XCC Faculty Guide – XC420

Welcome to the Cross-College Challenge! We are delighted to work with you to deliver an exciting and engaging interdisciplinary learning experience to your students. As the signature experience of the BU Hub, the XCC program offers unique, project-based experiences to students from all 10 schools and colleges across BU. We are here to guide and support you in this exciting endeavor.

This Faculty Guide is designed to provide you with important information that you will need as you begin to prepare for your XCC course. It is organized as follows:

XCC Faculty Onboarding Checklist

First Steps *(6 months+ out from the start of the semester):*

- Return signed Faculty Confirmation Letter
- Complete Course Scheduling Form which provide basic course information for posting to Student Link Planner: **Course Title, Description, Days/Times** (Note: XCC classes are typically scheduled to meet either once-per-week for 2hr/45min (e.g., Tuesdays 12:30-3:15pm) or twice-per-week for 1hr/15min (e.g., Tue/Thur 11:00am-12:15pm) and are scheduled according to the standard meeting patterns, outlined **HERE**.
- Collaborate with XCC on development of marketing poster

Second Phase Steps *(2-4 months out)*

- Review Faculty Guide and XCC Faculty Resources Blackboard Site
- Meet with XCC Faculty Director, Program Manager and/or Steering Committee member
- Engage in initial meetings with faculty partner
- Engage in initial meetings with community partners/project stakeholders
- Begin syllabus development (see guidelines in this document)
- Review information and expectations, such as:
    - Info on course stipend, guest speakers, etc.
    - Including XCC Launch and Expo events on Syllabus for students

Third Phase Steps *(2 months out)*

- First draft syllabus submission and review by Steering Committee
- Have initial meetings with support resources to discuss how these resources can best support your projects, teams, and specific research needs throughout the semester.
    - Hutch Hutchinson – Questrom Team Learning
    - Librarian assigned to your section/project (tbd)
    - Note: additional resources are available as needed to assist faculty. Please reach out to Phillip Jacob or Sandi Deacon Carr with support questions. In addition, the Center for Teaching and Learning at BU also provides several teaching resources.
- Engage in initial Onboarding meeting with XCC program and other faulty

Fourth Phase *(2 weeks out)*

- Final draft syllabus submission / post to website
- Attend Semester Kickoff Meeting - scheduled just prior to the start of the semester

XCC Program Commitments for Faculty (and Students, where indicated):

- **Orientation Meeting** - *The first meeting of the faculty pair with XCC Faculty Director and Manager. Introduction to the resources available for syllabus development. Draft syllabus will be due to XCC 1-2 months prior to the start of the semester so that the XCC Steering Committee can review, provide feedback, and approve.*
- **Semester Kickoff Meeting** – *First meeting of the XCC faculty cohort, final Q&A and review of syllabi. Meeting takes place just prior to start of semester.*

- **XCC Launch (EVENT)**- Faculty & Students - *An assembly of the faculty and students from all XCC sections as a single cohort to learn about projects across sections and build the XCC community.*
- **Mid-Semester Check-in Meeting** - *Opportunity for faculty to report on progress within each section, to garner peer feedback and to outline planning of the XCC Expo.*
- **End-Semester Checkpoint (Optional)** - *Progress and feedback check-in with Steering Committee member as needed. Communication from XCC Faculty Director and Manager for XCC Expo and assessment prep.*
- **XCC Expo (EVENT)** - Faculty & Students - *Final public presentations of all student teams across the cohort. Celebratory event that is open to the public, the broader BU community, as well as community partners.*
- **Semester Debrief Meeting** – *Reflection, feedback (+/delta) and gathering of best practices to adopt in future courses.*

XCC Faculty Team Discussion Guide

XCC faculty teach the course in partnership with each other, with both faculty at all of the class meetings. Interdisciplinary team teaching is a rewarding and challenging experience that should be explicitly discussed so that both faculty are clear about their approach to and expectations for working together. Below are some helpful discussion questions for XCC faculty teams to facilitate communication, collaboration, and course planning.

1. Course planning

Project: What is our understanding of the project? What expertise and experiences do we bring to the project?

Final deliverable: What is our vision of the final deliverable and how does it align with the community partner's expectations?

Timeline: Working backwards from the XCC submission deadline, what is our timeline for developing the syllabus?

Guests and experts: Where do we need outside expertise and how can we access it?

