

Pedagogy & Professional Development

Question 1

Will our current instructional practices adequately lead students to the intended general education outcomes and goals? If not, what changes might be made?

We anticipate some changes being necessary to the current instructional practices to support curricular and co-curricular general education learning experiences.

We anticipate the need to continue to encourage a shift from lecture to active learning principles to support the accomplishment of goals and objectives. Embedding active learning in the general education curriculum and co-curriculum is well documented in recently revised programs.¹

Beyond this, we must recognize the need to consider support for significant learning experiences for students in a changing and evolving environment.² Pedagogy should

¹ Northern Kentucky University: Quality Enhancement Plan: The SEAL Project, <http://gened.nku.edu/qualityenhancement.php>

Kansas State University: University General Education, (March 7, 2011) <http://www.k-state.edu/kstate8/uge/>

¹ University of South Florida: Foundations of Knowledge and Learning Core Curriculum (2012) <http://www.ugs.usf.edu/gec/flkcc.htm>

¹ Bowling Green State University: BG Perspective, <http://www.bgsu.edu/offices/generaleducation/index.html>

¹ University of South Carolina: The Carolina Core (April, 2009) <http://www.sc.edu/provost/forms/proposedcurriculumrevision.pdf>

¹ University of Louisiana Monroe: Quality Enhancement Plan: ULM Common Core Curriculum, <http://www.ulm.edu/qep/about.html>

¹ Fink, L. D. (2003). *Creating significant learning experiences: An integrated approach to designing college courses.*

¹ Berrett, D. (February 5, 2012). Harvard conference seeks to jolt university teaching. <http://chronicle.com/article/Harvard-Seeks-to-Jolt/130683/>

¹ Wesch, M. (January 7, 2009). From knowledgeable to knowledge-able: Learning in new media environments.

<http://www.academiccommons.org/commons/essay/knowledgable-knowledge-able>

² Fink, L. D. (2003). *Creating significant learning experiences: An integrated approach to designing college courses.*

acknowledge the changing needs of today's students and their impacts on learning.³ We must consider the role general education should play in student development of core skills to support the necessary shift from being knowledgeable to knowledge-able.⁴

We recommend that general education pedagogy utilize active learning strategies to provide learner opportunities and experiences in information and technology-rich environments that require incorporation of new approaches to teaching and learning.

Therefore with regard to pedagogy to support general education we recommend:

- Identifying specific pedagogical approaches that are clearly articulated in materials adopted by administration and well aligned with an assessment strategy.⁵
- Providing various supports for units, schools, departments, and individuals with general education teaching responsibilities to align learning experiences with adopted outcomes and goals.⁶
- Suggesting syllabus statements for general education courses and learning experiences to align individual courses and opportunities with goals and outcomes and assist faculty and staff in understanding the role of individual courses and learning opportunities.⁷
- Supporting integration of assessment at the course and learning experience levels to promote integration with programmatic assessment.

³ Berrett, D. (February 5, 2012). Harvard conference seeks to jolt university teaching. <http://chronicle.com/article/Harvard-Seeks-to-Jolt/130683/>

⁴ Wesch, M. (January 7, 2009). From knowledgeable to knowledge-able: Learning in new media environments. <http://www.academiccommons.org/commons/essay/knowledgable-knowledge-able>

⁵ UK Core, Design Principles of a Revised General Education Curriculum for the University of Kentucky (2008), <http://www.uky.edu/UKCore/principles.html>

⁶ How to get your program CORE-ready by 2014: A survival guide for departments, University of Southern Maine, <http://usm.maine.edu/sites/default/files/Core%20Curriculum/Survival%20Guide.pdf>

⁷ Center for the CORE Curriculum, University of Texas at Austin, Instructor Consultations, <http://www.utexas.edu/ugs/ccr/teaching-resources/syllabus>

Question 2

What resources, if any, might be needed to support revised instructional needs and practices?

We recommend designating responsibility for coordination and dissemination of resources to a university-supported unit that will fully support the needs of faculty, staff, and students involved in the general education program that facilitates:

- Establishing and maintaining a strong professional development culture in partnership with the Center for Teaching, Learning, and Technology, designed to promote pedagogy that supports general education goals and objectives
- Providing outreach among all units to build awareness of opportunities for partnerships, develop programming and services, and leverage resources
- Deploying of state-of-the-art technology that supports a flexible technological environment to facilitate implementation of instructional practices (e.g., social learning, mobile learning, ebooks, applications, learning management, etc.)
- Aligning with *Educating Illinois* to provide individualized attention by utilizing blended learning to facilitate small classroom environments
- Providing illustrations of and resources for instructional strategies related to outcomes and goals.⁸

Question 3

What professional development resources are currently available to support general education faculty in meeting the instructional needs of today's students?

