

Note taking template
Academic Planning Summit
January 16, 2015

Title of Session: Education to advance students as global entrepreneurs

Faculty Facilitator(s): Julie Coiro & Manbir Sodhi

Note taker name: Lisa Giudici

Check one:

Morning Breakout 1 **Morning breakout 2**

Afternoon breakout **Afternoon breakout 2**

Introductions

- Julie Coiro and Manbir Sodhi
- Introduction of session attendees – name and role/ department

Ideas proposed/Recommendations

- Started with selected video:
Chinese perspective of what is happening in terms of education compared with China and in the US.

Shows what has been progressive in today's education.

What is valuable in teaching?

What do we really need to make children able to live fully in a society?

Analogy - Difference between Steve Jobs and Bill Gates.

Thinking skills – connecting skills throughout education.

Buying a function vs. buying a feel of a product (referencing a plastic bag and a nicer made bag).

Understand a story, emotion, entertain and understand meaning of something.

Varied interpretations – China and American students, broad versus detailed understanding.

What knowledge is of most worth? What would we like to exactly be teaching?

American education is falling behind the Chinese and Indians. What are the aspirations of Chinese/ Indian and American students?

Teachers are gardeners – Gardeners are praised for the things they grow. All gardeners are dictators that decide what is good and what is weeded out, as educators we all do that. Education should start from the children themselves. We should treat our children as entrepreneurs, risk takers. Education should focus on student strength, not deficit.

- Goal of session:
Stay positive and productive

Teaching about learning centered, creative, autonomous, adaptable, flexible students and environments

Teaching approach– faculty structured , interdisciplinary, notion of different kinds of supports and rewards by teaching beyond test scores.

- Discussion following the video:
Where should URI be headed in terms of our strategic plan to foster creativity, autonomy, flexibility, and adaptability? Where do we see structures for faculty to reward what doesn't show up on standardized test scores?

Foreign languages – make classes that focus on vocabulary and cultural things related to entrepreneurs. Discipline specific foreign language classes; create opportunity for independent studies, creating global opportunity.

Challenge courses vehicle to meld different disciplines across individual courses.

Education from language teachers is geared to teach a language, not entrepreneurship. Our goal would be to melt the two together. It should not be left to the education of a language alone.

2 approaches that are useful for this goal – not a lot of staff in languages, hard to get advanced level language classes. Start to have a more project based orientation in language classes within a given classroom, rather than in the curriculum of a chapter. What captures students' personal views? Having language across a curriculum – apply language class to an advertising degree and in the advertising courses. Find a parallel. Therefore, the two approaches in sum, boil down to – project-based orientation within a given classroom chosen from students' personal views; apply language to content area courses – one credit adjunct course to make this connection

Global entrepreneurs – this discussion takes the idea literally, but metaphorically it is allowing for creativity. How do I stimulate creativity within a discipline?

Dichotomy – international awareness and how students can be geographically illiterate. How do we ground students in a whole host of settings? Not only globally, but in other fields? Having a “global aspect”.

Interdisciplinary – programs outside of the country = stimulating students to want to know more. Institution in Cuba treats MS. Program brought ideas and connections that people wouldn't initially make.

The foundation starts with creativity. Put all ideas on the table.

The hat we wear impacts our perspective – thinking across the disciplines is where we need to head. We need many hats around a table. It is a wide variety, rather than one specific strict need. Design thinking – many are starting to think about this. It is not just making a widget, but a better one. Not only making widget after widget, but one that is built upon.

Idea of entrepreneur in video vs. our idea from a faculty perspective – how do we do this

on a university wide level – GCH courses, have student centered conversations, student colloquium, conflicting ideas about getting students in and out in 4 years, concept of globalization being a requirement integrated into programs, opportunity to see hear and smell things that are foreign, challenge students to see entrepreneurial ideas and create a life for themselves internationally, creating tolerance for the foreign, funding mechanism for those that can't afford it. Stimulate creativity in a certain discipline vs. developing entrepreneurs – are these the same things or two different things

IEP – successful. Had an idea and expanded it from German to other global areas. Propose developing other programs through IEP that would be outside of engineering. Interdisciplinary areas outside of the one area of engineering, such as pharmacy, CELS, etc. Use the foundation of IEP. International J-Term courses. Expansion of IEP and utilizing winter J term as assets to accomplish our goals.

Combine curriculum while we are still in school. Have competency in an area rather than pre-requisites in entire courses. Gen Ed – standard course work that students take, being more flexible in those requirements to allow for this. How much creative license do students really have? Does this create more of an allowance for students to study abroad based on their interests, rather than basing it off of requirements? Courses would be more open ended by doing this. What is my skill set? How do we find a common among our differences?

