

2013-05-15

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

Newberry, Jan

1st Annual Collaborating for Learning Conference, May, 15-16, 2013, University of Calgary,
Calgary, Alberta.

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Mapping Self, Career, Campus and Community

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



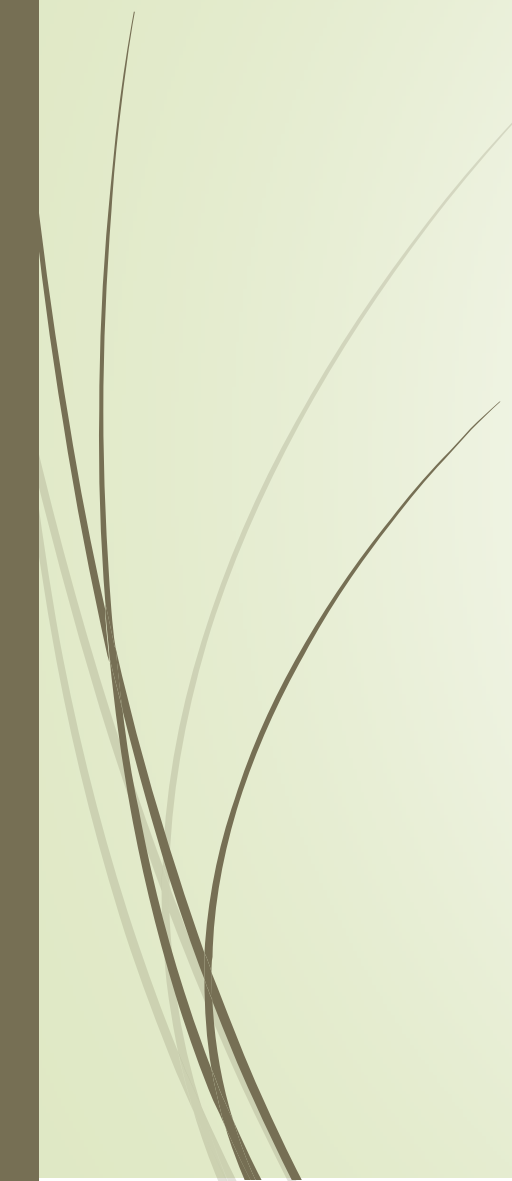
Goals for First Year Experience

- ▶ 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

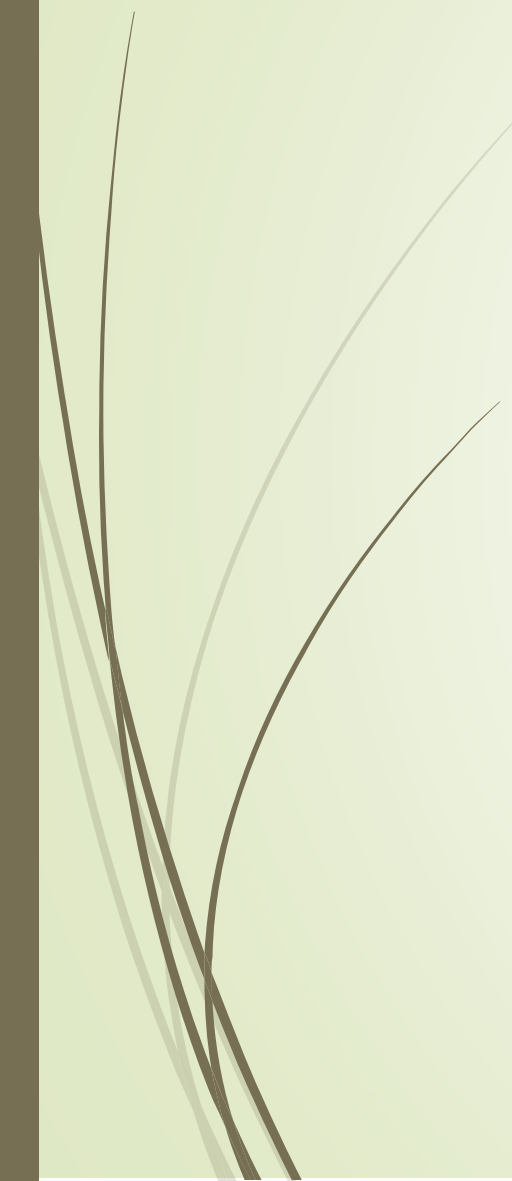


