Session Road Map

❖ Introduction to the session
❖ What is ‘Building Connections’ and how does it fit into the new GE?
❖ If I’d like to propose a Building Connections (BC) course, what do I need to know?
❖ Q&A and additional resources
GE Curriculum

**Entry Courses**

- **Intro to GE Experience**
  - 1 unit

- **Foundations**
  - 9 units (variable)

**Core Courses**

- **Exploring Perspectives**
  - 12 units

- **Building Connections**
  - 9 units

**Exit Course**

- **Portfolio**
  - 1 unit
Overarching Goals of Building Connections

❖ Practice interdisciplinarity and multi-perspective taking.

❖ Explore the unique contributions of knowledge, skills, methodologies, values and perspectives from varied disciplines and social positions.

❖ Facilitate higher-order learning activities such as conceptual thinking, problem solving, innovative design, critical analysis, evaluation of ideas, and creation of knowledge/products.
Interdisciplinarity as a Spectrum

Team-Teaching ↔ Single-Instructor

Equal Weight of Perspectives ↔ Supplementing* Perspectives
*still substantial & intentional

Disciplinary Integration ↔ Connections to Broad Contexts
societal / personal impacts & responsibilities
“Power of Parks” Example - Course Description

Picture a majestic sunset view from the rim of the Grand Canyon. Now, imagine the sounds of laughter and splashing water at a local community pool. Both scenes capture the potential of parks as places of relaxation, inspiration, exercise, connection, learning, and conservation. This course explores how environmental and climate change scientists, public health experts and medical doctors, educators, artists, as well as social justice advocates, understand the importance of parks (and related recreation programs). Assigned readings will be paired with news stories, multimedia and guest speakers to foster dynamic and timely discussions about the role of parks in contemporary society. Importantly, students will visit several parks and use personal reflection as critical context throughout the semester.
Inclusive, Accessible & Flexible Framework

❖ The point is, multi-perspective-taking is the focus!
  ➢ The way you do it is up to you (just be intentional and impactful)

❖ Not restricted to the disciplinary categories of Exploring Perspectives
  ➢ Natural Scientist, Social Scientist, Humanist, Artist

❖ Can utilize other disciplinary perspectives that might be more specific/specialized

❖ Space to think outside the disciplinary box too (ie. social positions)
By the end of this course, students will be able to:

Demonstrate the ability to utilize multiple perspectives and make meaningful connections across disciplines and social positions, think conceptually and critically, and solve problems.

Unique course objectives that incorporate specific contexts, content, and activities will map onto and facilitate this learning outcome.
Potential Modified Course Description (current Tier Two INDIV)
This course will encourage you to think critically about sport in school settings through multiple lenses that include sociologists, developmental psychologists, medical experts, politicians, school administrators, coaches, parents, as well as athletes themselves. We will explore a) the economic, political, and socio-cultural forces that affect sport in schools; b) how sport in schools shape and reflect individual and collective values; and c) how classism, misogyny, racism, homophobia, and transphobia create inequities in youth/school sports.
Potential Perspectives

Disciplinary and/or Scholarly Perspectives:

❖ Astronomer
❖ Sociologist
❖ Linguist
❖ Composer
❖ Paleontologist
❖ Economist
❖ Religious Studies Scholar
❖ Dancer
❖ Botanist
❖ Historian
❖ Classicist
❖ Painter
❖ Etc.

❖ Public Health Expert
❖ Medical Professional
❖ Business Person
❖ Architect
❖ Engineer
❖ Educator
❖ Etc.

❖ Data Analyst
❖ Quantitative / Qualitative Researcher
❖ Etc.

Perspectives from Social Positions:

❖ Arizonan
❖ Borderlands Resident
❖ Marginalized / Minoritized Group
❖ Community Member / Organization
❖ Activist
❖ Etc. Etc. Etc.
Looking for inspiration?
Team-Teaching - Honors College Example

Three parallel courses regularly meet together throughout the semester to explore questions from multiple disciplinary perspectives. Students conduct collaborative research, and engage in guided discussions and activities designed to practice integrating diverse perspectives.

1. HNRS 150B1 guides students from a **social scientific perspective**, grounded in the practice and methods of anthropology, sound studies, & gender theory.
2. HNRS 160D1 guides students from a **humanistic perspective**, grounded in the practice and methods of photography, art history, & the study of place.
3. HNRS 170A1 guides students from a **natural science perspective**, grounded in the practice and methods of science: testing hypotheses through experimentation and observation and systems thinking.
Team-Teaching

- Ensures multiple disciplinary insights will be present
- Provides opportunities for instructors to model interdisciplinary thinking and dialogue in the classroom
- Allows instructors from different disciplines to engage students in the practice of viewing topics from a variety of perspectives and insights

Team Teaching Resources *(In Development)*
- New UNIV topics course to support development of BC courses
- Resource Manual
- Other Incentives & Support
Building Connections

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Next Deep Dives:

April 15, 2-3:00 | Exploring Perspectives
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