Integration of General Education and the Major:
Mapping Integrative Learning

Workshop designed by
Sandra Bailey, Oregon Institute of Technology and
David Marshall, California State University San Bernardino

Workshop Description
This workshop uses the Learning Systems Paradigm (Jankowski & Marshall, 2017), a framework to help participants reflect on the organization of their institution, how work might be accomplished within that organization, and whom they might involve in that work.

The workshop outline and accompanying workbook guide facilitators and participants to use design thinking (Hasso Plattner Institute of Design at Stanford, 2016) in developing action plans to further work on their campus. Various resources are listed to assist in efforts to better align and integrate general education and the major; explore various approaches to curriculum mapping; and learn from national efforts to enhance the effectiveness of general education.

Workshop Outline
Overview of the Learning Systems Paradigm
Our institutions tend not to be organized or function towards intentional alignment of student learning experiences. Students learn everywhere, but the institutional organization tends to require students to take the jumble of experiences and organize them for themselves. How do we help students make sense of it all?

The Learning Systems Paradigm changes the way we conceptualize the organization of the institution, how we work within that organization, and whom we involve in that work. It encourages:

• Intentionally aligning learning experiences
• Working collaboratively across typical divisions
• Addressing needs of the institution’s particular students
• Building transparency for all participants and stakeholders

Alignment
Using the agreed upon learning outcomes, faculty and staff align educational experiences throughout the institution for intentional integration, coherence, and fostering of multiple pathways. Alignment involves curriculum mapping, scaffolding, assignment design, mapping of career pathways, and co-curricular engagement.

Example: Facilitators share example of learning experiences needing improved alignment (e.g. learning outcomes mismatched to curriculum).
Your turn (5 min): 1. Envision the Change (using workbook)

- Reflect on your learner (2 min)
- What needs alignment?
- Table share out (3 min), 30 sec. description of what needs alignment

**Consensus**

*Through faculty-led conversations, reflections, and explorations with employers, alumni, students, and others, a shared understanding and consensus is reached on learning outcomes. This shared understanding serves as the foundation for revising outcomes for enhanced clarity and designing educational experiences.*

Example: Facilitators share examples of collaborative approaches to build consensus (e.g. mapping curriculum/co-curriculum with outcomes).

Your turn (10 min) 2. Who do You Need on Board? (using workbook)

- Identify key decision makers and collaborative approaches (2 min)
- Choose on collaborative approach
- Table share out and solicit feedback (8 min--approx. 1 min each)

**Student-Centered**

*The educational system reorganizes educational experiences around all students and their learning. Taking a student view includes consideration of issues of equity, learning-focused transfer, alternative delivery models, flexibility in offerings, integration of prior-learning assessment, ensuring stackable credentials, and building multiple pathways.*

Example: Facilitators share examples of student centered approaches (e.g. assignment design).

Your turn (10 min) 3. Focus on the Individual (using workbook)

- Brainstorm: how will you ensure the work is student-centered? (2 min)
- Choose one approach
- Table share out and solicit feedback (8 min--approx. 1 min each)

**Communication**

*Communication and collaboration with students and other audiences through transparent discussions around the outcomes and educational system works to make the implicit explicit. Communication involves exploration and integration with advising, alternative transcripts, admissions, and employers.*

Example: Facilitators share models of transparency (e.g. faculty learning communities).

Your turn (10 min) 4. Build Transparency (using workbook)

- Brainstorm: Who are the stakeholders? What needs to be communicated to them? (2 min)
- Identify one group of stakeholders and how you will ensure transparency
- Table share out and solicit feedback (8 min--approx. 1 min each)
Define Action Plan
Individual work using handout (5 min)

1. Frame the opportunity (Your project, headlined in 5 words or less).
2. How might we gain consensus? (Describe one approach you would like to try.)
3. How might we make the work student-centered? (Describe one way to make the work student-centered.)
4. How might we build transparency for all participants and stakeholders? (Describe one way to build transparency with one group)

Group Discussion
Each participant describes project and HMW’s, identifies concerns/possible constraints, solicits feedback from group. During feedback, don’t talk, try to further explain or defend, take notes. (5 minutes each participant—2 min description/3 min feedback)

Craft Experiment
Individual reflection on peer feedback, craft a quick, small scale, inexpensive experiment to test out your idea.