Lectures devoted to career and university services

- ▶ 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
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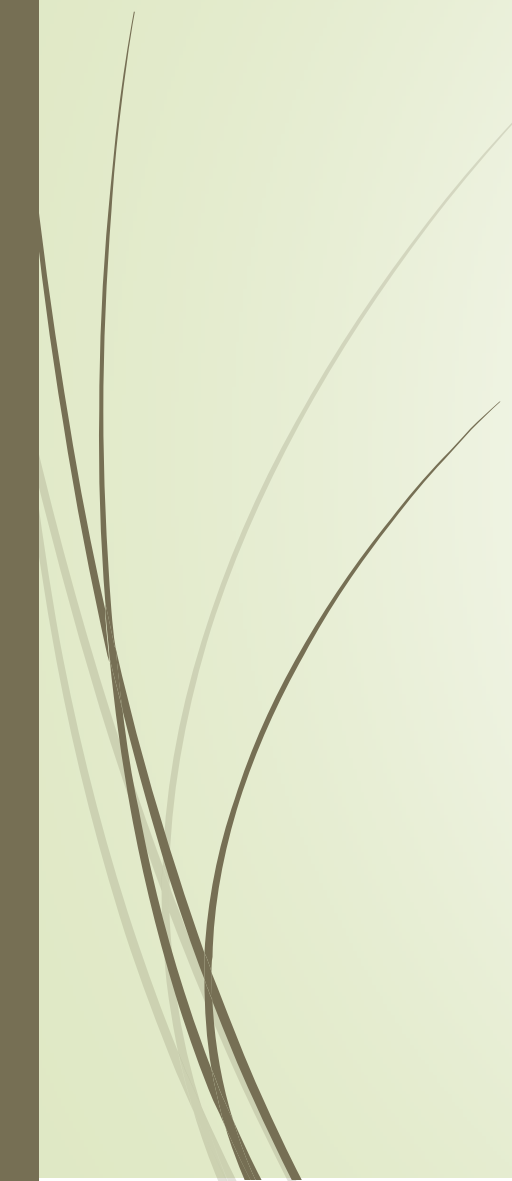


Exercises on local knowledge

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

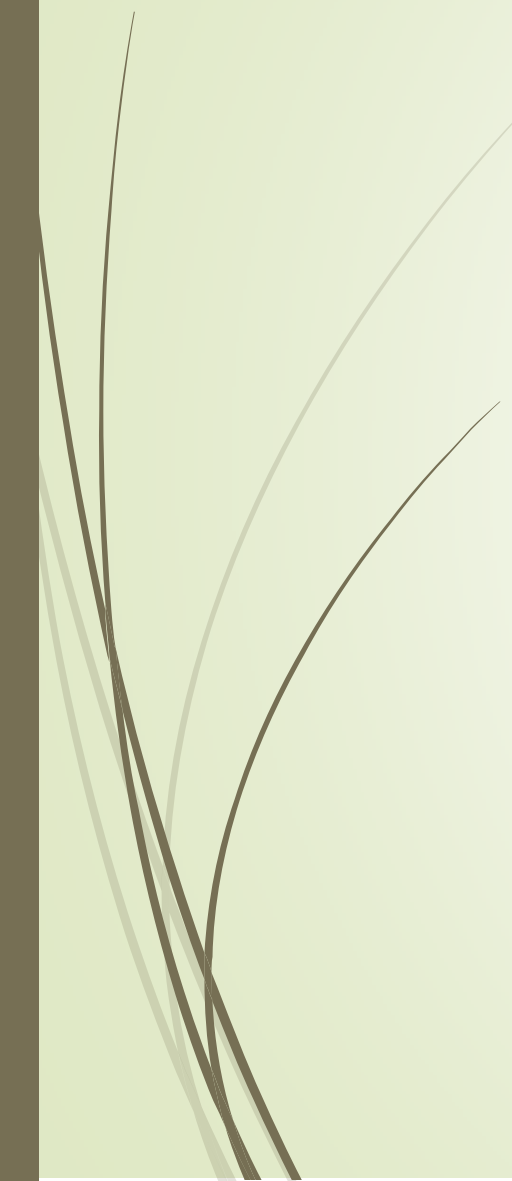


synthesis

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

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



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?

