Key points and ideas that emerged from table discussion (bulleted list of 5-10 points with a couple sentences of description for each):

- **Most important attributes – knowledge, perspectives, skills for graduates in LE curriculum:**
  - Productive citizenship, ability to articulate being agents in civic government
  - Cultural self-awareness – not just racial/ethnic boundaries. Need to look at identity including several layers
  - Writing across curriculum; look at how cultural integration can be incorporated.
  - Global, non-western viewpoint; “listening to voices from around the world”
  - Students should be able to identify their values, focus on “different ways of knowing”
  - Should learn empathy – understanding and compassion that isn’t forced
  - Need to decenter western thought, understand communication, advocacy, literacy of other cultures
  - Should look at the process of learning, building of self; less emphasis on foundational knowledge

- **LEs should incorporate what interpersonal communication looks like in the 21st century**
  - Look at how technology affects communication
  - Understanding impacts/responsibility – ex. Twitter – is it really engagement?
  - How can different platforms fuel change, be effective communication
  - Look at changes, i.e. comfort making a phone call, F2F communication, public speaking vs. electronic. The oral skill set is getting lost.
  - Social media is not going away. We need to educate on how students can make arguments/take stances on social media vs. oral arguments, how to create dialogue ex. Creating blog posts
  - Need to train faculty
  - Teach students how to become a critical consumer of communication, how to sift through information to provide truth.
  - Students need to find what resonates with their own personal truth.

- **Finding reliable sources is a skill that students need**
  - It’s a challenge to have students analyze sources. This could be a LE thread.
  - Need to be able to look at whose voices aren’t being heard, what information might they be missing
  - Should be able to look at peer review journals, sources with academic language
  - Students compartmentalize learning. Need to be able to look at how education can translate to life/future jobs.
  - Should be able to look at how we can help make connections, translate to application
- Need to be able to analyze multiple perspectives, understand their own.
- Many students need to do extracurricular work, especially with tuition increase
  - This affects their ability to do internships, volunteer
  - We need to be able to look at integrating with coursework
- Look at Dee Fink’s model of significant learning for developing and achieving learning outcomes

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LEARNING
HOW TO LEARN

APPLICATION

SIGNIFICANT LEARNING

HUMAN DIMENSION

CARING

INTEGRATION

FUNDAMENTAL KNOWLEDGE

SIGNIFICANT LEARNING

HUMAN DIMENSION

CARING

APPLICATI
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- Taxonomy of learning – Crookston and Morris use this
- Look at foundational knowledge then caring human dimension, learning to learn
- Look at integrating this into the curriculum vs. creating disadvantages for students who don’t access these skills
- Interdisciplinary courses – are they attractive to students?
  - Ex. Grand Challenges curriculum – “students aren’t taking these courses”
  - They tend to be extra electives, not integrated into core curriculum
  - Students are taking them in years 3 and 4 after core requirements are satisfied
- Need to include student, staff, alumni voices in LE creation.
- Students should be able to look at integrating career and life purpose
  - Look at career planning
  - Work on being adaptable, moving through ambiguity
  - Has to be an internal transformation before external application
  - Ability to relate internal change to take an authentic perspective
- At smaller schools, students are empowered to track their own learning, come out with a personal portfolio. We could think of doing something like this.
- Could look at how other countries teach i.e. Australia, Canada, New Zealand. UMN could be a leader in this area in the U.S.

Summary of discussion (300 to 500 words):

The discussion largely focused on the need for students to be able to gain the ability to process information in our rapidly-changing society. The focus was on gaining skills in critically analyzing information and finding one’s own perspective based on the information that they are receiving. The group noted that society has changed with information technology becoming a core component of everyday life and students need to receive the tools to navigate this landscape in an effective manner. Throughout the discussion, emphasis was placed on the need for students to “learn how to learn” as a core skill, rather than focusing on practical knowledge. In an environment where information is so easily accessible and with platforms like social media
continuously bombarding students with information, the ability to sort through it is essential. The group stressed the need for faculty to be leaders in teaching students to be productive, empathetic citizens, being able to see multiple perspectives and incorporate those perspectives into their own truths and ultimately their careers/lives. In addition to gaining an understanding of the concepts, the ability to communicate them to others and formulate arguments on a variety of platforms is key and the group thought this should be incorporated into new LEs. The notes above capture the themes that were discussed, in addition to some ideas on how to move forward in the process of LE planning.

Additional context (characterize level of consensus/lack of consensus, tone and tenor of conversation, other notable aspects of the discussion):

The conversation was very agreeable, with the group building consensus and elaborating on the others’ ideas. The tone was serious, with conviction about the need for the students to be able to gain these critical skills in today’s political and technological environment.