

Curriculum Theory for Graduate Programs (Karla Bradley moderator)

Attendees: April L.(TSS), Denise (Islwd), Tracy J.(NCI), Jeff M. (NCI), Bill H. (MSU), Gary T. (MOSS), Ben T. (Islwd), Kim S. (WlfRdg)

Is there an overall model for how these programs work...

- 1) What do you want folks to get out of your programs? What's the end goal or purpose?
 - Inspiration
 - Affect long-term change in the person and world
 - Healthier communities and land
 - Natural history familiarity and skills, critical thinkers in pedagogy and environmental issues
 - Conscious competence as educators
 - Desire to continue to grow as lifelong citizens, educators and naturalists
 - Tipping point people – multiplier effect to create ripples
 - Leadership models for community, stewardship, and as teachers
 - Good communicators, understand partnerships
 - Informed and reflective educators- facilitate learning experiences and help participants grow and transform
 - Change agents
 - Envision the world differently
 - Transparency and accountability
 - Shift focus on outside gratification to inside gratification

Are great leaders also great teachers, are great teachers also great leaders?

Are they the same skill sets or different? Which do we concentrate on?

Need to define leadership?

- 2) How are the programs designed to meet these goals or purposes?
 - Provide a structure based on group unity and community
 - Want everyone in the program to succeed, we invest in them (time, energy)
 - Lots of reflective time for students
 - Focus more on process than outcomes (professional review vs. traditional grading)
 - Show them imperfection (the need for flexibility, thinking on your feet, problem solving)
 - Challenge them, expand their comfort zones
 - Coaching and mentoring
 - Set up to learn from each other, peer reviews
 - Action, reflection, practice, theory
 - Leading by example with experiential learning
 - Hold each other accountable
 - Observation and feedback

What are the top three methods or strategies we use to get the students to be change agents?

- Give them the knowledge and skills they need to be competent educators
- Develop the confidence in themselves to effect change (through personal growth)
- Experiences and reflections
- Leadership experiences with groups and each others
- Give them the tools of science
- Give them practice to share the world with others
- Relevant experience based academics
- Closely mentored teaching practicum
- Program is constantly changing and evolving expectations
- Theory, practice and reflection
- Interface with larger community that have other viewpoints and values (tension)
- Engage in all aspects of organizations and ask questions, actually practice what they learn
- Immersion
- Layers of community, both scale and diversity