Insights into Teaching and Learning

Fall 2017

- An Intentional Approach to Designing Intercultural and Global Learning Opportunities
- Writing in Content Courses as a High-Impact Practice
- From Diversity to Inclusion: Educating TCU's Underrepresented Student Populations
- Understanding the TCU Transfer Student
An Intentional Approach to Designing Intercultural and Global Learning Opportunities

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Intercultural and global experiences are key components in meeting the TCU mission to create “ethical leaders in the global community,” as well as important aspects of the student academic experience at TCU. As a result, professors increasingly look to add applied and real-world international experiences to their teaching portfolio. While there are numerous benefits to intercultural and global engagement, it can be challenging to develop global programs that reach beyond educational tourism and push students to truly develop a global mindset. The transformative effects of intercultural and global learning experiences largely depend on careful planning and execution.

It is not enough to simply place students in an international location; instead, we must design experiences that put students in situations that evoke new learning opportunities and further frame these experiences in terms of broader thinking and learning.

One such framework for broader thinking and learning is the TCU Center for International Studies’ Global Realities. Drawn from the Center for Strategic and International Studies’ Seven Revolutions and the UN Sustainable Development...
Goals: the Global Realities framework addresses the interconnection of today’s world and the broader meaning and implications of engaging globally. Designing international programs around the Global Realities framework helps faculty and students think about their global learning experiences in applied and strategic ways. Using the Global Realities framework in class discussions and assignments can help students move from “what” to “so what,” as they develop a more meaningful understanding of the experience abroad. More specifically, the following Global Realities framing questions can provide direction:

**Cultural Heritage & Modern Identity:** Why are places, cultural practices, and identities so important to people, and how do these influence and play out in today’s interconnected world?

**Human Rights & Social Justice:** What are the causes and consequences of injustice, and what factors need to be balanced in evaluating individual, collective, cultural, and human rights?

**Ethical & Innovative Leadership:** What does it mean to be an ethical and responsible leader in the global community?

**Healthy People & Societies:** What are the issues and challenges for maintaining and sustaining healthy people and societies?

**Global Communication & Education:** How can communities create knowledgeable societies, and what benefits and challenges come from the free flow of information?

**Sustainable Living & Biodiversity:** What are the complexities to managing resources and conserving the diversity and health of life on Earth?

**Development, Infrastructure & Economy:** What are the barriers and approaches to improving infrastructure and growing economies in collaborative ways?

Identifying a Global Realities question as a theme for your program provides a framework for course design. Be sure to consider the value in teaching your content abroad and how your chosen location supports your objectives. Once you have established these broad parameters, start developing your international program, just as you would approach an on-campus course, by defining your purpose and goals, and then designing experiences and assignments to achieve those objectives. Experiential Learning Theory, AAC&U’s Intercultural Knowledge and Competence (IKC) rubric, and the Center for International Studies’ Global Realities framework are tools that can provide structure and direction in this endeavor.

As you think about your students’ experience, it can be helpful to identify intercultural learning goals, as well. The Intercultural Knowledge and Competence rubric by the Association of American Colleges and Universities (AAC&U) articulates six possible learning outcomes for intercultural competence—Cultural Self-Awareness, Knowledge of Cultural Worldview Frameworks, Empathy, Verbal and Non-Verbal Communication, Curiosity, and Openness. While this is not an exhaustive list of intercultural competency markers, the IKC rubric provides a helpful list of learning outcomes and student measures that can be adapted to a course or study abroad program. Drawing upon the IKC rubric can provide faculty a way to define and communicate learning goals for intercultural experiences. As your students encounter cultural differences, you can guide their empathy and understanding of others, encourage them to interact productively with others, and assist them in shifting their analytical and conceptual thinking. This guidance is important as we find students often do not naturally make
these connections. One specific exercise you and students can explore is the Change Your LENS model.