At present, we've identified the following resources:

- CTLT

⁸ UK Core, Appendix B—Illustrations, Resources, Etc. (2009), <http://www.uky.edu/UKCore/Documents/CurricularTemplateAppendices%20Senate050109.pdf>

Professional development workshops regarding teaching and learning strategies, instructional technology, blended and online learning

- Milner Library
A variety of resources are available including Knowledge Management Tools, Web Guides, Departmental Liaisons, Collaboration Workstations, and SMART table
- College-/school-/department-/unit- level resources (CTSS, CAS-IT, etc.)

Question 4

What professional development resources are currently available to support general education faculty in meeting the instructional needs of the general education program?

At present, we've identified the following resources:

- CTLT
*Professional development workshops regarding teaching and learning strategies, instructional technology, blended and online learning
Consultations at CTLT can provide specific strategies for tailoring instruction to support goals and outcomes.⁹*
- Milner Library
A variety of resources including Knowledge Management Tools, Web Guides, Critical Inquiry Program, and Technology.
- College-/school-/department-/unit- level resources (CTSS, CAS-IT, etc.)
- University Assessment (Institutional Artifact Portfolio)
- General Education Website
- Training programs: COM 110, ENG 101

⁹ <http://www.utexas.edu/ugs/ccc/teaching-resources/consultations>

Question 5

What additional professional development resources, if any, are needed to support general education faculty as they work to design and successfully implement courses that address the learning outcomes, goals, and vision of the general education program?

We recommend developing, implementing, and designating of resources (human, financial, materials, technology, etc.) to support a comprehensive and rich professional development program that aligns with general education goals and outcomes and promotes, elevates, and recognizes the role of those with general education teaching responsibilities through the following:

1. Integration of existing resources and development of new ones to establish and maintain a comprehensive and rich professional development program to support faculty, staff, advisors, and graduate students with curricular and co-curricular teaching roles (broadly defined) that provides a range of scalable options:
 - a. Support for ongoing low, medium, and high stakes opportunities for professional development that extend current Center for Teaching, Learning, and Technology programs, resources, services, and grants and awards.
 - i. Programs
 1. One-time programs about general education teaching and learning topics: Brown Bags, Conversations, Panels, Spring/Summer Institute workshops, etc.
 2. Series-long programs about general education teaching and learning: Teaching Excellence, Teaching Learning Communities, Faculty Circles
 3. Cohort-style programs about general education teaching and learning: Design/Redesign a Course for General Education (summer, fall, and/or spring cohorts)
 - ii. Resources
 1. Extension of the Instructional Resource Commons library to provide additional materials to support general education teaching and learning (books, DVDs, etc.)
 2. Online professional development modules to support teaching and learning related to general education
 3. Introduce an ISUTEACH-GENED listserv to address specific issues related to teaching and learning in general education
 4. Online resource toolbox to support teaching and learning in general education at Illinois State

iii. Services

1. Extend instructional consultations including Midterm Chats, Video Advantage, Classroom Observations, and Online/Blended course review.

iv. Grants and Awards

1. Consider specific teaching and learning grants related to general education at Illinois State.
 2. Consider specific teaching recognition awards related to general education at Illinois State.
- b. Inventory and thoroughly consider existing general education resources in other departments and units to foster collaboration and partnerships to support professional development opportunities, and support expansion and/or reallocation of resources where possible.
2. Development of a “General Education Faculty Distinction” that recognizes and supports faculty teaching in the program

General Education Faculty Distinction could mean:

- a. Teaching assignment in general education program
- b. Opportunities to work collaboratively provide guidance and support for program
- c. Serve as liaison to non-general education faculty and staff
- d. Participate in professional development opportunities
- e. Serve on Council for General Education

Support for these individuals could include:

- Opportunity for targeted course release for course review and revision
- Opportunity for funding to attend conferences, workshops
- Opportunity for grants available for SoTL related to general education
- Opportunity for recognition through tenure and promotion process; other types of recognition and support for NTT and staff with teaching responsibilities
- Opportunity for other types of institutional support

3. Development of a “General Education Faculty Fellowship” designation that provides coordination, support, and visibility for the program university-wide

General Education Faculty Fellowship could mean:

- a. Oversight and assistance for General Education Faculty in college
- b. Guidance for professional development
- c. Serve as liaison to curriculum committees
- d. Serve as liaison to non-general education faculty and staff
- e. Serve on Council for General Education

Support for these individuals could include:

- Opportunity for funding of course-release and/or additional pay to facilitate involvement in program (*Consider making a named fellowship a university funding priority/private endowment*)
 - Opportunity for funding to attend conferences, workshops
 - Opportunity for grants available for SoTL related to general education
 - Opportunity for recognition through tenure and promotion process
 - Opportunity for other types of institutional support
 - Liaison/ex-officio to Council on General Education
4. Integration of professional development strategy and information in a campus-wide project to increase awareness of general education among all faculty, staff, and students
 5. Coordination of an annual, regional General Education Conference at Illinois State

Recognize teaching General Education in ASPT process

1. Suggest ways in which DFSCs/SFSCs can integrate faculty involvement in general education program in the teaching section of the current ASPT policy
2. Maintain an ASPT process that values contributions toward general education in department guidelines as an option for demonstrating teaching performance