



## The Role of Faculty Professional Development in Promoting Integrative Learning

Bridget G. Trogden, Ph.D.  
Associate Dean for Engagement & General Education in  
The Division of Undergraduate Studies, and  
Associate Professor in  
The Department of Engineering and Science Education  
Clemson University

David K. Knox, Ph.D., Assoc. AIA  
Director of Clemson Thinks<sup>2</sup> (CT2)  
Dixon Senior Fellow, Calhoun Honors College  
Clemson University



### Integrative Learning

“Full integrative learning requires inputs from a wider range of perspectives, nondisciplinary as well as disciplinary. The more students encounter perspectives from other cultures, social classes, regions, nations ethnicities, genders, sexual orientations, races, and religions as well as discipline, the richer and more comprehensive their understanding of real-world issues”<sup>1</sup>

Newell, William H., *The Promise of Integrative Learning*, About Campus, May-June 1999, 17-21.

## Integrative Learning: American Management Association

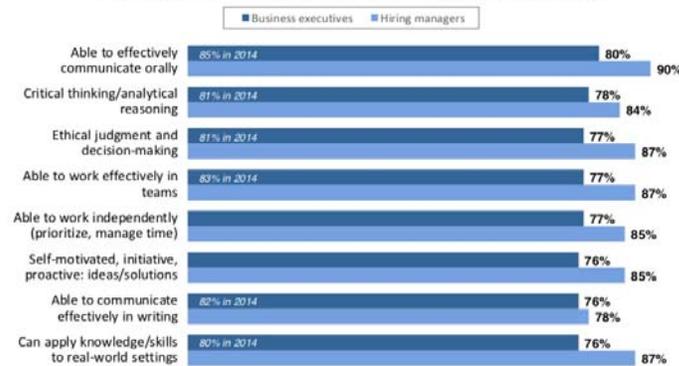
“Proficiency in reading, writing, and arithmetic has traditionally been the entry-level threshold to the job market, but the new workplace requires more from its employees. Employees need to think critically, solve problems, innovate, collaborate, and communicate more effectively.”

— American Management Association, 2010 (quoted in Diane Halper: Thought and Knowledge, page 5.)

## Integrative Learning: Hart Research Associates Study, 2018\*

The learning priorities that executives and hiring managers value most highly cut across majors.

Very Important\* Skills for Recent College Graduates We Are Hiring



\* 8-10 ratings on a 0-to-10 scale; 15 outcomes tested

\* <https://www.aacu.org/sites/default/files/files/LEAP/2018EmployerResearchReport.pdf>

## So how do we end up with this?



Checkboxes – take this class to “check off that requirement”

- Why? That’s the way it’s always been.

Key question: What would it look like to re-envision the general education curriculum with a focus on what we want our students to know and do?

## Framing the Faculty Conversations for Curricular Re-Envisioning

Phase 1 – What do we want our students to know and do regardless of major?

- Develop critical thinking, ethical decision-making, and multiple perspectives
- Integrate learning across disciplines to form global citizens
- Intercultural competency and global awareness

