Our Differences in Common
Teaching and Assessment in GE Courses

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Session Goals

• Identify and develop strategies for understanding GE Expected Learning Outcomes (ELOs) in the context of a specific course
• Discuss resources and tools to communicate about the GE to instructors in your department or program
• Identify opportunities to reinforce the GE ELOs for students in your course

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#TeachGE
What is the goal of General Education?

“The material taught in general education courses is continuous with the material taught in the rest of the curriculum, but the approach is different. **These courses aim not to draw students into a discipline, but to bring the disciplines into students' lives**”
"General Education initiatives address strengthening general education for transfer students, embedding high expectations and meaningful assessment of student learning, and general education as essential for enhancing curricula and pedagogy."

Impact

- Enrollments in GE courses in 2015-16: 173,093
- Over 1,350 courses count for one or more GE categories
  - 50% of GE enrollments come from 53 courses
- 11% are taught online
- 58% of students in GE courses are taught by associated faculty and GTAs
Breadth of Knowledge

- Social Sciences - 73 courses
  - Language Across Cultures; Gender, Sex, and Power; Freakonomics
- Historical Studies - 166 courses
  - The Sixties, the History of Mexico, Islam in Africa
- Visual and Performing Arts - 61 courses
  - History of Rock and Roll, Renaissance Art, Russian Film
- GE courses may be students’ only exposure to some disciplines

How do we know what students gain?

- Assessment should help us understand what students gain from their experience in a course
  - Assessment is not evaluation
  - Assessment helps us be better teachers, meet students’ needs, improve
- We must teach in a way that meaningfully incorporates the GE learning objectives into our courses
- GE creates an emphasis that benefits students and teachers alike.
Embrace it. And then step back to see your course from a broader perspective. Highlight your discipline by connecting it with others.

Six Strategies to Improve Teaching and Assessment in GE Courses

1. Understand the meaning of the GE ELOs in your course
2. Relate specific content to the GE ELOs
3. Listen to students
4. Pool resources and collaborate
5. Create degrees of freedom
6. Assess, discuss, reflect
1. Understanding the GE ELOs

We can’t teach something we don’t understand
ELOs are written broadly – both a challenge and a strength
Department history – who requested GE status? Why is this course considered GE?
Correlation between instructors’ understanding of the GE ELOs and their perceived importance in the course they teach:
\[ r = .61 \ (p < .01) \]

- **Social Science**
  - Students understand the political, economic, and social trade-offs reflected in individual decisions and societal policymaking and enforcement and their similarities and differences across contexts.

- **Historical Study**
  - Students construct an integrated perspective on history and the factors that shape human activity.

- **Global Studies**
  - Students understand some of the political, economic, cultural, physical, social, and philosophical aspects of one or more of the world’s nations, peoples and cultures outside the U.S.

- **Cross-Disciplinary Seminar**
  - Students understand the benefits of synthesizing multiple disciplinary perspectives.

- **Physical Science**
  - Students describe the inter-dependence of scientific and technological developments.
Strategies

• Talk with colleagues, instructors to improve shared understanding of the GE
• Hold professional development focused on GE ELOs – one at a time
• Training/orientation—“onboarding” for instructors
• Instructor manual or guidelines to set expectations
• Create formal and informal opportunities to connect instructors teaching the same ELOs in other disciplines

2. Relate specific content to GE ELOs

• Where do GE learning objectives fit in your course?
• What content relates to which ELO?
• How does your course operationally define those objectives?
Strategies

• Review/map the curriculum
  • Identify relevant content and why it’s relevant
  • Know where the gaps are
  • How do your course materials stack up? Do you need more or less in a particular area?

• Develop a “quick reference guide” for new instructors with most important/top level info—communicate how and why those topics are relevant

Sample Curriculum Map

<table>
<thead>
<tr>
<th>Page</th>
<th>Description</th>
<th>ELO1a: Theories</th>
<th>ELO1b: Methods</th>
<th>ELO2: Culture and Groups</th>
<th>ELO3: Policy Making</th>
</tr>
</thead>
<tbody>
<tr>
<td>109-112</td>
<td>Minimal information: inferring personality from physical appearance</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
</tr>
<tr>
<td>112-113</td>
<td>Misleading firsthand information: pluralistic ignorance</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
</tr>
<tr>
<td>114-116</td>
<td>Misleading secondhand information</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
</tr>
<tr>
<td>116-117</td>
<td>Order effects</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
</tr>
<tr>
<td>117-120</td>
<td>Framing effects</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
</tr>
<tr>
<td>120-121</td>
<td>Temporal framing</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
</tr>
<tr>
<td>121-123</td>
<td>Confirmation bias</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
</tr>
<tr>
<td>123</td>
<td>Motivated confirmation bias</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
</tr>
<tr>
<td>125-129</td>
<td>The influence of schemas</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
</tr>
<tr>
<td>129-134</td>
<td>Which schemas are activated and applied</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
</tr>
<tr>
<td>136-141</td>
<td>The availability heuristic</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
</tr>
<tr>
<td>141-147</td>
<td>The representativeness heuristic</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
</tr>
<tr>
<td>147-149</td>
<td>The joint operation of availability and representativeness</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
</tr>
</tbody>
</table>
Sample GE Instructional Tool