Significant research shows we learn best when mechanisms are in place that allow for processing, checking, and experimenting with new meanings. Experiential Learning Theory (Kolb, 1984) expands on this idea and describes a process for moving from experience to understanding to action, called the Experiential Learning Cycle. Applying the Experiential Learning Cycle means not only providing opportunities for students to engage and experience while abroad, but also providing structured, meaningful opportunities to reflect on the experience, construct meaning from the experience, and apply this understanding through a new opportunity to act. Students might participate in guided conversations, blogs, and photo journals; furthermore, you might capitalize on time with students to deconstruct the experiences and search for meaning. Take advantage of time on buses, at dinner, or waiting in train stations and airports for observation and conversation.

Developing and running international programs is a challenging, yet rewarding experience. As the emphasis on international programs becomes more central to the academic experience, related resources are increasingly available. We welcome faculty to join us as we explore these methodologies and more at our Third Thursday Thinking Global faculty interest group and on our website.

References


New Directions for Student Services (Winter, 140), 53–63.


Teaching and Learning Conversations
Games as Interactive Tools for Scholarly Research, Communication, and Pedagogy with Nick Bontrager

What is a game? Does a game need to be “fun” to be “successful”? Can games be studied as constructs, objects, or spaces of creative research? The vast abilities of games open the door for engagement in creative problem solving, social scholarship & communication, and immersive learning. In this TLC, we will discuss these concepts while also addressing the notion of players as agents of change/empowerment. By using this framework to bridge the gap between creative and critical expression, we can begin to understand what a game may be, and how a game can be used as a scholarly tool.

Tuesday, October 24, 2017 from 5:00 PM - 6:00 PM
TCU Campus Store, Rooms 208 & 209
Register for this event.
Writing in Content Courses as a High-Impact Practice

Carrie Leverenz
Professor of English and Director of Composition

Most college faculty, regardless of their discipline, recognize that writing plays an important role in student learning. Writing enables students to investigate and communicate knowledge gained through research, it allows them to engage with and synthesize new ideas, and it gives them practice with genres and conventions relevant to their fields of study. These strong ties between writing and learning are why TCU requires all students to take two Writing Emphasis (WEM) courses. To qualify as WEM, a course must use writing to help students gain a working knowledge of the rhetorical conventions of a discipline, acquire and express understanding of disciplinary content, reinforce writing strategies learned in ENGL 10803 and ENGL 20803, and produce writing that demonstrates clarity and precision of thought. Even though we know that writing in content courses is good for students, incorporating writing in our classes effectively can sometimes seem like a daunting task. Is it worth it? Definitely.

In 2007, AAC&U’s LEAP Initiative identified writing as an essential competency for success in the twenty-first century (College Learning for the New Global Century AAC&U 2007). To achieve competency, writing must be “[p]racticed extensively, across the curriculum, in the context of progressively more challenging problems, projects, and standards for performance” (Essential Learning Outcomes). Extensive opportunities for writing increase not only skill in writing, but also investment in learning. The AAC&U has consequently identified writing-intensive courses as one of ten high-impact educational practices with the potential to increase student engagement and retention, especially for students from historically underserved groups (Kuh).

What makes experiences such as first-year seminars, writing-intensive classes, internships, service learning, and capstone projects high impact? They require students to participate in active learning, push them beyond their comfort zone, connect them to the world outside school, and take advantage of students’ predilection for social learning.

