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

- Design thinking requirement
  - Filtered the design thinking approach into the general population and look at how the design approach can help go into problem solving and adapt into any other field and become a core theme into thinking
  - Ideas around the Design Thinking and how to go about it:
    - Design Thinking: taking time to carefully define a problem and not make assumptions about it and fully explore all the ramifications of all that problem - interview, experiential and brainstorm for possible solution and prototype and Investigative process that is open and find the creative solutions to find the values in the problem.
    - Learning Outcomes: Prepare students into long-term thinking, permutations and consequences of the solutions and allowing a pause and define solution that engages in the thinking skills of the students learning outcome
- Looking Beyond the content (Comments mentioned)
  - Old way of learning: Students focuses on content and this is the information students need to know to pass the courses
  - New way of learning: Driven to Discover (Tagline) not SOS
    - Getting student to think deeper and become creative, being a lifelong learner
  - It’s how they learn something and solve problems
    - beliefs, habits, skills and knowledge, and knowledge is last because you’ll get that by going through other subjects
    - Also, it isn’t about being creativity, but being creative
- Requirement of LE
  - it’s easy to bring themes into majors, but not core into majors
  - Two themes could come into core majors and 5 of them throughout other courses
  - Liberating Education
    - There is tensions between expanding liberal education and content - starting to move to far away from getting the degree
    - more details would create a complexity in losing sight of the LE
  - Teaching and adapting to different disciplines
  - Teaching in Liberal Education courses and themes, there is a tension between courses and themes involved
However, Liberal Education courses teaches you beyond your discipline

- **Collaboration of LE (perception)**
  - doing the work of the field rather than just reading about it
  - the language of the LE and how it is perceived by the students
  - thinking broadly about how different professors and educators could be crossing into each other courses
  - Different programs have a highly specialized degree that requires more program work
  - support more student engagements rather than creating more classes
    - these classes should be about making as much as about knowledge acquisition, and see more knowledge generation from the students
  - LE falls quickly when it stays in the head space, it becomes a requirement versus a learning outcome
  - subject matters is more important than how it is taught

- **Model/ Paradigm of LE**
  - getting students completely away from their majors through LE
  - taking these courses will make you a diversify person, but at the same time we are training the students to be really focus on what they are learning vs. how do I become a more well rounded person
  - Challenges
    - there seems to be a miscommunication problem and everything pulled up there is an amount of details vs. what are we trying to educate
    - see students understand that the major goal: the global content and how a course supports the student's' major vs how it is good for you
  - learning outcomes are what we want from a LE student
    - these classes are supposed to point towards that direction and line with according to the learning outcome, then agreed on those learning outcome and developmental through the LE described curriculum - a current SLO that is designed for everything that they are very bland and doesn’t describe specifics
    - LO is understanding the role of creative and across discipline - creativity and appreciation, we don’t say about other discipline
    - are we going to make students more creative because we want them to develop new knowledge and not looking at everything that has happened before and make people more creative
    - how do you make people curious and driven to discover further than what is already being taught
  - Why do we need a curriculum vs how our courses are being taught
    - looking at a course on modeling and choreography, which wouldn’t meet the Transfer Curriculum, but that would be branching too far
    - if the purpose is to teach creativity, etc, - how do you shift these resources making it more possible for collaborative teaching, would that meet the agenda?
    - a universal principle and getting other curriculum to fit in
- Interdisciplinary if its own (LE): a human biology class that exist in the medical field and most doctor learn it on a dead body, why not have a human biology with half cadavers and half dead, including the experience component
  - a concrete improvement in educational delivery vs adding something that could dilute the educational process
- addressing the issues of LE
  - you have to do the work of a historian when creating courses, lots of information are necessary to get approval
  - revamping the curriculum and obliterating the curriculum, the tectonic effect it would have on faculty, colleges, etc - the workload would be more and harm students learning
  - in favor of a creative way to teach students in a liberating way
  - there is value in comparison and valuable things in teaching
  - how do you make a requirement a beneficial effect for the faculty, Example: why not fund cross disciplinary courses taught by multiple faculty that answers two core and be outside the funding department, instead of funding, look into experimenting doing different things - instead of approving vs wanting to fund new experimental courses
  - a course that touches on different core themes, etc. - it would connect with the grand challenge of the curriculum
  - first year of learning model, disciplinary learning area and senior year mixed and match in students learning degree programs
  - PSTL Teaching Model: pulling people together and getting students to do things
  - need to also make sure we are doing the best pedagogy versus than just lecturing and it could become disciplinary
  - the challenge of writing a paper (research, amount of writing)
- its challenging to get students look at LE as a course of value because it is good to think beyond on your degree program
  - how do I do what you are teaching me and that is huge to students and how it is being utilize for me
  - disciplinary focused and libeds vs staying in this narrow focused, and they choose classes to meet multiple areas to get things done
  - how do we help students find the value in these experiences of LE, vs talking about the theory and application piece to the liberal education courses
  - Experiential learning vs lecturing
  - it is more of a doing and applying what they are learning and why should I be interested in english literature and what would I do with it
- Struggles of students living in the moment
  - what you are going to do with your career and how to be successful, taking advantage and a purpose of being here and find value in exploration
  - Everything has a connection in some way regardless of where your college of learning is at and how do you help students to find that
● curiosity of itself is a value and a career value in fact - talking folks from cargill, we want people to be curious, and how do you develop that curiosity - can you be curious and not beaten by the world, not to despair