<table>
<thead>
<tr>
<th>Chapter</th>
<th>Term/Concept</th>
<th>Example/Relation to S3 GE Objective</th>
</tr>
</thead>
<tbody>
<tr>
<td>Research Methods</td>
<td>Scientific Method and Hypothesis</td>
<td>Discuss how before these were developed, people relied on authority figures or institutions for answers to questions about the world and social problems. Science allows us to search for answers via observation and experimentation. Discuss with students if they believe public policies and social problems should be addressed using science and facts.</td>
</tr>
<tr>
<td>Sensation &amp; Perception</td>
<td>Signal detection theory</td>
<td>Laws about how loud music can be played, window tinting, electric car noise to not hit blind people. Red/green color blindness</td>
</tr>
<tr>
<td>Consciousness</td>
<td>Drug regulation</td>
<td>Schizophrenia vulnerability triggered by drugs. Also, drug policy generally</td>
</tr>
<tr>
<td>Memory</td>
<td>Memory Suggestibility and Eyewitnesses</td>
<td>Fallibility of eye-witness testimony, &quot;recovered&quot; memories, sequential vs. simultaneous police lineups (Gim video), differences in memories for details of ingroup (race, sex) vs. outgroup people</td>
</tr>
<tr>
<td>Learning</td>
<td>Punishment</td>
<td>Individual differences in sensitivity to punishment (psychopathy)</td>
</tr>
<tr>
<td>Learning</td>
<td>Environmental cues</td>
<td>Gentrify NY communities, decrease crime?</td>
</tr>
<tr>
<td>Learning</td>
<td>Operant conditioning</td>
<td>How could you use these principles to increase various social outcomes (increase graduation rates, decrease crime, increase education, employment)</td>
</tr>
</tbody>
</table>

3. Listen to students

- How do students interpret the GE ELOs?
- What do they see as relevant in the course?
- Students have a distinct advantage – they take multiple GE courses, see your discipline in a broader context
Strategies

- Compare direct vs. indirect assessment measures—do students perceive the class as relevant to the GE?
- Use in-class reflection or activities to have students relate course content to GE ELOs—what topics do students see as most relevant and why?
- Ask students what they see as unique about your discipline
- Draw students’ attention to where the GE ELOs are relevant in the curriculum—why is a particular topic or assignment relevant? Be explicit.
- Don’t just list GE ELOs on syllabus, chart them to course content and assignments—which assignments are relevant to the learning objectives?
4. Pool resources and collaborate

- Share the work - Divide and conquer!
- Develop common materials
- Collaborate on assignments, in-class resources, assessment tools
Strategies

• Individual instructors contribute ideas to shared repositories
• “Steal my idea” competitions—have instructors submit their best ideas for the instructional team to vote on
• Observe one another teaching, see how others do it
• Focus on one thing at a time - prioritize and rotate assessment strategies.
• Create an “instructor portal” in Carmen or BuckeyeBox where instructors can share resources, create a course YouTube channel
  • Provide rationale, explanations

5. Create degrees of freedom

• There will be individual variation in teaching GE and foundational courses – capitalize on it.
• Build in variation to accommodate instructor differences when assessing, just like in teaching.
  • “Play to your strengths”
• GE ELOs provide an emphasis or a direction—it doesn’t mean we all need to walk in lock-step.
Strategies

• Develop several prompts or assignments aligned with the same ELO for instructors to choose from.
  • Give students a choice of prompts to respond to
• Collaboratively develop a set of MC questions and ask instructors to use at least a portion of them on exams (e.g., 10 out of 12)
• “Objective oriented” assignments that can take any form as long as they target one or more specific learning objectives.
  • Look at each others’ assignments, learn from them

6. Assess, discuss, reflect

• Assessment of the GE ELOs is important to understand what we are doing well and where we can improve.
• Discuss results so everyone understands where we are and what our goals are.
• **Assessment cannot be done independently of teaching**
• Effective teaching requires assessment to ensure we are getting our desired results
Teaching without assessing is like....

- Throwing darts with your eyes closed.
- Singing a song with your back to the audience wearing noise-canceling headphones.
- Planting seeds & assuming they will grow without care because 1) you're an excellent planter 2) it's the seeds' responsibility.

Strategies

- Review results in kick-off or beginning-of-term meetings; highlight successes and areas of focus for the coming term.
- Create working groups to tackle big projects.
- Involve instructors in writing reports.
- Meet at the end of the term to debrief and share results.
- Share results with other instructors, at teaching conferences, interdisciplinary teams (WAC).

- Take one step at a time—assessment is an iterative process that happens over time!
What has helped you understand the GE ELOs?

Kick-off and end-of-semester meetings have been very helpful in understanding these objectives. Seeing the data and what they suggest about what we’re teaching, and where we can improve, has been eye opening.

Grading rubrics related to the GE objectives help me understand them better.

Discussions with other instructors about the nature of the objectives and how they can be approached in the classroom are always valuable.

The teaching class that went over the objectives in the summer was a nice overview and it was solidified by going through past instructors’ slides.

If not for stressing them in the teaching class, I don’t think I would have even given the GE learning objectives a second thought.

What about the GE learning objectives do you not understand well, or could understand better?

What exactly the "individuals and groups" goal of the Social Science GEs seeks to accomplish.

Figuring out how to incorporate these things into a classroom context is important and probably a never-ending endeavor.

It would be good to have a clearer understanding for why the university focuses on these GE objectives.
Thank you!

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