Of course, merely assigning writing in content classes is no guarantee that students will learn more or better. In “The Contributions of Writing to Learning and Development: Results from a Large-Scale Multi-institutional Study,” Paul Anderson et al. analyzed survey data gathered from 29,634 first-year students and 41,802 seniors representing 80 institutions in order to identify the features of students’ writing experiences that most strongly correlate with “deep learning,” as defined by the National Survey of Student Engagement (NSSE). When students experience deep learning, according to NSSE, they are able to synthesize new ideas and apply theories to new situations (higher-order learning); they integrate different perspectives and connect learning across different classes and experiences (integrative learning); and they critically analyze the strengths and weaknesses of their own positions and identify how their thinking has changed in response to learning (reflective learning). Anderson et al. found three features of students’ writing experiences that correlate significantly with deep learning: 1) interactive writing processes (opportunities to engage with others while writing), 2) meaning-making writing tasks, and 3) clear writing expectations (220). These writing experiences were also meaningfully related to three other NSSE scales for Practical Competence, Personal and
Perhaps surprisingly, Anderson et al. found that “The amount of writing had practically no additional influence on any of the deep learning variables for first-year students or seniors” (222). This finding seems to undercut Richard Arum and Josipa Roksa’s lament in their 2011 book, Academically Adrift: Limited Learning on College Campuses that half of the students in the study’s sample “had not taken a single course during the prior semester that required more than 20 pages of writing.” Based on Anderson et al.’s analysis, it is not the amount of writing but the nature of the writing experience that makes a difference in student learning. This is good news for faculty who dread grading stacks of long term papers at the end of the semester. If improved student learning is the goal of writing in content classes, faculty time could be better spent creating clear assignments and evaluation rubrics; guiding students through the process of choosing topics, conducting research, organizing their findings, and applying appropriate genre conventions; and providing opportunities for feedback, from peers and others, while students are in the process of writing, not after.

For faculty who want to use writing to maximize students’ engagement in learning, consider trying these strategies:

- Make your expectations explicit.
- Connect the assignment, learning outcomes, and assessment.
- Assign writing that emphasizes meaning-making.
- Provide opportunities for feedback while students are writing.
- Value student reflection on their writing and learning.

Students have more to gain from writing than just success in school. In “Writing: A Ticket to Work... Or a Ticket Out” (2004) business leaders report that writing is seen as a “threshold skill” for hiring and promotion. Of course, claims about the importance of writing are perhaps outstripped only by complaints of students’ lack of writing competence. As Doug Hesse, Professor of English and Director of Writing at the University of Denver, recently reported in The Chronicle of Higher Education, these complaints about the poor quality of students’ writing—and questions about how to improve it—have persisted since the beginning of required writing instruction in the 19th century. Thankfully, according to Hesse, after 50 years of research, we know what works in teaching composition: “Students learn to write by writing, by getting advice and feedback on their writing, and then writing some more.”

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How can we enhance student learning and retention of course content? One effective strategy is to implement weekly reflection journals through the ePortfolio in TCU Online. Using online journal writing provides students with an opportunity to synthesize intellectual learning from lectures and course readings with experiential learning from classroom activities and group projects. In addition, instructors can read journal entries to assess individual learning needs.

Monday, October 2, 2017 from 2:00 PM - 3:00 PM
Smith Hall, Room 104A

Register for this event.

Teaching and Learning Conversations
Enhancing Student Learning through Weekly Reflection Journal Entries with Tee Tyler

How can we enhance student learning and retention of course content? One effective strategy is to implement weekly reflection journals through the ePortfolio in TCU Online. Using online journal writing provides students with an opportunity to synthesize intellectual learning from lectures and course readings with experiential learning from classroom activities and group projects. In addition, instructors can read journal entries to assess individual learning needs.

Monday, October 2, 2017 from 2:00 PM - 3:00 PM
Smith Hall, Room 104A

Register for this event.
From Diversity to Inclusion: Educating TCU’s Underrepresented Student Populations

Jessica Hazard
Assistant Athletics Director for Student Athlete Development

Richard Thomas
Athletic Academic Service Center Tutor, Doctoral Candidate

As a liberal arts institution, it is imperative that both faculty and staff understand how to meet the educational needs of TCU’s ever-diversifying population, including first-generation college students, students from single-race schools, and students with diverse learning experiences. The aim of this conversation was to provide helpful insights on how to move from diversity to full inclusion of TCU’s underrepresented student populations. Diversity involves simply “counting,” while inclusion involves “making heads count.” In other words, inclusion goes beyond numbers and implies sustained efforts to ensure a plurality of perspectives in an educational setting. Inclusion is a three-step process that involves: getting students from diverse backgrounds on campus, creating a scholastic environment that encourages increased diversity, and immersing in cross-cultural contexts. This conversation focused on the second step by facilitating a discussion about how to interact with underrepresented student populations on campus.

