

BUCCS 10-24-07

Small Group

1. How, specifically, can we improve quantitative skills in our students?

Clearly articulate a basic quantitative component in core courses that go beyond the sciences (life, social, or physical)

We do not want one course that everyone has to take

Must be applied – how does this relate to the “real world”

Focus on what we need to interpret what we are presented with every day

Make our expectations very clear with classroom consequences

Expectant professionalism

Ability to evaluate information sources (e.g., online)

Ability to adjust to technological change, learn new technologies

Students will consider ethical and legal practices in applying technology

Students apply technology appropriately in communicating (e.g. information presentation)

Develop knowledge and skills related to best or good practices, e.g. making backups, solving problems

Ensure students can use technology for collaboration or in creative ways

Students should have specific training and education in technologies that support their profession

2. What is needed in order for us to improve technology skills among BU students?

Measure/benchmark students skills/knowledge when they start at Bradley University

Audit of existing classrooms/activities

Provide greater access to specialized technology, e.g., video creation, photo manipulation, adding voice to video

Improve technology literacy and skills of our faculty

Identify technology skills needed for all students, and additional skills that support a specific profession

More exposure to outside professionals

Make sure that we think about how skills can transfer from core classes like ENG 101 to other classrooms

Build the excellent but separate experiences into a core experience

Not just one class but a commitment from all classrooms

Forcing students to use the pieces on campus

Same skills in a variety of different approaches

Quantize across the curriculum (acceptance/buy-in from faculty)

Training for faculty on how to find ways to incorporate quantitative skills in creative ways (address fields that may be resistant) increase comfort

Large Group

Communication

Disconnect between faculty expectations and student output

Informality of communication

Make expectations clear – who/where is it taught

Translate (ENG/COM) skills to other contexts

Expect professionalism clear expectations

Exposure to outside pros

- Think about how skills transfer across venues
- Build the experiences into a core experience

Interdisciplinary/team taught core course

IL-Wesleyan Gateway Colloquium – writing intensive - research/interview

Enhance visual communication

Reinforce skills development/utilization

Faculty Development/culture

Listening

Technology

Ability to evaluate info sources

Adjust to technological change faculty and students

Should be able to apply tech from ethical and legal perspective

Apply appropriate technologies to advance communicate

Use technology for collaboration or in creative ways

Profession-specific tech skills

Measure benchmark skills/knowledge of incoming students

Different course to match incoming skill sets

Mix and match content

How do we translate generational ease of use into pedagogical applications?

Is there tension between requiring students to utilize tech vs. requiring faculty to adjust to student usage patterns

What are the standards of professional use vs. accommodation of emerging technologies

Technology as an enable/empowering

Audit existing classrooms/facilities

Greater access to specialized tech video editing/voice-over/translator

Improving faculty skills/knowledge

Identifying skills for all students vs. discipline-specific skills

Discussion

Faculty collaboration may breakdown silos/enhance Q competency across curriculum

Culture change may include communicating/supporting an ability to succeed among new expectations

Faculty responsibility to reinforce expectations/culture change

Calculate GPA

Focus on skills necessary to interpret info that presents daily

Understanding risk/probabilities

Need to present same skills across different approaches

Acceptance from faculty to quantify across the curriculum

Training faculty to grow an ability to quantify across disciplines

Quantitative skills

Articulate basic quantitative components in core classes beyond math/science

All courses should be able to highlight the need for Q skill

Do not want one course every has to take

Applications are broad and should be emphasized

Math in the real world

BUCCS 10-25-07

Small Group

1. How, specifically, can we improve communication skills in our students?

Require use of the writing center

Incorporate verbal communication skills across curriculum

Reading

Writing

Public presentation

Use outside help, expertise of others (Communication faculty?)

Establish “Communication Center” on campus (convergence of writing center, etc.)

Require students take communication courses above and beyond COM 103

Provide many class/assignments/opportunities to use technology/to analyze technology

2. What is needed in order for us to improve communication skills among BU students?

Electronic assignments in all gen ed classes

How to analyze information and technological resources and “equipment”

Preparation for lifelong learning of technology

Ethics and courtesy and etiquette of technology use

Faculty to administrative buy-in

Resources and funding, faculty

Communication

Orient students to professionalism

Outside experts can promote this

Out-sourcing skills requirements can advance student development

Technology skill tends to increase as communication suffers: verbal skills, listening, human language, argumentation, interpersonal engagement

Tension between current standards of communication vs. advanced technology and its impact on communication skills

Clear visual communication – emphasis on meaning and interpretation

Understanding the appropriate use of technology as a communication tool

Require use of writing center

Incorporate verbal communication across the curriculum – required reading, writing, presenting in each course

Use outside help to advance communication

Utilize existing programs/resources

Center for effective communication

Resources – faculty/administrative buy-in

Communication - Should we? All

Can we? Almost all

Quantitative

Focus on data analysis and probability

Understand concepts (not necessarily formulas) – selecting best approach

Demystify numbers –applied understanding, savvy consumers

Communicating outcomes

Interpreting/utilizing graphs, etc.

Math course that is common to all students

Numeracy across the curriculum

Linkage of English, Math, Fine Arts – problem based – 1 year sequence?

