

## Teaching/Learning World Café INPUT – Feb 7, 2018

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### Session Summary

The session was attended by approximately 17 participants – several who joined in progress. Ed Feser provided a kickoff that set the tone. Participants were engaged throughout the four rounds of table discussions. They did not suggest many adds or modifications during the monitor summaries which may suggest they found them substantially accurate. They did engage actively in the final question posed; “What would be disappointing from this session if it were not addressed in SP4.0 in some fashion?” Twelve participants rated the session an average of 4.4 on a scale of 1-5, where five was the best.

### Themes and supporting ideas

These points came from the summaries, the group debrief and were cross checked quickly with items in the suggestion box and other session notes.

#### Possible aspirational teaching/learning themes

- reaching all learners
- societal readiness
- inclusive excellence – this is a very positive phrase, notion
- cultivating curiosity
- learning built upon trusted relationships – can we discover how to do that at scale?

#### Curriculum improvements are important, yet hard

- There is excitement about revising the U/G curriculum
- Utilize buy-out time for curricular revisions or other transformative learning projects much as we do today for research?
- Reduce overhead and barriers to curriculum revisions – today it is just too hard!
- How do we better message the BacCore?

#### Experiential learning – what is it exactly and can we execute it?

- The notion of experiential learning is right on point, but what defines experiential learning? We need more clarity. What is included, excluded in the definition? Isn't it more than study abroad? What does success look like? Experience vs. experiential – what's the difference?
- Burnout can happen with partners, faculty and the community at scale. Real-world content is challenging to pull off.
- Is experiential learning a subset of transformational learning? Should we stick to the higher level concept of transformational learning?
- Can experiential learning occur in the way we teach, not just in specific extra-classroom activities?
- Does experiential learning lengthen graduation times?
- Does experiential learning create additional inequities between those who can and cannot afford to participate due to time or money?
- There is no uniform experiential learning expectations – thus high levels of variation occur that make it seem less strategic.

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- E-campus had done very well – isn't it a form of experiential learning?
- Long existing classes have experiential learning components but are not recognized. Other classes do not offer credit for these types of experiences.

### Increased professional development needed

- More cultural and inequity training, particularly around classroom inequity awareness, social justice etc. It is not valued by many faculty and not part of tenure process
- Too little time is available for driving true transformational learning
- Student evaluations do not affect any change or adjustments in the faculty
- Teaching is undervalued versus research;\* this is evident in the tension between teaching and research to obtain tenure

### The power of technology is not being utilized – we need an action-oriented, balanced approach

- Excitement about what might be possible, but lots of debate over what will work
- Concerns often out-weigh promises, leading to inaction
- Low tech solutions may be just as effective and cost less

### Transformative ideas that could impact teaching / learning over the next five years

- Embrace more experimentation, pilots etc. to see what works and then share the results better across campus
- Hybrid learning models – how do we use class time and other forms of learning to best affect?
  - ↳ eliminate the notion that online / in-class compete
- Inclusive excellence as a transformational concept resonates ...
  - ↳ high level concepts need nomenclature clarity – we need clear definitions of key terms and what they mean
  - ↳ without clarity of what we mean, everyone does whatever they want or whatever they are already doing
- Need much better tie between metrics and incentives that match whatever directional imperatives we determine are important
- Much improved tracking of post-graduation success; e.g. performance in job, career etc.
- Need to better understand and address the demographic changes that are occurring
- We need a point of view on what is centralized and decentralized in teaching support
  - ↳ support should not be all one way or the other, yet we ought to make a call and invest accordingly
- We need to improve, incentivize sharing of best practice collaborations – i.e. use the best practice for sharing best practices.

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\* Perhaps unsurprisingly, the research session input said the reverse; i.e. research is undervalued versus teaching – they were actually more consistent and vocal as a group in that view than this in the counter-view in this session.