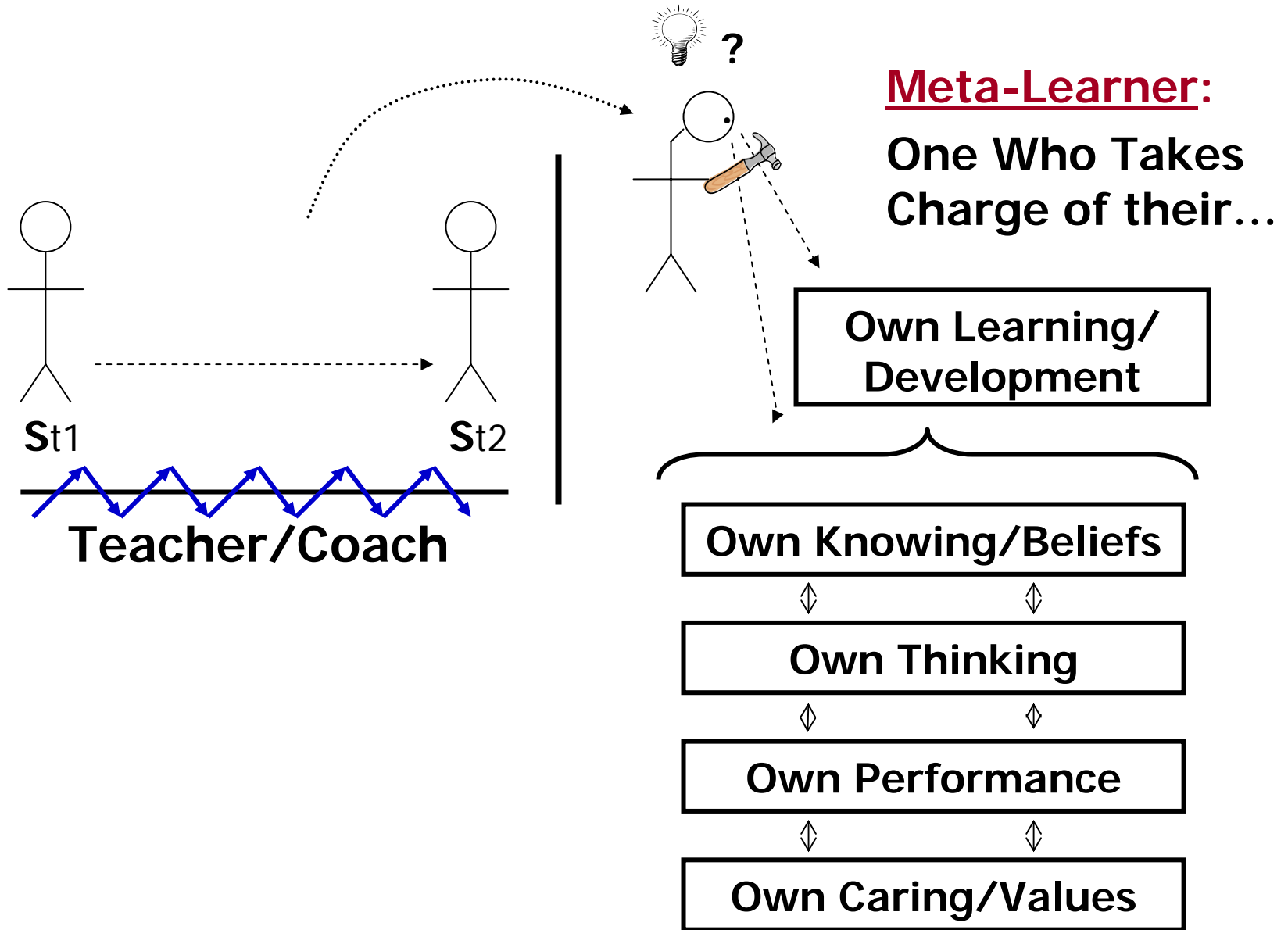
## Solution?