2. Pedagogical Approach

HUB Units: How are we teaching the four HUB units? What are our assignments? What external resources and prior HUB experiences can we build on?

Assessment: What is our overall approach to evaluation? How will we assess the HUB units? How many formative and summative assignments do we want to include? How will we provide feedback on these assignments? (Holistic, rubrics etc.)

Designing Class Sessions: How will we divide the hours of instructions each week? Do we have other commitments that need to be accommodated in the course schedule? How will we incorporate other program-specific requirements such as XCC Launch, XCC Expo, Social Media takeover etc.?

Instructional Technology: What learning management system and other forms of instructional technology will we use?

3. Communication Protocol

Communication: When should we have weekly planning and debrief meetings? What is the protocol for communication and meeting with external guests and the community partner?

Conflict management: How will we address any potential miscommunications or differences in our teaching and assessment approaches?

XC420 Syllabus Guidelines

The syllabus sample guidelines provided below outline the basic requirements for all XC410 sections to fulfill the four Hub units: Creativity/Innovation, Research/Information Literacy, Writing Intensive, and Teamwork/Collaboration. For each XCC section, ***faculty will customize the syllabus*** to the project/course objectives. Please see the **XCC Faculty Guide to Hub Areas** included below for more information on addressing each of the four Hub Units.

In customizing the XCC syllabus for your section be sure to **explicitly** address:

- The proposed partner, stakeholder or community partner for the project (even if it is assumed and there is no defined partner – who would be interested in the results of the project work)
- What the project will focus on – *why would students be interested in this*
- How/when students learn the specific learning outcomes for each Hub unit
- How/when the learning outcomes will be assessed
- Detailed descriptions of the assignments and deliverables as envisioned for the project
- How/when/why teamwork (v. individual contribution) is essential
- The expected project deliverables, including those that are required of XCC courses (see XCC Deliverables box below) as well as any additional or intermittent assignments that faculty determine are necessary
- Which class sessions (or parts of sessions) to devote to content delivery, research, project design, project oversight/consultations, and presentations
- How grades are to be determined (e.g., the relative grade weight for each assignment; how student participation/performance on the team will be assessed)

Additional considerations/best practices

- **See Sample Syllabus for a template/outline with detailed faculty notes to assist in developing the syllabus for your section.**
- Team composition should be diverse – students from different majors, schools, colleges
- Team size should be determined by the scope and complexity of the project. A team size of 5 students is a good target as it would allow for sufficient interdisciplinary experiences.
- Schedule time for partner visits where appropriate
- Build in time for project work in the second half of the semester
- The sample syllabus schedule is based on two regularly-scheduled 75-minute sessions per week, although some sections will be scheduled for one weekly 2hr 45-minute session.

Course Deliverables (minimum expected) and affiliated Hub Units

XCC Deliverables [affiliated Hub Units]: CRI, RIL, TWC, DME

- Team contract and project proposal [all units]
- Preliminary bibliography [RIL]
- Team feedback (while teamwork is in progress) and team peer evaluation (after the teamwork has been completed) [TWC]
- Final report or deliverable [all units]
- Oral presentation to class, relevant partners with media [all units]
- XCC Expo Presentation and participation [all units]
- Final Reflection on student learning, collaboration, and experiences [all units]

Sample Syllabus for HUB XC420

HUB XC420—THE BU CROSS-COLLEGE CHALLENGE

Faculty Name
Contact Info

Faculty Name
Contact Info

Notes to Faculty highlighted in gray/italics. These notes are not to be included on the student syllabus. *This syllabus template is designed to be a representative example for Hub XC420. This syllabus outlines the general expectations and representative assignments that are expected of each section of this course. Faculty will customize the syllabus, including course content and assignments/deliverables, to their specific courses and projects but will retain the instruction, assessment and reflection on the Hub learning outcomes.*

Faculty should decide which class sessions (or parts of sessions) to devote to content delivery, explicit instruction on the Hub areas, research, project design, project oversight, etc. While there are specific assignments that are expected of all Hub XC420 courses (which are noted below), faculty will determine the number and timing of any additional or intermittent assignments that students must complete. The faculty members will also determine the relative percentages of the final grade for each assignment.

