



Minnesota
STATE COLLEGES
& UNIVERSITIES

WEEKLY UPDATE

A WEEKLY COMMUNICATION FROM THE CENTER FOR TEACHING AND LEARNING

February 26, 2007

SoCTL *The Scholarship of Teaching & Learning at CTL*

Core Student Outcomes for a Dynamic Global Century

The pressures of an interdependent global economy and the nature of our technological society have institutions reevaluating the ways we teach and assess learning. Employers are calling for graduates with both subject matter knowledge as well as experience putting skills to use in "real-world" settings. In the classroom, students frequently wonder aloud, "What's the point of learning theory? How is this going to help me get a better job or advance my career?"

In January, the Association of American Colleges and Universities (AAC&U) published a report titled "College Learning for the New Global Century" in which they praised several institutions for their interdisciplinary learning, experiences outside the classroom, and assessment of student outcomes. In the report, AAC&U identified four core outcomes they believe are essential for a twenty-first century education:

- Knowledge of Human Cultures and the Physical and Natural World

Through study in the sciences and mathematics, social sciences, humanities, histories, languages, and the arts.

- Intellectual and Practical Skills

Such as, critical and creative thinking, written and oral communication, quantitative and information literacy, and teamwork.

- Personal and Social Responsibility

Such as, civic and intercultural knowledge, ethical reasoning

- Integrative Learning

The synthesis and advanced accomplishment across general and specialized studies

American students understand the importance of a college degree and are enrolling in record numbers. The AAC&U report notes that the challenge now is to help students "become highly intentional about the forms of learning and accomplishment that the degree should represent" and that the outcomes identified "provide a new framework to guide students' cumulative progress from school through college."

The concept of "core outcomes," "core abilities" or "essential skills" is not new. Almost 20 years ago, Moraine Park Technical College, for example, participated in a study that explored the findings from an AAC&U (currently the American Association of Community Colleges) report on the Future of Community Colleges. Their Curriculum Study Group defined core abilities as "transferable skills essential to an individual's success regardless of occupation or community setting." Still a critical need, as studies show that Americans change jobs at least ten times during the two decades after turning eighteen.

As CTL gathers information about core outcomes among the Minnesota State Colleges and Universities, we have become interested in how student outcomes have been defined at institutions nationwide. (Please see some examples at our study's Website <http://www.coreoutcomes.project.mnscu.edu>.) While guidelines like those defined in the AAC&U report are important frameworks, each institution will find it valuable to identify core outcomes that reflect their own requirements and philosophies about essential, transferable skills.

-Julia Curtiss & Stacy Wells

RESOURCES

"College Learning for a New Global Century." A report from the National Leadership Council for Liberal Education & America's Promise (LEAP). Association of American Colleges and Universities.
http://www.aacu.org/advocacy/leap/documents/GlobalCentury_final.pdf

"How Should Colleges Prepare Students to Succeed in Today's Global Economy?" Conducted on behalf of the AAC&U by Peter D. Hart Research Associates, Inc.
<http://www.aacu.org/advocacy/leap/documents/Re8097abcombined.pdf>

Moraine Park Technical College Core Abilities Report.
<http://www.morainepark.edu/PDFFiles/academics/academicaffairs/CoreAbilities.pdf>

Teaching Tip of the Week

Appearing Live in a Classroom on your Campus: YOU!

Have you ever seen yourself on TV? How did you look? Did you like what you saw? If not, what would you have changed?

As painful as it may be, capturing your class session on video tells you a lot about yourself, your teaching and the learning that goes on in the classroom. "Taping" yourself allows you an opportunity to see yourself as your students see you. Also, capturing video of your students in the classroom, provides insights and views of the session that you may not see through your eyes.

It is easy to do. Your media center or a student can help capture the session by running the camera and taking care of your technical needs.

It takes courage to video, I realize, but wouldn't you rather know what your students see, than have them seeing things you may not like and you not knowing it? Take the risk and create your own "YouTube".

