

GENERAL EDUCATION FOR THE 21ST CENTURY:

Engaging Faculty in Optimizing Student
Success in Life and Work

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A man walks into a bar . . .

Louise is going home. . .

Meanwhile, in a not-so-quiet
neighborhood . . .

WHAT DO ALL OF THESE HAVE IN COMMON?

- The obvious logics don't make sense
 - They require lateral thinking, indirect approaches, creativity
-

WHAT DON'T THEY HAVE IN COMMON?

- The first two are riddles
- The third is real life

MY POINT:

As often as not, these are the kinds of problems our students will face in their lives and careers.

BECAUSE . . .

The workplace is changing

- New technologies
 - New markets/new clientele
 - New regulations
 - New challenges
-

BECAUSE . . .

- Students don't always go into the fields they studied
 - Or stay in the fields they start in
 - Or stay in the positions they start in
 - Or get the jobs they want
-

Wicked Problems

(Edmond Ko)



Unscripted Problems

(Carol Geary Schneider)



HOW DOES THIS RELATE TO FACULTY?

First:

- It's good to remind faculty that most of their students are not like them . . .
 - and that the lives their students face after graduation will not mirror academic structures.
-

HOW DOES THIS RELATE TO FACULTY?

Second:

- It's good to be reminded of what it feels like to be confused and uncertain . . .
- And that uncertainty often leads to great/better ideas.

Kathy Takayama: Our students by their very nature exist in a liminal space. And despite our own knowledge that that's where good work happens, we keep trying to push them out of it.

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Idea #1:

We remind them of the complexities of our students' lives.

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Idea #2:

We allow them to do what they do best.



Breadth
Models

Integrative
Models

2 Social Science
2 Arts and Humanities
2 Math
2 Natural Science
2 Foreign Language
2 PE

(Possible additions:
Writing 101 and 102)





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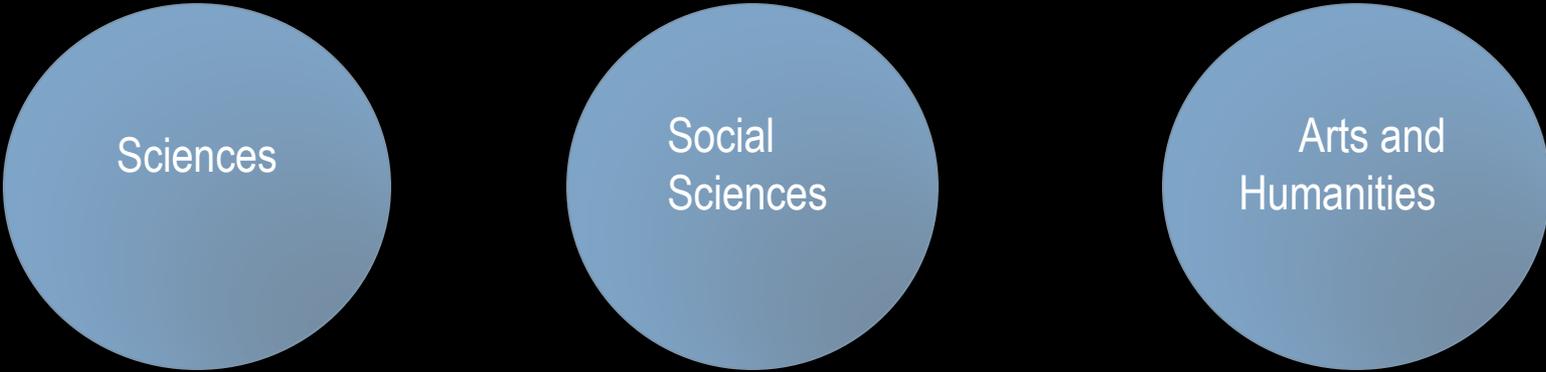
(Possible additions:
Writing 101 and 102)

Integrative
Models

Common Core
Learning Communities
Interdisciplinary Courses
Integrative Courses
Team-taught Courses
Capstone Courses
Campus-wide themes
ePortfolios
Service Learning