Facility Focus Lunch
Making Differences Matter: Why Diversity Isn’t Enough — Shifting the Focus to a Teaching, Learning, and Effectiveness Paradigm

An ongoing Koehler Center initiative is to connect with faculty members across campus. This lunch will feature our Diversity Fellow, Lynn Hampton.

Wednesday, September 13, 2017 from 12:00 PM - 1:00 PM
Smith Hall, Room 104B
Register for this event.

References


“Essential Learning Outcomes.” AAC&U.


The TCU Core Curriculum Essential Competencies “Writing Emphasis.”

“Written Communication Value Rubric.” AAC&U.
To begin our Teaching and Learning Conversation (TLC) this past spring, we felt it was important for everyone to acknowledge the different contexts that they bring into the discussion. For example, we both work in the athletic department, so we have a different lens for our interactions with the student population. The same is true for faculty or staff members in different departments such as: admissions, student affairs, the College of Science and Engineering, the Neeley School of Business, or other administrative roles. We both believe that the key to moving towards an authentic understanding of diversity on campus is to utilize the cultural richness that already exists in the form of faculty and staff experiences. The only way to do this effectively is by having faculty and staff come together to discuss ways to consistently improve our ability to recognize the diverse experiences that students bring to the university.

During the TLC discussion, we facilitated dialogue about the meaning of terms such as diversity. No two people have the same definitions for terms like diversity, inclusion, or representation. However, through engaging in dialogue, it is possible to develop a common vocabulary about terms and have a genuine conversation. Doing this is important because faculty and staff can often think they are engaging in inclusive practices while still marginalizing students. We discussed how to create a common vocabulary for terms such as “underrepresented population” and “inclusion.” The meaning of diversity and underrepresented population is deeply contextual. For example, a black female student-athlete may be an underrepresented population in a business or pre-med class. At the same time, that person may fit into a majority population in a social work or communications class.

This led us to how language is part of the cultural production of knowledge. It is easy for all of us to take for granted the shared vocabulary we have with those who have similar experiences to our own. We overlook how all of the knowledge that we possess was produced based on our understanding of culture. Faculty and staff members can sometimes assume that all students have the same knowledge base when entering a university setting. Some students have access to cultural capital that others do not. This can impact the way that a student processes seemingly “basic” information. For example, students born outside of the United States may not have the basic understanding of the United States needed to follow a discussion about race relations being informed by America’s history of slavery.

Teaching and Learning Conversations
What’s Next: A Practical Application of Strategies to Create a More Inclusive Campus Community with Jessica Hazard and Rich Thomas

What’s Next is a follow-up to the Spring 2017 TLC: From Diversity to Inclusion, which aimed to help faculty and staff transform the campus from focusing on diversity toward a model full of inclusion. The goal of this follow-up conversation is to create practical strategies for becoming a more inclusive campus. We will engage with statistics about underrepresented populations to facilitate a more concrete meaning of diversity on campus, as well as discuss ways to improve diversity through specific strategies. Participants will practice addressing issues through a role-playing game about underrepresented populations on campus; we will analyze the results of their choices. By the end, participants will be able to create inclusive workplace strategies for underrepresented student populations. Participants should prepare by taking one of the Harvard Implicit Bias Tests.

Thursday, November 2, 2017 from 9:30 AM - 10:30 AM
TCU Campus Store, Rooms 208 & 209

Register for this event.
One final point about how language is culturally produced is that language is also a performative process. This means that we gain more knowledge of the vocabulary we use through constant interactions with other people. This can impact the way we understand terms such as diversity and underrepresented student populations. We should be working to expand how we understand these terms. Only by consistently engaging with others and creating a broader worldview can we build a more fully inclusive society. If our aim is to create an ongoing conversation about inclusion and diversity, then connecting with others across the campus is essential.

