

## Equipping Students to Facilitate Public Disclosure

### QEP Proposal #4

\*Question 1: What is the experience in the classroom? It has been used in five courses at the university: four undergraduate and one graduate course. Courses use the Facilitating Guidebook. Two fold purpose in using this process: facilitate learning and discuss the content of the course. Students have discussions about ideas (without opinions). Faculty use large pieces of paper with markers and then information is collated and sent out to the group via a wiki.

Issues may include: public policy and corporate policies/corporate responsibilities, etc. Social scientists use it.

*Topic/ example given:* They might look at the issue of national service; this is not just military. Students have a sanctuary in their group discussion as there is no negative veto; all ideas are acceptable and if there is opposition, then a student must explain from the original speaker's perspective. They look into rights and responsibilities. They play in sandbox and they have a leader in the groups and present ideas.

\*Question 2: What is the percent of students/faculty it would impact overall?

Twelve to 15 faculty could be trained one week in summer. Freshmen Seminar is quite limited in students served. We could have at least 25-50 trained faculty; we could use the train the trainer approach. Currently we have a number of adjuncts teaching Freshman Seminar. Faculty are protective of their time. To recruit faculty there must be competition and there must be a stipend given.

\*Question 3: One area we need to deal with is funding. How can we do this? How can we release the faculty?

We could have targeted classes (44 sections of Freshman Seminar now) and have it open to faculty and offer an incentive/stipend. Departments could allow faculty to teach it and with growing class sizes, this could work and faculty would use this process to improve their teaching.

\*Question 4: Is using Freshman Seminar the best approach?

That is up for discussion. There is the possibility of offering the course to students who come in and are at risk.

\*Q5: How long did it take to get students engage ( brought in) to this kind of learning? The Facilitation Guidebook has a prescriptive approach. There are materials to use for each role played by the students in the groups.

\*Q6: Could you do one or two sessions in a given course?

One of the major values in this process is building relationships over time; this is done over a semester and is long term. Student engagement is valuable and using the critical thinking components learned here, students start seeking out leadership roles in sororities and fraternities and they are using the skills in other ways.

\*Q7: How do you assess performance in class and are there built in rubrics?

Students get a guide book. Leaders and note takers have a set of instructions and the note taker has a rubric and he/she uploads notes into a wiki each day after the class meeting. There is a report by each note taker; there are student papers and sometimes a standard test. Students rotate in their roles. They are assessed on being part of group. Similar to the e-portfolio approach.

\*Q8: Does this integrate easily into majors in their 3<sup>rd</sup> and 4<sup>th</sup> years and what makes it a continuous process?

This is done in graduate and upper level undergraduate courses. There is a growing body of evidence that this affects retention. We have 800-900 faculty, and we can target particular classes. Every major could be eligible.

\*Question 9: Where does ownership lie?

This could be a part of the Oral Communication goal. We need to look at this.

\*Statement10: It could be a theme within General Education.

\*Question 11: Is discourse on troubling issues?

Yes, but without debate.

\*Question 12: Is this adaptable/ pieces you could do in a large class of 100?

Yes, but the process is group based to produce a product. This process of learning would make faculty better.

\*Question 13: What would this look like in the classroom?

The instructor decides on an issue; for example, national service and something for the students (an eclectic mix of majors); students can explore an issue. It is not debatable- all ideas are permissible- others are asked to explain another person's point of view. Students apply the skill set in other places- these skills are non discipline specific; they learn active listening and learn conflict management techniques in class. They have discussion without debate.