A Tale of Two Classes: Transforming Core Curriculum Pedagogy

Ariana Santiago	Instruction Librarian	@aripants
Ashley Lierman	Instructional Design Librarian	@arlierman
Mea Warren	Natural Science & Math Librarian	@meawarren

UNIVERSITY of HOUSTON | LIBRARIES

Overview

- Core curriculum courses
- Team-based approach
- Pedagogy & assessment revisions
  - Freshmen Writing 1
  - Engineering Technical Writing
- Implications

Core curriculum courses

- High-impact, high enrollment
- Freshman Writing 1
  - 800 students a year
- Engineering Technical Writing
  - 650 students a year
- Standardized curricula

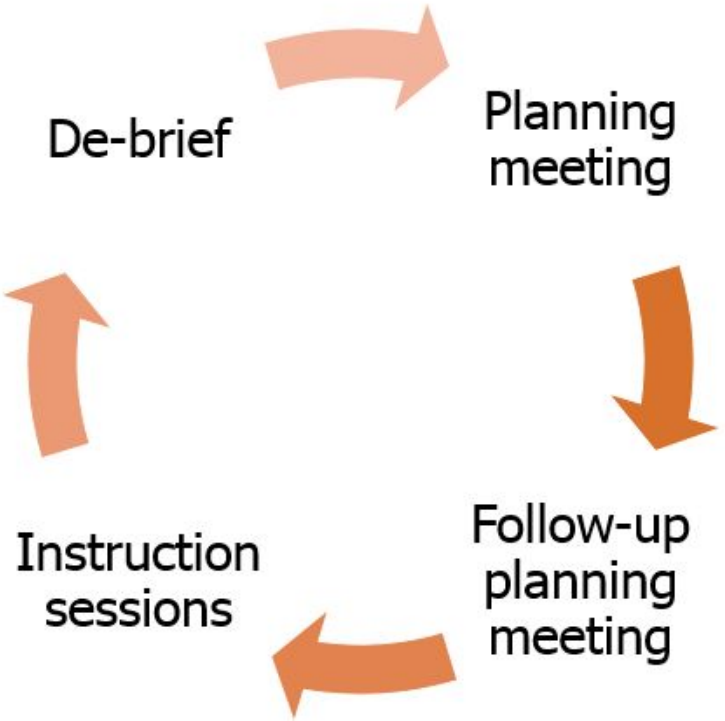
Team-based approach

Evaluating our curriculum as a team leads to continual improvement of our instruction.

Team members:

- Share teaching load
- Collaboratively evaluate & revise pedagogy
- Participate in assessment

Team-based approach



Pedagogy & Assessment Revisions

ENGL 1303: Freshman Writing 1

Learning outcomes:

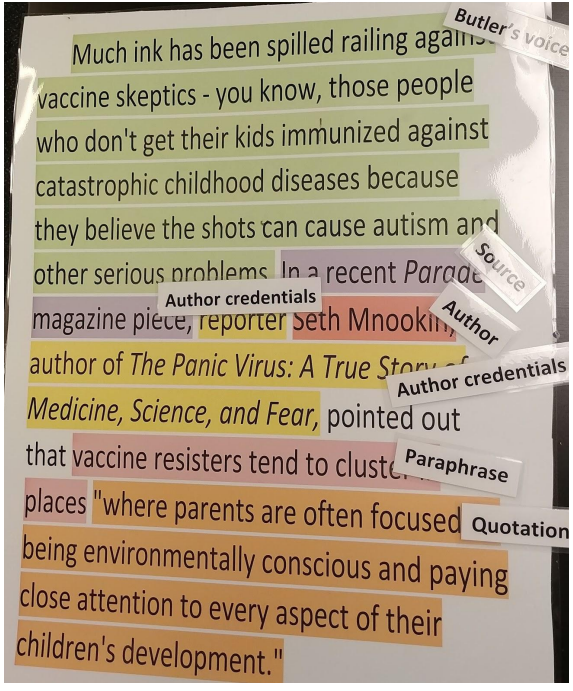
- Describe the purpose of citing research
- Define your participation in academic scholarship
- Differentiate between quoting, paraphrasing, and summarizing information

