

Welcome to Portland State
University

and the 2012

AAC&U Institute on High-Impact
Practices and
Student Success

High Impact Practices

“Intentional Pathways to Student Success”

First-year seminars

Common intellectual experiences

Learning communities

Source. AACU Excerpt from Five High-Impact Practices: Research on Learning Outcomes, Completion, and Quality, <https://secure.aacu.org/PubExcerpts/FIVEHI.html>

High Impact Practices

“Intentional Pathways to Student Success”

Writing-intensive courses

Collaborative projects

Undergraduate research

Diversity/global learning

Source. AACU Excerpt from Five High-Impact Practices: Research on Learning Outcomes, Completion, and Quality, <https://secure.aacu.org/PubExcerpts/FIVEHI.html>

High Impact Practices

“Intentional Pathways to Student Success”

Service learning

Internships

Capstone courses

Source. AACU Excerpt from Five High-Impact Practices: Research on Learning Outcomes, Completion, and Quality, <https://secure.aacu.org/PubExcerpts/FIVEHI.html>

Why WCU?

The University's Quality Enhancement Plan states as a goal student ability to integrate information from a variety of contexts

Why WCU?

“Students will make connections between personal interest and abilities, Liberal Studies[General Education], programs of study, general electives, and experiential learning opportunities, and other co-curricular activities; and relate the implications/value of these connections to ‘real world’ scenarios.”

Why WCU?

- “...if Learning Communities are to succeed, WCU must work as a community of faculty, staff, and administrators to find sustainable structures to support holistic approaches to student learning” (p. 4).

Source. Western Carolina University Faculty Learning Community for Learning Communities (2011, September, 21). First-Year Learning Communities at Western Carolina University.

Why WCU?

Because of their WCU experience, students will be able to:

- identify their aptitudes, abilities, and interests and articulate their future goals and aspirations;
 - modify their behaviors and values in response to knowledge and skills gained from their academic and co-curricular experiences; and
 - recognize the synthesis of their university experiences relative to their future education and career plans.
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Why WCU?

The AAC&U defines integrative learning as “an understanding and a disposition that a student builds across the curriculum and co-curriculum, from making simple connections among ideas and experiences to synthesizing and transferring learning to new, complex situations within and beyond the campus.”

Why WCU?

AAC&U:

“Developing students’ capacities for integrative learning is central to personal success, social responsibility, and civic engagement in today’s global society. Students face a rapidly changing and increasingly connected world where integrative learning becomes not just a benefit . . . **but a necessity.**”

Why WCU?

The Western Way

Why WCU?

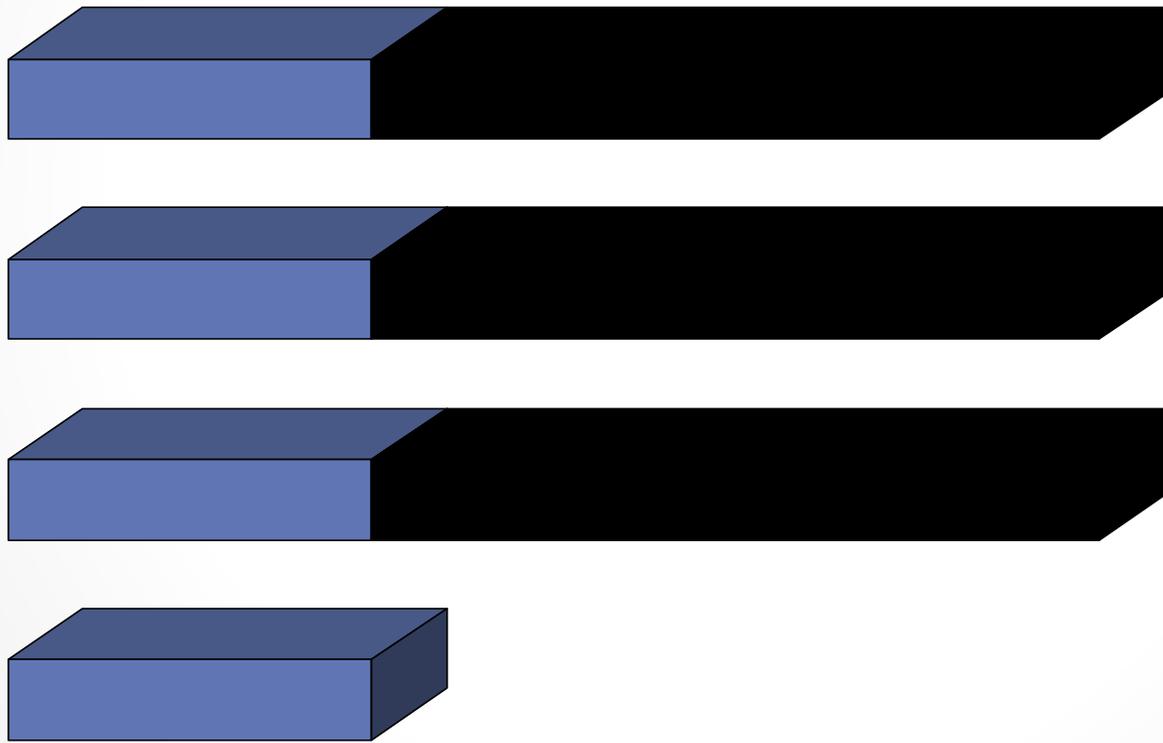
The question is not whether
to build and enhance
learning communities...