Notable Issues, Questions, Challenges:

- Challenge for this session: space, there were not enough chairs and room was not big enough
- Challenges based off of discussion:
Topical areas may require a series of courses in order to satisfy requirements, benchmarks if our courses are more open ended. Metrics will go with a more supportive dean. May need to do these courses on a trial basis. Support will take time to mature.

Paying incredible amounts of money to achieve these ideas.

Not having enough research to support these ideas.

Having centers and resources that support these efforts.

Will everything be accredited?

Do we have enough students interested in taking this approach to education? We cannot require this of every student. We should adjust more classes to be project based. Triangulated strategies. Not all students want to leave RI to achieve their education nor is it realistic. Majors are now for the most part 120 credits to allow for students to finish in shorter time – international components would bring students back up to around 132 credits. Experiment with 4 vs. 3 credits.

Happy American student vs. very serious Chinese student who is work oriented – what orientation are we creating for our students? Not all students have the same perspective naturally. Not all students think outside of the box. In general there is some resistance towards the other side of the world. It needs to start with thinking globally inside of the classroom first before they can see what the other side (outside of the classroom) is like. I do not know what

would make it easier for all to see this.

Video speaks about 5 year olds wanting to become doctors – realistically though, does the average 5 year old come up with this idea? Is it family pressures? What creates these ideas? What is encouraged? When, if, do they go against the expectations of others to follow their own inspirations?

- Questions:
What kind of culture do we want to create here at URI?

What do we want students to value? Interdisciplinary global connectedness

How do we get there?

How do we use our strategic plan to achieve these goals and ideas?

What do project oriented courses look like? Are they transportation safe? Is it a safe environment? How do we cover the cost? How do these courses cover three disciplines for example? How do we go outside the strong structure of a degree?

What is it that we are asking of our students who do participate in this kind of education?

What obligation do we have as educators to create opportunity?

How can we make this student centered? – instead of GCH, have students vote on a problem they are interested in. Students find and choose the problems and have faculty prepare the course on this issue.

What would incentivize you or support you to give you the energy to put this into place?
Identify the successful program to promote and add more opportunities

Modify curriculums

Co-teach across disciplines

Gen Ed requirements – had a global experience, international experience, it is critically important for people to be comfortable with this, create value in this kind of experience where they can experience the uncomfortable. Gen Ed requirement of an interdisciplinary course taught by 2 – 3 faculty.

Gear this course at the upper level – utilize capstone of new gen ed program

Title of Session: Education to advance students as global entrepreneurs

Faculty Facilitator(s): Julie Coiro & Manbir Sodhi

Note taker name: Lisa Giudici

Check one:

_____ **Morning Breakout 1** **Morning breakout 2**

Introductions

- Julie Coiro and Manbir Sodhi
- Introduction of session attendees – name and role/ department

Ideas proposed/Recommendations

Do we want or is it our goal to produce global entrepreneurs?

Are American students lacking in progression in comparison to Chinese students?

What kinds of knowledge do we want to promote in terms of students being creative, autonomous, adaptable, flexible and what that means for your discipline?

What kinds of structures in terms of reward and support will help make education more learner centered and innovative to foster those kinds of things in students?

Video:

Speaker says that he works in education – audience has opinions on how to fix education

What is valuable in teaching?

Industrial revolution – it was most important to teach Latin and Greek. But was that really what we needed to get children to develop fully into society? No, it should have been science, physics, everything. This was excluded.

Steve Jobs (designers and liberal arts) vs. Bill Gates (scientists and mathematicians) – what do we need. Maybe we need both.

What do we rely on? Thinking skills, verbal, logical, how do we translate school subjects and with what talents? What is valuable for our translating process? How do we use these direct thinking skills?

Age of abundance – more money to buy functional things (bag analogy – plastic vs a nicer quality material = not buying the function, but the feel)

What are our abilities – to understand, entertain, have emotions. Make us human.

American students rank lower than other countries in test scores – what is read in the news today. Test scores vs. confident scores

What knowledge is of most worth? Broader understandings allow for specific knowledge.

Chinese students have a more serious curriculum. US education is not as serious. Chinese and Indian students do more math. Where do these students end up going to college?

Ask children at 5 or 6 year olds what they want to be when they grow up in China? - a doctor, a government official. In America – an elephant

Education produces different gaps. Different countries are worried about different things.

