

Curriculum Innovation Communities

Global

- **Find out:** Not all international students have foreign passports or similar needs. Get to know them individually.
- **Engage support structures:** Link to student life, language support, housing, food, transportation, spiritual life, etc.
- **Cultural differences:** Realize that many students from other cultures are taught not to ask questions or challenge teachers. Just because they are quiet does not mean they are comfortable or understand what is going on.
- **Check in:** Not all students like to “represent” their country or culture. Create opportunities to gauge comfort level.
- **Leverage resources:** Engage members of the Curry and Boston communities who have expertise or experience in areas relevant to your class or students. Arrange guest speakers, connect to community groups, use audio-visual aids.
- **Foreign Language and Study Abroad:** International experience and foreign language lead to job opportunities. Strongly encourage students and advisees to consider studying abroad and/or foreign language.
- **Regional Interest Groups (RIGs):** Participate in knowledge and experience sharing with colleagues at Curry!

Information Literacy

- Creates solid links between departments and the library
- Provides opportunities for a variety of assignments
- Requires that students be active learners
- Reinforces the importance of information literacy requirement in class assignments
- Assists students in locating high quality resources
- Highlights the value of academic integrity, in all of its manifestations
- Supports all students as a Curry College program

Integrative Learning & Authentic Assessment using ePortfolios

- Integrative Learning
 - Habit of mind that requires reflection
 - Lifelong process
 - Encourages learners to make connections and apply concepts, theories and materials outside of original context
- Authentic Assessment
 - Embedded in course content, not an add-on
 - Asks students to apply what they are learning to real-world examples
 - Standardization of criteria for assessment allows for discussions on how to close the loop and improve student learning across sections of a course and/or program
- ePortfolios
 - Inward facing – use for self-reflection on progress, learning, growth; documentation/collection of assignments and work; allows for integration
 - Outward facing – use for presentation of portfolio to potential internship sites and employers; faculty development and portfolios for evaluation
 - Assessment – use to track and assess student progress; course and program level assessment

Global CIC: Recommendations



Supporting International Students

- 1) **Find out:** Not all international students have foreign passports: Recognize that many students at Curry are immigrants or first-generation children that may need the same supports as students from overseas. Create opportunities early in the semester to find out if students have connections to other countries and speak other languages at home.
- 2) **Engage support structures:** Recognize the extra layers of support international students need -- assistance with paperwork, transportation, engaging in student life, issues with housing and food, possible language needs, and cultural literacy. Don't assume that they can and will successfully navigate these on their own.
- 3) **Cultural differences:** Realize that students in many other cultures are trained to be passive and not ask questions of teachers or authority figures. Don't assume that because they aren't asking questions, they understand what is going on. Check in with them!
- 4) **Multiple communication channels:** All of us need chances to communicate on a deeper level with peers, authority figures, and culturally similar others on a regular basis. Leveraging support from peer mentors, faculty/staff connections, and local cultural groups can be very helpful to allow students to process all they are experiencing.
- 5) **Check in:** Having international students in the classroom can be a great resource. Check in with them to see if they are comfortable offering perspectives from their home country -- they may not want to be seen as "different," or may welcome being asked certain questions but not others. It pays to have a private conversation about how they'd like to best engage in the classroom.

Developing Global Perspective

- 1) **Foreign Language and Study Abroad:** Strongly encourage students to study a foreign language. In today's interconnected global economy, these skills can set students ahead in obtaining good jobs. Also strongly advocate for students to study abroad. The Global CIC is working on envisioning a more streamlined process and support structures to assist Curry students in making study abroad more accessible and fruitful than ever.
- 2) **Leverage international experience:** Call on the international perspective and expertise of colleagues and other possible guest speakers. The Global CIC will be creating Regional Interest Groups (RIGs) to make apparent where to find colleagues with experience and expertise to share. Also invite guest speakers from off campus who can bring international perspective; alert the campus so more can have a chance to participate in taking in a multitude of viewpoints!
- 3) **Videos and Publications:** Draw on the extensive access and expertise at Levin Library to utilize video streaming, international publications, and access to digital versions of the *Boston Globe*, *New York Times*, *The Guardian*, *VOANews.com*, etc. to encourage students to work international perspectives into projects and presentations.

Information Literacy

- 1.) Curriculum mapping is ongoing with the help of the Association of Colleges and Research Libraries and American Library Association (ACRL) [workbook](#).