General Education 1.0

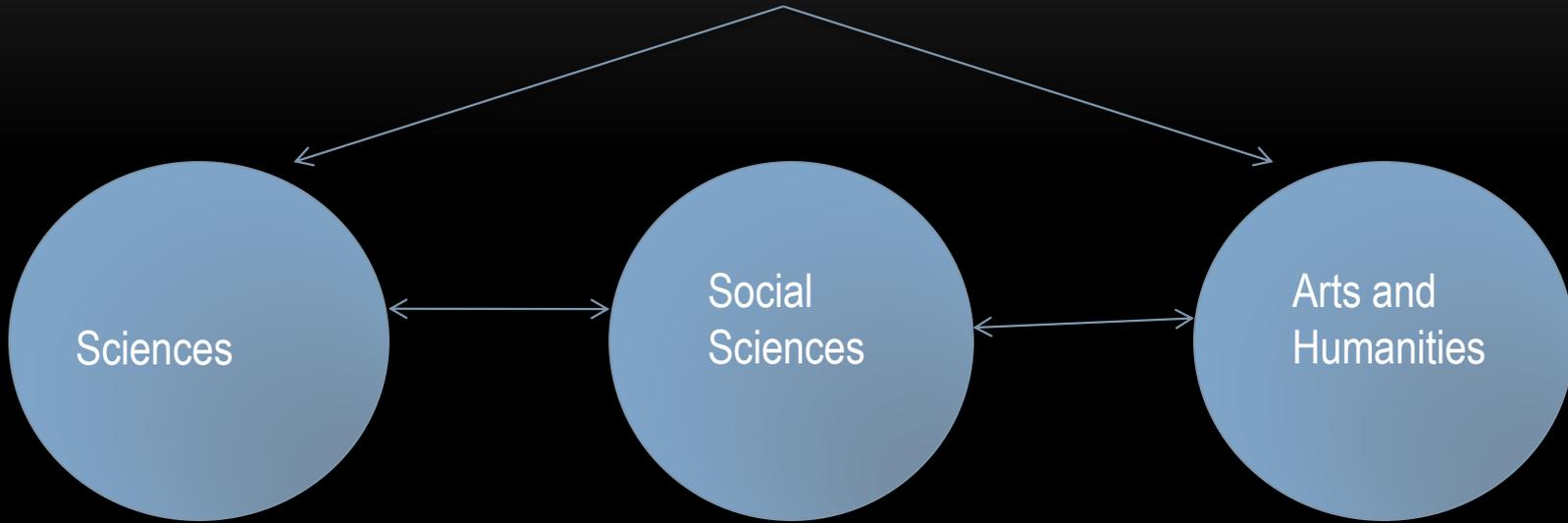


Sciences

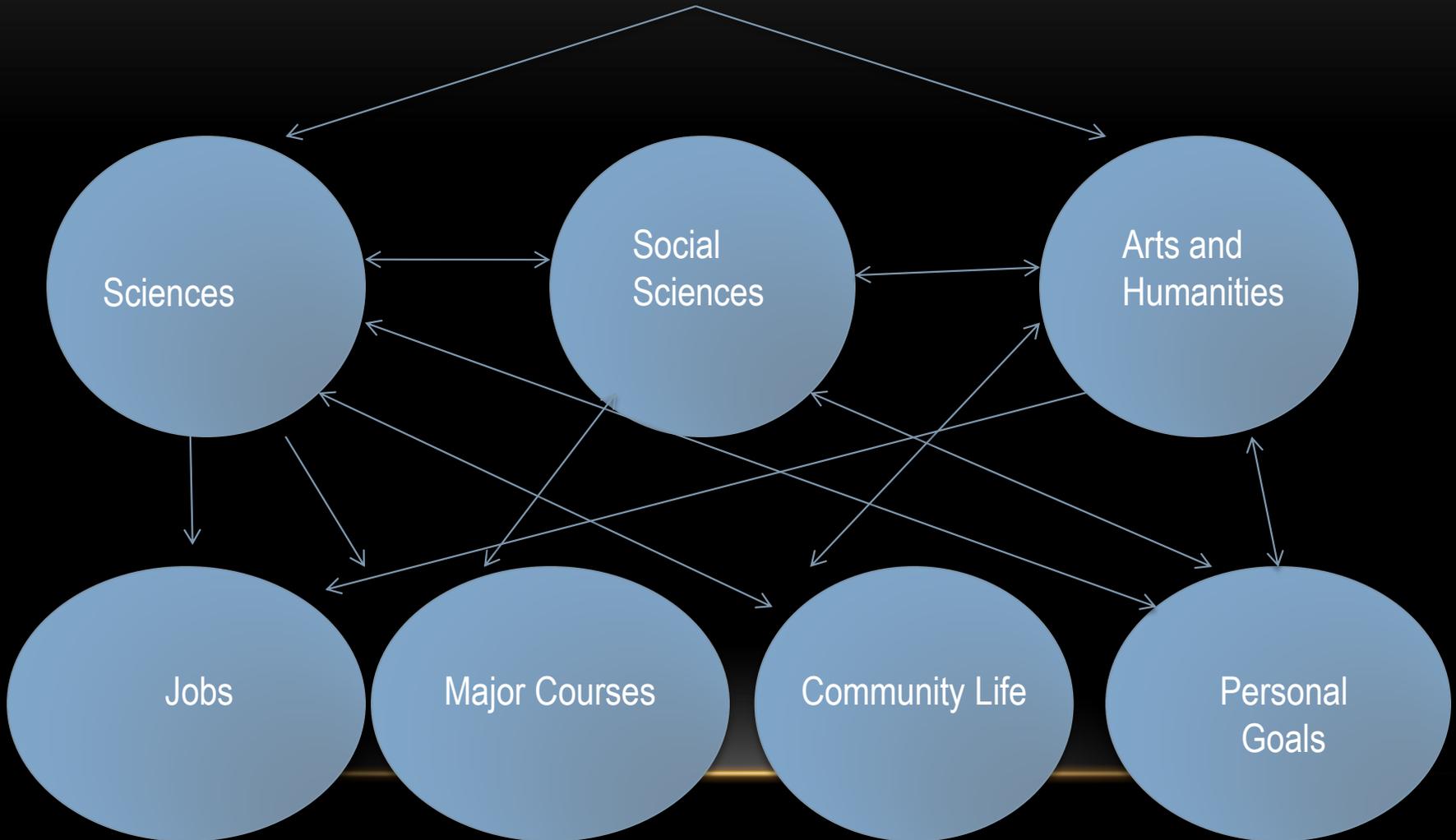
Social
Sciences

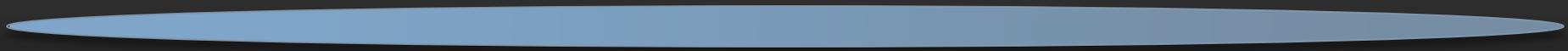
Arts and
Humanities

General Education 2.0



General Education 2.0





Breadth
Models

Integrative
Models



15%

64%

18%



IN SHORT

The more integrative the curriculum,
the more nimble the graduate.

But this does create a potential
challenge for faculty . . .



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“INTERDISCIPLINARY” COURSES:

Ask us to combine **disparate** topics:

- Politics and Art
- Psychology and the Environment
- History and Physics

This will require added time and effort from faculty, pulling us away from the work that has gotten us to where we are today.

“INTEGRATIVE” COURSES:

Highlight the ways in which our work is already interdisciplinary:

To teach Victorian literature I must touch on

- History
 - Art
 - Economic theory
 - Psychology
-

AS A RESULT . . .

Integrative approaches allow me to continue doing the work I do so well.

Additionally, they appeal to my sense of mission, to my understanding that familiarity and competency in my field helps **everyone** live informed and productive lives.

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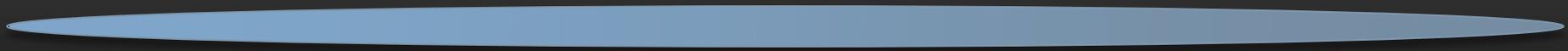
We remind them of the complexities of our students' lives.