Gardener analogy – Select and decide what needs to be weeded out to predict what the future will be like. Traditionally we may be able to bet, but that may not be quite possible in today's day and age. The stone age did not end because they ran out of stones.

Selecting a curriculum that reduces individual talents and diversity – therefore education must start from the students themselves. Children are entrepreneurs aka risk takers. Education should not be standardized. Children are willing to take the risk to manage their own life to fulfill living a happy life.

Discussion:

Stay positive

Students and teaching – what can we do? What do we believe? How can we foster that in our curriculum?

What kinds of structures would we like to see in place to support us?

Some things have to be standardized such as math and language. People can solve equations but not problems. Where is the happy medium?

What has happened in the last two years and what will happen in the next two years, especially with the new gen ed program? What are we looking for? What is our job? We cannot have disconnect.

2 extremes – standardized vs. autonomous. In grey area, if the belief is that there is not enough information, when you prevent standardized knowledge, we limit ability for creativity etc. Work with what you have at hand = limited. Having multiple resources allows people to be more entrepreneurial. Westernized to a materialistic perspective = finding the balance. You need both. Two legs – you cannot just have one.

What does that mean for the courses that you teach? Where do you see your curriculum addressing those needs? How do you reach the middle ground?

Middle ground – competency of the students, student interests, need scaffolding in competency such as science, etc. to stand as the base.

Engineering – need certain skills and abilities. As a faculty teaching in one of those areas, give projects where the solution needs to have creativity but needs the standardized information to reach that solution. Faculty determine curriculum to create both of those. It is easier to do this for non-stem courses. International part is already there through IEP. It comes back to the general education, where we can ask for an international component, requiring x amount of credits of international experience or entrepreneurship. If we are looking at students who some have not left the state – we want students to be comfortable with the uncomfortable and how do we push or encourage this level of comfort? – Use two capstone designs – 1 in first year and 1 in final year.

When do students choose a major in order to allow for these international or entrepreneurial requirements? How do we think about all students have to do to meet these requirements?

Study abroad – inside and outside of course work. Is this valuable? It is different. Is it affordable? - making it part of their tuition? Living and travel expenses? What are students capable of? How much do they pick up? It is not only expenses – first generation. Are students mentally ready? Do they know what they are signing up for? There are multiple ways one can achieve these requirements if they are mentally ready, but we need to support them – having a course they take before they go abroad to identify the opportunities that are available to them (fundamentally crucial).

What are requirements now for international education? How do we need to change this to achieve our goals? Will there be resistance from the university? - J-term has opened up a lot of opportunity. Do we need more funding? It is costly. If a requirement of the university, we need to find private supporters = a need that we would need to identify. International business model – two weeks here and two weeks in another country for 4 weeks of international experience

International business student wants to travel abroad and learn about art to spark creativity – teach skills vs. ways to get ahead in the world. Applied practice. Want students to see across disciplines to make connections to create problems and tasks in the confines of our classrooms to allow for this kind of thinking. Team teaching – find ways to get credit for it could be challenging, but teach technical skills to be successful. What ideas are not only viewed, but understood?

Bryant model – have a major and minor one in arts and one in business. Where does this model work and where doesn't it? May not work for engineers. Where it does not work, can we create these opportunities during a j-term?

How do we create structures that deal with course loads and budgets to achieve all of our team teaching goals? There are modifications to be made before we can propose. Infrastructural problems that don't allow for it now.

Suggestions:

Move from j-term option to semester courses taught by 3 different faculty

LET 151: Philosophy, archaeology, and anthropology = 5 of 6 faculty all A&S teach. Why hasn't this model been sustained/ what was the innovation?

What nightmares would this create? – business = we are down 12 faculty than we had 15 years ago. Not meeting core curriculum. Do these courses count for all majors and their requirements? Are models flexible or more demanding for students? What is accredited by a program?

Teaching to a class for 500 – limited any creativity.

Students and learning centered to develop thinkers – link k-12 system to higher education and identify why we see more and more issues. Public education system destroys creativity – what is our role to help public education see what we are doing? Identify importance of liberal arts – innovate freshman courses to undo what the system institutes in a high school straight A student. Work with politicians to maintain this. Use GCH.

Notable Issues, Questions, Challenges:

How can we support and reward this new kind of teaching? What inspires you to put in the time and meet the needs?

Credential for research done – there is the interest to engage in research and connect it to my teaching

Scholarship of teaching and learning

Hire more people – tenured line faculty

Support for international – required two weeks minimum or recruit students based on their interest

Funding for these opportunities