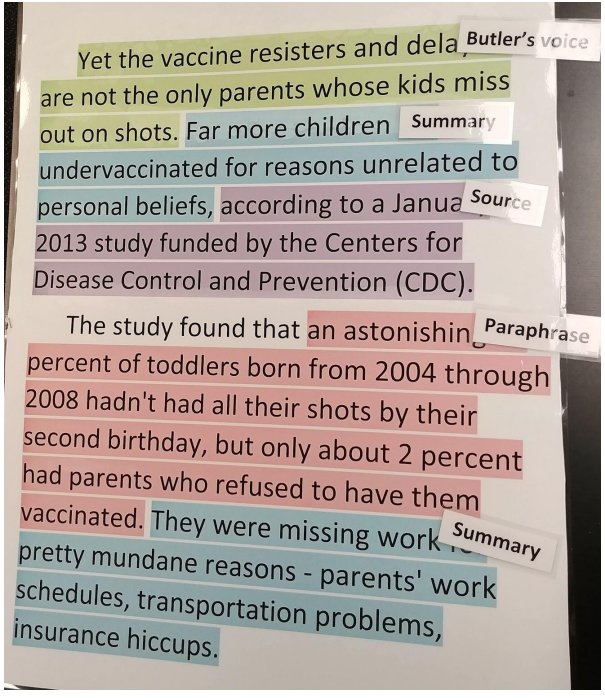
ENGL 1303: Freshman Writing 1

Where we started: The Party Analogy

ENGL 1303: Freshman Writing 1

Where we ended up: The Labeling Activity





ENGL 1303: Freshman Writing 1

Assessment: Minute paper

Quick Feedback

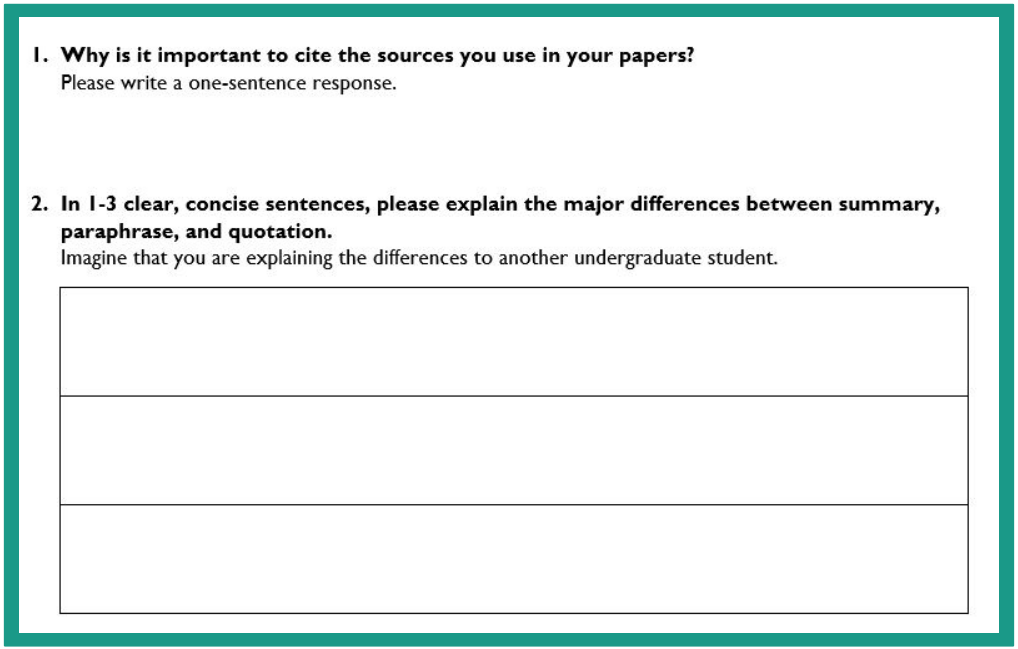
- What did you learn about:
  - Why we cite sources
  - When to quote, paraphrase, or summarize

Quick Reflection

- What did you learn about:
  - How to summarize
  - When to quote vs. paraphrase

ENGL 1303: Freshman Writing 1

Assessment revised: One-sentence summary & directed paraphrase



1. **Why is it important to cite the sources you use in your papers?**
   Please write a one-sentence response.

