 Integrating learning within and beyond the classroom
Lesley Joseph
Civil and Environmental Engineering
Class of 2011

added a minor in environmental studies to expand his knowledge base

researched water treatment and climate change vulnerability

focused service project at Green Quad's educational organic garden

a desire to be an agent for change by using the world's resources responsibly
A well-defined issue related to enhancing student learning

Embedded in university’s on-going planning and assessment

Broad participation

Building on current research/best practice

Potential to be transformative
Our current general context

**Stretched** faculty & staff: Working hard with fewer resources

**Dedicated** faculty and staff: Excited and engaged – generating new knowledge and renewing programs to prepare next generation

A university continually pressing forward, developing points of distinction, making a difference
Research I (Carnegie)

Community Engaged (Carnegie)

Flagship University of South Carolina
Development Process

- Carolina Core (2005-present)
- Focus Carolina (2009-2010)
- Program standards and assessments (on-going)
Key Elements

Beyond-the-Classroom (BTC): Experiences outside a classroom setting (may or may not be for credit).

- Short term: Lecture by world leader, MLK service day, leadership seminar
- Long term: Living & Learning Community, research project, service learning course
With faculty/staff support, students choose and participate in within and beyond the classroom experiences consistent with their needs, interests, career, and life goals.
Step 1: Intentionally select experiences

- Research
- Community Engagement
- Major course experiences
- Internships
- International
- Leadership
- Carolina Core

Innovative technology supports coordination and selection of opportunities.
Step 2: Meaningfully connect experiences to one another

Students connect WTC and BTC experiences through reflection, discussion, creation, application & synthesis.

Integrative Learning!
The student

- Gives examples of how BTC experience contributed to his/her learning
- Gives clear description of how BTC experiences are consistent/inconsistent with concept/theory
- Thoughtfully connects examples across experiences
- Poses solutions to problems incorporating BTC and WTC experiences
How will we know students meet USC Connect goals?

- Baseline measures
- Participation rates
- Student perceptions (survey, focus grp)
- Faculty, staff, and/or independent rater assessments of student work/products/assignments (existing or new)
- Carolina Core Outcomes data
What’s So Special ????

Integrative Learning
focus at a
Major Research University
What are faculty/staff ARE already doing?

- Research
- International
- Leadership
- Internships
- Carolina Core
- Community Engagement
- Major course experiences
What Can Faculty/Staff do to ENHANCE experiences??

- Be aware
- Be translators of integrative learning for students
- Support students’ increased involvement
- Enhance existing experiences

• Explore new BTC possibilities and integrative learning relative to own area
What support will be available?

Vice President
SA/Vice Provost
Academic Support

Vice Provost/
UG/Dean

Director USC
Connect

Admin. Asst.

Assessment Coordinator

USC Connect Council

1st-Year Exp.
Engage
Tech
PD
Assess
What support will be available?

- University resources/support for BTC experiences
- Improved technology/efficient access to information
- Orientation of students through first-year experiences and beyond
- Center for Teaching Excellence/Div Student Aff
University Technology Services

- Web development/calendaring system (2011-12)
- OneCarolina
  - 2011—student records, classes
  - 2012—student portal services (publish and subscribe to information resources)
- Blackboard
  - Courses and e-portfolios (current)
  - Outcomes/Assessment (2012)
Other potential technology innovations

- Swipe card technology for tracking participation
- Mobile applications
- Gaming interfaces (Center for Digital Humanities)
- Intelligent suggestion systems (if you like X, you’ll like Y)
- Student planning
- Social networking
First-year Experiences and USC Connect

- Pre-matriculation Materials and Orientation
- First Year Reading Experience
- University 101
  - Provide orientation to beyond the classroom experiences and integrative learning
  - Require BTC experience and reflection
  - Develop integrative learning focus in materials
  - Faculty and peer leaders training
  - Linked sections
CTE and USC Connect

Involve Faculty/Staff

- USC Connect in New Faculty Orientation
- Co-hort Programs/Grants
- Faculty Fellows
- Workshops and Seminars (including unit specific professional development)

On-line Resources

Evaluate Efforts
CTE and USC Connect

Coordinate efforts:

- CTE Associate Director of Integrative Learning
- USC Connect Professional Development Committee and USC Connect Council
- Work with Division of Student Affairs

Assess Faculty/Staff needs (surveys)
Summary of Benefits

- Easier access to information for all
- More efficient use of resources
- Greater collaboration between Academic and Student Affairs; Columbia and Regionals
- Support for developing programs and teaching strategies (faculty, staff, GTAs)
- Better prepared students/graduates
Next Steps

- **Spring 2011:**
  - Communication of proposal throughout USC
  - Continued solicitation of input
  - SACS review and feedback (March 29-31)

- **Summer 2011:** Finalization of proposal

- **Fall 2011:** Implementation
For Further information:
http://www.sc.edu/provost/qep/

SACS QEP Proposal

USCconnect

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