Test
Find a partner you have not worked with and test your plan for viability, seek feedback (question prompts on handout). Switch, listen, provide feedback.

Note: In interest of time the experiment and test could be assigned as homework. Encourage participants to implement experiment upon return to campus.
RESOURCES

https://www.aacu.org/leap-challenge


https://www.aacu.org/publications-research/periodicals/mapping-general-education-outcomes-major-intentionality-and


https://dschool.stanford.edu/resources/design-project-guide-1


Integration of General Education and the Major: Mapping Integrative Learning

Sandra Bailey
Oregon Institute of Technology

David Marshall
California State University, San Bernardino
YOUR DESIGN CHALLENGE:
Improve the learning experience for your students.

1 ENVISION THE CHANGE

Reflect on your LEARNER

Sketch a snapshot of what your learner looks like now. Annotate your sketch with details about their behaviors, attitudes & mindsets.

Sketch a snapshot of where you would like them to be after they interact with your intentionally aligned learning experiences. Annotate your sketch with details about their behaviors, attitudes & mindsets.

What needs ALIGNMENT?

________________________________

________________________________

________________________________
2 WHO DO YOU NEED ON BOARD?

Identify key DECISION MAKERS

List groups and individuals who are key decision makers at your institution.

Brainstorm collaborative approaches working across divisions to bring these groups and individuals together building consensus around the work.

Choose one COLLABORATIVE approach

Notes on FEEDBACK
3 FOCUS ON THE INDIVIDUAL

Address the needs of your institution’s particular STUDENTS

Brainstorm possible approaches to ensure your work is student-centered (flexible, transparent, and responsive to individual student needs unique to your institution).

Choose one STUDENT-CENTERED approach

________________________________________________________________________

Notes on FEEDBACK

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________________________________________________________________________
4 BUILD TRANSPARENCY

Identify how and what needs to be COMMUNICATED

List all stakeholders.

Identify what needs to be communicated to them.

Identify one group of stakeholders and how you will ensure TRANSPARENCY

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________________________________________________________________________

Notes on FEEDBACK

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INTEGRATION OF GENERAL EDUCATION AND THE MAJOR: MAPPING INTEGRATIVE LEARNING
5  **ACTION PLAN**  ![5 min]

**Frame the OPPORTUNITY**

Your project, headlined in **five** words or less (this might be different from what you started with!)

<table>
<thead>
<tr>
<th>How might we gain <strong>CONSENSUS</strong>? (Describe one approach you would like to try.)</th>
<th>How might we make the work <strong>STUDENT-CENTERED</strong>? (Describe one way.)</th>
</tr>
</thead>
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<td></td>
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</table>

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<th>How might we build <strong>TRANSPARENCY</strong> for all participants and stakeholders? (Describe one way to build transparency with one group.)</th>
<th>Identify <strong>CONCERNS, INSECURITIES, or possible CONSTRAINTS.</strong></th>
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</table>

**Notes on FEEDBACK**

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________________________________________________________________________

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________________________________________________________________________
6 CRAFT EXPERIMENT

Summarize your EXPERIMENT

Based on feedback on your action plan, craft a quick, small scale, inexpensive experiment to test out your idea.

YOUR GOAL
what is the outcome you hope to see?

CURIOUSITY/INSECURITY
what is the most pressing question you still have about your idea?

YOUR PLAN
how are you going to explore your most pressing curiosity?

Notes on FEEDBACK

+ What worked...
(what did they like about your idea?)

△ What could be improved...
(what concerned them about your idea?)

? Questions...
(what questions did they have about your idea?)

I Ideas...
(what new ideas do you have from this test?)