Course Description: The Cross-College Challenge (XCC) offers a unique project-based learning experience in which interdisciplinary student teams from across BU's undergraduate colleges tackle real-world problems. Students learn and develop collaboration, communication, problem-solving and leadership skills. Following an interdisciplinary approach, students are assigned to a diverse project team where they will conduct significant research and address a substantial, compelling challenge. In collaboration with community partners, student teams work on issues in areas such as technology, social impact, education, sustainability, arts communication, or explore enduring human questions such as inequality, social justice and human creativity.

Project Description: *Faculty - explain the focus of your XCC class and provide a compelling description of the project and community partner, discuss the value that the students will bring to the various stakeholders, why it matters, etc. See sample below, but also see additional sample descriptions on our website: bu.edu/xcc)*

Sample Project Description Photography for Youth Activism: How can marginalized youth come to see themselves as catalysts of social change? In this course, we will learn and practice the process of ***photovoice*** *— an accessible activism tool that uses photographs and narratives to illustrate the unique perspective of individuals within a community — and then teach the process to youth at 826 Boston, a nonprofit youth writing and publishing organization located in Roxbury. We will work alongside youth to create a photovoice project that will be displayed at BU and 826 Boston, with an emphasis on photovoice as a tool to empower marginalized youth to pursue social justice in their own communities.*

HUB UNITS

1. Creativity/Innovation (CRI)

As teams work on their projects and address specific challenges throughout the semester:

- Students learn creativity as an iterative process of imagining new possibilities that involves risk-taking, use of multiple strategies, and reconceiving in response to feedback. They will be able to identify individual and institutional factors that promote and inhibit creativity.
- Students engage in creative activity by conceiving and executing original work as part of their team.

2. Digital/Multimedia Expression (DME)

As students work on the various steps of completing both their course assignments and group project, they will develop their skills and use of digital multimedia expression. BU students "receive information and experience the world through websites, videos, and podcasts. They must be able not only to consume and appreciate these and other forms of digital expression, but to evaluate and produce them." Explicit instruction will be provided such that:

- Students will be able to craft and deliver responsible, considered, and well-structured arguments using media and modes of expression appropriate to the situation.
- Students will be able to demonstrate an understanding of the capabilities of various communication technologies and be able to use these technologies ethically and effectively.
- Students will be able to demonstrate an understanding of the fundamentals of visual communication, such as principles governing design, time-based and interactive media, and the audiovisual representation of qualitative and quantitative data.

3. Research and Information Literacy (RIL)

By engaging in substantial research to complete their projects, and following an iterative process for creating a project proposal, completing interim assignments and a final report:

- Students search for, select, and use a range of publicly available and discipline-specific information sources ethically and strategically to address research questions.
- Students understand the overall research process and its component parts, formulate good research questions or hypotheses, gather and analyze information, and critique, interpret, and communicate findings.

For some teams, the fruits of research will yield new approaches to enduring questions, or new artistic expressions, or fresh arguments.

4. Teamwork/Collaboration (TWC)

Students are assigned to a team and receive explicit training in teamwork. Through this sustained collaboration on the project, and through the completion of a team contract and project plan:

- Students will learn the characteristics of a well-functioning team.
- Students will engage the tools and strategies for working successfully on a diverse team, including assigning roles and responsibilities, giving and receiving feedback, and engaging in meaningful group reflection that inspires collective ownership of results.

Course Materials:

- Team Learning Assistant (TLA) *[or equivalent readings/tool for instruction on teamwork]*
- Writer/Designer *(select chapters) [or equivalent readings/tool for instruction on digital or other media]*
- Designer's Workbook *[or equivalent readings for instruction on creativity/innovation]*
- Additional resources (e.g., resources, Ted Talks, instructional videos, tools for team communication and project work, etc.) TBD: related to specific project focus/topic area, research, digital or multimedia instruction

