FACULTY COLLABORATIVES

Defining GEMS and Exploring Faculty Leadership for Intentional General Education Designs

Webinar #4
October 28, 2015
Susan Albertine, Kathy Wolfe, and Anne Kelsch
Project Overview
GEMs Overview

Kathy Wolfe
Vice President for Integrative Liberal Learning and the Global Commons
AAC&U
General Education Maps and Markers (GEMs)

Getting beyond course categories to emphasize integrative and applied learning, by focusing on:

• Core *proficiencies*; what students can do with their learning
• Intentional, coherent *pathways* within and across institutions
• Authentic, problem-centered student work on “*big questions*”
Why focus on remapping general education?

Because it is the nation’s largest educational program, involving virtually all degree-seeking students, GE is a lever by which we can provide, more equitably, a coherent and opportunity-expanding education.
GEMs Design Principle: Proficiency

- Colleges articulate clear learning outcomes
- GE curricula lead to the development of those outcomes
- Through problem-centered work, students achieve outcomes at progressively higher levels
GEMs Design Principle: 
*Agency/Self-Direction*

- Students should actively participate in crafting their educational plans
- Students should produce quality work on significant questions relevant to their interests and goals
- Students should have the opportunity to reflect on the abilities they are developing
GEMs Design Principle: Integrative Learning/Problem-Based Inquiry

• Students should develop proficiencies through integration of curricular, co-curricular, and community-based learning, and prior learning experiences

• Students should explore complex problems that require insights from multiple disciplinary perspectives
GEMs Design Principle:  
*Equity*

- An intentional and empowering GE program should be equally accessible to all students, regardless of background, major, institutional type, or education format

- Campuses need to identify and dismantle practices and policies that may disenfranchise some students and hinder their achievement of learning outcomes
GEMs Design Principle: *Transparency & Assessment*

• Learning outcomes, and how/where they are demonstrated, should be clear to all campus stakeholders

• Students and institutions should be able to point to authentic project-based inquiry assignments as portable, credit-worthy examples of proficiency
Faculty Development

Anne Kelsch
Director of Instructional Development
University of North Dakota
Faculty Development

curriculum development-- faculty focused work
reframe : from problems to prospects

Example: SCALE-UP interview study @ UND
I like problem solving with student learning!

We underestimated students.

It is so cool to see what our students can do!
I love the freedom to experiment & create.

You can't make me go back.

It is fun!

You can do more good for students.
Faculty Development

faculty
aspirational goals
HE as transformative
frustration with constraints
value of student voices

Example: General Education Longitudinal Study
Faculty Development

best pedagogical practices
assignments that work
outcome driven

Example: Pathways exercise
Using Pathway Maps to Link Concepts, Peer Review, Primary Literature Searches and Data Assessment in Large Enrollment Classes: An example from teaching ecosystem ecology

Brian J. Darby* and Brett J. Goodwin

1 Department of Biology, University of North Dakota, Grand Forks, ND

Abstract

As with many other complex topics, teaching ecosystem ecology can be particularly difficult in terms of helping students understand the relationships between the various component parts. We addressed this challenge in a general ecology course by developing a lesson plan based on pathway maps. Pathway maps are very similar to concept maps but allow students to specifically address whether the links are positive or negative relationships. While the students created pathway maps collaboratively during class, they explicitly concentrated on the relationships between different concepts in ecosystem ecology. Each group of students then reviewed the pathway maps of another group to identify pathway map links that might be incorrect or poorly described. Students then investigated these flagged links of their own pathway maps by searching the primary literature for data that supported or refuted the questionable link in their pathway map. Each group then wrote a short paper presenting and interpreting the data that they found. The Pathway Mapping activity appeared to promote both big-picture thinking about ecosystem ecology and also a useful venue for students to evaluate a model (their pathway map) with data (from the primary literature). We feel that the Pathway Mapping framework is quite flexible and could be used to positive effect in a large number of courses.
Faculty Development

**inspiration**
creative, collaborative
relevant, transformative work

**motivation**
intellectual engaging
connection with students & peers
Questions / Comments?
Leadership for Campus Change

Kathy Wolfe
Understanding Adaptive Change

Adaptation in organizations is much like adaptive change in organisms.
Adaptive change

Keeps what works, but also displaces or rearranges some “DNA” (structures, priorities, habits)

--so, results in some loss
Adaptive Change . . .

- Takes time
- Happens through experimentation (risk/failure and success)
- Values diversity, multiple perspectives
- Is ongoing
Adaptive Change...

Enables the organization’s capacity to thrive in current conditions and creates a context conducive to continual adaptation.
Leading Adaptive Change

1: Observing

3: Intervening

2: Interpreting
What can you observe about potential GE redesign on your campus?

**What is the historical narrative?**

- What assumptions tend to prevail?
- What values do the assumptions reveal?
- What new stories might be helpful?
What can you observe about potential GE redesign on your campus? (cont.)

- What relationships and alliances might be relevant to a redesign effort?
- What institutional behavior patterns might affect this work (positively or negatively)?
- Where are there persistent gaps between aspirations and reality with regard to GE?
What are some different ways to interpret the situation with regard to GE redesign?

Who are the different stakeholders?

• How much do they know or care about GE?
• How might they be differently affected by GE remapping? (What might they stand to gain or lose?)
• What resources do they control?
What are some different ways to interpret the situation with regard to GE redesign? (cont.)

What mechanisms have maintained the GE status quo?
• What may need to change to enable redesign?

Is a GE reform effort timely?
• How ready and resilient are people on campus?
Intervening and initiating a strategic GE redesign process: a few things to remember

• Maintain an experimental mindset
• Stay connected with all stakeholders, and connect them with each other
• Continually analyze emerging & changing factions
• Take care of yourself

Questions / Comments?
Resources & Handy Links

Faculty Collaboratives Toolkit
leap.aacu.org/toolkit/projects/faculty-project/participant-resources

GEMs
http://www.aacu.org/gems

LEAP Challenge
http://www.aacu.org/leap-challenge
http://eric.ed.gov/?id=EJ956185


“Using Pathway Maps to Link Concepts, Peer Review, Primary Literature Searches and Data Assessment in Large Enrollment Classes: An example from teaching ecosystem ecology by B.J. Darby and B.J. Goodwin:  
Contact Information

• Susan Albertine  albertine@aacu.org
• Kathy Wolfe  wolfe@aacu.org
• Anne Kelsch  anne.kelsch@und.edu