2. **In 1-3 clear, concise sentences, please explain the major differences between summary, paraphrase, and quotation.**
   Imagine that you are explaining the differences to another undergraduate student.

ENGL 1303: Freshman Writing 1

Pro/Con:

- Better engagement
- Unclear if outcomes affected
- New activity is time-consuming, resource-intensive

ENGI 2304: Engineering Technical Writing

Learning outcome:

Differentiate between information source types

ENGI 2304: Engineering Technical Writing

Expert group activity

- 4 groups (journals, books, magazines, professional magazines)
- Easel writing and verbal reporting

ENGI 2304: Engineering Technical Writing

Limitations

- No interactions with other source types
- Audio-only debrief

ENGI 2304: Engineering Technical Writing

First variation: Spring 2017

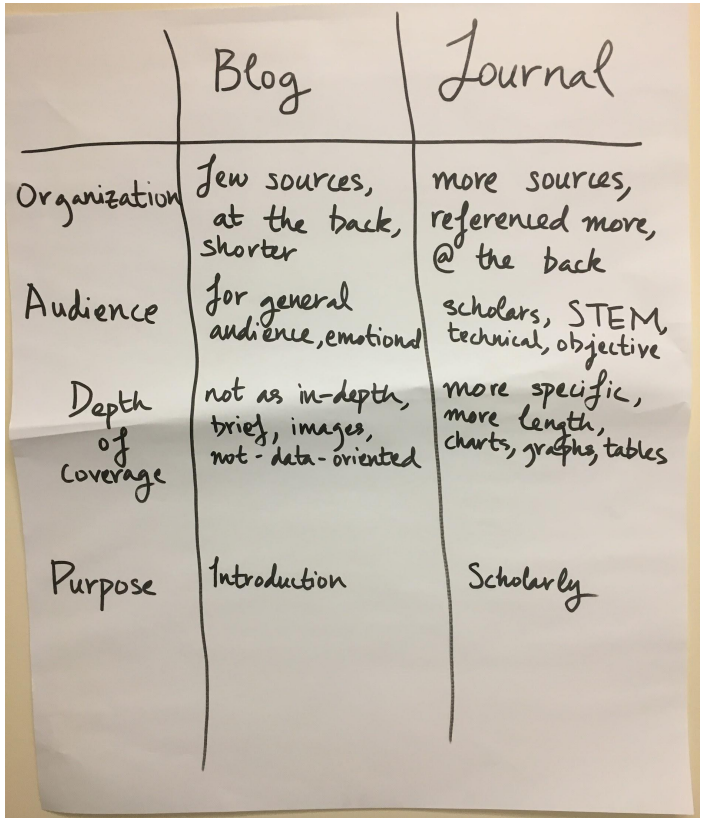
- Each group has all source types
- Whiteboard reflection
- Limitations
  - Time
  - Where to begin?