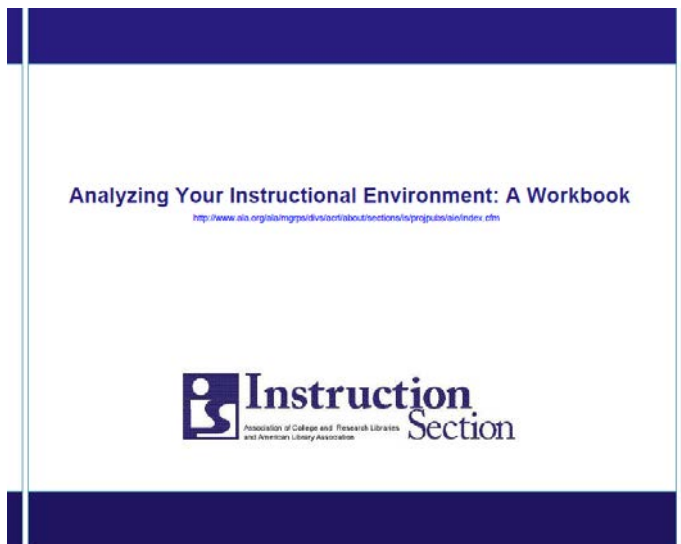


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- 2.) Initial focus in the CIC, and in the Library, has been on defining a first year program.

Discussions at this stage are on what....not yet how. In other words, we are developing the goals and outcomes, but we are not addressing at this pointy how that happens. That will be another, post CIC, stage. [Project Information Literacy](#) publications and videos continue to be valuable within the CIC and across campus. Project Information Literacy is a public benefit nonprofit dedicated to conducting ongoing, large-scale research about early adults and their research habits. Their current focus is on collecting data from early adults enrolled in community colleges and public and private colleges and universities in the U.S. They serve to emphasize the connections among various units in the support of information literacy skills. One particularly useful article is: [How College Graduates Solve Information Problems Once They Join the Workplace](#).

- 3.) Early discussions are taking place on creating a Curry version of a faculty guide to incorporating information literacy into first year programs. See [Oberlin's](#) guide for a good example.
- 4.) A possible budget request is to subscribe to a resource called Literati, described as "..... a collaborative research platform that promotes research effectiveness and information literacy by combining Credo's well-regarded content with innovative library-centric technology."
- 5.) Still to address....literacy or fluency!

Introduction & Information Literacy Defined

One of the primary goals of the First-Year Seminar Program is to engage students in the critical thinking and research that are so important to liberal arts learning. Information literacy is essential to the successful realization of these core academic skills because, by definition, it refers to the set of abilities enabling one "to locate, evaluate and use effectively" relevant information. Taking a broader view, information literacy forms the basis for lifelong learning. It is essential to all fields of knowledge, to all learning environments, and to all levels of education. It enables learners to increase their mastery of content by extending the sophistication of their investigations and allowing for more self-directed learning.*

The purpose of this guide is to provide faculty with practical suggestions and strategies for incorporating information literacy into First-Year Seminars.

Library reference staff have identified ten information literacy proficiencies that we believe to be crucial for Oberlin College students to master in their first year. Half of these proficiencies come under the "Scholarly Communication" rubric, and half under "Research Process."

* definitions of IL adapted from *Information Literacy Competency Standards for Higher Education*, Association of College and Research Libraries —see Appendix II for full citation & link

Integrative Learning & Authentic Assessment using ePortfolios

For more information about this CIC check out their e-portfolio at:

https://curry.digication.com/integrative_learning_authentic_assessment_cic/Welcome/

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Integrative Learning & Authentic Assessment CIC

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[Welcome](#)

We have been hearing a lot about “integrative learning” and “authentic assessment” using ePortfolios, and Curry College already has both interested dabblers and experienced early adopters already innovating in this area. This CIC brings together a vibrant, interdisciplinary group of explorers to try out some current practices and investigate new ways in which ePortfolios can support integrative learning and authentic assessment, for both curricular and co-curricular student experiences. Members of this CIC engage in readings and dialogue related to best practices, while also having time in the “lab” (together and individually) to experiment with ways to use ePortfolios effectively in existing courses. Additionally, the community is working towards creating ePortfolio learning outcomes for the campus and a multidisciplinary ePortfolio pilot that could be implemented in Spring 2013.

This ePortfolio documents our process and learning in this CIC as well as individual learning and projects of the members.

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[*Liberal Education and Integrative Learning*](#)

The 2003 Association of Integrative Studies Conference 25th Anniversary Keynote Address by Carol Geary Schneider

Abstract: This paper presents an argument about new and needed connections between liberal education and integrative learning in the twenty-first century. Integrative learning, I propose, can and should become a primary catalyst—perhaps even THE primary catalyst—fueling a new vigor, vitality, and social value in a contemporary liberal education

[*Integrative Learning: Mapping the Terrain*](#)

Mary Taylor Huber & Pat Hutchings

[*Peer Review Integrative Learning Issue, Summer/Fall 2005*](#)

[*Integrative Learning VALUE Rubric, AAC&U*](#)

[AAC&U Greater Expectations: A New Vision for Learning as a Nation Goes to College](#)

[Disrupting Ourselves: The Problem of Learning in Higher Education](#) by Randall Bass, March 21, 2012