FOSTERING CURRICULAR REFORM AND INSTITUTIONAL CHANGE THROUGH PROJECT-BASED LEARNING
PANELISTS

Sarahbeth Golden, Associate Professor of Psychology
Bruce McKinnon, Assistant Professor of Entrepreneurship
Jim Ostrow, Vice President for Academic Affairs
Catherine Zeek, Director, RoseMary B. Fuss Teaching and Learning Center

With input from many faculty colleagues!
CONNECTED LEARNING
# CONTEXT FOR PBL AT LASELL COLLEGE

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<tbody>
<tr>
<td><strong>EVENT</strong></td>
<td><em>Connected Learning</em> (CL) as Lasell’s Educational Philosophy</td>
<td>Formal <em>assessment</em> begun at Departmental level</td>
<td>College-wide assessment of General Education (CL)</td>
<td>Faculty team attend CHEP</td>
<td>Faculty team attend AAC&amp;U PBL Institute at WPI</td>
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### DETAILS/EFFECTS

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<tr>
<td>“…Students are constantly involved in experiences that are directly relevant to their chosen professions, through hands-on research, community service-learning, rewarding internships, and group projects.”</td>
<td>Departments develop learning outcomes and strategies for assessing them</td>
<td>Faculty-led team produces college-wide learning outcomes and recommends <em>new Core Curriculum</em> more in line with CL</td>
<td>Lasell Core Curriculum developed with plenty of <em>formative assessment</em>; reveals affinity between PBL &amp; CL</td>
<td>Lasell Core implemented (2014-15) and continued assessment</td>
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### STATE OF PBL

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<td>nebulous &amp; sporadic practice of activities that resemble PBL</td>
<td>still sporadic, but clear that many depts see value in HIPs</td>
<td>growing awareness among faculty that PBL &amp; CL share much in common</td>
<td>PBL piloted in multiple courses</td>
<td>PBL intentionally incorporated in Core</td>
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# THE LASELL CORE: PBL & CL

A Generic Student’s Integrated Curriculum

<table>
<thead>
<tr>
<th>1st Semester</th>
<th>2nd Sem.</th>
<th>3rd Sem.</th>
<th>4th Sem.</th>
<th>5th Sem.</th>
<th>6th Sem.</th>
<th>7th Sem.</th>
<th>8th Sem.</th>
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<tbody>
<tr>
<td>FYS103</td>
<td>Knowledge Perspective course (1 of 4)</td>
<td>KP course (2 of 4)</td>
<td>Multidisciplinary Course (MDSC203)</td>
<td>Applied Ethics Experience (PHIL302)</td>
<td>Integrations Component (departments determine course in major or related discipline)</td>
<td>Capstone (or other major-specific course; determined by major)</td>
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<tr>
<td>Writing Foundation (ENG101)</td>
<td>Writing Foundation (ENG102)</td>
<td>KP course (3 of 4)</td>
<td>Writing Intensive 200-level Course (determined by major)</td>
<td>Writing Intensive 300-level Course (determined by major)</td>
<td>Major Specific Course (Speaking Intensive)</td>
<td>Internship (or other major-specific course; determined by major)</td>
<td>Internship (or other major-specific course; determined by major)</td>
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<tr>
<td>Quantitative Reasoning Course (MATH106)</td>
<td>Quantitative Reasoning Course (determined by major)</td>
<td>KP course (4 of 4)</td>
<td>Major Specific Course</td>
<td>Major Specific Course</td>
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**Benchmark Work**
PBL introduced in FYS103

**Milestone Work**
Formal PBL in MDSC203 and in major courses

**Signature Work**
PBL in PHIL302 as well as major courses
PBL IN KNOWLEDGE PERSPECTIVE COURSES: INDIVIDUALS AND SOCIETY
PBL IN HUMAN SEXUALITY

Step 1: identify human sexuality issues on campus
Step 2: form groups based on interest
Step 3: build group cohesiveness
Step 4: support project development/maintain accountability for all group members
Step 5: execute projects
Step 6: reflect on and evaluate results
THE FINAL PRODUCTS

Research project: Sexual double standards on campus (yes, they exist)
Survey & video: Compilation of Lasell women’s experiences with street harassment
Outreach: “Between the Sheets” campaign to end shame about “body count” while promoting safe sex
Survey & video: Lasell students’ experiences with communicating boundaries
Mock FYS course: Bring factual information about sex to all first year students
LESSONS LEARNED (OR, WHAT I’D DO DIFFERENTLY)

More emphasis on problem examination
  Review of current scholarly research
  Brief paper at beginning summarizing problem (each student writes own; group writes conclusion)

More reporting out to entire class
  Describe progress and to-do list
  Get feedback, ideas, and critique from other groups
PBL IN MDSC203
COMMUNITY VISIT

This project required students to identify a target group and/or aspect of diversity with which they have limited experience or about which they are uncomfortable.

(a) Visit a community to interact with this population
(b) For one day, imagine they are a member of the community they selected and journal about what their experiences and interactions might be like.