ENGI 2304: Engineering Technical Writing

Second Variation: Summer 2017

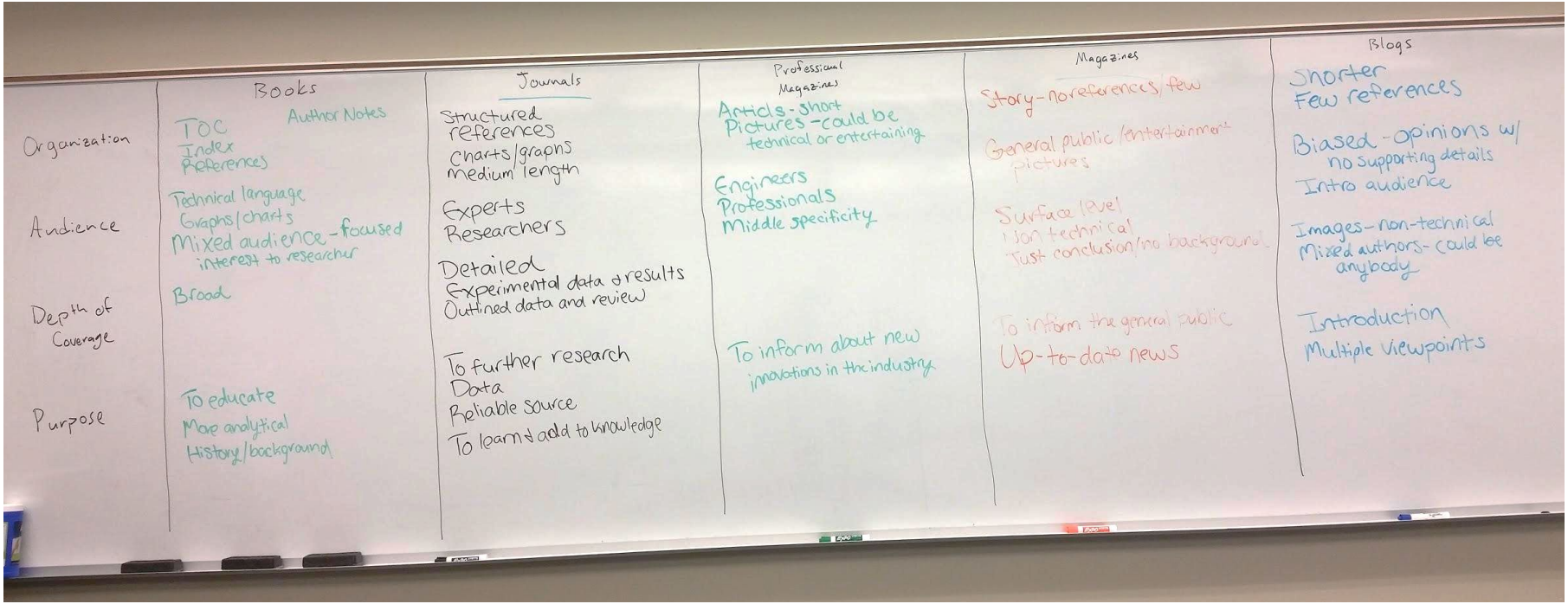
- Each group has journal articles + 1 other source type
- Begin whiteboard fill-in with journal
- Success?
  - Quicker to compare 2 vs 4
  - Base source type
  - Assessment to come...

ENGI 2304: Engineering Technical Writing



	Blog	Journal
Organization	few sources, at the back, shorter	more sources, referenced more, @ the back
Audience	for general audience, emotional	scholars, STEM, technical, objective
Depth of Coverage	not as in-depth, brief, images, not-data-oriented	more specific, more length, charts, graphs, tables
Purpose	Introduction	Scholarly

ENGI 2304: Engineering Technical Writing



ENGI 2304: Engineering Technical Writing

	Books	Journals	Professional Magazines	Magazines	Blogs
Organization					
Audience					
Depth of Coverage					
Purpose					

Implications

“It was the best of times, it was the worst of times...”

Implications

- Continual improvement
- Training structure
- Multiple perspectives
- Collaboration
- Share teaching load

Implications

- Need for consensus
- Time-consuming
- Follow-through & accountability

Through recurring evaluation, we collaboratively revise curricula and make iterative changes to continually improve instruction.

Questions?

Ariana Santiago	Instruction Librarian	@aripants
Ashley Lierman	Instructional Design Librarian	@arlierman
Mea Warren	Natural Science & Math Librarian	@meawarren

References

Bowles-Terry, M., & Kvenild, C. (Eds.). (2015). *Classroom assessment techniques for librarians*. Chicago, IL: Association of College and Research Libraries.

{Q-Essentials} Paris Skyline Silhouette- https://marketplace.secondlife.com/p/Q-Essentials-Paris-Skyline-Silhouette/8620896

Silhouettes New York and London Pack- http://www.freepik.com/free-vector/silhouettes-new-york-and-london-pack_832948.htm#term=london&page=1&position=16