INTEGRATION OF GENERAL EDUCATION AND THE MAJOR: MAPPING INTEGRATIVE LEARNING
RESOURCES


INTEGRATION OF GENERAL EDUCATION AND THE MAJOR: Mapping Integrative Learning
Sandra Bailey
Oregon Institute of Technology

David Marshall
California State University San Bernardino
CURRENT STUDENT EXPERIENCE OF HIGHER EDUCATION
HOW DO WE HELP STUDENTS MAKE SENSE OF IT ALL?
THE LEARNING SYSTEMS PARADIGM
Using the agreed upon learning outcomes, faculty and staff align educational experiences throughout the institution for intentional integration, coherence, and fostering of multiple pathways. Alignment involves curriculum mapping, scaffolding, assignment design, mapping of career pathways, and co-curricular engagement.
Through faculty-led conversations, reflections, and explorations with employers, alumni, students, and others, a shared understanding and consensus is reached on learning outcomes. This shared understanding serves as the foundation for revising outcomes for enhanced clarity and designing educational experiences.
The educational system reorganizes educational experiences around all students and their learning. Taking a student view includes consideration of issues of equity, learning-focused transfer, alternative delivery models, flexibility in offerings, integration of prior-learning assessment, ensuring stackable credentials, and building multiple pathways.
Communication and collaboration with students and other audiences through transparent discussions around the outcomes and educational system works to make the implicit explicit. Communication involves exploration and integration with advising, alternative transcripts, admissions, and employers.
THE LEARNING SYSTEMS PARADIGM

A framework for supporting faculty, staff, and student efforts to create greater coherence among the various learning experiences at a given institution—and among institutions.
Using the agreed upon learning outcomes, faculty and staff align educational experiences throughout the institution for intentional integration, coherence, and fostering of multiple pathways. Alignment involves curriculum mapping, scaffolding, assignment design, mapping of career pathways, and co-curricular engagement.
Reflect on your LEARNER
IT ALL BEGAN WITH ASSESSMENT...

- Purpose and Ideas: 91.6%
- Organization: 85.2%
- Support: 76.8%
- Style: 86.4%
- Conventions: 81.6%
- Documentation: 60.2%
“Honestly I hated most of my general ed classes and found most of them to be pointless. If I see no value to what I am learning, I have a real hard time learning anything. I would say that some of my general ed classes were harder than my core classes simply because I saw no point in learning what they were trying to teach.”

(Oregon Tech Student/Alumni Survey Fall 2013)
## GAPS IDENTIFIED

<table>
<thead>
<tr>
<th>Identified problem in current GE</th>
<th>Essential Studies solution</th>
</tr>
</thead>
<tbody>
<tr>
<td>Current distribution model with ‘a la carte’ menu of disconnected courses. Curricular mapping indicates lack of clarity and intentionality between institutional outcomes and the curriculum.</td>
<td>Coherent curriculum defined by what all Oregon Tech students should know and be able to do when they graduate. Connections of foundation to practice to capstone. Integrated into the discipline, synthesis in the ESSE and Capstone. ESLO pathways articulate clear connection of required coursework to the six essential outcomes.</td>
</tr>
<tr>
<td>Students lack an understanding of the outcomes they are expected to achieve and fail to see the relevance of GE courses.</td>
<td>The Essential Studies program requirements identify outcomes (ESLOs) and the curricular pathways to achieve them. GE and major complementary. Major program place greater value on GE proficiencies by enabling students to continue to develop those proficiencies.</td>
</tr>
<tr>
<td>Curriculum is not vertically connected outside the program. The 36/45 requirement provides depth in program rather than GE.</td>
<td>Practice and capstone levels build upon foundation knowledge and skills. Depth outside the major in required practice courses.</td>
</tr>
</tbody>
</table>
A SECOND EXAMPLE: CSUSB
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General Education

1. Learning How to Learn/Metacognition
2. Thinking Critically
3. Critical Literacies
4. Global Perspective
5. Integrative Learning
6. Ethical Responsibility
7. Collaboration
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Department of English: Old Outcomes
1. Familiarity with writers and periods
2. Understanding of aesthetic forms
3. Understanding of multiple approaches
4. Knowledge of literary diversity
5. Understanding of genre
6. Understanding of linguistic analysis
A SECOND EXAMPLE: CSUSB

General Education

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Department of English: Old Outcomes

1. Familiarity with writers and periods
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Content Focused
A SECOND EXAMPLE: CSUSB

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Department of English: New Outcomes

1. Intertextuality
2. Writing
3. Diversity
4. Theory
5. Semantic Multiplicity
6. Textual Historicity
7. Social Construction
8. Research
A SECOND EXAMPLE: CSUSB

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YOUR TURN

1. ENVISION THE CHANGE

Reflect on your LEARNER

Sketch a snapshot of what your learner looks like now. Annotate your sketch with details about their behaviors, attitudes & mindsets.

