INTEGRATION OF GENERAL EDUCATION AND THE MAJOR: Mapping Integrative Learning

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CURRENT STUDENT EXPERIENCE OF HIGHER EDUCATION

HOW DO WE HELP STUDENTS MAKE SENSE OF IT ALL?
THE LEARNING SYSTEMS PARADIGM

Using the agreed upon learning outcomes, faculty and staff align educational experiences throughout the institution for intentional integration, coherence, and fostering of multiple pathways. Alignment involves curriculum mapping, scaffolding, assignment design, mapping of career pathways, and co-curricular engagement.

ALIGNMENT
LEARNER-CENTERED

The educational system reorganizes educational experiences around all students and their learning. Taking a student view includes consideration of issues of equity, learning-focused transfer, alternative delivery models, flexibility in offerings, integration of prior-learning assessment, ensuring stackable credentials, and building multiple pathways.

CONSENSUS-BASED

Through faculty-led conversations, reflections, and explorations with employers, alumni, students, and others, a shared understanding and consensus is reached on learning outcomes. This shared understanding serves as the foundation for revising outcomes for enhanced clarity and designing educational experiences.
COMMUNICATION

Communication and collaboration with students and other audiences through transparent discussions around the outcomes and educational system works to make the implicit explicit. Communication involves exploration and integration with advising, alternative transcripts, admissions, and employers.

THE LEARNING SYSTEMS PARADIGM

A framework for supporting faculty, staff, and student efforts to create greater coherence among the various learning experiences at a given institution—and among institutions.
ALIGNMENT

Using the agreed upon learning outcomes, faculty and staff align educational experiences throughout the institution for intentional integration, coherence, and fostering of multiple pathways. Alignment involves curriculum mapping, scaffolding, assignment design, mapping of career pathways, and co-curricular engagement.

AN EXAMPLE: CSUSB

VERY STUFF
MUCH OVERWHELM
ALIGNMENT: ENVISION THE CHANGE

General Education

1. Learning How to Learn/Metacognition
2. Thinking Critically
3. Critical Literacies
4. Global Perspective
5. Integrative Learning
6. Ethical Responsibility
7. Collaboration

Department of English: Old Outcomes

1. Familiarity with writers and periods
2. Understanding of aesthetic forms
3. Understanding of multiple approaches
4. Knowledge of literary diversity
5. Understanding of genre
6. Understanding of linguistic analysis
ALIGNMENT: ENVISION THE CHANGE

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Content Focused

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Department of English: New Outcomes
1. Intertextuality
2. Writing
3. Diversity
4. Theory
5. Semantic Multiplicity
6. Textual Historicity
7. Social Construction
8. Research
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YOUR TURN

1. ENVISION THE CHANGE

Reflect on your LEARNER

Sketch a snapshot of what your learner looks like now. Annotate your sketch with details about their behaviors, attitudes & mindsets.

Sketch a snapshot of where you would like them to be after they interact with your intentionally aligned learning experiences. Annotate your sketch with details about their behaviors, attitudes & mindsets.
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GUIDED PATHWAYS
COLLECTIVE RESPONSIBILITY FOR STUDENT LEARNING

ESSENTIAL STUDIES: THE PATH TO SUCCESS

Capstone

Practice

Foundation

Capstone Experience

Synthesis Experience
FOCUS ON ASSIGNMENTS

11/2/2018

PSY 201

PSY 336

PSY 465

FOCUS ON THE INDIVIDUAL

Address the needs of your institution’s particular STUDENTS

Thinking about the needs of your particular students, brainstorm possible approaches to better align the learning experiences of your students.

YOUR TURN

2

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MAPPING AS A CONVERSATION STARTER
MAPPING THE CO-CURRICULAR

Leadership Academy

Communication  Teamwork  Ethical Reasoning  Inquiry & Analysis  Quantitative Literacy  Diverse Perspectives

DATA DIALOGUES

NSSE
national survey of student engagement
YOUR TURN

3 WHO DO YOU NEED ON BOARD?

Identify key DECISION MAKERS

List groups and individuals who are key decision makers at your institution.

Brainstorm collaborative approaches working across divisions to bring these groups and individuals together building consensus around the work.

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COMMUNICATION YIELDS CONNECTIONS

Academic Affairs

Employers

Student Affairs

Scaffolding Learning
Assignment
Learning Outcomes
Evaluative Criteria
YOUR TURN

4 BUILD TRANSPARENCY

Identify how and what needs to be COMMUNICATED

- List all stakeholders.
- Identify what needs to be communicated to them.

SOLICIT FEEDBACK

+ What worked...
  (what did they like about your idea?)

△ What could be improved...
  (what concerned them about your idea?)

❓ Questions...
  (what questions did they have about your idea?)

ℹ️ Ideas...
  (what new ideas do you have from this test?)
RESOURCES


