

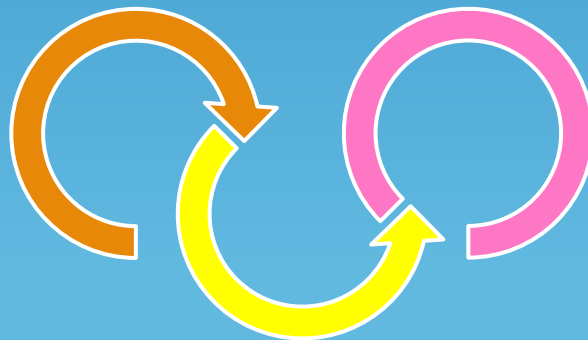
# Welcome to the CIC December Gathering

## Agenda

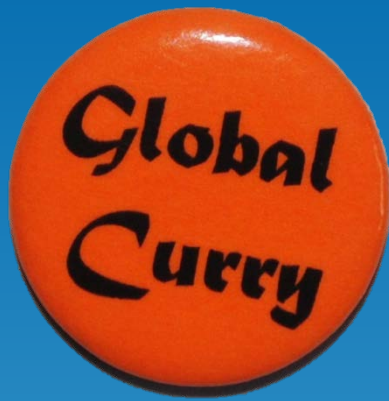
- 5:15 p.m. Introductory remarks – *Bill Nancarrow and Robert MacDougall*
- 5:30 p.m. Global – *Brecken Chinn Swartz*
- 6:00 p.m. Information Literacy – *Ed Tallent*
- 6:30 p.m. Integrative Learning and Authentic Assessment – *Carrie Conely*

# Introduction & Goals

- CICs of the past: Quantitative Reasoning, Inclusion, Writing Across Curry
- CICs of the here and now (why we are here tonight!)
- Overlap? Collaboration? Extensions?