Graded Assignments: *Major assignments with suggested % of grade for each*

- Team Contract (DME, TWC) - *10%*
  Team assignment. Students are taught the purpose and specific sections of the team contract. Teams will discuss and use digital platforms to write up specific team project goals, roles/responsibilities, processes and interactions. A preliminary project schedule will also be included. The roles and project schedule will be updated and adapted throughout the semester as teams work on their projects and track their progress.
- Project Proposal (CRI, DME, RIL, TWC) – *10%*
  Team assignment; builds from the project description; includes well-structured arguments and clearly identifies a digital or media project deliverable specific to each team. [*The deliverables may differ across teams, thereby providing the class as a whole more exposure to different forms of digital expression and may include websites, apps, videos, podcasts, or other digital media]*
  Proposal to be reviewed by faculty who provide feedback, revision to be submitted to community partner. Foundation for final DME deliverable.
- Preliminary Annotated Bibliography (RIL) – *10%*
  Individual assignment that can then be reviewed by all team members, revised, and submitted as a team assignment. Focuses on relevant research necessary for the project.
- Final Project Deliverable & Presentation (CRI, DME, RIL, TWC) – *40%*
  Builds from project proposal, bibliography, research, status updates with community partners. Teams present their final deliverables to the class and community partner. Sample deliverable for this template syllabus: Website/Blog [*the deliverables may differ across teams, thereby providing the class as a whole more exposure to different forms of digital expression and may include websites, apps, videos, podcasts, or other digital media]*
- Reflection on Lessons Learned (CRI, DME, RIL, TWC) – *10%*
  Individual assignment; address the roles of each team member, including the student's own specific roles in developing the final project deliverable, what the student learned about digital/multimedia expression, research, creativity, and teamwork as they collaborated to produce this team project. Students should specifically address their understanding of the capabilities of various communication technologies and how, through their project, they were able to use these technologies ethically and effectively [*This assignment can reinforce or expand use of digital expression, visual communication, audiovisual representation of qualitative data depending on the form of the deliverable: video, podcast/audio, or written reflection.]*
- Participation: class participation, writing task completion, and participation on team – *20%*

Additional Digital/Multimedia Tasks (DME): *Minor/homework **representative examples** to be adjusted as needed to align with the project focus*

- Interactive website/blog post with video biography (individual)

- Podcast style interview with teammates to discuss creativity/innovation relevant to their project
- Teams create shared project board using: https://miro.com/ or https://jamboard.google.com/
- Status Updates (minimum 2): teams create (a.) Adobe Spark video or (b.) an interactive blog post with video documentation to provide status updates to community partners. *Can also use peer review for this assignment to teach students to evaluate different media/modes of expression.*
- Team Feedback (individual – quantitative and qualitative performance feedback to all team members, using TLA web tool) *[see TLA]*
- Drafts or review of specific stages/phases of the project deliverable (e.g., website/blog, video, podcast). Review and feedback can be provided by peers, faculty, community partners (iterative assignments leading to final deliverable)

HUB XC420 COURSE POLICIES

Students are expected to read and comply with Boston University's Universal Academic Conduct Code for Undergraduate Students: http://www.bu.edu/academics/resources/academic-conduct-code/

Please note the following, which are of particular relevance to the XCC:

Plagiarism: The presentation of another's work as your own, even by mistake -- is a violation of BU's Academic Conduct Code. Plagiarism may result in failing this course and possible additional penalties.

Rules governing teamwork:

1. No team member shall intentionally restrict or inhibit another team member's access to team meetings, teamwork-in-progress, or other team activities without the express authorization of the instructor.
2. All team members shall be held responsible for the content of all teamwork submitted for evaluation as if each team member had individually submitted the entire work product of their team as their own work.

Recording: Classroom proceedings for this course may be recorded for purposes including, but not limited to, student illness, religious holidays, disability accommodations, or student course review. Students may not use a recording device in the classroom except with the instructor's permission.

Laptops: Use of laptops (and other digital devices) are permitted at the discretion of your professors.

If you have any questions or concerns, consult the professors.

Note on the Syllabus Schedule: *The template syllabus schedule is based on 2 regularly-scheduled 75-minute sessions per week. Some XCC sections will be scheduled for one weekly 2-hour and 45-minute class session. The schedule provided is a proposed, representative schedule that can be used as a guide. It highlights ways in which the Hub Unit learning outcomes can be explicitly addressed. Faculty should also schedule time for Community Partner visits where appropriate, and for teaching relevant, course-specific content that is required for students to complete their projects. Adjust as necessary.*

Faculty check-in meetings are opportunities for faculty to guide student learning by focusing on the Hub learning outcomes as they relate to the project work, research, and digital multimedia expression.