Idea #2:

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Idea #3:

We appeal to their inquisitive natures.



Breadth
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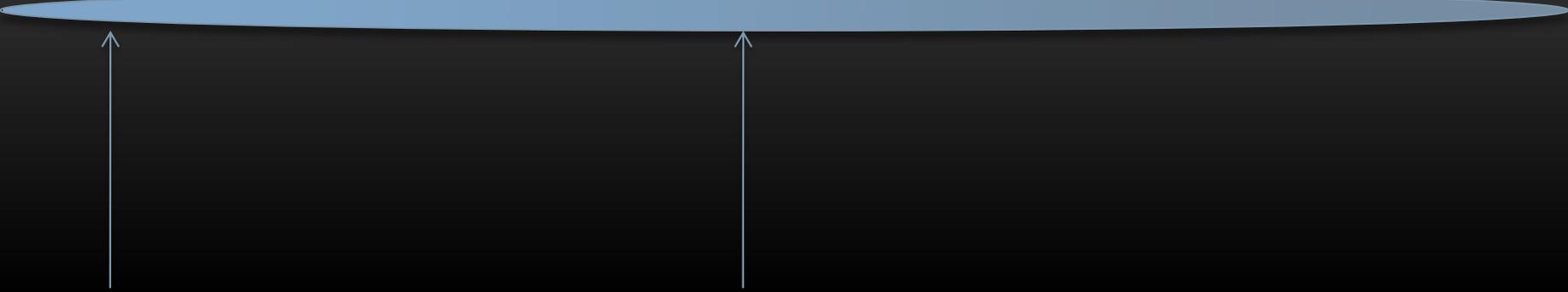
Integrative
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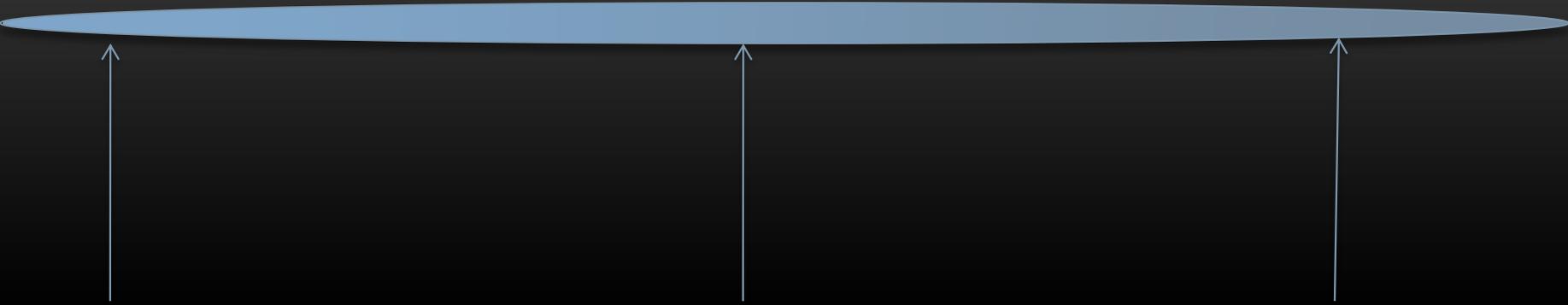
Biology 101:
Introduction to
the Basic
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INQ 261: Science,
Technology, and the
Future: An
exploration of
scientific thought and
innovation taught
from a variety of
disciplinary
perspectives

SEVERAL THINGS HAPPEN AS WE MOVE FROM LEFT TO RIGHT ON THIS SCALE:

1. Faculty have the opportunity to move beyond generic courses and bring to the classroom the nuances and intricacies that engage them as scholars.
 2. Faculty will have the opportunity to foreground the ways in which their courses matter.
 3. As a result, faculty will have the opportunity to work with students who are more intrinsically engaged.
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ADDITIONALLY:

- Faculty will have the opportunity to engage in conversations with their colleagues from across campus.

Which is a good thing. Because, not surprisingly, we enjoy life-long learning as well.

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Thank you for your time
and for your patience!

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