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# Global

Brecken Chinn Swartz





Brecken Chinn Swartz, *Communication*

Melissa Anyiwo, *Politics & History*

Pat Bonarrigo, *Academic Enrichment*

Ned Bradford, *Academic Enrichment*

Pebble Brooks, *Education*

Alissa Cardone, *Fine Arts*

Amanda Crabb, *Faculty Center*

Jeannette DeJong, *Foreign Language*

Rob MacDougall, *Faculty Center*

Les Muray, *Philosophy & Religion*

Pat Mytkowicz, *PAL for Multilingual Students*

Ernie Silver, *Management*

Rob Smid, *Philosophy & Religion*

Jen Balboni, *Criminal Justice*

Laura Carsten, *Politics & History*

John Hill, *Politics & History*

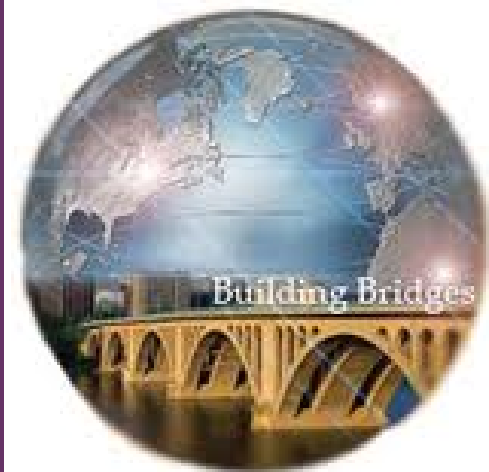
Larry Hartenian, *Politics & History*

Bill Nancarrow, *Faculty Center*

Marie Turner, *Science & Math*

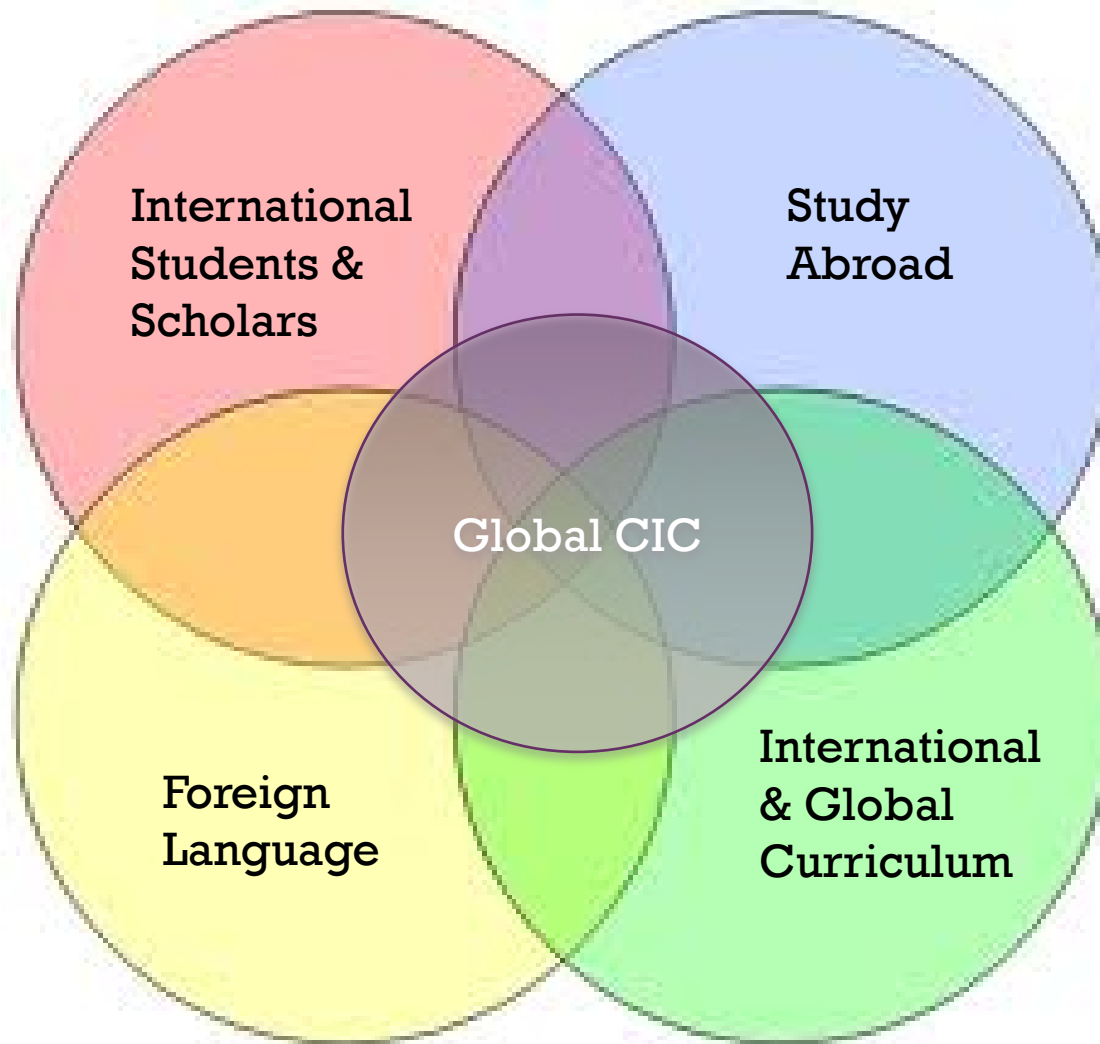
Tracy Wang, *Science & Math*

# Global CIC





# Global CIC: Exploring Synergies





# Global CIC Objectives



- ❑ Delineate ways to attract, support, and retain **international students and scholars** at Curry.
- ❑ Discover ways to streamline the **study abroad** process and integrate study abroad options more seamlessly into the overall curriculum.
- ❑ Assess consistent objectives for **foreign language** courses and pilot ways to encourage and support study of foreign language at Curry.
- ❑ Consider strategies and standards for courses that meet **global curriculum** objectives under GenEd.
- ❑ Develop **Regional Interest Groups (RIGs)** to provide for sustainable long-term communication among and between faculty, staff, and students with international expertise or interests.