Students shared their experiences with the class for 3 minutes and wrote a reflection paper.

- Share the social group they visited and why
- What immersion activities they engaged in
- Their subjective experience
- Implications for their professional development.
SOCIAL JUSTICE PROJECTS

Each class member developed, planned & executed a social justice project designed to educate, change or somehow impact the Lasell or local community.

10 Projects focused on the following areas:

- Mental health
- Anxiety
- Cisgenderism & Heterosexism
- Islamaphobia
- Racial Bias & Being an Upstander
- Dietary Restrictions
- Learning Disabilities
- Body Image/Dysmorphia
## KNOWLEDGE PERSPECTIVES

<table>
<thead>
<tr>
<th>Individual &amp; Society</th>
<th>Global &amp; Historical Perspectives</th>
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<tbody>
<tr>
<td>• Readings &amp; Videos</td>
<td>• Exploration &amp; Colonialization</td>
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<tr>
<td>• Disparities in Education, Criminal Justice, &amp; Employment</td>
<td>• Howard Zinn: Columbus historical accounts; Olmecs</td>
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<tr>
<td>• Levels of Oppression</td>
<td>• Rosa Parks</td>
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<tr>
<td>• Institutional, Interpersonal, &amp; Internalized</td>
<td>• The 13th</td>
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<tr>
<td>• Bias in Professional Fields Skits</td>
<td>• Historical &amp; Contemporary Racism</td>
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<tr>
<td>• Multiple Identities - Intersectionality</td>
<td>• Medicine</td>
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<tr>
<td>• Social Identity Development Models</td>
<td>• Mental Health Diagnoses</td>
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<thead>
<tr>
<th>Aesthetics &amp; Creativity</th>
<th>Scientific Inquiry &amp; Problem Solving</th>
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<tr>
<td>• Introduction Brochure</td>
<td>• Millennial Bias Survey</td>
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<tr>
<td>• Cultural Communication Style</td>
<td>• Implicit Bias Test &amp; Research Findings</td>
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<tr>
<td>• Spoken Word: High School Training Ground</td>
<td>• Project Logic Models</td>
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<tr>
<td>• Metta: <em>It’s Not About Race</em></td>
<td>• Flawed Research Leading to Mass Incarceration</td>
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<tr>
<td>• Educational Town Analysis Graphics</td>
<td>• Legislation &amp; Policy Analysis</td>
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<tr>
<td>• Activism Projects</td>
<td>• Educational Town Analysis</td>
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<td>• Bias in Professional Fields Skits</td>
<td>• Survey Projects</td>
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INTEGRATIONS COMPONENT

- Conceived as a bridge between foundational courses and experiences that focus on profession and career
- Integrates core learning outcomes and discipline-based learning outcomes
- Features PBL
- Pilot grew from 2016 PBL Institute and involved faculty from three disciplines; intense planning in fall 2016; courses and projects ran in spring 2017.
BUILDING A GREENER FUTURE TOGETHER
GE - Celtics 4 Point Plan

Lay Up - Digital & Social Media Content
- App promotion
- Direct experience within the stadium

Free Throw - Scoreboard Integration & Promotion
- Project shot chart & player/team stats
- Community impact of partnership

Three Pointer - TV Visible Signage
- Link between GE & Celtics successful histories

Half Court Shot - Fan Engagement & Enhancement
- Community impact program
- Celtics and the CDC / GE technology for affordable housing
“I didn't even know the Celtics had an app… but I’ll check it out”

What We Know

- App has some interesting features
- Direct way to connect with fans
- Lacking publicity
- Overwhelming home screen

What We Need

- Create more features to target more users
- Increase publicity
- Simplify
Simplification

Features

Publicity
Example of shot chart projection
Historic “Firsts”

- “Sun Motor” making solar energy a viable option
- UltraScan Duo = 1st liquid pipeline inspection tool
- Energy saving incandescent bulb
- Jet engine manufactured in the U.S. (Lynn, Mass.)

Prominent Pioneers - Powerhouse Partnership

- African American coach
- Team to win 10 Championships
- All African American starting 5
- Team to draft an African American player
Get in the Green

Community Impact Program

**Affordable Housing**
Example: Allston-Brighton CDC
- Building a stronger, more stable community for over 35 years
- Vision: “neighborhood abuzz with positive energy”

**Green and Healthy Homes Initiative**
- Reduce energy use
- Save money
- Healthy and sustainable living environment

**Big Idea**
- Celtics’ players bring great publicity to a company with a positive mission and plan for members in the Boston community
- GE brings appliances, lighting, and technology to the table for a local CDC to help them achieve their green energy goals

**Outcome**
The powerhouse partnership goes beyond the patch to achieve a mutual goal: making a real impact in the personal lives of those in the Boston community.
CONTACT US AT:

Sarahbeth Golden  SGolden@Lasell.edu
Bruce McKinnon  BMcKinnon@Lasell.edu
Jim Ostrow  JOstrow@Lasell.edu
Catherine Zeek  CZeek@Lasell.edu