# Framing the Faculty Conversations for Curricular Re-Envisioning

Phase 2 – Featured Weeks and Transparency Blog

<https://blogs.clemson.edu/undergraduate-studies/>

## Weeks on Disciplinary and Interdisciplinary Areas

- Social sciences
- Natural sciences
- Arts
- Humanities
- Mathematics

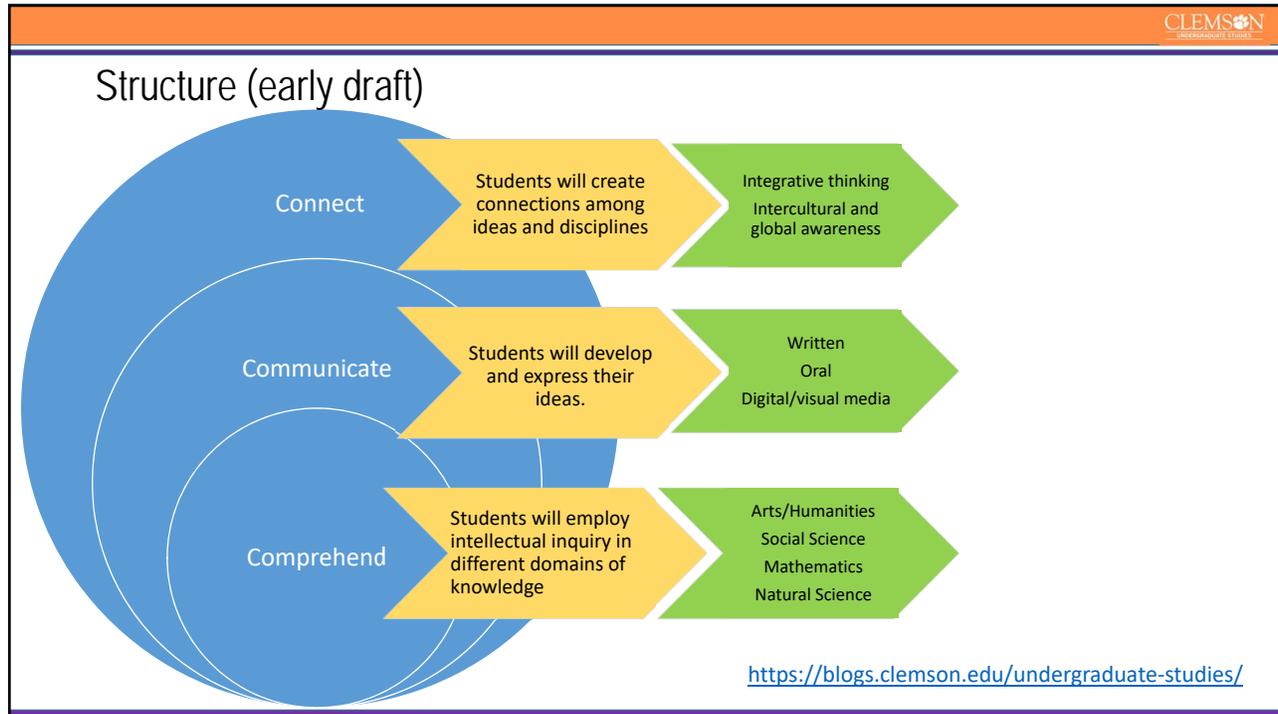
- Science, Technology, Society
- Humanity's Grand Challenges
- Global Literacy
- Communication
- Critical Thinking
- Citizenship
- Building Personal Intelligence

# Framing the Faculty Conversations for Curricular Re-Envisioning

Phase 3 – White Paper

Integrative Thinking; Intercultural & Global Awareness

- Explanation of issues
- Analysis of ethical issues
- Diversity and inclusion
- Grand challenges and opportunities
- Worldview
- Transfer/interdisciplinary knowledge



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## Faculty Professional Development in Promoting Integrative Learning The Clemson Thinks<sup>2</sup> Faculty Institute

**thinks<sup>2</sup>**  
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## The Clemson Thinks<sup>2</sup> Faculty Institute

### Engaged Faculty = Engaged Students

If our students are to value critical thinking skills, they must sense the same values in our faculty.



## The Clemson Thinks<sup>2</sup> Faculty Institute

### Faculty Development *(from the QEP Plan document)*

An important component of the QEP will be the development of a formal faculty development program focused on critical thinking to complement the opportunities for professional development through Clemson's Office of Teaching Effectiveness and Instruction (OTEI). This program will pursue multiple, related goals:

- provide thought-provoking discussions of critical thinking
- learn best practices in critical thinking pedagogy
- build and nurture a community of "CT<sup>2</sup> Scholars" committed to improving the teaching of critical thinking skills
- deliver necessary resources to assess students' mastery of critical thinking skills.

