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# Mapping Self, Career, Campus and Community: A liberal education first year experience course at the University of Lethbridge

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# Mapping Self, Career, Campus and Community

A liberal education first year experience course at the University of Lethbridge



# Goals for First Year Experience

- ▶ Attention to the major academic disciplines and faculties
- ▶ Building a cohort
- ▶ Active engagement with the campus
- ▶ Learning local stories and traditions
  
- ▶ Typical FYE courses
  - ▶ Common book
  - ▶ University 101
  - ▶ Proseminar



# Mapping as a metaphor

- ▶ Mapping known routes from a bird's eye view
    - ▶ Versus Wayfinding
    - ▶ A journey with a map as the story told afterward
  - ▶ A flexible structure for integrating local knowledge
    - ▶ Adaptable to multiple learning modalities
    - ▶ Asset mapping as community empowerment
- 



# Components of the course: lectures

- ▶ Leroy Little Bear, Native American Studies
  - ▶ Blackfoot conceptions of space and place
  - ▶ Sheila McManus, History, on Old Swan's Map of the territory
  - ▶ Jay Gamble, English, on Robert Kroetsch's scrapbook
  - ▶ Rene Barendregt, Geography, leads a walk in the coulees
  
- ▶ Glen MacKinnon, Fine Arts, on the development of linear perspective
  - ▶ Annie Martin, Fine Arts, leads a campus listening walk



# Lectures devoted to career and university services

- ▶ Jacqueline Preyde, Arts & Science Advising
  - ▶ Program planning guides
- ▶ Mike Perry, UofL Library
  - ▶ History of the campus by the university archivist
- ▶ Mark Slomp, Counselling Services
  - ▶ Mapping career trajectory through a life history approach
- ▶ Steve Craig, External Relations and Coop, Management and Stacey Gaudette-Sharp, Coop Education and Applied Studies
  - ▶ Student panel on these experiences



# Discovery as embodied learning

- ▶ Behind the scenes at the UofL Art Gallery
- ▶ Underneath the University with Utilities Staff
- ▶ An Amazing Race to find campus resources
  - ▶ Cash Office
  - ▶ Scholarships and Finance
  - ▶ Disabilities Resource Centre
  - ▶ Health Centre
  - ▶ Arts & Science Learning Strategies
  - ▶ Counselling Services
  - ▶ USLU



# Exercises on local knowledge

- ▶ Research Laboratories and research networks
- ▶ Ghost Stories
  - ▶ Recorded and filmed
- ▶ Career Trajectory
  - ▶ Interviewing and problem solving



# synthesis

- ▶ In-class discussions to make connections
  - ▶ A final team map project
- 



# Course infrastructure

- ▶ Co-instructors from the Teaching Centre
    - ▶ Brad Reamsbottom
    - ▶ Tyler Heaton
  - ▶ Undergraduate tutors
  - ▶ Support from the Liberal Education program
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# Featured Projects

- ▶ <http://www.thinglink.com/scene/380425360975593474>
- ▶ <https://www.thinglink.com/scene/377944144267444224>
- ▶ <http://www.youtube.com/watch?v=k6OPJsqnGR8>
- ▶ <http://www.youtube.com/watch?v=9UqAKFOProw>



# Role of the Co-instructor

## Positive

- Understood activities but was not grading them
- More like a consultant than an instructor

## Negative

- Did not provide final say on projects or assignments
- Confused students at first



# Difference in Teaching Styles

▶ Leave the classroom to see what students can find .

▶ Leave the classroom to find items A,B and C.



# Structure vs Discovery



- ▶ Discovery was one of the main objectives for this course
- ▶ Discovery of self, discovery of career options, and discovery of campus and community
- ▶ I began reworking the main discovery objective into measurable outcomes.
  - ▶ This made planning for me easier
- ▶ Overlooking the objective of discovery



# How do you measure discovery?

Is there an end result that can be measured?



# What I “Discovered”

- ▶ Measureable and immeasurable outcomes and objectives
  - ▶ The activities needed both to succeed and to be true to the course objectives
- 



Why was this process  
difficult for me?



# Student indicators

- ▶ Did students see the big picture?
  - ▶ Did they understand why the activities were important?
  - ▶ Were they making connections?
- 



# Some Solutions

- ▶ Remember to consult your objectives and outcomes more than once
  - ▶ Pre-plan in full
  - ▶ Evaluate frequently but keep the big picture in mind
  - ▶ Let go. Not everything has to be measurable.
- 



# serendipity

- ▶ Louise Barrett, Psychology, on Erdos numbers and Kevin Bacon
  - ▶ Visits to research laboratories to map research networks
  - ▶ Career development as journey
  - ▶ Interviewing people about their own career trajectory
  - ▶ Mapping their own trajectory
- 



# Building the structure

- ▶ Library Exploration Adventure
  - ▶ Students discovering all the library has to offer
  - ▶ Mapping of process
  - ▶ Mapping of all the assets they found



Are objectives and outcomes  
stifling?