

CETL LIBRARY LUNCH
Winston Faculty Dining Room
18 October 2007
12:00 – 1:30 p.m.
Professor: Douglas L. Johnson

The Integrated Learning Module as Concept

A. Basic Features

1. Designed to work with an introductory course, G 017 (Culture, Place, and Environment)
 - a. broad introduction to cultural geography on a global scale
 - b. three lectures a week plus discussion
 - c. the discussions, in addition to dealing with the mundane issues of clarifying the instructors obscurities, answering questions, and preparation for exams, offer an opportunity to plunge into three or four substantive areas in depth.
 - d. the topics have become relatively fixed over the years, but since the TA – Instructor relationship is intended to be a learning experience and a preparation for teaching, the specific design of at least one of the topics/modules (most frequently linked to the TA’s research interest area) is constructed new for each course iteration.
2. The rhythm involves a three week cycle that begins with problem identification, continues with a search for information sources that help answer the question/problem examined, and ends with a brief write up of the knowledge gained.
 - a. **first week:** introduction of a “problem issue” to be explored in depth (student’s pick the specifics of place or problem manifestation themselves, which requires considerable staff input at times)
 - b. **second week,** TA and discussion section members go to the library. Ideally the Instructor shows up for one of the three weekly sessions with the goal of visiting each section at least once.
 - c. **third week:** write up week with reports due in the following Tuesday class. The TA handles last minute problems with topic, structure, format, and encourages participants to share their topic and findings in two minute summary verbally (sometimes students exchange abstracts)
3. The **assignments increase in scope and complexity**, beginning with a base in print media (encyclopedias; dictionaries; atlases) and moving on to an array of popular and scholarly sources, largely electronic, that bear directly on the problem examined in each three week cycle.

B. Development over the course of the semester is related to the primary goal: independence. This is defined as the basic ability to figure out how to proceed on a research topic independently in the future. So there is less and less repetition of accessing basic data sources and more and more opportunity to explore in the library sessions the particular topic-specific sources of information needed in each instance.

C. Follow up in “Upper Division” courses, where ideally the student is expected to develop an expertise in a specific area and have the capability to write a research paper or consultant report that can be presented both orally and in writing.