- Community-based

- University-based

Includes communication, problem-solving, service-learning, collaboration

Challenge the ambivalence, culturally, of Q literacy

Training faculty (faculty development resources)

Faculty and students must overcome #phobia

Can we? Y

Should we? Y

Technology

Understanding the use of technology and the applicability of technology

Prepare them to be life-long learners/consumers of technology

Ethics/Etiquette of technology

Faculty development

For some, these need to take place across 1st 2 years

Appropriate use of digital research

Use of mediated classrooms to teach

Inconsistency of instruction of technology across classes, even within departments

Sequencing of technology skills

Validity of sources and technology

Critical analysis of technology use

Revision of library as center for all kinds of information technology; make library relevant again

Requirement in all gen ed classes of use of technology – for research

All classrooms mediated

When to use it and when not to use it

When does technology facilitate communication and when does it not

Language appropriate to different technologically-based audiences

In midst of technology we need to help our humanity

Ethics related to use of technology

Laptops in classroom? Do we allow them

Ability to learn NEW technology – a dynamic future for our students adaptability

Discriminatory skills

Decision-making process

Legal and ethical uses of technology

How to use graphics (etc.)/text/tables, etc. – gen eds, specific to majors

Words in technology

BUCCS 10-26-07

Due to small group size went through each of three questions as whole group discussions
(Note: GE = General Education)

Need for remediation/professional development related to these areas

Has communications folks reviewed the starter sheet?

Reviewed past sessions in communications related conversation bring out we do this is gen. ed. but not being transferred – also noted had brought up block course as example of how help course resonate

Linked senior project in one engineering program to 300-level writing so could see the connections

Core to whole GE is to connect with the students – not the more lofty ideas

How do you convince 18 year old that things like arts are important – see this developing them as humans not just in the profession?

Visual communication aspect don't really have in our curriculum that doesn't fit a Web 2.0 world – have been discussing this in SCFA in relationship to storytelling no matter what the field

Linking idea from long ago that no matter what the profession there are fundamental aspects of education

What is a human being and what is a good human existence as 2 other questions that must be addressed. These areas are integrated.

Need to get GE educators together to talk about how to connect it all – what is common vision?

Need to indoctrinate students that GE is about a big picture not a bunch of pieces

What we are doing has come up in earlier sessions -- that we are working to enable our students – literate enough to work through the waves of change

Getting faculty who teach GE courses together to have ½ hour to tell what they do – both professional teachers and GE teachers – planned presentations, structure of course, why they take it, outcomes, etc.

To drag a lot of faculty in programs need to give them something they can drop into their classes – an idea that will effect their teaching now.

This is going to impact you so need to be involved – but they are not coming. Why not?

Feeling that BUCCS topics are too amorphous

Is this really broken? First time took about 2 years. Were given some very specific ideas of what and why needed to be done.

Discussion of if students can have a common experience – some sense we can do so and others feel that programs are so different can't unless have such general things that are meaningless – don't want it to be just a core in general education

What are the commonalities?

Being a citizen

Being literate – read broadly (able) – write – visual

There are issues of resources

Create linkages of skill set to the materials with clear expectations connected personally – need to understand that we value them and why

Needs to be a way of seeing the GE course advance what they are claiming to do within our mission

Quantitative

Be able to read newspaper article and know what questions to ask that relates to the statistics included

Appreciation for mathematics with some ability to do it

Culture acceptance of being mathematically illiterate

Asian culture see mathematics as something that is for everybody – they see learning in this area as a matter of work where in US see it as a matter of talent (Europeans like Asians)

Importance of application to real-life

How can we get faculty to see how what they do relates to advancing math and knowing? What need to be done so connections are made across disciplines?

Suggestion that the Teaching Forum and University Conference be related to teaching development – also have a session in the winter

GE breakout session working toward specific topics

Engineering does look for connections to students up-coming professional lives, but how do we do this across campus? Need to find a common denominator and then studies in disciplines can go on-ward from there

Numbers as truth is business model being put into the university – want to see the basic ideas but not that every thing can be quantified

Do we accept small victories to have teachers push this area or do we work to get this across as an expectation?

Teaching Forum – reiterated focused session on some aspects of quantitative literacy

Series of specific dialogues so faculty can see how they can do it and how can connect to their students

Few years ago went through GE courses to see what they did but not necessarily for all areas we are considering (items from BUCCS 1) – question if this type of audit should also be for programs in all majors – probably so

Problem can make the case that they are doing something when they are not – example that they can speak well when they can't

GE's may already be doing this

But if we think we are doing it why are all of the complaints that students aren't able to do so – read, do math, write

Possibility that some areas are not the student's strength, but exhibit expertise in other areas. To what extent are we working for all areas for all students?

Technology

Students have more functionality with technology

Discussion if have more vision of technology that many of prior generation

Technology as there to do the work for you – ability to play/explore so will do so

We can't teach it unless we are there too

Use Face Book as example with discussion of value leading to discussion of where it is leading us

Technology taking time to let me grow as a person – reading a book takes much attention that may be lost when working with technology

Question of looking at are we changing ourselves for the better

Differentiated learning about specific applications

What is meant by being technologically literate – being a tourist versus a resident – literate when you can live in that world

Attribute versus a skill set -- professionalism – cultural - appropriateness