Why WCU?

It is

WHICH ONES AND HOW?

Student Cohorts + Integrative Seminar



■ LC Students
■ Other Students

Student Cohorts + Integrated Seminar

The Magic

- No upfront requirements of faculty
- Maximum flexibility for students
- Provost-al four (improvements in GPA, retention, graduation rate, satisfaction)
- Low cost, fairly easy to market to all
- Fairly easy logistics

Student Cohorts + Integrated Seminar

The Myths

- Students won't hyperbond
- Interdisciplinarity will naturally occur
- The non-LC students won't feel left out
- Departments won't want seats back
- This quick fix will transform the institution and won't be seen as a fade.

Linked Courses or Course Clusters



■ LC Students

Linked Courses or Course Clusters

The magic

- Opportunities for interdisciplinary teaching, deep learning
- Opportunities to transcend tyranny of 50-minute period
- Provost-al four
- Opportunities to build faculty teaching community
- Students bond around academic themes and relationships



Linked Courses or Course Clusters

The myths

- Faculty time, decreased class sizes, extra activities won't cost much
- Students will be fine with less scheduling flexibility than they are “supposed” to have in college
- Departments won't ask for open seats
- Teachers and students will naturally take to this kind of teaching and learning



Coordinated Studies



■ **LC Students**

Coordinated Studies

The magic

- Deep opportunities for interdisciplinary teaching, deep learning
- Deep opportunities to transcend tyranny of 50-minute period
- Provost-al four
- Deep opportunities for building faculty community around teaching

Coordinated Studies

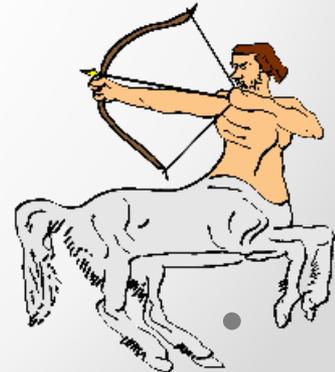
Even more magic

- Students deeply bond around academic themes and relationships
- Models collaboration, academic discourse for students
- Transforms the student learning experience and the institution

Coordinated Studies

The myths

- Compounded versions of those listed for team-designed pure enrollment LCs won't be that bad, e.g. costs, inflexibility, enrollment pressures, unfamiliar teaching and learning
- Students will move comfortable back into the “regular” curriculum, no post LC syndrome will occur



Are they new magic?

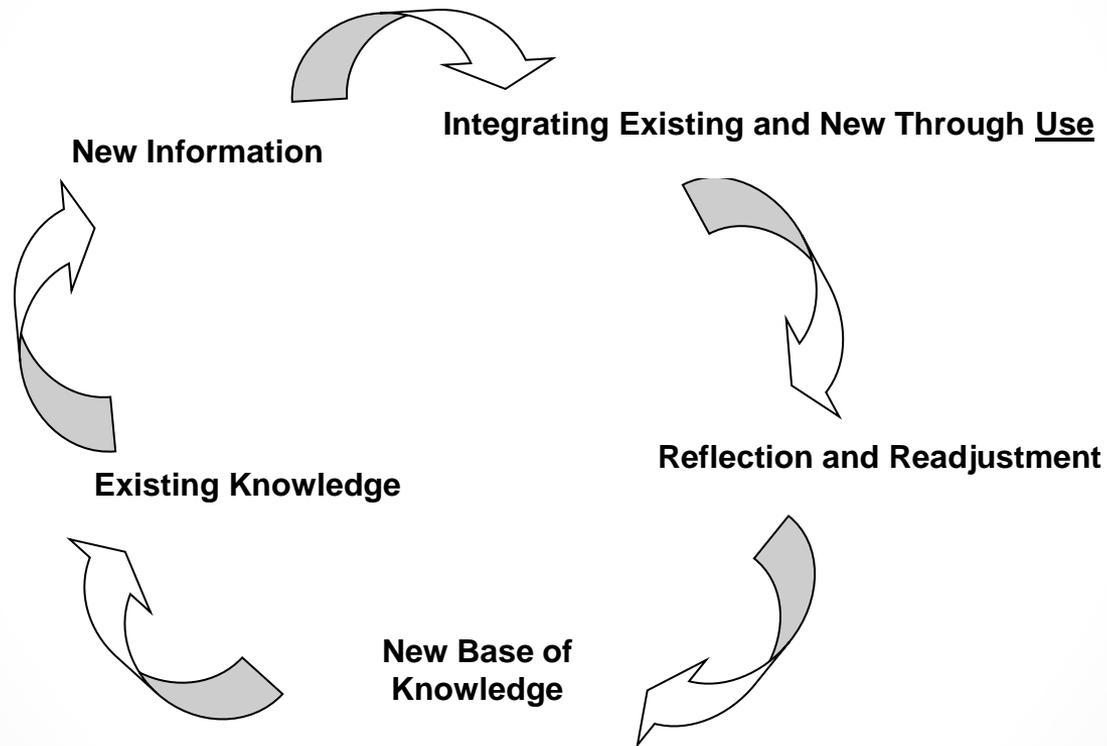
- John Dewey
- Alexander Meiklejohn and U of Wisconsin
- Joseph Tussman and The Berkeley Experiment
- TESC
- Fairhaven
- And at least 600 other institutions nationwide