Sketch a snapshot of where you would like them to be after they interact with your intentionally aligned learning experiences. Annotate your sketch with details about their behaviors, attitudes & mindsets.
Through faculty-led conversations, reflections, and explorations with employers, alumni, students, and others, a shared understanding and consensus is reached on learning outcomes. This shared understanding serves as the foundation for revising outcomes for enhanced clarity and designing educational experiences.
CONSENSUS-BUILDING
MAPPING AS A CONVERSATION STARTER
YOUR TURN

2 WHO DO YOU NEED ON BOARD?

Identify key DECISION MAKERS

List groups and individuals who are key decision makers at your institution.

Brainstorm collaborative approaches working across divisions to bring these groups and individuals together building consensus around the work.
The educational system reorganizes educational experiences around *all* students and their learning. Taking a student view includes consideration of issues of equity, learning-focused transfer, alternative delivery models, flexibility in offerings, integration of prior-learning assessment, ensuring stackable credentials, and building multiple pathways.
GUIDED PATHWAYS

FIRST-YEAR INQUIRY and COLLEGE WRITING

CROSS-CULTURAL and GLOBAL STUDIES

QUANTITATIVE REASONING

CREATIVE & ARTISTIC INQUIRY

CULTURAL/HISTORICAL INTERPRETATION

SCIENCE EXPLORATIONS

SOCIO-ECONOMIC ANALYSIS

SECOND-YEAR INQUIRY SEMINAR
Cross-disciplinary questions and student signature project

THEMATIC COURSE CLUSTERS
Three or more courses across multiple disciplines, including the major field. A student examines questions important to him/her and to society.

THEMATIC COURSE 1

THEMATIC COURSE 2

THEMATIC COURSE 3

SIGNATURE WORK
A student’s best work, which can take many forms (e.g., capstone; internship; field work; research; community-based research)
COLLECTIVE RESPONSIBILITY FOR STUDENT LEARNING
FOCUS ON ASSIGNMENTS

Assignment: Research Evaluation and Information Literacy Stage: 2 - 50 points

This assignment is meant to be submitted by discipline by E in a milestone course (e.g., PSY 336, Health Psychology or research methods). It is a necessary part of a research methods course and a necessary part of any research methods course. The assignment should be submitted within the specified time frame. Students will be evaluated based on their understanding of the research methods. The assignment should be written in a clear, concise, and organized manner. The title of the assignment should be clear and descriptive. The assignment should include the following sections:

1. Title: The assignment should have a clear, concise, and descriptive title. The title should reflect the main focus of the assignment.
2. Introduction: The introduction should provide a brief overview of the assignment and the research methods. The introduction should include the following sections:
   - Background: A brief overview of the research methods and their importance.
   - Objectives: A description of the objectives of the assignment.
   - Hypotheses: A statement of the hypotheses to be tested.
3. Methodology: The methodology section should describe the research methods used in the assignment. The methodology should include the following sections:
   - Participants: A description of the participants used in the assignment.
   - Procedures: A description of the procedures used in the assignment.
   - Data Collection: A description of the data collection methods used in the assignment.
   - Data Analysis: A description of the data analysis methods used in the assignment.
4. Results: The results section should describe the results obtained from the assignment. The results should be presented in a clear and organized manner. The results should be discussed in the context of the research methods.
5. Discussion: The discussion section should discuss the results obtained from the assignment. The discussion should be based on the research methods and the results obtained from the assignment.
6. Conclusion: The conclusion section should summarize the findings of the assignment. The conclusion should be based on the research methods and the results obtained from the assignment.
7. References: A list of references should be included at the end of the assignment. The references should be cited in the appropriate format.
"Charrette" (Fr.) means a small cart. Because architecture students once deposited their assignments in it as the cart was rolled through the studio, architects now use the word to refer to an intense creative effort in a limited time period.
ASSIGNMENTS AS A WAY IN

