



CONSORTIUM FOR ILLINOIS LEARNING COMMUNITIES

2019 Best Practices Symposium Presentation Descriptions

BREAKOUT SESSION I: 9:30-10:45

ROOM 1603

Get Together and Get Out There!: The Value of Field Study LCs for Improving Student Learning Engagement, and Persistence

Thomas Bowen, Dr. Paul Gulezian, Dr. Marian Staats

Oakton Community College

With support from a NEH Humanities Connections Grant, Oakton ran a three-semester sequence of LCs that ended with a 17-day camping field study from Chicagoland to Yellowstone NP and back. We'll discuss collaborating across disciplines and the transformative effects of these LCs on students. The session will include a Q&A with students in those LCs and small group discussions by participants of possibilities for developing field study LCs at their own institutions.

ROOM 1605

LCs as Training Grounds for Public Intellectuals and Engaged Community Members

Dr. Richard Stacewicz, Dr. Hollace Graff Oakton Community College

For the past 20 years, we have offered LCs integrating a philosophy course [Ethics] with an interdisciplinary social science course [Intro to Global Studies]. Students do research on a contemporary issue and develop and defend a position on that issue based on a theory of justice with which they agree. Students also develop a project that culminates in a public presentation about that issue or develop an activist project that seeks to promote social change. In the session, we will discuss how we work with students to choose issues, to develop organizational skills, and to function as public intellectuals capable of speaking out and stating positions based on research and argumentation. Participants will work in pairs to brainstorm projects for a proposed LC requiring students to develop a public presentation or activist project. Those ideas will be shared.

ROOM 1607

Using High-Impact Educational Practices to Design and Deliver a SOC101-EGL101 LC

Michelle Naffziger-Hirsch, Phil Sloan Oakton Community College

The presenters will share their experiences developing a LC "Poverty and Privilege"—how curriculum design and assessment strategies were informed by "high-impact educational practices" (Kuh); integration of the course with two college-wide initiatives [the "First-Year Experience" and "Persistence Project"]; and marketing and promotion of LCs. Participants will complete one of our course activities and discuss the benefits and challenges of interdisciplinary collaboration.

BREAKOUT SESSION II: 11:00-12:15

ROOM 1603

Beyond Charting your Course

Stacie Haen-Darden, Julia Rigney College of DuPage

The session will cover a pilot partnership between the College of DuPage and the Illinois Youth Center (IYC)—Warrenville. Presenters will review how the LC was formed to allow juveniles confined in a state-run facility to earn college credit. Topics will include how this pilot: assists IYC youth in attaining quality educational opportunities; serves as an intervention for recidivism; is a catalyst in helping IYC youth in transitioning into becoming members of society; and how it benefits the community. The session will include interactive sharing, live polls to engage with the presented information, and an opportunity for participants to share their own advice.

ROOM 1605

Assessment Roundtable

CILC Executive Committee Members and Symposium Attendees

The session is in response to requests from attendees at previous CILC Symposia for more attention to and discussion of LC assessment. Topics will be determined by attendees' interests. Topics might include: Why and what to assess; How to assess; What to do with assessment results; and much more.

ROOM 1607

Adventures in LCs: Blending Skills and Content

Megan Klein, Lindsey Hewitt, Kristen Hren
Oakton Community College

In this session, panelists will present their experiences fusing skills-based courses [composition and statistics] with content-based courses [anthropology and sociology], oriented around Oakton's First Year Experience. Both LCs included projects which asked students to analyze current issues in society. Kristen and Lindsey (co-taught English and Cultural Anthropology) will ask participants to compare vignettes from the text *Exit West* by Moshin Hamid with current refugee crises. Megan will include a brief activity from her sociology of race and ethnicity and statistics LC that will ask participants to consider questions of racial representation in movies and television programming.

BREAKOUT SESSION III [1:30-2:45]

At the start of lunch, Symposium attendees will be asked to indicate the topics they would like to see addressed or elaborated upon during the remaining sessions. Those of most interest will form the substance of the afternoon conversations. Round table sessions will be led by CILC Executive Committee Members or other Symposium attendees.

Topics and rooms will be announced at the close of the Lunch Break.

WRAP-UP [2:45-3:00]

ROOM 1604

Symposium evaluations will be collected, and a brief discussion of "What's Next for CILC" will take place.