

## Patterns of effective teaching practice for general education and non-general education courses (Sequenced Session Workshop)



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## Purpose

To explore FSSE results to compare the characteristics and practices in a 'typical' general education course to a 'typical' non-general education course

To reflect on opportunities and challenges faced in improving and examining general education courses

## Agenda

- Successes and challenges with engaging pedagogies and practices in general education courses
- Past FSSE findings
- Updated FSSE findings
  - Who teaches general education courses?
  - What characterizes general education courses?
  - What do general education courses contribute to engagement?
- Reflection on challenges, goals, and opportunities for improving general education

What successes and challenges have you faced with engaging pedagogies and practices in your general education courses?

## Past FSSE Findings

- FSSE 2005; 109 institutions; 10,897 faculty
  - 48% responded about a general education course
  - 52% responded about a non-general education course
- General education courses
  - Greater emphasis on
    - Developing intellectual skills, personal and social responsibility, deep approaches to learning, and diverse interactions
  - Less emphasis on
    - Developing practical skills and student-faculty interaction

Nelson Laird, T. F., Niskodé-Dossett, A. S., & Kuh, G. D. (2009). What general education courses contribute to essential learning outcomes. *The Journal of General Education*, 58(2), 65-84.

## Data Details

- 2013-2015 administrations of FSSE
  - Most recent year of administration for institutions with multiple administrations
- 327 institutions
- 38,283 faculty
  - 50% responded about a general education course
  - 50% responded about a non-general education course

## Faculty Sample

- 48% men, 48% women
- 72% White, 5% Asian, 5% African American, 3% Latino
- 97% U.S. citizen
- 83% heterosexual
- 26% Professor, 24% Associate Professor, 24% Assistant Professor, 27% Lecturer/Instructor
- 40% tenured
- 63% earned doctorate
- 50 years old on average
- 25% Arts & Humanities, 12% Social Sciences; 11% Physical Sciences, Math, Computer Science
- 54% upper division, 41% lower division
- 82% classroom format

## Who teaches general education courses?

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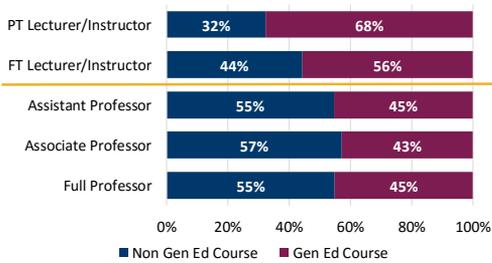
- Academic rank
- Age
- Citizenship
- Course load
- Disciplinary area
- Earned degree
- Gender identity
- Racial/Ethnic identification
- Sexual orientation
- Teaching experience
- Tenure

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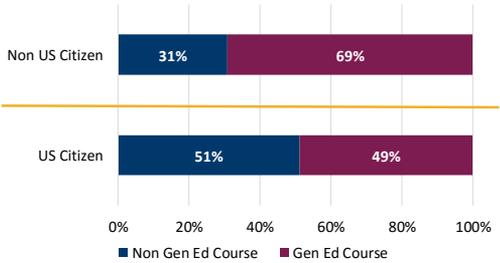
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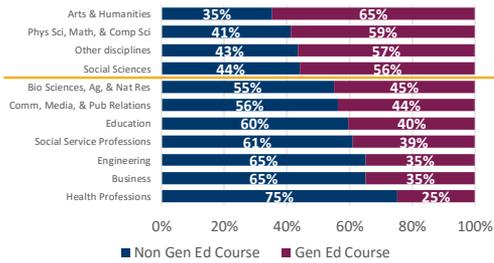
## Academic Rank



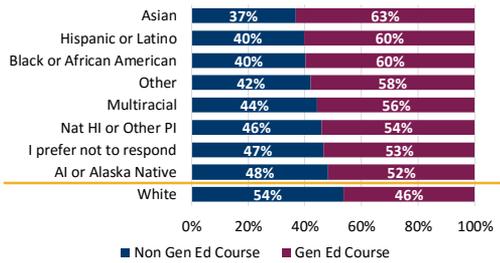
## Citizenship



## Disciplinary Area



## Racial Ethnic Identification



What characterizes general education courses?

