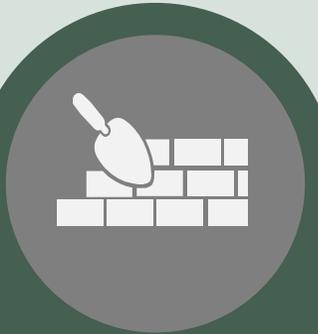


BRICKS Workshop Series

BRICKS Bridges: Learning & Doing

BRICKS: General Education Program (38 hours)

FOUNDATIONS



11
HRS

1. *Written Communication (3)
2. Advanced Writing (3)
3. *Quantitative Reasoning (3)
4. Intercultural Explorations (2)

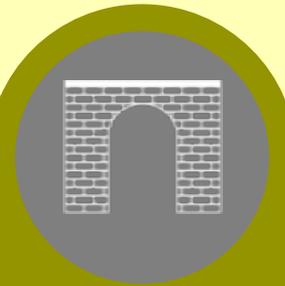
PILLARS



12
HRS

1. *Humanities: Texts and Contexts (3)
2. *Humanities: Arts (3)
3. *Natural Sciences (3)
4. *Social or Behavioral Sciences (3)

ARCHES



9
HRS

1. *Constructed World (3)
2. *Natural World (3)
3. *Connected World (3)

BRIDGES



4
HRS

1. Speaking & Listening (1)
2. Diversity & Practice (1)
3. Ethics & Reasoning (1)
4. Learning & Doing (1)

CAPSTONES



2
HRS

1. Capstone or Culminating Experience (2)

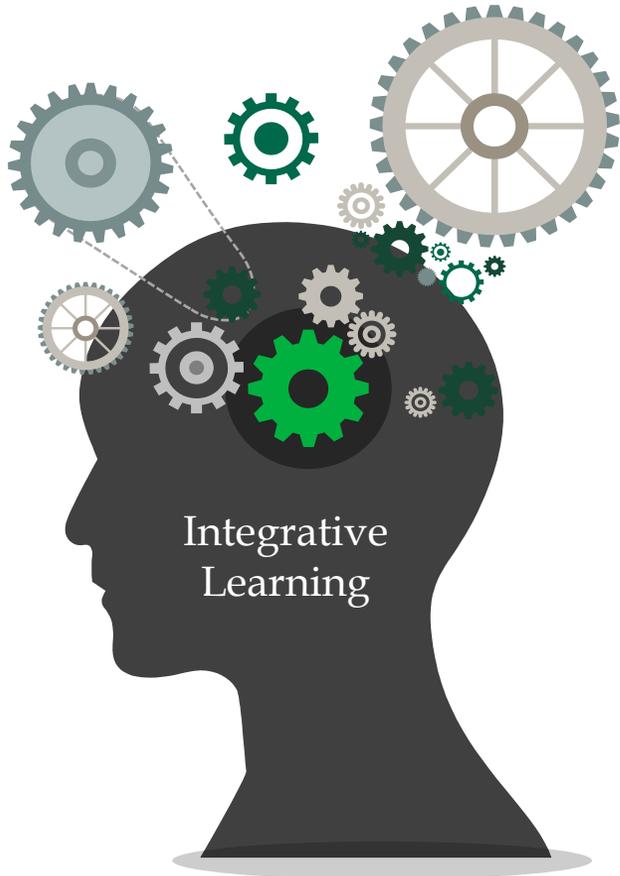
Learning & Doing:

- ✓ 1+ credit hour
- ✓ Any UG level, discipline
- ✓ Experiential learning

* All options must be OTM-approved.

Integrative Learning

Learning & Doing courses are expected to provide teaching and learning opportunities to achieve OHIO's **integrative learning** learning outcomes. Consistent with AAC&U's (2009) VALUE rubrics, OHIO defines integrative learning as "an understanding and a disposition that a student builds across the curriculum and co-curriculum, from making simple connections among ideas and experiences to synthesizing and transferring learning to new, complex situations within and beyond the campus."