● increase tensions of students for stress in the fall
  ■ is there something that needs to happen to fix that?
  ■ curriculum and how do you stop students from going through tensions of academic learning
  ■ talking to employers, what are they looking for?
    ● they are looking for a long list of holistic learner and how do you develop a creative and ambitious learner

● Challenges bumping up against
  ○ outcome k-12 education: tell me what do I need to do to get in and you are going to make something from nothing that is in your brain and there’s no easy date to give to the students and they all see it happen all the time
  ○ focus on a process of learning outcome and a frustration from students who have worked harder
  ○ creativity is 3x stronger than lifetime success than intelligence, abstract subjective problem solving etc
  ○ How do you get students to think on their own and have them do it different
  ○ a difference in makers and scholars that creates divisions and a tension that exist that making and doing seems plainly obvious to everyone

● If there is an opportunity to examine LE, should we do it?
  ○ there’s so much opportunity to examine LE
  ○ discipline, but more of a process
  ○ shouldn’t be driven as a strategic to maintain funding, but it needs to become vision mission driven rather than getting more resources
  ○ what skills to be a citizen are you going to get from this, and somewhere embedded in the language that’s not getting out

● Faculty can write a curriculum, but in practice it could shift back into the process
  ○ could there be an audit and sending more paper
  ○ a highly bureaucratic process and what faculty are choosing to do

Summary of Discussion:
The summary of this discussion in Table 7, mainly consists of adding a component of creativity into the LE. It looks at how students can look into becoming a creator in their respective discipline. This creative component will help students to problem solve by finding solutions and going through the process of research, design and expand their learning beyond the teaching of the courses. Other points also made were the way students felt about LE courses. Students are just completing these courses because it is a requirement versus completing the courses because it is a desire to learn more outside of the student’s degree program or major. Another point was about the collaboration of instructors to provide different lens of LE themes and cores, through this collaboration, the learning outcome is to show how these areas are relatable to the
student’s degree program or major. Lastly, an area of the LE is the inconsistent language of the details that describes these LE Themes and cores. It can be perceived differently by students and thus creating “just another requirement” for the student to graduate and get nothing out from the LE Themes and Cores.

Additional context (characterize level of consensus/lack of consensus, tone and tenor of conversation, other notable aspects of the discussion):
During the discussion, each faculty seems to get along with one another and provide their own feedback to the group. Tone levels of faculty range up and down, however, it serves its purpose of expressing an idea about LE, but it was well received by all who sat on Table 7. The conversation didn’t quite follow the questions that were asked, but brought up points that were valuable to the conversation of LE. Overall, it seems that conversation is a focus on creating LE that is also cater to the creative side of learning and looking at ways on how students can become creators rather than just learning and brain dumping the information later on.