4CAST '15

Who is in Control?

Students as Creators, Collaborators, and "Consumers" of Their Education

Randy Bass
I'm Maggie Jesse from the Office of Teaching, Learning, and Technology. Our topic is who is in control?
Prouost
Barry Butler

Who is in control?

I've learned a lot from colleagues but most of all from students.

We have Randy Bass to keynote our activities.
"Designing for Difficulty: Re-centering The University around High-Impact Curriculum - how can we design for the future?"

I teach a course where I ask students to design a university for 2030 - seems far into the future but only 20 years ago people were asking, "What is the World Wide Web?"
Often we think of disruption. But the design question is, what do we need to become, what can we become?

"Formation of men and women. Knowledge-creation through scholarship and research.
Public Good and the Common Good."

Jack DeGioia, Georgetown President, defines this as elements of the university.
In 2030, what will conditions of knowledge, technology, and economics be like?

What kind of graduate will we want?
What will humans still do?

Solving unstructured problems
Working with new information (including complex communication).

...and carrying out non-routine manual tasks!
We must remember that technological impact is always overrated. Nevertheless, after delay, technology works its way back.

Here are the forces of disruption.

- MOOCs
- The internet
- Dissatisfaction
- With education’s cost

These forces will disrupt our traditional model.

- Open online courses
- Skills-based learning
- Public pressure for access
- Data analytics
- Disruption
I predict that many traditional universities will be outcompeted on cost of information delivery. The credit hour will no longer be the measure of learning. We will see change in our degrees.

The future university will do mentored learning and create an arc of learning (a path of learning in a community) — they will do the most expensive part of learning.
Studies show that students want high impact practices and those practices reflect the future.

First-year Seminars
Common Intellectual Experiences
Learning Communities
Writing Intensive Courses
Collaborative Assignments and Projects
Undergraduate Research
Diversity/global Study/Study Abroad
Service Learning/Community-based Learning.
Many of our dollars go into traditional class time. Disaffected students want high-impact challenges.

What we need:

- Blended
- High Impact
- Experiential Learning
  - Involved with where students live
  - Local

Likely to be drawn out of the university
Creates self-authorship

Contribution to knowledge
High impact (personal)
Community
Unstructured problems/authentic work/interdisciplinary

Measures for students

Integration
Well-being
Self-awareness

Empathy
Critical
Resilience

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We have blended courses, using a studio collaborative approach we have tried (a studio to experiment) to create mentored, open spaces, interdisciplinary - with authentic projects created in teams.

We interchange faculty in each course. Students interchange courses.
"Formation
Integration
Transformation"

We must define what we do.

We must build so that we can focus on that core project.
Jean Florman
Small Group Discussion

Think about what practices in your department encourage high impact learning. What practices impede it? Group leaders will report the discussions.
Problems with academic promotion, diversity, not wanting to give up control - all create barriers to high impact learning. Also wanting to maintain standards.

Problem with student credit hours, resources for service learning development - problems we discussed.
Do we have the background for experiential learning?

How do we integrate and not just work as individuals?

A lot of what we talked about is accreditation - a lot of what we do traditionally is worthwhile. How do we want to change?
The humanities often rank last in participation.

Always think of a course having a particular length, shape, and content—but nothing is simple.
We talked about vision - do departments understand and agree on High-Impact Learning's value? We talked about coordination - do departments work together to take advantage of what we have - to do more? We talked about resources not only for faculty but also for lecturers and students to develop courses and mentor projects.
Randy Bass

We need everyone to do this work. We need to solve the problem of not being rewarded. We need integration. What does it mean to integrate? Focus on outputs. Decompose traditional structures.
Breakout Session:
Archives Alive: Student-Centered Primary Research.

Matt Gilchrist

We wanted to expand the TILE approach beyond the classroom-digita. composable projects with a public audience. We started with crowd-sourcing the archives. Help students learn to create and create to learn. They needed only one document. Students then created context and analysis. Students composed video of the project. Then students give a speech to class and project in the commons. Students have 5 different iterations: collaborative with teacher, librarians, and students choose a project. They learn composition, research, and presentation skills.
I chose a letter from a woman to her boyfriend, written on the day he died in an air crash during World War II.

I learned the nuances of the ordinary language of the letter. I learned the historical context. I learned how to research following my own interest and curiosity.
We learned the power of this as a pedagogical tool.

Tom Keegan

We say, here is what primary research looks like.

Question for many of our courses, how can we make these tools work for you?
Breakout Session:
Integrate Computer Science and the Performing Arts.
Performing Robots
Breakout Session: Undergraduate Collaborative Multimedia Research and Publishing.

I'm very interested in the chance meetings that encourage collaboration. The classrooms are important to students as a place to work together. We are exploring ways to work in groups, address the public, and share research.

Students form into groups, students choose subjects from a list. They sign a contract of requirements, each student writes a post. They learn about fairness and copyright. They use technology to make interactive or creative projects. They choose a platform. They use interviews.
We assign them a Team by Topic and post all work on a platform like WordPress.

By way of contrast, my class chooses teams randomly, by lottery.
Conclusion:

We need to prepare to fail. We have a mechanism for launching experiments (a colleague says they are really pilots). Whatever.

We need to do new things so that we can learn, “Open new doors to make the system change.”

Randy Bass