

Reflecting on the QEP to get Better and Deeper Long Term Learning

University of North Florida

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with

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The Quality Enhancement Plan (QEP) now being developed around Community-Based Transformational Learning (CBTL) provides unparalleled opportunities for UNF to ask for, promote, and get better and deeper learning from its students. As this happens, external appreciation and recognition will accumulate as well. CBTL is part of a family of research-based pedagogies that, when properly installed, elevate student learning. A key step toward attaining the anticipated rewards is defining clearly what students should gain by participating in our QEP.

The purpose of this interactive seminar is to foster dialogue about student learning in community-based learning environments. Stated simply, what academic traits does the UNF faculty want students to gain as a result of participating in one of these environments?

Institutional Effectiveness

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Directed Paraphrasing

In 1-3 clear, concise sentences, please write your definition of *deep learning* (in a discipline or in general education), or at least what you think it should be. Construct a definition that would make sense to your students regardless of their years in school or academic disciplines.

Deep Learning is:



Scholarship Reconsidered, Scholarship Assessed

In *Scholarship Reconsidered*, Ernest Boyer presents the idea of four scholarships: Discovery, Integration, Application, and Teaching. He argues that the first three share in common the properties of thoughtful reflection and peer review. If teaching could be structured to possess these properties, it could be scholarly, too.

In *Scholarship Assessed*, Ernest Boyer's six principles of reflective practice are advocated as desirable habits. They characterize *any* scholarly activity. Application of these principles endows assessment with elegant properties that can be used to satisfy criteria for classroom assessment, formal program review, and individual promotion/merit/tenure portfolios as well. Thus, assessment merits our attention because it supports honest, reflective practice.

1. *Clear Goals*: Does the scholar state the basic principles of his or her work clearly? Does the scholar define objectives that are realistic and achievable? Does the scholar identify important questions in the field?
2. *Adequate Preparation*: Does the scholar show an understanding of existing scholarship in the field? Does the scholar bring the necessary skills to his or her work? Does the scholar bring together the resources necessary to move the project forward?
3. *Appropriate Methods*: Does the scholar use methods appropriate to the goals? Does the scholar apply effectively the methods selected? Does the scholar modify procedures in response to changing circumstances?
4. *Significant Results*: Does the scholar achieve the goals? Does the scholar's work add consequentially to the field? Does the scholar's work open additional areas for further exploration?
5. *Effective Presentation*: Does the scholar use a suitable style and effective organization to present his or her work? Does the scholar use appropriate forums for communicating work to its intended audiences? Does the scholar present his or her message with clarity and integrity?
6. *Reflective Critique*: Does the scholar critically evaluate his or her own work? Does the scholar bring an appropriate breadth of evidence to his or her critique? Does the scholar use evaluation to improve the quality of future work?

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QEP, CBTL, and Better, Deeper Student Learning

In *Scholarship Assessed*, Ernest Boyer's principles of reflective practice are advocated as desirable habits. Application of these principles endows university pedagogy with elegant properties that can be used to satisfy criteria for classroom assessment, formal program review, institutional reaccreditation, and individual promotion/merit/tenure portfolios. Thus, the principles of reflective practice merit our attention in the CBTL environment because they support honest peer-reviewable scholarship.

Principle #1:

Clear Goals: Does the scholar state the basic principles of his or her work clearly? Does the scholar define objectives that are realistic and achievable? Does the scholar identify important questions in the field?

Picture a domain related to the QEP/CB TL --- an assignment, topic, course, or entire program --- to which you may contribute. What major goals do you wish UNF students to achieve as a result of your involvement and guidance in their education?

Institutional Effectiveness

RSQC2

Recall pertinent facts that relate to the target concept. Map them, perhaps?

Summarize the main point in one well-constructed sentence.

Question? What central question do you still have about this material?

Connect the topic to the theme of the course. How do you see this topic relate?

Comment? What's useful or not? What's relevant or not? What did you like or not?

[Student learning goals cited in the CBTL proposal]

The CBTL QEP will enhance the following cognitive student learning outcomes:

1. Students will develop and enhance their **discipline specific knowledge and skills** through:
 - a. The identification of appropriate theoretical and scientific literature used to inform a deeper understanding of community based issues and problems.
 - b. The identification of appropriate methods and strategies for researching and addressing community based issues and problems.
 - c. Demonstration of how disciplinary knowledge is applied to practical problems.

2. Students will develop and enhance their **critical thinking skills** through:
 - a. The critical analysis of community issues and problems that can benefit from the application of disciplinary knowledge and practice.
 - b. The development of approaches and solutions to community issues and problems.
 - c. The demonstration of problem-solving skills in unstructured real world settings.

3. Students will develop and enhance their **communications skills** through:
 - a. Communication and interaction with diverse audiences and constituencies in the community.
 - b. Demonstration of the ability to communicate – in oral and written form -- research results, analysis, and recommended strategies to address community issues and problems.

In addition to enhancing and deepening the realization of existing student learning outcomes included in the General Education program and Academic Learning Compacts, the CBTL-QEP will advance the following additional student developmental outcomes:

4. Students will develop and enhance their appreciation of **community engagement and civic responsibility** through:
 - a. Direct hands-on involvement in organizations and agencies that are an integral part of the social and economic fabric of the community.
 - b. The building of social capital that results from collaborative efforts among community institutions and organizations.

5. Students will develop and enhance their **professional and career development** through:
 - a. The ability to use and apply disciplinary and professional knowledge in real-life organizational and community settings.
 - b. The placement in community organizations that can translate into career networking and employment opportunities.