-Zala Fashant

CTL Report

The Work of CTL Campus Leaders

Every system campus has a CTL Leader, These leaders work to provide their faculty with quality faculty development services and programming. Each leader is supported by a budget supplied either in whole or in part by CTL.

In June of every year, Campus Leaders document and evaluate their important work in an annual report, all of which are housed on a systemwide [faculty development Web site](#). These reports provide information about institutional and campus collaboration, faculty needs and support, and faculty development programming efforts. When viewed as a whole, these reports also provide an intriguing picture of the growth and current state of faculty development across our system.

-Martin Springborg

Committed to Improving Student Learning

Would You like to Meet with Your Discipline or Program? Apply for CTL Workshop Funds!

CTL Workshop funds are still available for summer and fall, 2007. ALL system faculty, both full-time and part-time, are eligible to apply. Application information is available online at

http://www.ctl.mnscu.edu/programs/discipline_work/index.html

Workshops provide time for discussion of systemwide issues, such as credit transfer. Workshops may also be designed to be interdisciplinary, allowing faculty from more than one discipline or program to meet and discuss common issues.

The content and format of CTL Workshops are designed by the planners, who may include campus administration and staff. Faculty planners provide expertise in the discipline or program area to ensure appropriate professional development of their discipline or program colleagues.

Planning teams of faculty are expected to include faculty from our system's universities and community and technical colleges. Planning and follow-through is the primary responsibility of the planners, with assistance from CTL staff. If you'd like help in finding possible partners at other institutions, let us know. Contact CTL Faculty Coordinator, Martin Springborg at (651) 649-5981 or martin.springborg@csu.mnscu.edu for more information.

CTL Resources for Faculty

Hordes of Info: The ITeach Center

Have you ever looked for a resource but were just unsure of where to find it? CTL's [ITeach Professional Development Center](#) can probably help. This online resource is CTL's virtual guide to teaching and learning—and it's all free! Here are the resources that we've included in ITeach:

RESOURCES AND TOOLS. This section has links to our CTL library of books and publications, a guide to teaching-and learning resources on the Internet, and links to faculty development centers throughout the country. There is also a grants opportunities database and an online conference finder.

EDUCATIONAL OPPORTUNITIES. Here you'll find information about online courses and CTL's wonderful online teaching and learning tutorials. Information about CTL-sponsored conferences is also here.

INTERACTIVE COMMUNITY. Visit our virtual faculty lounge. You can also join a listserv, visit CTL's "Clippings" blog, and learn more about professional organizations and groups.

Spend a little time in the ITeach Center and on [CTL's Web page](#). You might be surprised at some of the great resources we have for you!

-Thomas Wortman

Featured Event

English Composition: Crossing Lines, Forging Connections & Extending Opportunities!

Don't miss this great opportunity to learn from and share with your English composition colleagues about initiatives, research projects and pedagogies in composition instruction. Learn about the ways that English faculty are collaborating in, crossing lines and extending composition instruction. **Registration ends March 11**, so use the link below to sign up now!

**English Composition Discipline Workshop
March 16 - March 17, 2007**

Century College

Presenter/Facilitator: Steven Pinker

Keynote Speaker: Dr. Mike Palmquist and Dr. Will Hochman

Planners: Randall McClure, Minnesota State University, Mankato; Xuewei Wu, Century College; Julie Daniels, Century College; Kris Peleg, Century College; Kathleen Dahl, Rochester Community and Technical College.

For additional information, contact: Randall McClure, 507-389-5512, randall.mcclure@mnsu.edu.

[Registration: February 1 - March 11, 2007](#)

Registration will close at 11:59 pm on March 11, 2007. If you cannot attend an event after registering, please [cancel your registration](#).

-Yvonne L. Shafer

**REALIZING STUDENT
POTENTIAL / ITEACH**
THE FIRST-YEAR STUDENT IN THE 21ST CENTURY

**See You March 1-3
CONFERENCE PROGRAM**

