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2025 Kickoff Breakfast Conversation

The College at Brockport

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2025 Kickoff Breakfast Conversation
10 December 2012

Group: Melissa Brown (psychology), Kristin Heffernan (social work), Trevor Johnson-Steigelman (physics), Karen Logsdon (EMSA), Maura Keefe – facilitator/notes (dance)

SEVERAL THEMES RAISED MORE THAN ONCE
• trapped by a sense of history (how it's always been done at Brockport)
• divide between newer faculty and more experienced faculty (resistance to innovation)
• what to learn? Ceding control of fixed content in the interests of innovation
• importance of out of the classroom activities
• cross-disciplinary projects that serve the community
• students need better preparation before they can advance
• does engaged learning outside the classroom have to be one size fits all?
• how do we inspire intellectual curiosity?
• how do we teach critical thinking? how do we get students to higher level thought?
• importance of building community/cohort of learners/group work

OTHER IDEAS
• how to inspire faculty to do more/experimentation vs. not a lot of experimentation, simply meeting basic demands of the job
• give students a choice of engagement within a spectrum
• assessment – are we over-assessing? students trying to get the right answers vs. focus on learning (Kristin: formative assessment vs. summative assessment)
• students with full time jobs – can they devote themselves to the kind of engagement that takes more time?
• what are, and how can we highlight, real world consequences of academic endeavors?
• teaching social skills/professional behavior
• clubs: do they work? how can they include more people?

Kristin: non-traditional students push them to think creatively regarding schedule. They want to be on campus less to accommodate busy lives outside of Brockport. How can technology assist in increased participation (i.e. Skype between MetroCenter and Brockport) in outside classroom activities? faculty fear experimentation.

Melissa: increased # of traditional students in their area. Less prepared for college. Older faculty need to learn from newer faculty. How do we get the students to own their own learning? do standard course objectives limit freedom of teaching? faculty resistance to standardization – rather than valuing teaching to one's strengths. One size doesn't fit all – for faculty or students.

Karen: what motivates students to learn? Millenial students are rule-bound. Are they intrinsically or extrinsically motivated? Is technology a distraction or the way they learn? How do we teach students to dig deeper? Do students think that information that used to come from a teacher is readily available on the internet? How do we teach them to assess information?

Trevor: How can we use technology to assist in experimentation? Assist in activities outside the classroom/laboratory? How to address concern (from students and perhaps other faculty?) that labs are too vague when the goal is to be open to experiementation? Importance of teaching skills/foundational knowledge. Physics club is limited to a select few who seem to have time. How to include more people.