Introduction to MT Engage for Faculty

Outline

I. Defining MT Engage
II. Program Rationale
III. MT Engage Initiatives
IV. Assessment
V. Process for Creating MT Engage Courses
I. Defining MT Engage
MT Engage is...

MTSU’s Quality Enhancement Plan that is focused on enhancing students’ academic engagement by:

A. Providing students with high-impact pedagogies

B. Challenging students to use integrative thinking and reflection across multiple contexts and educational experiences.
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<th>Providing High-Impact Pedagogies</th>
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Expanded from Kuh (2008)
Challenging Students to Use Integrative Thinking & Reflection

Students will be assessed on their ability to:

1) Make connections to relevant experiences
2) Make connections across academic disciplines
3) Adapt and apply information to new situations
4) Communicate information effectively
5) Reflect and self-assess

Modified from the AACU Integrative Thinking VALUE Rubric (2009)
MT Engage Integrative Thinking and Reflection

DEVELOP
A sense of self as learner: build on past experiences to respond to new challenges

CONNECT
Experiences to what you are learning

TRANSFER
Adapt and apply learning to new situations

CONNECT
What you are learning with your discipline

COMMUNICATE
Effectively to enhance the quality of assignments

How will integrative thinking and reflection impact your learning?
All MT Engage courses will include...

1. High-impact pedagogy
2. At least one beyond-the-classroom experience
3. An ePortfolio artifact
4. Identified integrative thinking/ reflection indicators (from AACU VALUE Rubric)
Students in MT Engage courses...

1. Have no special prerequisites
2. May or may not have experience with MT Engage classes
3. May or may not know they are in an MT Engage class
4. May have sought out your MT Engage course in the system
II. Program Rationale
What is a QEP?

• A Quality Enhancement Plan (QEP) is a core requirement for SACSCOC accreditation.
• The QEP is a 5-year initiative to improve student learning.
• MT Engage is MTSU’s QEP for 2016-2021.
Development of MT Engage

Members of the QEP Development Committee solicited input and received feedback from students, faculty, administrators, and the larger community through meetings, open forums, and focus groups.

All divisions at MTSU have played a role in the development of MT Engage.
Why Integrative Thinking?

“Developing students’ capacity for integrative learning is central to personal success, social responsibility, and civic engagement...Students face a rapidly-changing and ever-more-interconnected world, in which integrative learning becomes not just a benefit...but a necessity.”

AACU (2004)
Why Reflection?

“A growing number of cognitive researchers and educational theorists have studied the reflective process and concluded that it is key to enriched student learning.”

In *How People Learn: Brain, Mind, Experience and School*, Bransford et al. identify and examine “research that demonstrated the benefits of reflection for student learning in topics as diverse as **physics, writing and mathematics**, as well as for increasing the degree to which students **transfer their learning across disciplines and semesters.**”

Eynon, Gambino, & Torok (2014)
III. MT Engage Initiatives
Faculty Support

1. Summer Institute
2. Workshops
3. Learning Communities
4. MT Engage Office
Student Support

1. MT Engage experiences
2. MT Engage Week
3. ePortfolio
   ○ University Writing Center
   ○ Walker Library’s Digital Media Studio
   ○ Career Development Center
Student Incentives

1. Buttons
2. Opportunity to be a mentor (1 credit practicum)
3. Eligibility for sophomore ePortfolio scholarship
4. Eligibility for senior ePortfolio cash award
5. Optional end-of-program interview
IV. Assessment
Student Learning Outcome

“Students will use integrative thinking and reflection to demonstrate the ability to make connections across multiple contexts and educational experiences.”

MTSU (2016), p. 27
Program Goals

1. To foster a culture of engaged learning.

2. To improve student retention, progression, and graduation.
Assessing & Documenting Integrative Thinking and Reflection

• ePortfolios: for showcasing student’s integration of the knowledge, skills, and abilities gained at MTSU
• Rubrics: to assess integrative learning and reflection in the classroom and the ePortfolio
• Surveys: to assess student engagement and perceptions of knowledge, skills, and abilities
V. MT Engage Courses
Next Steps: Getting Involved

1. Submit an certification form to teach an MT Engage course
2. Identify your high-impact pedagogy
3. Identify your beyond the classroom experience
4. Identify the proposed ePortfolio artifact
5. Identify your integrative thinking/reflection indicators
References


