

Spring 2015
31st Faculty-to-Faculty Conference
April 24, 2015, 8:30 am - 4:00 pm
Arapahoe Community College

Content Area Breakout Session:

Arts & Humanities (AHUM)

Instructions & Scribe Sheets - Revised

WiFi: ACCCDHE / R0cki3\$\$
Smart Classroom: CDHE / R0cki3\$\$

GE Council Facilitators: *Margaret Doell, Terry Schliesman, Rex Welshon*

Assessment Facilitators: *Ross Perkins, Lisa Snyder*

Faculty Chair: *Lydia Brokaw - FREC*

Scribe: *Jennifer Schneider - CSU*

Competency discussed:

BREAKOUT GROUP INSTRUCTIONS

- I. Proposed, revised competencies for AHUM content area:
 - a. Written Communication - Required
 - b. Oral Communication - Required
 - c. Creative Thinking - Required
 - d. Critical Thinking - Required
 - e. Global Learning
 - f. Information Literacy
 - g. Civic Engagement



II. Select a chairperson and a scribe for your group; please be sure that the chairperson and scribe are not the same person.

- Chair facilitates the discussion and keeps the group on track.
- Scribe records the group's responses, comments, discussion. Use the attached pages or record notes electronically.
- The scribe's sheets must be turned in to DHE staff at the end of the conference or emailed to Maia Blom (maia.blom@dhe.state.co.us).

SUGGESTED SCHEDULE - Please focus on the *REQUIRED* competencies first.

12:45 - 12:50 pm: Introduction, explanation of facilitation, assigning of groups and scribes.

(Break into two groups. For GEC, Margaret has team "A" and Terry has team "B". Rex roams between. With second competency, Rex has a team, Margaret has a team, Terry roams, etc. For Assessment, Ross and Lisa will roam between groups)

With TEAM "A" and TEAM "B" in place, we begin the facilitation:

12:50 - 1:10 pm: WRITTEN COMMUNICATION competency conversation in smaller groups
Guiding questions for discussion include:

- 1. Compare the current gtPathways competencies to the proposed, revised competencies. In what ways can the revised competencies help you create assessments and make decisions about student learning?*
- 2. Are you currently assessing these competencies? Would using the indicated learning outcomes and the rubric help improve your ability to measure this competency?*
- 3. How can the revised competencies be built into your syllabi and assessment plans? (Think about this idea in relation to nominating a course for gtPathways peer review.)*
- 4. These proposed, revised competencies contain the desired skills and dispositions needed for students to be successful in the Gen Ed courses in your discipline, subsequent coursework, and the workforce. Should any of the optional competencies be required?*

1:10 - 1:30 pm: large group conversation on WRITTEN COMMUNICATION competency (calibrate on small group discussions)
(Same Guiding Questions as above)

1:30 - 1:45 pm: ORAL COMMUNICATION competency conversation in smaller groups (all groups discuss same competency)
(Same Guiding Questions as above)

1:50 - 2:00 break

2:00 - 2:15pm: CRITICAL THINKING competency conversation in smaller groups (all groups discuss same competency)
(Same Guiding Questions as above)

2:15 - 2:40 pm: CREATIVE THINKING, GLOBAL LEARNING, INFORMATION competencies conversation in smaller groups (all groups discuss same competency)
(Same Guiding Questions as above)



Guiding Questions for the Discussion:

1. Compare the current gtPathways competencies to the proposed, revised competencies. In what ways can the revised competencies help you create assessments and make decisions about student learning?
2. Are you currently assessing these competencies? Would using the indicated learning outcomes and the rubric help improve your ability to measure this competency?
3. How can the revised competencies be built into your syllabi and assessment plans? Think about this idea in relation to nominating a course for gtPathways peer review.
4. These proposed, revised competencies contain the desired skills and dispositions needed for students to be successful in the Gen Ed courses in your discipline, subsequent coursework, and the workforce. Should any of the optional competencies be required?

III. Final take-away of the session:

Provide a group response (in writing and to share at “the reporting out” session) to the following 3 questions:

- a. Do these proposed, revised competencies meet the needs of learners better than the current competencies? If not, why?
- b. Can we move forward with the proposed, revised competencies for each content area?
- c. Please share any concerns or challenges you foresee.

Comments:

① Written Communication

discussed:
- certain learning outcomes ^(none but) may be optional ^(e.g. hard/ have) instead of meeting all

FINAL move forward w/ required

- some discussion on getting buy in for ^{assessing} ~~written~~ written comm when don't teach written communication ^{ultimately} (not a concern)



② ORAL COMMUNICATION

- need to add at top of page as required for world

languages (missing at document required header)

Integrate
on tent
supp
ment

⇒ discussion: note lack of "technology" in integrate content

+ supporting material ("sources like" explanations) discussed

how specific if across disciplines conclude - adding technology

is critical in learning objectives Propose new technology

bullet point. ^{Recommend:} Add third bullet ^{e.g.} "ability to manage visual aids w/
appropriate technology"

- feedback of student emphasize

Recommend: Put last bullet of develop a central message under

first bullet - illustrate organization can't do 4th bullet without 1st

should be more open to it if broaden desc.

★ Agree ^{ORAL COMM} should be required in all 4 - BUT SERIOUS CONCERN:
for ~~implementing~~ ^{implementing} & who responsible for execution - maybe should be
separate

③ Critical Thinking

• Discuss - Critical thinking being required in AH-1. Discussed how
Creative Thinking + Oral Comm. cover critical thinking + thus
should remain optional.

• Incorporate Evidence - ^{add bullet:} connect evidence to claim/thesis

★ Agree w/ All ^{optional + required} recommendations
↳ note AH1 uncreative → AH1 should be critical or creative thinking Req.

④ CREATIVE THINKING

→ Concerns over qualifier wording - want more words w/ rigor

↳ set more objective items to teach + assess. Add higher level

qualifier words.

• ~~Combining~~ ^{Debate} Combining critical + creative thinking + requiring
but requiring w/ "or". They overlap so much



that requiring one is appropriate but other should be optional and which should be required may vary by course & should be at ~~the~~ discretion of course

Propose

- Add AH-2 → Creative Thinking as Optional (6th competency)
- AH-1 → make required ^{1 & 2} creative or critical thinking

⑤ Global Learning

• discussed global learning being required in AH-1 & AH-2 and ultimately decided too much to require & too much restructuring

- ~~discussed global learning as optional~~
- agree global learning as required ^{AH-4} & keep optional ^{AH-2 & AH-1}

⑥ CIVIC ENGAGEMENT

- Propose adding civic engagement in AH-2 as optional

- did not get to information literacy



Blank lined writing area consisting of 20 horizontal lines.