# RIGs: Regional Interest Groups

*An ad hoc approach to creating sustainable dialogue and resource-sharing across the Curry campus and around the globe.*



- 1) N. America & the Caribbean
- 2) Latin America
- 3) Western Europe
- 4) Eurasia
- 5) Middle East
- 6) Africa
- 7) Asia
- 8) Oceania



# RIGs structured as ePortfolios open to Curry faculty, staff & students

- Each RIG ePortfolio lists an “Experts bureau” of names and relevant expertise for use by students and community members.
- ePortfolios serve as open, centralized clearinghouses for resources, programs, possibilities, etc.
- Host online Discussion Forums for hot issues as they arise.
- Can grow and morph with the needs of the community over time.
- Supported and maintained by Dean of Faculty through the Faculty Center.





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# Information Literacy

Ed Tallent

# Information Literacy With a Curry Flavor

Shavi Cooray, Maryann Gallant, Dian Gifford, Lindsay Illich, Roberta Kosberg, Becki Paynich, Mary Ryan, Diane Webber, Rob MacDougall, Bill Nancarrow, Ed Tallent

December 11, 2012

# Draft Definition

Information literacy is the ability to access, evaluate, and utilize information from a variety of sources, common to all disciplines and learning environments.

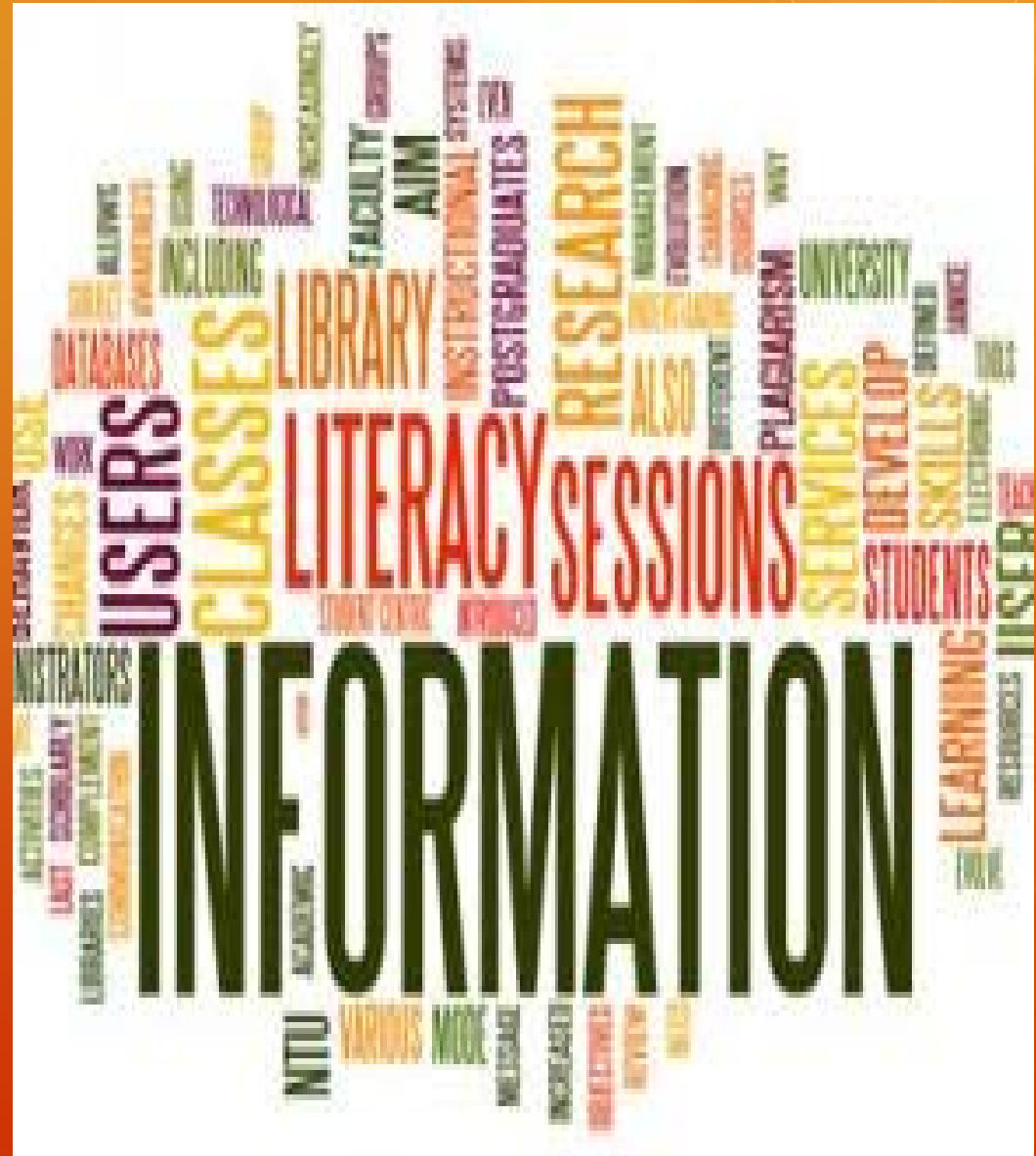
The Curry College student should be able to:

