

General Education Assessment

Summary report of group meetings, Easter 2018

Overview and general comments:

Toward the end of Easter 2018, groups of faculty met in groups centered on one of the General Education Learning Objectives. Recognizing that our General Education curriculum is cross-disciplinary, these meetings were designed to help faculty from different disciplines share with colleagues how they have engaged with teaching and assessing the General Education curriculum.

Each group was invited to engage in a series of questions related to the LO. Conversations took different turns, and different groups were drawn toward different subjects. There were seven organized meetings, one for each Learning Objective, plus one “catch all” session. Additionally, two other groups of faculty members chose to meet on their own and work through the exercise. Each group had a designated note-taker.

Each conversation began with a consideration of how we talk about General Education on our campus. Groups reflected on how we present Gen Ed to our advisees, to our students in our classes, and to ourselves and others (through the online *Catalog*). We considered how we might offer some “macro-assessment” of General Education, whether in the second or senior year (or other); how students might document in a larger way what they have learned through this process. Each conversation also included some consideration of how we must differentiate between assessing the General Education objectives and the disciplinary objectives. The nature of the discussion groups did not lend itself to identifying answers, only in shaping the questions about how we approach General Education.

Also, the initial design of the conversations anticipated opportunities for faculty members to share specific documents for group consideration; the actual conversations did not allow for all documents to be reviewed by all, and future iterations of these meetings will have to be amended to allow for such group evaluation.

Several participants shared later that they genuinely valued the chance to talk about assessment practices, and that hearing from peers was meaningful and helpful.

Notes from the specific LO sessions are below (with notes from the “catch all” session and the two faculty-organized sessions folded into the most applicable LO). As the notes were taken by different people reporting on groups of different sizes, there’s a range of ways that the information is presented. The notes have not been edited, except occasionally to remove a name.

Learning Objective 1: Reading Closely: Literary Analysis and Interpretation

Read the specific LO. Which clauses / statements do you focus on? Put those statements in "plain English"—that is, what do they mean to you? What is most critical to you as a teacher? ("I want to make sure my students ")

Responsible ways of approaching literary work on its own terms, critical analysis, constitutive details. [Name] always connects writing to G1. (Limitation of English folks looking at this--we can't see how others perceive of G1). [Name] proficient at identifying, interpreting analyzing perennial topics and universal themes (not so sure about "sensory and interior experiences"--[Name] says this sounds like a non-English professor's idea of what we do).

- details of analysis jumped out at us
- learned via reading or writing?
- what kind of writing? thesis?
- At what stage should the thesis be done?
- Is this concluding before thinking if we make thesis first?
- Talking through this was helpful.
- Are we uncovering hidden meaning

In considering your syllabus: how do you present the LO on the syllabus? Do assignments as presented in the syllabus directly connect to the LO?

[Name]: You'll learn to read critically and analyze language closely. [Name]: not a whole lot in syllabus, but there are 8 assignments and we spend almost everyday talking about it. [Name]: close attention to way lit. is made, the significance of form, and the connection between narrator, audience, content, and imagery. [Name] wants to know if this has to be written out on the syllabus. Building on [Name]'s comment, we had a wide-ranging discussion of how we disseminate information about gen ed. We do not "brand" our Gen Ed curriculum in any distinctive way. [Name] mentioned that a visiting student wanted to talk about Gen. Ed. since that information is not really available. [Name]: we don't have a method for students to think about it generally. Not really fair for us to ask first -year teachers to make those broad connections. [Name] says she often uses analogies from biology.

language from syllabus: "To help you become better reader, writers, speakers, listeners". These are skills that will help you anywhere.

- Trying to pull together different goals of course.
- tries to talk about Gen Ed in terms of skills, but now it's still about getting your XX out of the way.

Please share your sample assignment with each other. In crafting the assignment, how did you connect it to the LO? How did you decide to give this particular assignment?

[Name]: choose a passage showing an abstract concept which they have to name, then do close reading, explain all other concepts that seem to be evident there. Explicating in terms of what kinds of concepts are there. About a page of material--how can you draw a topic sentence out of this? Congratulations, you have the first body paragraph of a paper. (Thesis built out from close analysis of the text). This turns into a longer paper. (8 short close readings, two 5 page papers, a 10-pager). [Name]: Macbeth: find a parallel/echo passage, which words/images are echoed, explicate both to see what changes. Do a close reading of how they are used to convey changes in the character). Builds on analysis of poetry. [Name]: close reading of image in Romeo and Juliet with use of etext. Discussion of assessment instruments ensued, including how, or if, we can measure students who are demonstrably good close readers in class discussion but not on paper for whatever reason. (NOTE: SACS need to document student learning: whatever else we provide, we need to put together some data).

