XCC Faculty Guide to Integrating the Hub Areas:

The Cross-College Challenge course is the only Hub courses allowed to carry 4 Hub units. Therefore, the design of each section/project needs to be explicit about how they are teaching these areas and meeting the learning outcomes. This needs to be articulated on the syllabus.

NOTE:
- *Each XCC section is project-driven, often for an internal or external client, with a team project as a central component. Students should help create the project schedule and have interim deliverables that move from lower to higher stakes as the semester and project progress.*
- *There is a budget (currently $100 per team) and support for travel/transportation for students.*

1. Creativity/Innovation

BU students across all fields of study will benefit from learning how to think in new ways, imagine new possibilities, take new approaches, and/or make new things. Creative activity is a source of deep human satisfaction and common good. In addition, the ability to generate and pursue new ideas is quickly becoming a pre-requisite for entry into the skilled workforce, which places a premium on applicants' creative skills and potential for contributing to creativity's more applied offspring, innovation. BU graduates should understand how the creative process moves from need or desire to design to draft to redesign to execution; they will have personal experience of taking risks, failing and trying again; and, in this way, they will have developed the patience and persistence that enables creativity to come ultimately to fruition.

LEARNING OUTCOMES (all outcomes are required)
1. Students will demonstrate understanding of creativity as a learnable, iterative process of imagining new possibilities that involves risk-taking, use of multiple strategies, and reconceiving in response to feedback, and will be able to identify individual and institutional factors that promote and inhibit creativity.
2. Students will be able to exercise their own potential for engaging in creative activity by conceiving and executing original work either alone **or** as part of a team.

KEY CONSIDERATIONS FOR XCC PROJECTS/COURSES:
- How does the **Design Thinking Process** apply to the problem students will tackle?
- Can this process be explicitly used to inform the structure and approach of the course and project?
- Design Thinking Process:
    - Understand: Learn more about the people and the problem
    - Reframe: Search for meaning and insights
    - Ideate: Generate and evaluate new ideas
    - Prototype: Create something to communicate your idea
    - Test: Gather and apply feedback to improve the idea
    - Show: Share your idea with others
- Students should reflect on and discuss the processes they are using to build innovative thinking and creativity into their problem-solving approaches

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2. Oral and/or Signed Communication

BU students should be able to communicate information in a clear and coherent formal oral and/or signed presentation, to engage responsibly with others, and to make use of a range of disciplinary-appropriate informal oratory. As with writing, effective oral/signing communicators should prepare remarks with an awareness of their purpose and their audience. Because oral and/or signed communication is generally interactive, students should be able to attend and respond thoughtfully to others. They should also understand that public presentation serves an essentially civic function as a means of participating in collective debate and decision-making.

LEARNING OUTCOMES (all outcomes are required)
1. Students will be able to craft and deliver responsible, considered and well-structured oral **and/or** signed arguments using media and modes of expression appropriate to the situation.
2. Students will demonstrate an understanding that oral/signed communication is generally interactive, and they should be able to attend and respond thoughtfully to others.
3. Students will be able to speak/sign effectively in situations ranging from the formal to the extemporaneous and interact comfortably with diverse audiences.

KEY CONSIDERATIONS FOR XCC PROJECTS/COURSES:
- Consider the various ways that you will be using and teaching oral and/or signed communication throughout the course and the project. For example:
  - Will students be communicating with external clients or constituents? If so, what do they need to learn in order to do that professionally and respectfully?
  - Students will be communicating with each other on teams – what are some best practices for doing this so that they can "attend and respond thoughtfully to others."
  - Students will be making some type of team presentation at the Showcase at the end of the semester. What do they need to know (about their audience, ways to convey their messages, appropriate media to use, etc.)?
  - Are there other formal or informal presentations that students will make (e.g., to the class, to clients, etc.)?
- Students should reflect on what they learned regarding oral and/or signed communication.