- Take responsibility for their own learning

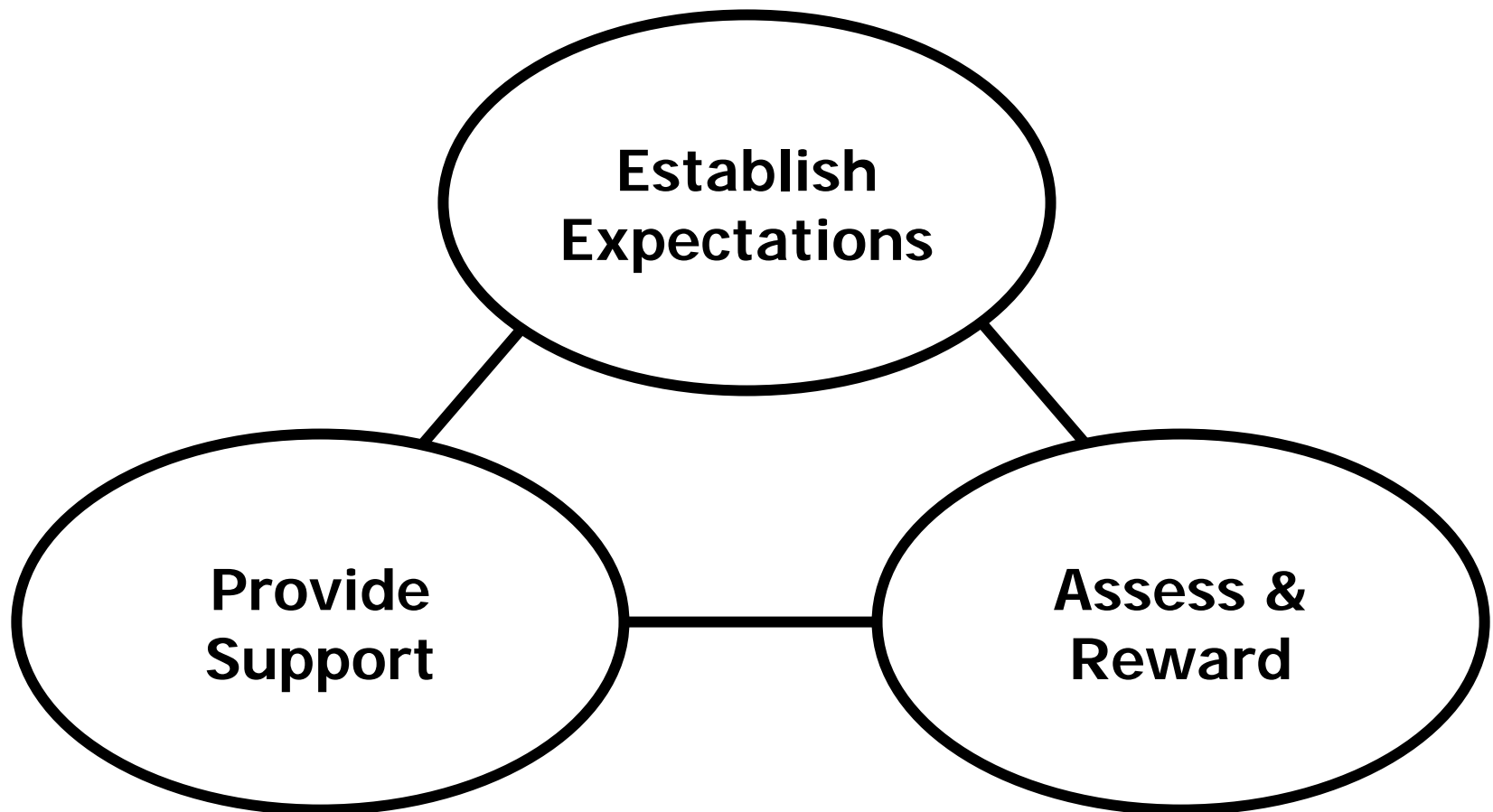
## What can you do?