- Define information needs proactively.
- Formulate a research plan using diverse resources, including technologies.
- Explore, identify, collect and organize information from various venues in multiple formats.
- Evaluate and select relevant and credible information through thoughtful and reflective critical thinking.
- Organize selected information for analysis and synthesis and/or create new information using appropriate methods.
- Communicate findings with respect for the principles of academic integrity and ethical discourse.



# Issues to Consider

- Discovery
- Information Seeking Process
- Metacognition skills
- Technology
- Multiple literacies
- Student skill set
- Appropriate assignments
- Impact on departments
- GenEd/FY



# The Landscape of Student Research Skills Behavior

- SAILS Results: Curry Students
- Project Information Literacy Reports
  - Issues with
    - Search and Discovery
    - Strategy
    - Retrieving
    - Evaluating
    - Documenting

LEARNING CURVE:

**How College Graduates  
Solve Information Problems  
Once They  
Join the Workplace**



BY ALISON J. HEAD, PH.D.

PROJECT INFORMATION LITERACY RESEARCH REPORT

THE PASSAGE STUDIES

October 18, 2012

# Search Process, Guides, Standards

- Information Search Process
- Standards review
- Guidelines for effective programs
- Curriculum mapping (librarians included)

# Next Steps

- Finish curriculum mapping
- Some training on crafting learning outcomes and assessment techniques
- Start defining standards, outcomes and structure
- Timeline for program development
- Create strong portal/web presence
- What changes in the curriculum?
- Literacy or fluency?



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# Integrative Learning and Authentic Assessment

Carrie Cokely



# INTEGRATIVE LEARNING & AUTHENTIC ASSESSMENT USING EPORTFOLIOS

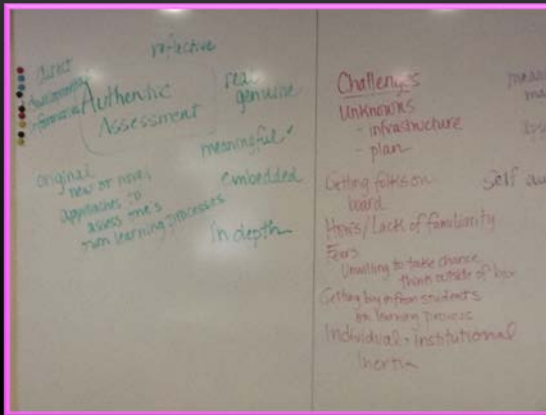
Carrie L. Cokely, Facilitator

Maureen Ashburn, Emilie Clucas, Liz Deren, Zeke Kimball, Ann  
Leonard-Zabel, Bette Manter, Sandra O'Neil, Wendy Ostroff,  
Michelle Perrault, Heather Shaw, Sarah Smith

