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 Colloquim – 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
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 -- professionality – cultural - appropriateness