The Faculty Development Program has a primary goal to develop the "community of faculty scholars committed to and prepared for instruction in critical thinking." This community will form around a shared interest in critical thinking and will encompass instructional faculty, co-curricular activities, and mentoring relationships. **Clemson Thinks<sup>2</sup> seeks the engagement of the entire university.**



## The Clemson Thinks<sup>2</sup> Faculty Institute

- 3 + 1 Day workshop dedicated to improving faculty critical thinking pedagogy skills.
- Limited to 25 participants each year.
- Participants are admitted to program on a first-serve process.
- Participants receive \$2000 stipend for attending (and completing) the program.
- Prominent expert in critical thinking chosen as the keynote presenter on day one.
- Syllabus development used as a vehicle for critical thinking intensive course development.
- Previous “graduates” return as presenters and mentors.
- 175 Clemson faculty have completed the program (*> 11% of CU faculty*).
- 45 disciplines have been represented at the Faculty Institute.



## The Clemson Thinks<sup>2</sup> Faculty Institute

- 509 CT<sup>2</sup> classes in 44 disciplines since Fall 2013.
- Over 16,000 students enrolled in CT<sup>2</sup> classes since Fall 2013.
- 132 CT<sup>2</sup> sections academic year 2017-18.
- Class levels from 1000-8000 (*traditional and online*).
- 18 Clemson Thinks<sup>2</sup> Faculty Scholars.
- Building a critical thinking community.
- Survey and interviews at the end of each Faculty Institute to ensure continuous quality improvement.
- CT<sup>2</sup> and the Faculty Institute serve as models for the Clemson Forward Plan and the revision of general education.



## The Clemson Thinks<sup>2</sup> Faculty Institute

### Faculty Institute Outcomes

- Design and develop a communication-intensive *Clemson Thinks<sup>2</sup>* (CT<sup>2</sup>) Seminar on the topic or subject the faculty member chooses and that integrates targeted student learning outcomes related to critical thinking.
- Redesign and redevelop existing faculty members' course(s) to integrate the targeted student learning outcomes related to *Clemson Thinks<sup>2</sup>*.
- Develop and integrate activities and assignments into faculty members' courses that will develop the targeted critical thinking skills in their students and enhance academic and engagement experiences.
- Develop strategies for engaging students and ensuring they comprehend assignments and are achieving CT<sup>2</sup> learning outcomes.
- Identify alternatives for assessing student critical thinking skills.
- Monitor and assess students' competency in critical thinking skills using multiple assessment instruments.



### Broad Ideas

1. Why is a general education important?
2. "Why do I have to take this course?"



### Learning Outcomes & Design

1. What knowledge and skills should a generally educated person have?
2. How do we articulate the above as specific learning outcomes?
3. How do we know the students are learning?



### Course-embedded Activities

Ex: Debates, reports, experiments, posters, presentations, interviews, essays, exams



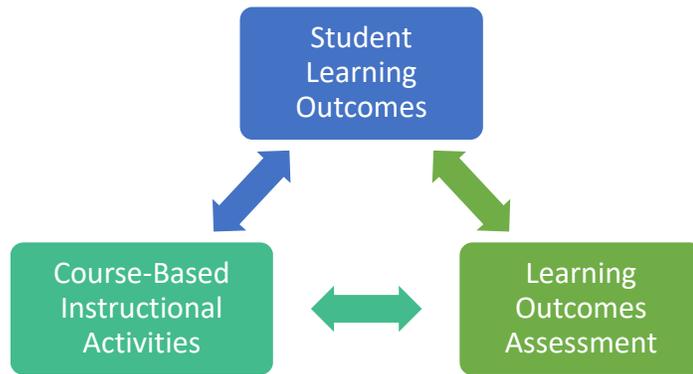
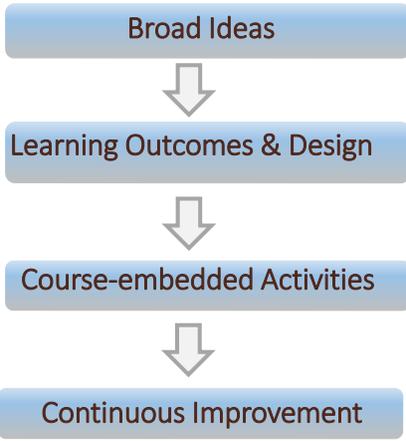
## Backwards Design for General Education

Adapted from *Understanding by Design* by Wiggins & McTighe

### Continuous Improvement

1. Did students achieve the goals? Where are the trends?
2. How can we make incremental changes over time to improve student learning?