During the final part of our TLC we facilitated a discussion about the Implicit Association Test (IAT) created by Harvard University. Each participant had taken one of the bias tests prior to attending the TLC. The IAT measures attitudes and beliefs that people may be unwilling or unable to report, or may even be unaware they might have about a group of people. For example, someone may believe that women and men should be equally associated with science, but their automatic associations could show that they associate men with science more than women. The IAT measures the strength of associations between concepts (e.g., black people, gay people) and evaluations (e.g., good, bad) or stereotypes (e.g., athletic, clumsy). We chose to discuss the IAT because our implicit biases can inform how we understand terms such as diversity, inclusion, and the meaning of representation. More importantly, it can impact our interactions with different populations. Thus, to create a more inclusive environment that is welcoming to all students, we must understand our own starting point for interactions. In order to move from diversity to inclusion, faculty and staff must recognize the importance of their own professional context by understanding the relevant vocabulary, culturally produced knowledge, and implicit biases they bring into an interaction. Here are some resources to help further this topic into future conversations.

Resources

The Evolving Language of Diversity by Kathy Castania

Implicit Association Tests (IAT)

Understanding Race: Are We So Different? (A Project of the American Anthropological Association)

Diversity Inc.

White Privilege: Unpacking the Invisible Knapsack by Peggy McIntosh

Teaching Tolerance—Diversity, Equity, and Justice

Responding to Writing in WEM Classes: Research-Based Best Practices with Carrie Leverenz

In this hands-on workshop, participants will learn what experienced writing teachers and researchers know about providing effective responses to student writing in content classes. Whether you use writing in your courses to enhance student learning or to acquaint students with disciplinary conventions or both, you’ll get the chance to discuss how assignment design, teacher response, and evaluation can work together to help students meet learning outcomes and become more engaged writers. You’ll also have the opportunity to practice assessing student writing with the goal of better understanding what you value and how to communicate those values to students.

Tuesday, September 19, 2017 from 1:30 PM - 3:30 PM
Smith Hall, Room 104A

Register for this event.
In a competitive admissions market, differentiating the needs of first-year students and transfer students is a growing topic of interest for administrators, practitioners, and policy makers in higher education. Yet, the transfer population remains least understood and widely undervalued on campuses across the country. Nearly half of all undergraduates in America today begin postsecondary education at a two-year college, totaling over seven million students at 1,123 institutions (Handel & Strumpel 2016). According to Fann (2013), approximately 80% of those entering two-year institutions indicate aspirations of completing a baccalaureate degree, yet only 25–30% successfully transfer to a four-year college or university. Another study, tracking 720,000 degree-seeking students who started at a community college in Fall 2007 alone, found just 14% transferred and earned a bachelor's degree within six years (Jenkins & Fink, 2016). Although the transfer process is a gateway opportunity for millions of students, many of them low income or first generation, it still fails to work well for most (Wyner, Deane, Jenkins & Fink, 2016).

At TCU, we want to tell a different story. Research indicates that academic affairs and student affairs, both at two- and four-year institutions, play an instrumental role in higher levels of degree attainment (Marling, 2013). When the transfer process proves to be a promising choice, a critical means for upward mobility across the United States remains possible.

For TCU specifically, the transfer population includes more than 1,400 students on campus with approximately 500 new incoming transfer students in Fall of 2017. Each with their own unique story, transfer students are a growing and dynamic community embodying a complex subpopulation of undergraduate education. Whether from a two- or four-year institution, many of these students commute, are nontraditional in age, have served in the military (approximately 10% of the total TCU transfer population), and/or work part- or full-time. How we teach, serve, and understand their needs is instrumental to their success and sense of belonging.

The Spring 2017 Teaching and Learning Conversation entitled “Understanding the TCU Transfer Student” was presented in collaboration with Institutional Research, Transfer Admission, and the TCU Transfer Center. As we continue to enhance necessary resources for these students, it is paramount that faculty and staff dialogue in order to better understand this emerging demographic. The following key topics offer more detail:

**Setting the Context**

Provided by Institutional Research, these graphs specific to the TCU transfer population are available for you to explore.
Data includes, but is not limited to: Gender Distribution, Ethnicity, Age, Geographic Origin, Percent with Federal Need, GPA, Retention and Graduation by Veteran Status, Retention and Graduation by College Type, and Success Rate by College Type. For questions about this data, please contact the Director of Institutional Research, Cathan Coghan, at c.coghlan@tcu.edu.