3. Research and Information Literacy

Scholarly research—the process of posing problems, designing effective investigative strategies, collecting and evaluating information, drawing conclusions, and presenting findings—drives the creation and dissemination of new knowledge in and across all academic disciplines, professions, and walks of life. Today's information explosion places a particular requirement on anyone doing research to develop the abilities associated with information literacy—knowing how to locate needed information, assess the accuracy of sources, and use them to good effect. Boston University's mission as a research university embraces the conviction that research and information literacy should be central to an undergraduate university education. By learning from scholars on the BU faculty how new knowledge is created and disseminated, and by conducting or participating in research, BU students join a community of inquiry with a commitment to the pursuit of knowledge that crosses borders and connects generations.

LEARNING OUTCOMES (all outcomes are required)
1. Students will be able to search for, select, and use a range of publicly available and discipline-specific information sources ethically and strategically to address research questions.
2. Students will demonstrate understanding of the overall research process and its component parts, and be able to formulate good research questions or hypotheses, gather and analyze information, and critique, interpret, and communicate findings.

KEY CONSIDERATIONS FOR XCC PROJECTS/COURSES:
- Students should understand that information literacy is not a "one shot" deal (e.g., one visit by the library staff), and that students need to broaden their understanding of research.
- Key questions faculty should be asking:
  - What role can research play in the project as it develops?
  - How can faculty get students to go beyond what they are given to read?
- Key questions to ask students at the outset and throughout the course:
  - What do you (students) know about this topic?
  - How do you know it?
- Students as producers of information
  - Why do you (students) need to cite your sources when producing work?
  - Students need to understand how this builds credibility and why that is important
- Consider using low-stakes assignments early in the semester
- Have students reflect on the research process – think about what they learned regarding information literacy.

4. Teamwork/Collaboration

Collaboration defines the 21ˢᵗ-century workplace. Employers rely increasingly on teams—groups of people with different backgrounds and training who tackle projects jointly—and they identify the ability to collaborate with these diverse groups as an essential skill for almost every position. Civic life in an increasingly interdependent world also calls more and more for the ability to collaborate with people from different backgrounds and with different perspectives, build consensus, and compromise for the good of a broader purpose. Training in and the practical experience of teamwork teaches the process of innovation, develops leadership, and fosters knowledge of one's own strengths and appreciation for those of others.

Courses and co-curricular activities in this area must have all outcomes.

LEARNING OUTCOMES (all outcomes are required)

1. As a result of explicit training in teamwork and sustained experiences of collaborating with others, students will be able to identify the characteristics of a well-functioning team.
2. Students will demonstrate an ability to use the tools and strategies of working successfully with a diverse group, **such as** assigning roles and responsibilities, giving and receiving feedback, and engaging in meaningful group reflection that inspires collective ownership of results.

KEY CONSIDERATIONS FOR XCC PROJECTS/COURSES:

- The project needs to be designed such that teamwork and collaboration are necessary in order to complete the project. The complexity of the project must engage multiple viewpoints and experiences, leverage different skill sets, and require an interdisciplinary approach in order for the project to be accomplished. This is the foundational principle of the Cross-College Challenge.
- Students need explicit instruction in teamwork so that they understand how to create and maintain an effective team.
- Teams should complete a team contract in which they explicitly set goals, assign roles and responsibilities, discuss their processes, and identify how they will work together.
- In addition, teams should have at least one experience giving and receiving feedback within the team.

ADDITIONAL CONSIDERATIONS – CREATING TEAMS

- Faculty should assign members to teams (no self-selection by students)
- Diversify the team members (e.g., college, major, class year, gender, skills, etc.)
  - Consider asking students to self-identify strengths/skills or preferred roles (e.g., Writer, Analyzer, Organizer, Presenter, Data analyzer, editor, etc.)

For additional information, please view the CTL's Hub guides for each area, found here:
https://www.bu.edu/ctl/buhub/bu-hub-guides/