

**DEEP  
DIVE**  
sessions

*THE NEW*  
**GENERAL  
EDUCATION**

# Exploring Perspectives

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# Session Road Map

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- ❖ Introduction to the session
- ❖ What is 'Exploring Perspectives' in the new GE?
- ❖ What are some practical steps I can take to reframe my course for perspective taking?
- ❖ Q&A and additional resources



# GE Curriculum



  
**Intro to GE Experience**  
1 unit

  
**Foundations**  
9 units (variable)



  
**Exploring Perspectives**  
12 units

  
**Building Connections**  
9 units



  
**Portfolio**  
1 unit

\*Core Courses carry attributes



# Exploring Perspectives

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*These courses introduce students to ways of thinking, reasoning, and doing from the perspective of different disciplinary domains.*

- Artist
  - Humanist
  - Social Scientist
  - Natural Scientist
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- ❖ Leans heavily on disciplinary expertise, methodologies, approaches, and tools.
  - ❖ Students should experience direct engagement with the practices of these disciplines.



# Overarching Goals of Exploring Perspectives

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- ❖ Practice disciplinary perspective-taking (within a framework of disciplinary knowledge/content).
- ❖ Explore and practice the varied approaches (ways of questioning/reasoning/doing) of the artist, humanist, social scientist, and natural scientist.
- ❖ Practice skills related to the creation, analysis, and communication of knowledge and works within disciplinary areas.
- ❖ Help students envision themselves as members of the **diverse** communities of people who make up artists/humanists/social scientists/natural scientists.



# Required Learning Outcome for all EP Courses

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**By the end of the course, students will be able to:**

Identify the approaches and methodologies of the disciplinary perspective, use evidence and/or knowledge generated from within the disciplinary perspective to critically analyze questions, ideas, and/or arguments, and describe contributions of the perspective to finding solutions to local and/or global challenges.

Unique course objectives that incorporate specific content, activities, and contexts will map onto and facilitate this learning outcome.



# Practical Steps for Reframing

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- ❖ Consider posing questions instead of listing topics on your syllabus
- ❖ Capitalizing on the strengths of your course
- ❖ Promote student thinking about contextualization and/or ties to personal, professional and community values, issues or problems.
- ❖ In your discipline,
  - What are some of the overarching values which shape your field?  
What are the major question or problems that your field is trying to solve/explore/describe?
  - What are the methodologies and/or approaches people use in your field?
  - How do students explore these questions, values, and/or practice methodologies?



# Potential Reflection Questions for Reframing

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- ❖ **Objectives** are the map - they are what students will do to embody or immerse themselves in the perspective
  - What are you asking students to **do or explore** in your course?
- ❖ **Outcomes** are the destination - what students will be able to do to demonstrate how they have engaged with the perspective taking
  - What opportunities do students have to **make their learning visible**?
- ❖ What teaching strategies are you already using that allow student to engage with perspective taking in your field?
- ❖ Are there innovative ways to provide varied, complex, and higher-order learning experiences for your students?



## GENERAL EDUCATION CURRICULUM INFORMATION

# Exploring Perspectives

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### Next Deep Dives:

April 19, 1-2:00 | Reframing Diversity in General Education

April 20, 1-2:00 | Writing in General Education

April 22, 2-3:00 | Quantitative Reasoning in General Education

### For More Information:

General Education Quick Start

GE Office Hours