# Tripartite Guide for Teaching & Learning



These three components integrate with and inform each other.

## General Education 101 *for Coherent Rationale*



## The Clemson Thinks<sup>2</sup> Faculty Institute

CT<sup>2</sup> Faculty Institute 2018

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CT<sup>2</sup> Faculty Institute

**Clemson Thinks<sup>2</sup> Faculty Institute makes the news!**

Read the testimonials from attendees of the previous Faculty Institutes.

For information contact **David K. Knox**, Director of Clemson Thinks<sup>2</sup>.

ΚΡΙΤΙΚΑΙΟΣ (Kritikos), relating to judging, fit for judging, skilled in judging, able to discern (Plato, Plotarch, Lucian, others). With the genitive of the object, for example: κριτικός διδασκαλίας και έρευνας κριτικός - able to judge the thoughts and intentions of the heart.



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Faculty Institute 2017. Joining in with the Edge Over Clemson celebration

## The Clemson Thinks<sup>2</sup> Faculty Institute

**The Clemson Thinks<sup>2</sup> Faculty Institute is an effective faculty development program. Below are some testimonials from those who attended the Faculty Institute.**

- I think this is the most that I've had a space to think about course development since graduate school. And it was GREAT to be paid for that. I think you also did a great job of making things relevant across disciplines. I was skeptical about that but it was good. Many of the presentations included practical elements that I could incorporate into my class. The timing of things in terms of attending class turning things in etc. worked out.
- The information was presented in a way we can easily use to integrate into our course design/syllabus/etc. to enhance the students' overall understanding. It is immediately applicable. Also, I really enjoyed interacting with other faculty and graduate students.
- The space to reflect critically about my own teaching methodology. I learned many teaching techniques that I look forward to incorporating in the classroom.
- I think that idea of the institute is wonderful. This is definitely something that all universities/colleges need.
- The opportunity to examine my own thinking in a structured way, the chance to meet colleagues from other units and hear about their teaching, and the wealth of resources that I can take with me to keep working in my own teaching.

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## The Clemson Thinks<sup>2</sup> Faculty Institute

- I appreciate the content and the ideas and the support that CT2 is providing to all of us. I have also enjoyed being able to connect with people from across disciplines as it challenged me to think about teaching in different ways.
- Being able to spend three whole days with people who are passionate about improving their teaching, sharing more exciting experiences with students, etc. Hearing from a wide array of experts and colleagues who have some experience doing this at Clemson was super valuable for me. This is by far the best professional workshop I have attended!
- Meeting other colleagues and learning from them/getting ideas from them. Everyone seems so eager to help, which makes me comfortable moving forward as I change my syllabus and class activities.
- Diversity of ideas, collaboration of ideas with colleagues of other colleges.
- I liked the engaged attitude of the participants. It was wonderful to be in a room with so many professionals who care about pedagogy.
- Seeing examples of how critical thinking is applied in various disciplinary domains.
- The presentations by faculty members for both the syllabi and the successes and failures were inspiring, engaging, informative, and impressive. I wish I had more opportunities at Clemson to hear about what faculty in other departments are doing. The presentations were all excellent in unique ways. Please tell all of the faculty who presented that I was impressed and inspired by what they have done!
- Having access to others who have completed CT2 as mentors. --Networking opportunities outside my department/college, having time at lunch to do this and not feel rushed.



## Takeaways

## The Clemson Thinks<sup>2</sup> Faculty Institute