Share your notes about to what extent you think your students "got it." How do you determine whether students have demonstrated "mastery" for the LO?

[Name] has students score own paper--students could earn extra points if they were within five points of her grade. [Name]: first things students write is a paper-writing manual, which is rewritten twice over the semester (also shows all BS they get from high school teachers). Makes students conscious of their process. [Name]: If they're conscious of process all the way through, they'll be self-editors, which is what you want. [Name] Conferences: is this issue resolved or unresolved? (i.e. You've said create a thesis. What does that mean?)

What are your reflections on how successful (or not) the students were? What would you continue doing--or what would you change--to help improve student learning?

[Name]: I ask them, "how long is this taking you? How much fun is it?" If they're getting in the B range while doing this, I've done okay. [Name]: it's really hard to pull WI thread apart from G1 thread.

- I have them self-assess, a self-reflection about how their writing has improved over the course of the semester. "Where do you think you still need improvement?"

Imagine a faculty member teaching this LO for the first time. What specific recommendations would you make to that faculty member about how best to address the LO? Such might include recommendations about planning (course and syllabus design), or about assignments and evaluation, or about anything else you think is essential to promoting student learning.

[Name] collect colleague's assignments. [Name]: start with poetry. [Name]: I have prose only later on. It's harder than it is for poetry. [Name]: group work where students do collaborate close reading. [Name]. shorter assignments might be better for G1.

Learning Objective 2: **Understanding the Arts: Creativity, Performance, and Interpretation**

Read the specific LO. Which clauses / statements do you focus on? Put those statements in “plain English”—that is, what do they mean to you? What is most critical to you as a teacher? (“I want to make sure my students ”)

The analysis, the interpretation, of works of art. Thinking about the specific period and how visual information works in different time periods. We noticed that within G2 we have interpreters and creators.

- defining human activity is really important.
- thinking less about the making/craft/self-discipline
- But for her more about first and last sentence.

In this course, students will study key monuments of the history of art with an eye, first, to describing those and other works of art, and second, placing those works into their historical, cultural, thematic, and stylistic contexts

In considering your syllabus: how do you present the LO on the syllabus? Do assignments as presented in the syllabus directly connect to the LO?

No quoting of the Gen Ed requirements on the syllabus, but thinking about how visual analysis and visual interpretation happen. We give them a narrative that connects to the Gen Ed curriculum. How do you frame the G in the context of the class? Do we use these Gs to help students start work in a particular major?

-Trying to get them to think about global world + visual skills, so pulling in things like instagram etc. (Already looked at 5000 images by the time they get to class)

CLST 123 is a special topics course designed to introduce students to the study of Classical art, performance, and/or material culture. This semester’s material is organized around the exhibit “Rome: City and Empire” opening in February at the Frist Museum in Nashville, with over 200 Roman items on loan from the British Museum. Topics will include: gladiators and games, religion, the family, slavery, gender and sexuality, beauty and adornment, the army and imperialism, and the rise of Christianity. You will leave this class with a better understanding not only of how to read and interpret artistic materials but also of the peoples that constituted the city and empire of the Romans.

In this course, students will learn the specialized vocabulary and techniques of animation and how to use this knowledge, first, to describe and analyze works of animation, and second, to place works of animation into their historical, cultural, thematic, and stylistic contexts.

Please share your sample assignment with each other. In crafting the assignment, how did you connect it to the LO? How did you decide to give this particular assignment?

Usually we start with the course content. Do we have enough visual material in the class? How do with connect it to the course content.

This first paper for was, as indicated on the syllabus, an in-depth discussion of an object (1000-1500 words). On the assignment sheet, we noted that some factual details ought to be considered in your discussion, including material, size, date, and provenance—these all give substance to your analysis, though such details in and of themselves do not constitute analysis. Beyond this, [names] suggested a number of leading questions for you to consider as well about production, ownership, taste, use, as well as possible comparison with other similar items from antiquity or modern times. As this course satisfies the G2 general education requirement in visual analysis, I was not interested so much on this paper in a precise scholarly account of the object, but rather wanted to see you developing your skills for interpretation.

On the final exam, students write on two of three essay questions like those tackled on the first three exams. The first pair of questions is based on the material covered in the last quarter of the course (40 points); the third question addresses issues covered over the entirety of the course (60 points).