While the exact type of deliverable will be determined by the specific nature of the course and the intended audience of the Community Partner, each Hub XC420 section will have ***one digital/multimedia product as a final team deliverable****. This may include such things as: a podcast, a video, a website, an application, or another creative digital media product. Specific to the form of the deliverable, faculty will provide instruction on various media and modes of expression and use an iterative process of instruction that includes: demonstration, direct instruction, student/team creation, feedback (peer, faculty, community partner), faculty coaching and guidance, and student/team revisions that lead to the final product. Again, specific to the form of the deliverable, faculty will discuss the ethical and effective use of relevant audiovisual technologies.*

It is expected that each Hub XC420 project deliverable will address DME via 3 phases of development: ***Pre-production, Production, Post-production.***

Website Example	***Video/podcast Example***
Pre-production	***Pre-production***
Information Architecture	*Scripting*
Layout	*Storyboarding*
Content collection/Creative assets	*Scheduling*
Elements/Features	*Staging*
Tools	
Production	***Production***
Content editing	*Recording*
Copywriting	
Proofing	***Post-production***
Testing	*Reviewing*
Post-production	*Editing*
Publishing	*Captioning*
Feedback	*Exporting*
Editing/Refining	*Feedback*

HUB XC420 – SAMPLE COURSE SCHEDULE

Week 1

1. Introduction to the Course: Team Formation, Course Expectations and Project Descriptions

- Introductions; Discussion of XCC Expectations and Objectives; Description of Project and Community Partner, and discussion of relevant course content.
- Overview of the relevant 4 Hub units
- Introduction to project scheduling (pre-production, production, post-production)

2. Digital Multimedia Expression and Teamwork: First Steps

- *Select chapters from Writer/Designer and other work to be assigned/viewed in advance of class.*
- Instructors introduce how to craft and deliver responsible, considered, and well-structured arguments using different media and modes of expression appropriate to the rhetorical situation of different mediated modes of expression. Instructors will also discuss how to use these mediated technologies ethically and effectively.
- Instruction on creating an interactive website or blogpost with video biography. Review examples of video bio statements and interactive blog posts.
- Introduction to teamwork, create teams, engage in team ice breaker exercises

XCC LAUNCH: Required program introduction and community-building event, Date TBD

Week 2

3. Introduction to Creativity/Innovation

- *Homework Due TBD – readings, podcasts, Ted Talks, videos, etc.*
- Faculty introduce a variety of approaches to creativity/innovation relevant to their project areas. These may include the principles of design thinking, creativity as a process, brainstorming, and solving ill-structured problems.
- Teams will then engage in a structured brainstorming/ideation exercise along the lines suggested in *Design Thinking for Educators*. (e.g., "Design a Challenge" in the *Designer's Workbook.)*
- Faculty discuss fundamentals of visual communication, such as principles governing design, time-based and interactive media.
- Instruction on how to do peer reviews of student work; peer review of website/blog posts with video biography.
- *Due: Interactive website/blog post with video biography (to be reviewed by faculty)*

4. Introduction to Community Partners

- Initial Meetings with Project Community Partners (This may take place any time in the first two and a half weeks of the course, depending on the Community Partner's schedule)

Week 3

5. Teamwork/Collaboration: Team Contracts

- *Homework Due TBD – readings, podcasts, Ted Talks, videos, etc.*
- XCC/QTL Team Learning Teaching Fellows will lead class instruction on effective team dynamics, GRPI Team Contract (goals, roles and responsibilities, processes, interactions)
- Students engage in discussion of how to write the contract, are shown examples, and begin to draft goals, roles, etc.
- Instructors discuss strategies for collaborative interdisciplinary projects and how to use digital platforms (eg. Questrom Team Learning Assistant) to write up team goals, roles, processes for the project.

6. Creativity and Innovation / Digital Multimedia Expression

- *Due: pre-production plan draft (information architecture, script, resources)*
- Faculty will dedicate part of this meeting to project area-appropriate instruction on creativity/innovation as a learnable, iterative process, including application of multiple strategies to their particular projects. Students will complete Ideation exercises in the *Designer's Workbook*
- *Homework: students will be assigned to listen to a podcast - TBD*
- Discussion and instruction on podcasts: students engage in podcast style interview with each other to discuss creativity/innovation relevant to their project.