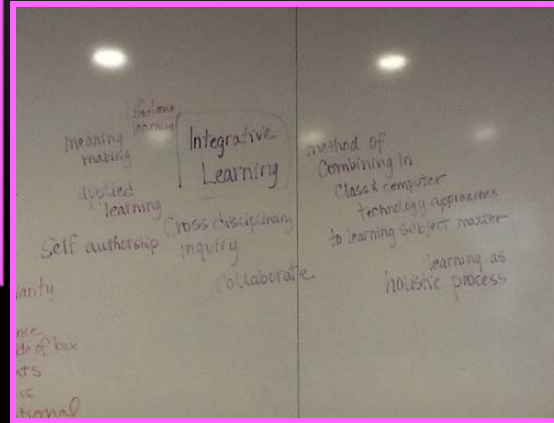
Integrative Learning – “set of capacities...that enable students to connect and integrate the parts of their overall education, to connect learning with the world beyond the academy, and above all, to translate their education to new contexts, new problems, new responsibilities” (Schneider, 2003).

Authentic Assessment – “directly examines student performance on worthwhile intellectual tasks...requires students to be effective performers with acquired knowledge ... attend to whether students can craft polished, thorough and justifiable answers, performances and products ... achieves validity and reliability by emphasizing and standardizing the criteria for scoring” (Wiggins, 1990).

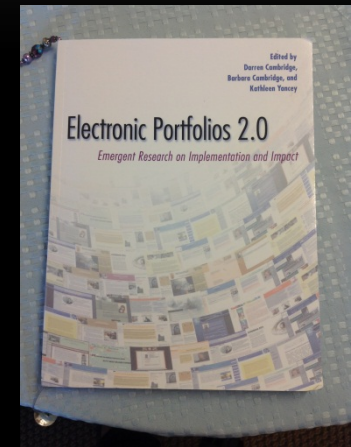
ePortfolio – not Bb with a twist; digital process book; multi-modal



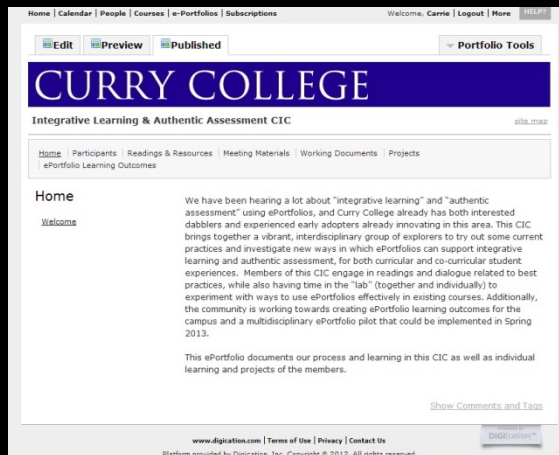
## Brainstorming



## Reading



## Documenting



## Discussion

# PROCESS

# TAKE-AWAYS

- Importance of process in integrative learning, authentic assessment and building ePortfolios
  - Integrating = habit of mind & life-long process
  - Assessment = embedded
  - ePortfolio as tool and process
    - Self-reflection
    - Personal and professional growth
- ePortfolio connecting academic work and professional experiences
- Benchmarking
- Importance of planned implementation, future planning, and institutional support

# APPLICATIONS

- ePortfolio – inward and outward demonstration of self
  - Documenting of work, development, progress (inward facing)
  - Presentation of self and professional skills as a professional (outward facing)
- Yearly reflection/self-assessment
  - Cross-over between courses/knowledge
  - Introduction, reinforcement and emphasis of skills
  - Examine growth of understanding and learning
- Faculty portfolios
- Track and Assess student and programmatic development

# NEXT STEPS

- Individual CIC member projects
  - Classroom applications
  - Training materials
  - Co-curricular connections
- Development of ePortfolio standards
- Development of rubrics
  - Integrative learning
  - ePortfolio





# Wrapping up

- Post-it notes
- Survey (e-mail)
- CICs of the future: themes, topics for 2013-14 and beyond
- TAKE A FEW PINS!!!!

