

GENERAL EDUCATION REFRESH

# Determining and Justifying Where Your Course Belongs

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# EP/BC Workshop: Facilitators

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Coordinator--  
Exploring Perspectives



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Coordinator--  
Building Connections



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*Director--  
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# What we *might* do today

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- **Understanding Perspective-taking in General Education**
  - Workshopping Perspective-Taking in your courses.
- **Understanding the “Exploring Perspectives” and “Building Connections” Categories**
  - Helping you figure out where and how your course might align.
  - Helping you figure out how to persuasively justify your alignment in your proposal form.

# Perspective-taking in General Education



# In the chat...

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Please explain (in 2 sentences or less) what you perceive to be **the main differences** between the previous GenEd and the “Perspective-Taking” focus of the new GenEd?





# Shifting the Student Experience

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**FROM**

Requirement

Prescribed

Disciplinary Knowledge

Academic

From *what* we know

**TO**

Relevance

Customizable

Perspective-Taking

Contextual

*How* we think, know, & do



# How Students “Do” Perspective-Taking:

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## **Ask (and Answer) Perspective-Based Questions (*Thinking like a...*)**

Who has power in this society and how did they come to power?

How do we harness chemical energy?

How does this culture understand human sexuality?

How do commercial specifications effect an artistic work?

## **Use Perspective-Based Tools, Methods, or Approaches (*Acting like a...*)**

Perform a close reading or critical analysis of a text

Collect and evaluate data or experimental evidence

Practice an artistic skill and reflect on that practice

Perform interviews to collect data on beliefs

## **Reflecting on the value / contributions / limitations of that perspective**

# Exploring Perspectives & Building Connections





# Quick Poll

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Would you say that you **understand the differences** between “Exploring Perspectives” (EP) and “Building Connections” (BC) categories?





## Examples of Perspective-Taking:

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**Steve: Geosciences 170A1, “Earth: From Birth to Death”**

***New Title: Earth Stories: Interpreting our Dynamic Planet***

**(Exploring Perspectives: Natural Scientist)**

**Rob: Classics 346, “Family Feuds: Re-Interpreting Greek Tragedy”**

**(Building Connections: Historian, Literary Critic, Artist)**

# Quick Poll

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1. Which curricular categories does course course best fit in?
2. How confident are you with this selection?



# Workshopping Proposal Form Language



# Proposal Form Language

1. **Play the role of a UWGEC member reviewing a course for approval.**

**Consider the following:**

- a. How will perspective-taking be executed in this course?
- b. What aspects of the proposal are more (or less) effective in communicating how perspective-taking is executed?

2. **Begin to draft the justification for your own course's curricular category and detail how perspective taking will be executed!**

- a. ASK QUESTIONS as needed!



# Key points for Proposal Forms

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## Is Perspective-taking centered?

Approach to the topic? Questions? Activities/Application?

## Curricular Category Justification?

**EP:** Is your course clearly / explicitly aligned with the big-picture perspective?

**BC:** Are there multiple clearly distinguished perspectives?

## Signature Assignment

How will students demonstrate their mastery of these perspective(s) in their e-portfolio?

## Facilitators

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THANK YOU

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