Week 4

7. Introduction to Research and Information Literacy

- *Due: Team Contract*
- *Homework Due TBD – readings, podcasts, Ted Talks, videos, etc.*
- Faculty introduce Research and Information Literacy by working through the elements of a successful research proposal. Instruction includes important research resources and techniques in their specific project areas, as well as an overview of how to evaluate and situate sources in context. Discussions reinforce strategies for collaborative interdisciplinary projects and use of digital media appropriate to the project focus.
- Faculty provide instruction in how to use a digital tool such as Jamboard or Miro to think through the various elements of a project together as a team.
- Guest speaker: Mugar librarian

8. Project work/ Faculty check-in

- *Due: shared project board using: https://miro.com/ or https://jamboard.google.com/*
- Students present a detailed description of their project and final deliverable using a digital tool. Faculty work to help students refine their research question, the design, and/or the form and content for the project deliverable.
- Faculty will provide feedback on the students' ability to craft a well-structured argument that uses appropriate media and modes of expression.
- Faculty provide feedback and instruction to students to draft a Project Proposal for course and community partner. *[the deliverables may differ across teams, thereby providing the class as a whole more exposure to different forms of digital expression and may include websites, apps, videos, blog posts, podcasts, or other digital media]*

Week 5

9. Information Literacy Workshop

- *Due: Draft of Project Proposal, pre-production plan final*
- *Homework Due TBD – readings, podcasts, Ted Talks, videos, etc.*
- Library Resources partner (e.g., Ken Liss, Mugar Library) to lead workshop; topics to include electronic search strategies, evaluation of sources, data collection
- Discussion of research, writing annotated bibliography. Students review models/examples of annotated bibliographies in class or in preparation for class.

10. Project work/ Faculty check-in and/or Community Partner meeting

- *Homework Due TBD – readings, podcasts, Ted Talks, videos, etc.*
- Faculty to review, provide feedback on draft of Project Proposal, including on the scope and type of deliverable, and the specific design principles relevant to the proposed deliverable.
- Teams then revise and deliver final Project Proposal to community partner.
- Faculty to provide guidance on research.

Week 6

11. Holiday/Monday schedule – no class meeting

- Teams can use time this week to check in with each other and/or with Community Partners

12. Digital Multimedia Workshop

- *Due: draft of Preliminary Annotated Bibliography*
- *Homework Due TBD – readings, podcasts, Ted Talks, videos, etc.*
- In this session students will receive instruction in design principles and the ethical principles of *interactive websites or blog posts with video documentation (eg. Zoom or Kaltura recording)*.
- Instructors will dedicate part of this meeting to project area-appropriate instruction on creativity/innovation and *the basics of Adobe XD (or other relevant tool*) as a learnable, iterative process, including application of multiple strategies to their particular projects.

Week 7

13. Project work/Faculty check-in

- *Due: Status update*
- *Homework Due TBD – readings, podcasts, Ted Talks, videos, etc.*
- Focus of check in can include: project update, research, communication with community partners, challenges, etc.
- Faculty will discuss appropriate media for the final deliverable and the ethical and effective use of such technology.

14. Teamwork/Collaboration: Team performance feedback

- *Homework Due: complete readings and peer feedback forms in TLA in advance of class.*
- XCC/QTL Team Learning Teaching Fellows discuss how to provide performance-based team/peer feedback using a feedback tool such as the *Team Learning Assistant.*
- Students will receive detailed individual Peer Feedback Reports that aggregate and provide visual representation of the quantitative and qualitative feedback from their peers.
- Students will practice giving and receiving team feedback verbally within their teams, and then reflect upon the feedback they received. Teams will discuss ideas for improving individual and team performance.

Week 8

15. Project work/Faculty check-in and/or Community Partner meeting

- *Due: Preliminary Annotated Bibliography (updated, final)*
- Focus of check in may include: project update, research, communication with community partners, challenges, review of drafts of deliverables, etc.

16. Creativity/Innovation and Digital/Multimedia Expression Discussion

- *Homework Due TBD – readings, podcasts, Ted Talks, videos, etc.*
- Discussion of project-area appropriate approaches to Creativity/Innovation and Digital Multimedia Expression.
- This session may also include readings on and/or consultation with on-campus or off-campus experts in the arts, media, creative writing, innovation, design thinking, or the creative process.

Week 9

17. Project work/Faculty check-in and/or Community Partner meeting

- *Due: Status update*
- Focus of check in may include: project update, research, communication with community partners, challenges, review of drafts of deliverables, etc.

