

**DEEP
DIVE**
sessions

THE NEW
**GENERAL
EDUCATION**

Making Meaning Across GE

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Session Road Map

- Introduction to the session
- Reflection Activities
- Overview of UNIV 101
- Overview of UNIV 301
- Q&A and additional resources



Reflection

What is an experience that you can remember from your own General Education experience that helped shape the ways in which you think, ask and answer questions, or approach problem-solving?



Reflection

- History 102 with Dr. Janet Nolan, Spring 1995
- Previous history courses in K-12: memorizing facts.
- HIST 102: knowledge acquisition → meaning making and perspective-taking
 - Half the grade: who, what, when, where?
 - **Half the grade: How was it shaped by its past? Why was this significant in history? How did it shape its future?**



Gen Ed and High Impact Practices (HIPs)

- Positive benefits associated with involvement (transferable skills, deep learning, persistence, graduation)
 - Many historically marginalized students have limited access/excluded from these opportunities
- First-year seminar and ePortfolios embedded in the curricular structure

Kuh, G. D., O'Donnell, K., & Geary Schneider, C. (2017). HIPs at Ten. *Change: The Magazine of Higher Learning*, 49(5), 8-16, DOI: 10.1080/00091383.2017.1366805

[What Really Makes a 'High-Impact' Practice High Impact?](#) George Kuh and Jillian Kinzie. *Inside Higher Ed*. May 1, 2018

[Thriving after COVID: General Education, Cohorts, and Closing Equity Gaps at Scale](#). Constance C. Relihan, Melissa C. Johnson, and Virginia W. Totaro. *Liberal Education Blog*. 2021.



Making Meaning through Reflection

- UNIV 101, UNIV 301, and the GenEd ePortfolio will support the overall GE program goals to help students make meaning of their GE experience, increasing the applicability and transferability of that experience.



GE Program Scaffolding

32 units

Entry Courses

Core Courses

Exit Course



Intro to Gen Ed Experience*

1 unit



Foundations

9 units (variable)



Exploring Perspectives

12 units



Building Connections

9 units



Gen Ed Portfolio*

1 unit

**Transfer students will not be required to take Intro to Gen Ed or Portfolio courses.*



UNIV 101 & UNIV 301

Informed by research on first-year seminars and learning portfolios as high impact practices, these courses are designed to support a meaningful student experience in the General Education and equip students with meta-cognitive and transferable skills that will support their academic and professional careers.

Introduction to GE (Entry Course)

1 unit. A course designed to provide an introduction to and a foundation for the general education experience at the University of Arizona.

GE Portfolio (Exit Course)

1 unit. A course designed for students to reflect upon and make meaning of their General Education experience through the refinement of their ePortfolio.

Students can take after completing Foundations Writing and Math, completed/in-progress with 5 of 7 Core Courses.



Reflection

1. What are some things that still make you wonder or that activate your curiosity?
2. If you were an undergraduate student, what kinds of GE courses might you take to satisfy those curiosities? What are some informal or non-academic learning experiences you might pursue to satisfy them?



UNIV 101: Intro to the GenEd Experience

After successfully completing this course you should expect to be able to:

- communicate the **purpose** of your general education (so you know why you are taking these courses);
- explain the **structure** of your general education (so you feel empowered to determine the direction of your coursework);
- identify the intrinsic and extrinsic **value** of your general education (so you can stay motivated as a learner);
- use an ePortfolio to document and reflect upon what you have learned to **make meaning** of your general education (so you can tell other people, like potential employers, the value of your General Education studies); and,
- reflect on the **interrelatedness** of your general education, academic major(s) and minor(s), academic behaviors, and general well-being (so you can approach your Bachelor's degree holistically).



Grounded in Lifelong Learning

- Unit 1: Where Are You From?
 - Thinking about previous formal and informal learning, making meaning of it, learning the role of reflection in learning
- Unit 2: Where Are You Now?
 - Becoming a part of the UA community, understanding UA (people, place, history, and purpose), and understanding the role of General Education
- Unit 3: Where Are You Going?
 - Learning about the UA GenEd program and how it can contribute to the ongoing arc of their lifelong learning, developing a plan for GE, and the role that reflection will play throughout



Student Work in UNIV 101

- Weekly readings from Wildcat Perspectives (tentative title)
- Weekly reflection based on that week's focus and readings
- GenEd Roadmap
 - A first iteration of a living document for students to begin planning their Gen Ed experience.
- Story of a Lifelong Learner
 - Final assignment that gets students to narrate their story (to date) as well as the direction they want their story to take going forward



Reflection

1. Thinking back about your undergraduate career, what was a personal or professional goal of yours and why?
2. Have you accomplished that goal? If not, why not? What is one lesson you learned along the way?



UNIV 301: General Education Portfolio

After successfully completing this course you should expect to be able to:

- **Reflect** on what you have learned from your general education academic career (so you know why you have taken these courses).
- **Make connections** within your general education courses as well as between your general education courses and the rest of your undergraduate studies (so you can make meaning of what you have learned so far).
- **Present** what you have learned and how you have applied these insights through your General Education studies (so you can communicate the value of your educational experience to various audiences).
- **Define your goals** for future **personal, academic, and professional growth** as you complete your degree (so you feel confident with your plans as a lifelong learner moving forward).



Grounded in Reflection & Application

- Unit 1: Collect & Reflect
 - Making meaning of previous learning
 - Gathering learning artifacts (academic and professional works)
- Unit 2: Curate & Critique
 - Reflecting on learning artifacts that showcase transferable and technical skills
 - Giving/Receiving feedback
- Unit 3: Connect & Communicate
 - Presenting learning and revisiting goals for future growth



Student Work in UNIV 301

- Weekly readings and reflection
- Gen Ed learning ePortfolio
 - Curated selection of Signature Assignments as well as other learning artifacts to date
 - Giving/receiving feedback
- Elevator pitch and mini interview
- Lifelong learning journey map
 - Final assignment that asks students to look back on what they have learned from their gen ed journey to date and to forecast what might come next in future learning opportunities.

GENERAL EDUCATION CURRICULUM INFORMATION

Entry/Exit Course

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Next Deep Dive:

May 26, 3-4:00 PM
“Are Your Student’s Learning?” Programmatic v.
Course Assessment