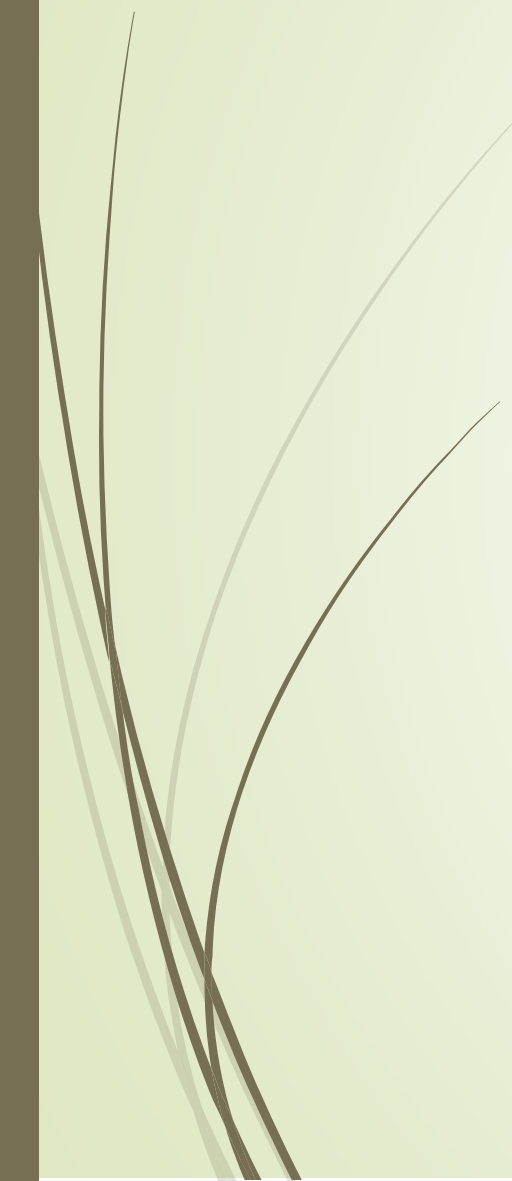


Student indicators

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

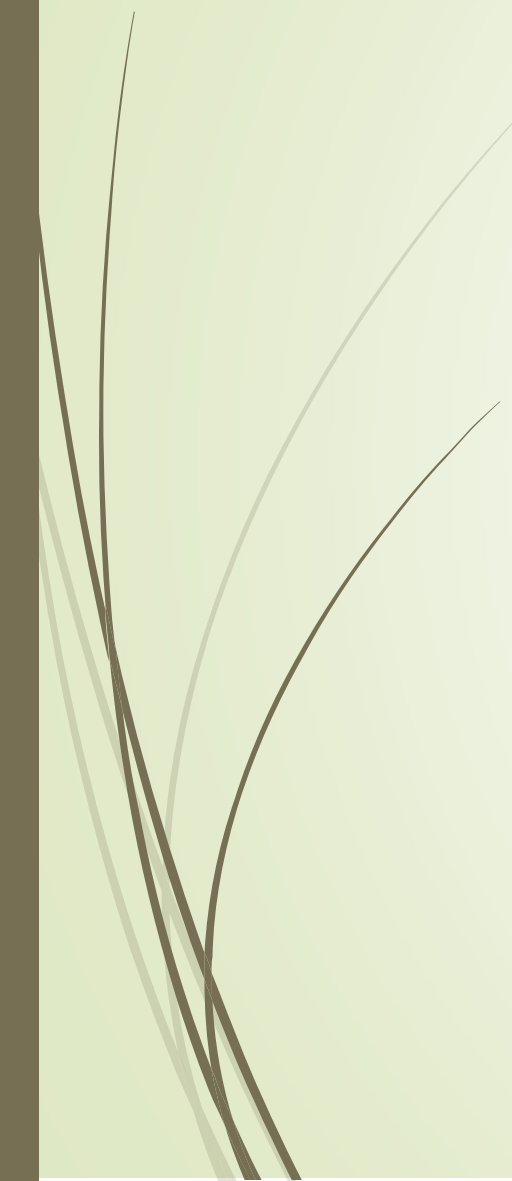


Some Solutions

- ▶ 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?