Learningcommons.evergreen.edu

Clear-eyed magic

- The provost-al four
- The nun study
- Total world domination

The Cycle of Learning



Adapted from Shulman, L. (1999). Taking learning seriously. *Change*, 31(4).



Warning: Death by Powerpoint
imminent!!!!

Cognitive and Social Orientations to Learning

| Key Questions | Cognitive Orientation | Social Orientation |
|---|---|---|
| Where is the locus for learning? | In individual minds which must be filled and changed | In the participation of people in social practices |
| How is learning defined? | As acquisition of propositional and procedural knowledge | As acquisition of roles in cultural practices |
| How is success defined? | Development of mature, well-formed cognitive structures | Development of identity as legitimate practitioner |
| What is the timeframe for use? | Future oriented—learning depends on later transfer | Immediate—learning is part of doing |
| Support for learning? | Teachers, organized materials, personal cognitive strategies | Tools, contexts, other participants, stories, and participation structures |
| Evidence and usefulness? | Tests and Grades—exchange value replaces use value | Repertoires and Improved Practices |

Who's Doing What Related to Best Practices Handout

First-Year Seminars Best Practices

1. Establish seminar goals before designing a program, and choose the seminar format that fits those goals.
2. Use instructional teams whenever possible; for example, build a resource team that includes faculty, advisers, librarians, and technology professionals.

First-Year Seminars Best Practices

3. Use engaging pedagogies that are active and collaborative in nature, including group work, interactive lectures, experiential learning, and problem-based learning.
4. Help students see that the skills they need to succeed in the seminar are skills they will use throughout college and after graduation.

Source. AACU Excerpt from Five High-Impact Practices: Research on Learning Outcomes, Completion, and Quality, <https://secure.aacu.org/PubExcerpts/FIVEHI.html>

Learning Communities Best Practices

1. Be intentional in linking courses.
2. Support students in traditional gateway courses and “weed-out” courses that have high rates of failure.
3. Consider tying an extended orientation or integrative seminar to the learning community.

Source. AACU Excerpt from Five High-Impact Practices: Research on Learning Outcomes, Completion, and Quality, <https://secure.aacu.org/PubExcerpts/FIVEHI.html>

Learning Communities Best Practices

4. Use instructional teams, such as the one described for first-year seminars above.
5. Invest in faculty development to ensure that courses are fully integrated, with coordinated materials, assignments, out-of-class trips, and grading rubrics.
6. Use engaging pedagogies.

Source. AACU Excerpt from Five High-Impact Practices: Research on Learning Outcomes, Completion, and Quality, <https://secure.aacu.org/PubExcerpts/FIVEHI.html>

Who is here?

FLC

FYE-C

FYS

LC TPath

GER QEP

What do we do about
the barriers?

Do a learning communities
readiness audit and then set
them aside with sticky notes

A few examples of barriers

“Less productivity is bad for corporate profits. But it could be good news for jobseekers. It could show that companies are struggling to squeeze more output from their workers and must hire if demand rises.”

Source. Crutsinger, M. (2012, June 6). **US worker productivity fell 0.9 pct. annual rate.** *Bloomberg Businessweek*, <http://www.businessweek.com/ap/2012-06/D9V7LTH80.htm>

Is this more work
or a better fit than
the work we are
doing?



How can we:

1. Make it “just what we do at WCU?”
2. Match it to job descriptions?
3. Link it to intrinsic and extrinsic reward structures?



Today's Work

Learning

Communities

Readiness Audit

Reflective Writing –
Why is this important
to you? What do you
want to learn?



Today's Work

Introductions

Break and team
creation



Today's Work

Marching orders –
Creating a Learning
Community in an
Hour

Lunch

Reporting out



Today's Work

Break?

2:30 to 3 pm – What
do real live students
value

Campus resources to
smooth the way ahead