Scaffolding Learning

Assignment

Learning Outcomes

Evaluative Criteria
YOUR TURN

3  FOCUS ON THE INDIVIDUAL

Address the needs of your institution’s particular STUDENTS

Brainstorm possible approaches to ensure your work is student-centered (flexible, transparent, and responsive to individual student needs unique to your institution).
COMMUNICATION

Communication and collaboration with students and other audiences through transparent discussions around the outcomes and educational system works to make the implicit explicit. Communication involves exploration and integration with advising, alternative transcripts, admissions, and employers.
IOWA GROW®

Learning, Connecting, Reflecting

Employment during college helps contribute to student success when meaningful connections between learning in the classroom and learning on the job are made evident. IOWA GROW® uses brief, structured conversations between student employees and their supervisors to help students connect the skills and knowledge they are gaining in the classroom with the work they are doing, and vice versa. IOWA GROW® is focused on making student employment a “high-impact activity” - one that requires students to reflect on their learning and connect their learning within and beyond the classroom.

Four Quick Questions

1. How is this job fitting in with your academics?
2. What are you learning here that’s helping you in school?
3. What are you learning in class that you can apply here at work?
4. Can you give me a couple of examples of things you’ve learned here that you think you’ll use in your chosen...
GUIDING PRINCIPLES

General Education at Oregon Tech is:

**Aligned** with Oregon Tech’s mission vision, and strategic plan

**Engaged** with the Oregon Tech Community

**Informed** by internal and external expertise

**Adaptable** to current and future needs

As the General Education Review Task Force, we commit to:

**Transparent**, open communication

A **Collaborative** process
STRUCTURES SUPPORT COMMUNICATION

Coordinating Committee
- Assessment Executive Committee
- Commission on College Teaching
- General Education Advisory Council

Director of Academic Excellence

O Committees
- COM
- I&A
- Ethics
- Team
## YOUR TURN

### 4 BUILD TRANSPARENCY

Identify how and what needs to be COMMUNICATED

| List all stakeholders. | Identify what needs to be communicated to them. |
REFRESHMENT BREAK

15 minutes
Frame the OPPORTUNITY

Your project, headlined in five words or less (this might be different from what you started with!)

How might we gain CONSENSUS? (Describe one approach you would like to try.)

How might we make the work STUDENT-CENTERED? (Describe one way.)

How might we build TRANSPARENCY for all participants and stakeholders? (Describe one way to build transparency with one group.)

Identify CONCERNS, INSECURITIES, or possible CONSTRAINTS.
TABLE DISCUSSIONS

Each participant:

- Describe Action Plan
  - 2 min

- Take notes on feedback
  - 3 min
Summarize your EXPERIMENT

*Based on feedback on your action plan, craft a quick, small scale, inexpensive experiment to test out your idea.*

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<th>what is the outcome you hope to see?</th>
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<td>what is the most pressing question you still have about your idea?</td>
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</table>

| YOUR PLAN | how are you going to explore your most pressing curiosity? |
SOLICIT FEEDBACK

+ What worked...  
  (what did they like about your idea?)

△ What could be improved...  
  (what concerned them about your idea?)

? Questions...  
  (what questions did they have about your idea?)

! Ideas...  
  (what new ideas do you have from this test?)
DESIGN THINKING

Empathize - Define - Ideate - Prototype - Test

Hasso Plattner Institute of Design at Stanford (2016)
DESIGN THINKING

Empathize

Define

Ideate

Prototype

Test
DESIGN THINKING

Empathize  Define  Ideate Prototype  Test

Hasso Plattner Institute of Design at Stanford (2016)
DESIGN THINKING

- Empathize
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Hasso Plattner Institute of Design at Stanford (2016)
RESOURCES