- | | | |
|--------------------------------|---|--|
| Connection to experience | 1 | Students will be able to connect relevant experience and academic knowledge. |
| Connection to discipline | 2 | Students will be able to see and make connections across disciplines and perspectives. |
| Transfer | 3 | Students will be able to adapt and apply skills, abilities, theories, or methodologies gained in one situation to a new situation. |
| Integrated Communication | 4 | Students will be able to complete an assignment using a format, language, or visual representation in ways that enhance meaning. |
| Reflection and self-assessment | 5 | Students will be able to demonstrate a developing sense of self as a learner and build on prior experience to respond to new and challenging contexts. |

Experiential Learning Components

Experiential learning is an approach to education that emphasizes engaged learning through direct experience and reflection to increase knowledge, develop skills, and elucidate values. Experiential learning activities are intentionally designed to develop students' knowledge, skills, and attitudes through experience related to a field. Experiential learning may occur in curricular and co-curricular settings. Although experiences may vary, experiential learning typically involves:

Engagement

- Learner involvement in the activity is sustained and/or intensive. The experience requires a substantial investment of time and attention to foster deep learning.

Mentorship

- Learner receives regular, meaningful feedback about student work from activity director or supervisor. Feedback supports learner reflection and integration of learning through the activity and goal setting for future learning.

Challenge

- Learner engages in activity that pushes own boundaries beyond the familiar or explores unknown territory for the purpose of developing knowledge and skills.

Ownership

- Learner exercises independent judgment in defining and/or executing the activity. Learner takes ownership of the process and outcomes.

Self or Social Awareness

- Learner reflects on the activity by articulating personal, civic/social, and/or academic learning. Learner identifies and articulates knowledge, values, and attitudes developed through the activity.

Types of Experiential Learning

OHIO recognizes several types of experiential learning.



1. *Community engagement.* Students are involved in mutually beneficial academic, research, and/or co-curricular partnerships with community partners that foster resilient communities.
2. *Creative endeavor.* Students innovate in their field, creating new work or new versions/interpretations of existing work.
3. *Leadership.* Students lead others to meet the goals of a group or organization.
4. *Internship.* Students are immersed in a company/agency/organization related to their field of study for the purpose of applying classroom learning and exploring career opportunities.
5. *Research.* Students engage in quantitative or qualitative research to explore questions related to their field of study.
6. *Study away.* Students are immersed in a culture different from their own, either domestically or internationally.
7. *Other.* Students engage in experiential learning through an approach other than those previously described.

Bridge Course Options

All Bridge courses require at least one credit hour of formalized instruction and out-of-class assignments (i.e., 3-4 weeks of a 14-week semester) focused on teaching and learning the specified common goal learning outcomes. Accordingly, course options fulfilling Bridge components may be:

1

Stand-Alone

- 1+ credit hour course focused on common goal teaching & learning enrolled independent of other courses

2

Add-On

- 1 credit hour course focused on common goal teaching & learning enrolled concurrently (optional or required) with another course

3

Embedded

- 3+ credit hour course where 1 credit hour is focused on common goal teaching & learning

4

Sequenced

- Sequence of courses where required sequence delivers 1 credit hour of common goal teaching & learning across the sequence

ICC Review

UCC's Individual Course Committee (ICC) will review Learning & Doing courses to ensure that at least one credit hour of formalized instruction (i.e., 3-4 weeks of a 14-week semester) is focused on experiential learning with opportunities to achieve integrative learning learning outcomes.

This includes a review of the course:

- Description
- Learning outcomes
- Topics list
- Text/readings
- Key grade factors

Sample Learning Outcomes

- *Learning & Doing course from a science discipline*
- Students will be able to critically evaluate data from the primary research literature.
- Students will be able to use the scientific method to create independent hypotheses.
- Students will be able to design their own original experiments to test hypotheses.
- Students will be able to use scientifically valid techniques in their fields to collect and analyze data.
- Students will be able to produce written documents using appropriate technologies for biological research.
- Students will be able to synthesize and integrate original experimental data with that from the literature.

Learning & Doing: Summary

May be offered from any discipline at any undergraduate level

Must deliver teaching and learning opportunities to achieve all five integrative learning outcomes.

Must achieve experiential learning content expectations

May be offered in a variety of course formats

Will be reviewed to ensure that at least one credit hour of formalized instruction (i.e., 3-4 weeks of a 14-week semester) is focused on experiential learning with opportunities to achieve integrative learning outcomes.



THANK YOU