

DEEP
DIVE
sessions

UNIV 101
LAUNCHING THE GE JOURNEY

Deep Dive into UNIV 101: Launching the GE Journey



Today's Facilitators



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Session Road Map

- ❖ How we got here: UNIV 101 and the New Gen Ed
- ❖ Course development and design
- ❖ Wildcat Perspectives
- ❖ Spring 2022 Launch
- ❖ Breakout rooms: Diving deeper into specific areas of focus

A quick poll...



What are you most interested in focusing on today?

- a. A Day in the Life: Teaching the UNIV 101 curriculum
- b. Beginning with the End in Mind: A preview of UNIV 301
- c. Pieces of the Same Puzzle: UNIV 101 and your course



While we get started...

In the chat:

What is an experience that you can remember from your own General Education experience that helped you develop in one of the following areas:

- critical thinking,
- effective communication,
- appreciation and valuing difference, or
- using information effectively and ethically?

How did that experience help you develop in that area?

Part 1: Learning about UNIV 101





How We Got Here

UNIV 101 and the new General Education

- As part of the GenEd Refresh, faculty identified two new 1-unit courses to “bookend” the curriculum: one to introduce students to their Gen Ed study and one to help students synthesize their Gen Ed learning.
 - First-Year Seminars and ePortfolios are two of eleven High Impact Practices identified by the American Association of Colleges and Universities.



Backwards Design

Building the Student UNIV 101 Experience

- The course purpose identified by faculty was used to develop course goals, then course-level learning outcomes.
- Development of the course was rooted in two overarching principles of General Education: lifelong learning and the role of reflection in learning.
- Course structure was also informed by *33 Simple Strategies for Faculty: A Week-by-Week Resource for Teaching First-Year and First-Generation Students* (Nunn, 2019) and *McKeachie's Teaching Tips* (Svinicki & McKeachie, 2014).
- Honoring the Gen Ed value of student autonomy, some assessments in the course allow for student choice.



Wildcat Perspectives

Making General Education Come to Life

- *Wildcat Perspectives* is the Open Education Resource reader developed specifically for this course.
- Authored by students, faculty, staff, and administrators, *Wildcat Perspectives* offers students personal narratives that help them find the relevance and meaning in General Education.
- The reader was developed in tandem with the course and follows the same arc.
- That arc reflects the value of Lifelong Learning
 - Unit 1: Where Are You From?
 - Unit 2: Where Are You Now?
 - Unit 3: Where Are You Going?



But What Do They Do?

The Student Experience

- Weekly readings from *Wildcat Perspectives*
- Weekly Reflection responses
- Main Campus: Weekly in-person meetings to explore the topic(s) for the week
- Arizona Online/Global Direct: Weekly discussion board participation
- Three larger pieces of work:
 - Create Your ePortfolio
 - The Wonderosity Project
 - Final Project: Story of a Lifelong Learner



The Wonderosity Project

Tapping into Students' Wonder

- An exploratory project to encourage students' wonder and curiosity
 - Not intended to be a planning tool, but to inform students' planning
- Wonder Journal → List of Courses → Schedule of Classes → Making Connections → Reflections



How's it Going?

The Spring 2022 Rollout (so far)

- Some changes already planned to make prompts clearer and to revise or replace certain prompts based on student feedback/responses.
- Plans to “scale back” ambitious plans for in-class time...50 minutes goes quickly!
- Refining technical aspects of the course to streamline delivery in the fall.
- Celebrating student growth.

Part 2: Breakout Rooms



Breakout Rooms

Room 1: A Day in the Life of a UNIV Instructor

Tom Murray

Room 2: Preview of UNIV 301

Devon Thomas

Room 3: Creating Connections with UNIV 101

Emily Jo Schwaller

Main Room: Switch between rooms at any time (or ask other questions)

Katie Southard



UNIV 301: General Education ePortfolio Course

Purpose: students to reflect on and make-meaning of their GE to date using their GE ePortfolio

- Students will **explain** the **purpose** and **value** of their UA General Education.
- Students will **make connections** between Gen Ed and major/discipline coursework so far.
- Students will **present** what they have learned and how they have applied these insights in their **Gen Ed ePortfolio**.
- **1 unit, 7 week, fully online**
 - Students can take after completing Foundations Writing and Math, completed/in-progress with 5 of 7 Core Courses (EP/BC)



General Education ePortfolio

Purpose: students to reflect on and demonstrate their accomplishment of the GE Learning Outcomes

- **Learning Portfolio** ≠ Showcase Portfolio
- Three part process: Collect & Reflect, Curate & Critique, Connect & Communicate
- Students define, demonstrate, and reflect on how they have accomplished the **GE Learning Outcomes**
- Can include major/disciplinary coursework, co-curricular learning, **in addition to GE Signature Assignments and Coursework**
- Example of learning ePortfolio



General Education ePortfolio

What are examples of artifacts that could students use to demonstrate one of the **GE Learning Outcomes** in their **GE ePortfolio**?

- Communicate Effectively
- Think Critically
- Understand and Value Differences
- Use Information Ethically and Effectively

Part 3: Let's Reflect





As we wrap up...

In the chat:

How does your role on campus help students develop in the four GE LO areas:

- critical thinking,
- effective communication,
- appreciation and valuing difference, or
- using information effectively and ethically?

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