

Face-to-Face Dialogue: What Does It Mean to be an Educated Person?

Brown Bag Discussions – Spring 2011

This series of informal forums for fall 2010 is part of the Campus Dialogue that began in 2003 on what it means to be an educated person and what more we can be doing to help our students on their journey of lifelong learning. Please come to as many as you can to share your ideas with others and to learn more about ways we can all help to further enrich the educational experience of SJSU students. Bring a friend. All sessions are from noon – 1 pm in IRC 101.

Become an Educated Person Fellow: Attend 4 of the sessions for fall/spring, read and share something from an AAC&U liberal learning report (or something similar) with the Educated Person Dialogue email discussion group, and provide an idea for a future Educated Person brown bag discussion to earn an *Educated Person Fellow Certificate*.

| | |
|-------------------------|--|
| Wednesday February 9 | Ethics in the Curriculum A discussion of why and how ethics can be integrated into the curriculum and an example of how this is done for engineering students. Facilitator: Professor Anand Vaidya, Philosophy |
| Tuesday March 22 | The Future of Reading You, your colleagues and many students are reading books electronically on some device, such as a Kindle, Nook or iPad. What does this mean for class reading assignments? What interactive features should be considered for new ways of both reading and commenting on books? How many of our students use Google as their library? What does that mean for teaching and research? This session will raise these and other questions to enable a discussion on what people on campus are currently doing differently regarding reading and research and what it means for course instruction and related activities. In preparation for this session, please see a <i>Los Angeles Times</i> series on the future of reading at http://www.latimes.com/reading . Facilitator: Professors Scot Guenter and Annette Nellen |
| Wednesday April 20 | The Educated Person Department or College Self Review Are we doing enough in our programs to help SJSU students become lifelong learners? At this workshop, we'll start with a draft review checklist and build from it with the goal of developing a useful document for review of classes, workshops, degree programs, and other activities to help us do our best at helping students become strong lifelong learners. The draft document we'll start with can be found at the following website: http://tinyurl.com/4bd4ny8 (also included below) Facilitator: Annette Nellen, College of Business |

<http://www.sjsu.edu/cfd/programs/educatedperson>

If you want to join the email discussion group – please contact Annette Nellen at annette.nellen@sjsu.edu.

Draft – Sept. 2010

Department or College Self Review
Helping Students to Become Educated Persons

Annette Nellen

Some questions for faculty, departments and colleges to ask themselves.

1. How do we keep current with our disciplines and with new research regarding pedagogy, how students learn, inclusive excellence, liberal learning, student success, etc.?
 - Do we spend time regularly reading literature about student success, integrated learning, interdisciplinary studies, how students learn, active learning techniques, and inclusive excellence?
 - Have we read the 2002 AAC&U's *Greater Expectations* report?
[www.greaterexpectations.org]
 - Do we attend CFD workshops?
 - Are funds and time available?
2. Do we regularly discuss the benchmark items from the 5 NSSE cluster areas of student engagement to see how our work is (or is not) helping students to succeed?
 - http://nsse.iub.edu/pdf/nsse_benchmarks.pdf
3. Do we all know the GE Program learning objectives and incorporate them into our course design?
4. Do we all know the college/major learning goals and incorporate them into our course design and department/college activities for students?
5. How do students know of the learning objectives for the major and their connection to GE and how they will be attained? Is there an orientation for our students? Are major learning objectives noted on greensheets? Are they assessed?
6. How do we know our graduates can integrate knowledge from all of their courses + their co-curricular experiences? How do we know whether students see the connections of all of their major and GE courses?
7. Do we regularly talk among ourselves about what we are doing in our courses or look for ways to connect learning and experiences among required courses?
8. Have we tended to address curricular needs through addition of more courses (the add-on approach) or modification/redesign of existing ones (the revisioning approach)?
9. Do we help students to understand integration by helping them to see how their prior knowledge and skills are relevant to the course at hand? Do we know much about their existing knowledge and skills when they start our class?
10. Do we view writing as a key part of the learning process or primarily a task for 100W professors?
11. Do we know if our courses are helping students to achieve quantitative literacy and information literacy?
12. Do we discuss the level of academic challenge (rigor) desired in our programs and what appropriate grading standards should be? How we documented our conclusions in order to help current and new faculty maintain the standards?

13. What assessment techniques are used? Are they effective (are we able to easily use them and learn from them)? How often do we discuss the results of assessment?
14. What types of active learning techniques are used in the classroom?
15. Do we share our best practices among ourselves?
16. Do we use appropriate technology to help engage students and help them become proficient with appropriate technologies?
17. Do we have any service learning courses in our program? [<http://www2.sjsu.edu/senate/S02-3.htm>]
18. How do we help our students to learn to and practice working in teams?
19. Do we wish for better students or do we “meet students where they are” and provide them or point them to resources to help them achieve at the required level?
20. Do we provide a guide for students to help them know (and if necessary, raise) their skill and knowledge level so their likelihood of success will be increased?
21. Do we make contact with students when they start at SJSU or only when they start taking a major courses? (the earlier the better)
22. What is the level of student-faculty interaction?
 - How easily can a student find a professor to talk to about the major and career options? Are office hours for all faculty posted centrally and are most hours of the day covered?
 - Do we also use online discussion and information dissemination techniques?
 - How often do we participate in student activities (club meetings and events; Campus Reading Program; Honors Convocation, graduation; dept/college events, etc.)? Is such participation encouraged and rewarded?
23. How do new faculty (tenure-track and lecturers) know of: student learning objectives, required assessment techniques and reporting, co-curricular activities to promote with students, and how courses and activities are integrated/connected?
24. How many faculty have or plan to research and publish something on the scholarship of teaching and learning? Would such scholarship be valued in RTP?
25. Do our major roadmaps or tracking sheets also mention GE and major learning objectives and types of helpful co-curricular experiences?
26. How many of our students are involved in co-curricular activities tied to their major?
27. Do we share with students what we do to pursue lifelong learning?
28. Have we discussed activities we currently engage in that are not crucial and should be dropped or modified to allow more time to be spent on the key things that will help students to succeed?