

XCC Faculty Guide – XC433

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:

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BU Libraries – a librarian will be assigned to each XCC section

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 faculty

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 Expo.*
 - **End-Semester Checkpoint (Optional)** - *Progress and feedback check-in with Steering Committee member as needed. Communication from XCC Faculty Director and Manager for 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.*
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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, 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?

XC433 Syllabus Guidelines

The syllabus sample guidelines provided below outline the basic requirements for XC433 sections to fulfill the four Hub units: Creativity/Innovation, Oral/signed Communication, Research/Information Literacy, 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 client 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]:

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

Sample Syllabus for HUB XC433

The BU Cross-College Challenge

Faculty Name

Contact Info

Faculty Name

Contact Info

*Notes in italics are for faculty only and **should be removed** when adapting the syllabus for students/posting. This document is designed as a sample/template syllabus to be adapted for XCC courses.*

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.*

XCC Fulfills the [BU Hub Learning Outcomes](#) for the following 4 Hub Areas:

*Faculty should **add to** the following description of how their specific XCC class and project meet the Hub Learning Outcomes*

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. Oral and/or Signed Communication [OSC]

In communicating with team members, community partners and other constituents related to the project, and through their final team project presentations:

- Students will craft and deliver responsible, considered and well-structured oral and/or signed arguments using media and modes of expression appropriate to the situation.
- Students will interact, attend and respond thoughtfully to others.
- Students will be able to speak/sign effectively in situations ranging from the formal to the extemporaneous and interact comfortably with diverse audiences.

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 Requirements

Minimum expected deliverables include the following. Faculty determine which are graded and % grade for assignments. List below also includes suggested due dates/timeline.

XCC Deliverables [affiliated Hub Units]:

- Team contract and project proposal [TWC, CRI, RIL] – due week 4
- Preliminary bibliography (or similar research assignment) [RIL] – due week 8
- Team feedback (while teamwork is in progress) and team peer evaluation (after the teamwork has been completed) [TWC, OSC] – feedback due week 7, final evaluation due week 15.
- Final Project Report or written deliverable (e.g., website) to partner/faculty [CRI, RIL, TWC] – due week 14
- Oral presentation to the class and relevant partners [OSC, CRI, RIL, TWC] – due week 14
- Final Reflection on student learning experience. This can take many forms (e.g., a blog entry, paper, questionnaire, individual presentation, etc.) [OSC, CRI, RIL, TWC] – due week 15
- Slides/materials for Expo presentation (one per team) to showcase project work

Readings and Resources:

Faculty to assign course and project-specific readings, resources and should see the Resources folder on Blackboard for recommended readings and resources for the 4 Hub Units.

Faculty should consider use of:

- *The Team Learning Assistant (web application)* for team assignments including Team Feedback and Peer Evaluation.
- William M. Doll, *Speak*.
- *Designer's Workbook (pdf)*

Academic Conduct and Teamwork Expectations

All XCC students are expected to read and comply with Boston University's Universal Academic Conduct Code. It is found here: <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, team work-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.

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

Please note that 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. Note also that you may not use a recording device in the classroom except with the instructor's permission.

Sample Schedule of Meetings

As mentioned on the XCC Faculty guide, prior to the start of the semester, faculty should meet with Hutch Hutchinson (pjhutch@bu.edu) to discuss XCC team learning support, and also with the Librarian assigned to your XCC section to discuss the specific project and research needs for your class. .

Faculty will assign readings, resources, etc. for relevant class sessions.

Week 1

Session 1 -- Introduction to the Course: Course Expectations and Project Descriptions

Introductions, Discussion of XCC Expectations and Objectives, and Description of Projects

Session 2 – Introduction to Creativity/Innovation, Team Formation

- *Teams can be formed as early as week 1 or created later, if the project needs should be addressed before creating the project teams. Please consult with Hutch if you have questions on the timing.*
- *Instructors 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. For example, most teams will use the “Design a Challenge” section in the Designer’s Workbook*

XCC Launch – all XCC students/faculty/sections attend to kick off the XCC experience – Date TBD

Week 2

Session 3 - Initial Meetings with Project Partners or Faculty Content

- *Meetings with Project Partners may take place any time in the first two and a half weeks of the course, depending on the partner’s schedule*
- *Similarly, delivery of relevant course content by the faculty should take place as needed throughout the course. Typically, content delivery works best during the first half of the semester, with the second half of the semester focused on intensive project and teamwork, with faculty oversight and guidance.*

Session 4 - Teamwork: First Steps and Introduction to Team Contracts (Projects Assigned to Teams)

- *Faculty should schedule class session with with Questrom Teaming Faculty - Hutch/TAs to begin teambuilding, discuss teaming/collaboration and introduce team contracts (GRPI Team Contracts)*
 - *Once project teams are established, send the teams list spreadsheet (4 columns: Email, First Name, Last Name, Team Number) to qtl@bu.edu and they will be set up in TLA*
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Week 3

Session 5 – Introduction to Research/Information Literacy - Developing Team Contract & Project Plans