- Give them new tools

# Promoting Better Teaching and Learning



## Re-Shaping STUDENT Culture:



## 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?

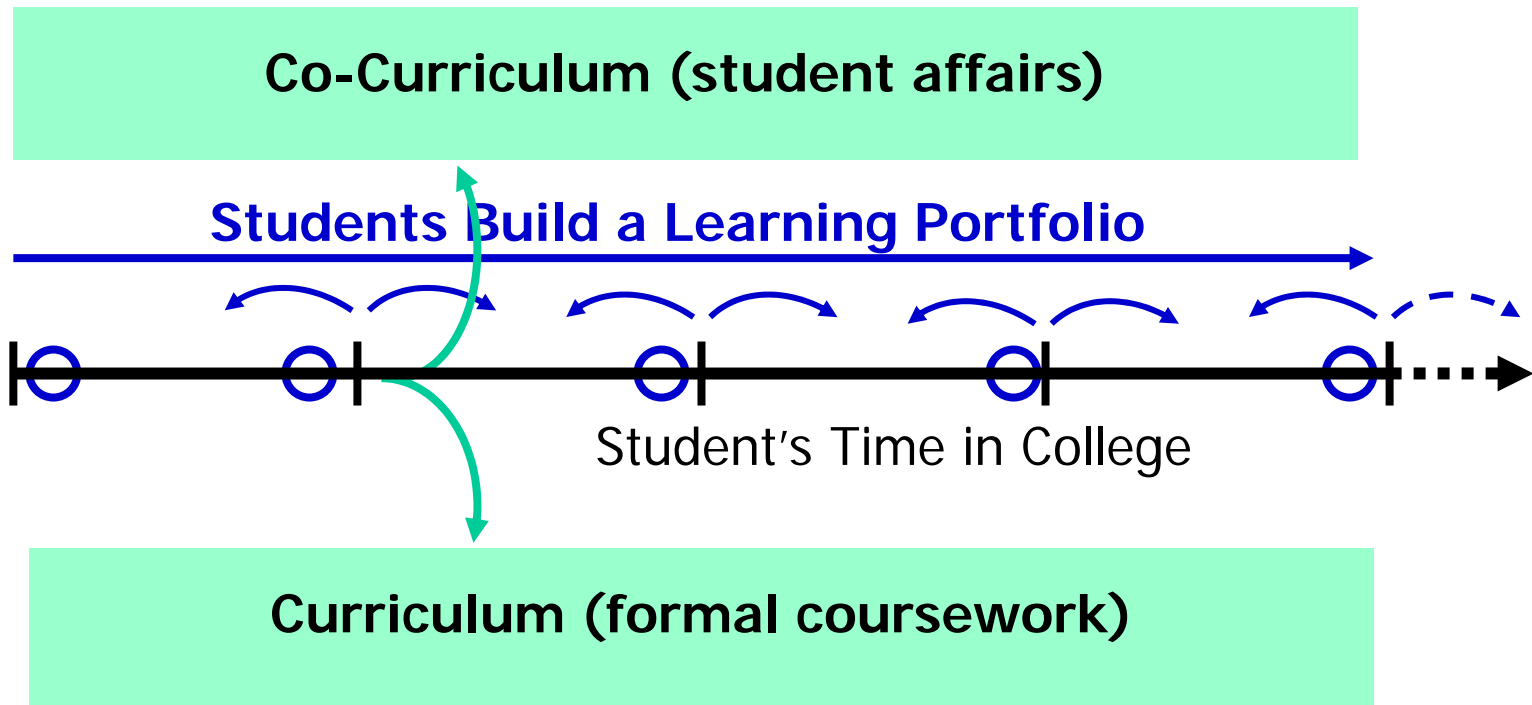
**3. SIGNIFICANCE FOR YOU**, of what you learned?

**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**



## 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?

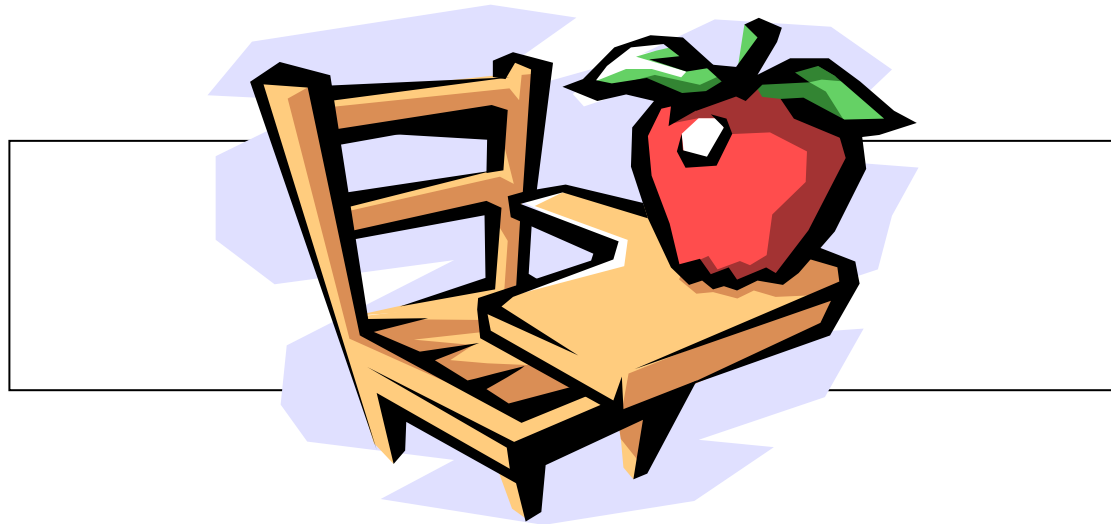
**DISCUSSION SEQUENCE:**

- Individual Reflection
- Small Group Discussion
- Whole Group Discussion

# Where to from here?

- **Resources available?**
- **Challenges?**
- **Solutions to challenges?**

THE END!



*Higher Education:*

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