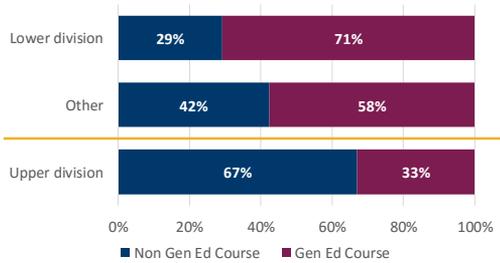
What do you think characterizes general education courses?

- Course division
- Format (classroom, distance hybrid, etc.)
- Course size
- Writing component

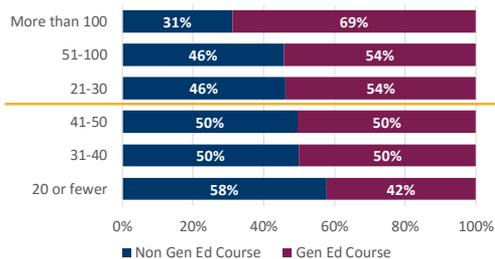
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## Division



## Course Size



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- Higher-Order Learning
- Reflective & Integrative Learning
- Learning Strategies
- Quantitative Reasoning
- Collaborative Learning
- Discussions with Diverse Others
- Student-Faculty Interaction
- Effective Teaching Practices

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## Engagement in Gen Ed Courses

	Effect Size	Effect Size w/ controls
Higher-Order Learning	.051	.111
Reflective & Integrative Learning	.140	.170
Learning Strategies	.147	.114
Quantitative Reasoning	-.063	.063
Collaborative Learning		
Discussions with Diverse Others	.160	.131
Student-Faculty Interaction	-.135	
Effective Teaching Practices	.161	.139

Note: Only results significant at  $p < .001$  are reported. Controls included academic rank, age, citizenship, course load, disciplinary area, earned doctorate, gender identity, racial/ethnic identification, sexual orientation, teaching experience, tenure, course division, course format, course size, writing component.

Are any of these results surprising or disappointing?

How do these results compare to the context of your institution or department?

## Reflection

1. What more do you want to know about general education from research?
2. What more do you want to know about general education at your own institution?
3. What practices exist (or should exist) for making changes in general education?

## Final thoughts and questions?

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## What more do you want to know about general education from research?

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- What happens at institutions where the gen ed program didn't work out? What about at institutions where things went really well?
- How are gen ed programs structured around the country? Are there models that work better on certain campuses? How are the supports structured to help them be successful?
- How many gen ed programs are currently under revision at any given time?!
- What are faculty, who do not teach gen ed in particular, opinions about gen ed? What do they think it's about?
- How many students complete their gen ed at one institution? (And when do they complete those requirements? And how does this affect time to graduate?) Do faculty understand the purposes and goals of gen ed at their institution? How do institutions structure gen ed (competency versus goals, etc.)?

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## What more do you want to know about general education at your own institution?

- What is and what isn't working about different gen ed models? What would or wouldn't work on a particular campus?
- Is there a difference between satisfaction of gen ed and non gen ed courses? Is there a difference in engagement in those kinds of courses?
- What is the level of rigor across gen ed courses? Are students prepared for high levels of rigor or challenge? Is there a relationship between this rigor/engagement and adjuncts teaching gen ed courses?
- Who is teaching these gen ed courses? How do they prepare? What pedagogies do they use?
- Are institutions integrating first-year experiences into gen ed courses?
- How can data be disaggregated by different demographics?
- How are gen ed contributions valued on faculty evaluations? How might inequities affect the rewards and penalties for evaluations?

## What practices exist (or should exist) for making changes in general education?

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