- *This session develops both (a) Teamwork/Collaboration by developing the team contract to include elements of project planning, and introducing Team and Meeting Management strategies, and (b) Research and Information Literacy by working through the elements of a successful research proposal.*
- *Instructors introduce 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 focus on strategies for collaborative interdisciplinary projects.*

Session 6 – Work on Projects/Check Ins with Faculty or Faculty Content

- *Students present a description of their project and preliminary outline. Faculty work to help students refine their research question or project. Faculty also help students refine their Team Contract & Project Plan.*
- *Delivery of relevant course content by the faculty*

Week 4

Session 7- Information Literacy Workshop with Librarian from Mugar Library

Topics include electronic search strategies, evaluation of sources, data collection. Note: faculty should meet with librarian in advance to discuss the specific projects and resources that would be required or advantageous for students

Session 8--Work on Projects/Check Ins with Faculty (and/or Partners) or Faculty Content

Deliverable Due: Team Contract and Project Proposal

Week 5

Session 9—Project Work Time/Creativity

- *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.*

Session 10—Oral Presentation Strategies: Speaking and Listening.

- *Discussion of William M. Doll, Speak, as well as **project-area appropriate skills** for listening and oral presentation.*
 - *Discuss project-area appropriate communication skills such as interviewing, communicating with project partners and other constituents related to the project, etc.*
 - *Practice sessions for public speaking.*
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Week 6

Session 11- Holiday Schedule – No class meeting

Session 12 - Status Updates with Partners and Preparation for Team Feedback

- Students should read the ***Guidelines for Giving and Receiving Feedback*** in the TLA (Team Learning Assistant) in preparation for providing written and oral feedback to their teammates
- *Faculty should coordinate with Questrom Team Learning to set up the Team Feedback assignment in TLA and to set/confirm dates for in-class discussion of team feedback. The QTL folks will set up the assignment in TLA once XCC faculty provide the dates.*

Week 7

Session 13 - Work on Projects/Check Ins with Faculty and Complete Team Feedback in TLA

- Students should complete the Team Feedback assignment in the TLA prior to the start of the next class session – Session 14

Session 14 - Teamwork: Peer Feedback

- **Team Feedback due in TLA prior to class today**
- *Students meet in class with Questrom Teaming Faculty; they learn and practice the process of giving and receiving peer feedback within their teams. XCC faculty attend the first part of the session, where the feedback process is introduced and discussed. They are then asked to leave the room while the QTL folks facilitate the students' giving feedback to each other. QTL can then debrief with faculty after the session.*
- *QTL faculty can also meet with faculty to review feedback reports and discuss any issues or concerns that may arise on teams.*

Week 8

Session 15 – Creativity/Innovation Discussion

Discussion of Project Area-Appropriate Approaches to Creativity/Innovation. This session may also include readings on and/or consultation with on-campus or off-campus experts in the arts, creative writing, innovation, design thinking, or the creative process.

Session 16 - Work on Projects/Check Ins with Faculty or Faculty Content

Deliverable: Preliminary Bibliography Due

Week 9

Session 17 - Work on Projects/Check Ins with Faculty (and/or Partners)

Session 18 - Communication: Oral Arguments and Extemporaneous Presentation

In this session students will practice both making and evaluating oral arguments and participating in informal, extemporaneous oral communication (such as, for example, answering questions from an audience, conducting an interview in front of an audience, participating in a panel discussion).

Week 10

Session 19 - Work on Projects/Check Ins with Faculty

Session 20 - Work on Projects/Check Ins with Faculty

- *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 partner*
- **Project Report Outline Due**

Week 11

Session 21 - Check Ins with Partner

Session 22 - Teamwork/Collaboration: After Action Review

This session focuses on how teams can deploy an after action review process to reflect upon their work and learn to improve their performance and process.

Week 12

Session 23 - Work on Projects/Check Ins with Faculty

Fall semester **THANKSGIVING--NO CLASS**

Week 13

Session 24 - Draft of Project Deliverable and Presentation Outline

Review drafts and provide feedback on final deliverables. Students should review all deliverables for quality and accuracy.

Session 25 – Oral Communication - Dress Rehearsals of and Feedback on Final Presentations

Project Report due to faculty for final review

Faculty should set up the Peer Evaluation assignment in TLA. Reach out to Hutch (pjhutch@bu.edu or gtl@bu.edu to have the Peer Evaluation assignment set up for your class in the TLA)

Week 14

Session 26 - Presentations to Partners

Formal presentation to partners and delivery of Final Project Report

Faculty to announce Peer Evaluation assignment

Session 27 – Project and Teamwork Reflections

- Students complete **peer evaluations** on their teamwork (in TLA)
- Class and teams discuss their project and team experiences

Week 15

Session 28 - Conclusions and Course Reflections/Course Evaluations

Final Reflection Deliverable Due *(see options for this assignment above in course requirements)*

*Course Evaluations should be completed **during the final class session.***

XCC EXPO – Location and Date 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. 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 community partners? 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 community partners, 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)
- 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/>