18. Workshop on Final Deliverable to Community Partners

- *Homework Due TBD – readings, podcasts, Ted Talks, videos, etc.*
- In this session faculty and students will workshop some of the final deliverable's components (e.g.: introduction, goals, purpose, expected outcome, audience) through peer review and discussion, as well as feedback, guidance, and coaching from faculty.

Week 10

19. Project work/Faculty check-in and/or Community Partner meeting

- Teamwork session
- Teams can check in and update Team Contract or writing roles, as appropriate.

20. Project work/Faculty check-in and/or Community Partner meeting

- *Due: Project Report Outline, post-production update*
- Through multimodal writing (eg. web, mobile, print), student teams present (to the faculty and class) an initial outline of their deliverable product (i.e. website, report, proposal, poster) and report on what they will share at their next check-in with the project Community Partners

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Week 11

21. Check in with Community Partner

- *Due: Status Update to community partner [e.g., Interactive website or blog post with video documentation (eg. Zoom or Kaltura recordings) and presentation]*

22. Teamwork/Collaboration: After Action Review

- *Homework Due:* TLA readings and worksheets on Step 5: AAR.
- This session focuses on how teams can deploy an After Action Review process to reflect upon their work and learn from their process.

Week 12

23. Project work/Faculty or Community Partner Check-in

Note: Fall Semester – Thanksgiving break – no class session

Week 13

24. Workshop: Review Final Deliverable

- *Due: Post-production update*
- Meet with faculty to review/present final deliverable to faculty for feedback.

25. Peer Review of Deliverable to Community Partners

- Teams present their final deliverables to classmates, engage in peer review of deliverables

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Week 14

26. Presentation of Final Deliverable to Community Partners

- *Due: Final Project Deliverable*
- Discussion with/Presentation to community partners

27. Teamwork/Collaboration: Adjourning and Reflection

- This session focuses on adjourning the team experience, discussing lessons learned through teamwork, and evaluating team member performance. (*See TLA for readings, adjourning exercise, and peer evaluation*)
- Discussion of Reflection Assignment due next class. This assignment requires the student to address the roles of each team member, including their own specific project roles, what the student learned about digital/multimedia expression, research, creativity, and teamwork as they collaborated to produce this team project. Students should specifically address their understanding of the capabilities of various communication technologies and how, through their project, they were able to use these technologies ethically and effectively [*This assignment can reinforce or expand use of digital expression, visual communication, audiovisual representation of data depending on the form of the deliverable: video, podcast/audio, or written reflection.]*

Week 15

28. Conclusions and Lessons Learned/Course Evaluations

- *Due: Reflections on Lessons Learned [note: this can be due at a later date]*

XCC EXPO – Final, public presentation of team project work, required of all XCC participants – Date/Format TBD

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 partner, 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

2. 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.

3. Digital Multimedia Expression

In a world where messages are routinely conveyed through audiovisual media, BU students need to develop an understanding of the role and impact of color, composition, rhythm, and acoustics that matches their mastery of verbal syntax and rhetoric. Today, in addition to live performances and installations, BU graduates receive information and experience the world through websites, videos, and podcasts. They must be able not only to consume and appreciate these and other forms of digital expression, but to evaluate and produce them.

LEARNING OUTCOMES (all outcomes are required)

1. Students will be able to craft and deliver responsible, considered, and well-structured arguments using media and modes of expression appropriate to the situation.
2. Students will be able to demonstrate an understanding of the capabilities of various communication technologies and be able to use these technologies ethically and effectively.
3. Students will be able to demonstrate an understanding of the fundamentals of visual communication, such as principles governing design, time-based and interactive media, and the audio-visual representation of qualitative and quantitative data.

KEY CONSIDERATIONS FOR XCC PROJECTS/COURSES:

- Consider the various ways that you will be using and teaching audiovisual media throughout the course and the project. For example:
    - Will students be communicating with external community partners using different media? 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 as well as managing their projects – what are best practices and communication technologies for doing this?
    - What project-related digital media assignments will help students meet the learning outcomes?
    - Students will make some type of team presentation at the end of the semester (e.g., to class, community partners, XCC Expo, etc.). What do they need to know (about their audience, ways to convey their messages, appropriate media to use, etc.)?
- Students should reflect on what they learned regarding oral and/or signed communication.

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)
- Team size should be determined by the scope and complexity of the project. A team size of 5 students is a good target as it would allow for sufficient interdisciplinary experiences.
- 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/