Transfer Admission

Transfer admission is a holistic process. If a student has attended another college or university for one semester or more and meets necessary requirements, they are eligible for transfer admission into TCU. This is not a competition for a limited number of spots: admission and scholarships are individually reviewed and selected.

Admission and Advising

- Transfer students are admitted year-round for summer, fall, and spring semesters.
- Transfer students are required to be individually advised by their department (anyone on staff can help a first-time transfer advisee), as no advisor is officially “assigned” until after the student’s first semester.
- Transfer students sometimes use their advising appointment to determine if TCU is the right fit; an enrollment deposit is not required beforehand. Their advising experience is especially helpful when estimating how long it will take to graduate, if they are pursuing the right degree program, and more.
- Fall class registration for incoming transfer students begins the first Wednesday in June. For spring, it opens the first Wednesday in December.

Key Takeaways Regarding Transfer Credit Articulation

- The Admissions Office is responsible for the determination of transferrable credit and assignment of TCU Core or elective credit.
- Academic departments (through the Deans’ Offices) approve transfer credit for their majors; some courses are pre-approved through the Texas Common Core.
- Students can appeal the TCU Core course decisions by providing a syllabus to the department.
- Tarrant County College and TCU have signed a formal Articulation Agreement. Read the full story.

For any questions regarding transfer admission or related topics, please contact the Director of Transfer Admission, Amanda Nickerson, at amanda.nickerson@tcu.edu. More information is also available on the Office of Admission website.

Transfer Center, Resources & Support Efforts

Students experience profound differences as they shift from high school to college. But, transfer students face even greater social and academic challenges when shifting to a new institution (Berger & Maleney, 2003). Schlossberg’s Transition Theory suggests four major factors impact a student or adult’s ability to cope with transition: situation, self, support, and strategies, also known as the “4 S’s” (Evans, Forney & Guido-DiBrito, 1998). At TCU, it is important to us to serve these students in and outside of the classroom. To assist with this process, the TCU Transfer Center is available to help.

Located in Student Development Services (BLUU, Suite 2003), the Transfer Center has professional staff and a team of student leaders for one-on-one consultations, campus
resources, and intentional programming. Within the First Year Experience, Transfer Tracks are now available for Orientation, Frog Camp, Frogs First, and the Connections Leadership Program. In addition, there is a Transfer Connection Space located in the North Tower of the GrandMarc. Study rooms, computers, free printing, and a mini-fridge and microwave makes this a great space for students to connect, study, and meet. For more information about these and other transfer-related programming efforts, please visit the Transfer Center website or email the Assistant Director of the Sophomore and Junior Year Experience, Rachael Capua, at r.capua@tcu.edu.

Looking for instructional ideas? Need help with TCU Online? Come to Faculty Open Labs

Mondays, Tuesdays, Thursdays, Fridays from 8:00 AM - 5:00 PM
Wednesdays from 1:00 PM - 5:00 PM
No registration required.
Koehler Center Lab: TCU Campus Store, Room 208
Go to the Faculty Open Lab page for more information.

Teaching and Learning Conversations
21st-century Student Engagement and Success through Collaborative Project-based Learning with Beata Jones

While it is easy to access content and resources today, it is difficult to find quality “learning pathways” in higher education that lead to valued skills while exploring authentic reasons to learn, make meaning, or pursue curiosity.

Beata Jones will explain a framework for course design and classroom strategies to create a learning environment that is student-centered, collaborative-project based, and infused with AAC&U high-impact practices. Jones will demonstrate how a course redesigned through this process can help undergraduates acquire the skills necessary to thrive in the twenty-first century.

Wednesday, September 20, 2017
from 11:00 AM - 12:00 PM in Smith Hall, Room 104A

Register for this workshop.

References


