Recorder’s Summary

Forum date: 1/30/17
Table number: 6

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

What is the goal of curriculum?
- Interpersonally communicating, work in groups in cultures different than their own, have diverse experiences.
- Have our curriculum and university be a training ground for what post undergraduate life looks like.
- To form mentally and emotionally the citizen.
- Working internally to formulate interdisciplinary curriculum. Design the best curriculum we can and worry about transfer fit on individual requirements.
- Goal is to translate body of knowledge to jobs outside of dominant field.

Free people up: Within curriculum allow the beauty of knowledge to be found in commonalities within different fields of students. More time for students to explore what they know and like. Interpersonal skills shouldn’t be taught in such a compartmentalized fashion.

Problem Solving: Take a very ambiguous problem, define, solve, and evaluate logically the problem. Actually translated to post grad life, and coaching this translation is one key strategy to transferability of skills. Collaboration is a necessity.

Writing: Should include other form of communication than just writing, because post grad life includes more forms of communication, not just writing.

What counts as knowledge: Ways and objects of knowledge, how is knowledge shifting, experience that is transferable is vary effective knowledge our students learn. Effective learning can be done by becoming uncomfortable and by filtering information that is tangible. Get more informed about a topic, not superficial but in-depth analysis and comparisons. Have multiple perspectives, compared analysis. Many ways of Knowing i.e. active listening, continuous learners, more systematic learning, and all reflected in students. Grand challenges and small everyday challenges are similar with the idea of transferability.

Elective courses: Should be taken for not to just build up skills in specific topics but rather other than major courses. There is a need to have experiences through elective credits. Elective credits can effectively be used as classes outside of dominate domain to value difference of perspective.

Summary of discussion (300 to 500 words):

The people at this table were all from different backgrounds that allowed some of the discussions to have more answers, rather than just having continuous questions about the direction liberal education requirements. Although there were a few circling questions that individuals were revisiting when they would share their ideas such as how will the university form mentally and emotionally the citizen, what is the goal of our curriculum, and what would we like to see changed?

The conversation started off with a discussion on what types of citizens is the university currently graduating from their respected degrees and what the types of skills they are acquiring from the university. The general consensus was that our students to be able to practice interpersonal skills with people who are different than themselves in our curriculum and having our university be a training ground for dissent and
interdisciplinary discussion. Multiple individuals stressed immersing their students in diverse communities and obtaining depth of knowledge in specific topics rather than shallow knowledge in many topics would be the best way to prepare our students. The idea of what is knowledge was brought up by a couple of individuals saying that learning can be done in multiple fashions such as active listening, continuous learners, more systematic learning, that can all be reflected in students. Tied to the idea of many different ways to be knowledgeable was that this knowledge had to be transferable to various situations. Some changes our table would like to see in terms of the structure of Lib Ed requirements is global perspectives and diversity should be entangled into everything, students need more in-depth exposure to fields outside of their major, and writing should include a broader array of communication to validate various forms of communicating an understanding to the knowledge they learned.

Additional context (characterize level of consensus/lack of consensus, tone and tenor of conversation, other notable aspects of the discussion):
Well-rounded backgrounds of knowledge within group, tone were progressive concluding their needs to be a change.