Share your notes about to what extent you think your students "got it." How do you determine whether students have demonstrated "mastery" for the LO?

We have a number of questions along these lines. What is your measurement scale? Can you come up with an argument about what the thing is as opposed to how it vaguely makes you feel. And then can you produce an argument about that thing. Beyond bullet points; beyond fill in the blank. We do some oral justification but not often. Is this different in the major? Yes. Assignments based on teaching students how to think! Do they have the ability to have ideas about images. Do you have the mechanics of the medium at your disposal.

Students who took the course seriously "got" it; those who didn't, didn't.

By and large, students got it-- they had a better understanding of ancient art and how it ought to be read, from a visual analysis as well as broader cultural perspective.

What are your reflections on how successful (or not) the students were? What would you continue doing--or what would you change--to help improve student learning?

What do we want them to get out of the gen ed? Perhaps students evaluate themselves on how they are doing. How capable to you feel about coming up with an analysis of

this image. Ask students to articulate what they are getting. Knowing the value of what is expected. These could be anonymous.

Those students who took the class seriously (came regularly to class, took all three exams) were successful; those who didn't take the class seriously (cut class, didn't take one or more of the first two exams) were not successful.

Paper 1 specifically focused on visual analysis, with a lead-in draft workshop.

Imagine a faculty member teaching this LO for the first time. What specific recommendations would you make to that faculty member about how best to address the LO? Such might include recommendations about planning (course and syllabus design), or about assignments and evaluation, or about anything else you think is essential to promoting student learning.

Talk to a seasoned faculty member about guidance...and maybe institute a broader view of the gen ed requirement.

It's best to be upfront about the items you would like the students to master for the requirement--the syllabus should lay out at the start what will be required and when, as well as how long and detailed assignments will be for determining mastery of the learning objective.

Some details to consider: These are factual matters that will inform your discussion but are not the entirety of your discussion (unless you want a D): Material Size Date Provenance

Some questions to consider: Where did the material for this item come from? How did the item get to the place it was found? Who produced this item, and why? For whom was this item produced, and why? Was its owner an individual or a community? How was this item used? How do you know? What might it have meant to its owner(s)? How do you know? Was this a valuable item when it was first produced? How do you know? Is this similar to items we use today, or not?

Learning Objective 3. Seeking Meaning: Wisdom, Truth, and Inquiry

Read the specific LO. Which clauses / statements do you focus on? Put those statements in "plain English"—that is, what do they mean to you? What is most critical to you as a teacher? ("I want to make sure my students ")

Basic human questions. Raising questions, rather than answering. Finding questioning and multifaceted/rich than expected. Focus on "religious belief" to move from texts to practices. Practices make reality what it is for adherents. Texts and traditional and source of moral value; how texts are used, interpreted in different ways.

Texts and/in practices--resisting or reinforcing hegemonic relations, practices. What goes into moral value of text and practice. Hegemonic structures never uncontested. Pulling threads of texts apart.

Our Shared Specific Learning Objectives for our Philosophy G3 courses are the following: A key goal of philosophy courses under this requirement is that they develop in students an ability to understand and evaluate philosophical texts.

Understanding and evaluating philosophical texts specifically includes developing the following skills: a. interpreting philosophical texts and provide textual evidence, b. clarifying key arguments c. identifying reasonable criticisms d. identifying reasonable responses to possible criticisms and defend a conclusion.

These requirements fall under roughly two crucial features of work in philosophy: the ideals of both understanding (ability a and b) and evaluating the views in philosophical texts (ability c and d). Both of these are important in so far as it is impossible to successfully evaluate a view without having understood it. But it is incomplete to have understood a view without having evaluated it. This view of philosophy derives from Socrates' practice of elenchus, or discussion of fundamental claims, primarily about how best to live. This course will help you to learn how to do philosophy within the Socratic tradition, which, as you may know, was animated by the fundamental principle, from Plato's Apology, that the unexamined life is not worth living

In considering your syllabus: how do you present the LO on the syllabus? Do assignments as presented in the syllabus directly connect to the LO?

Connect to G3? When remember to make it explicit! Connecting to whole menu of Gs? When going off-script. When talking about liberal arts over all. When they find something new without prompting. Gen Ed goals should be helping them to develop ideas. What is the vocabulary for thinking about what "meaning" means. Want them to be conscious of the structure of their thoughts, via methodology. Critical point--> developing ability to be self-reflective, be aware of their understandings, and how they respond when that understanding is challenged, based on study.

Question: appropriation of fields or traditions by white supremacists and other toxic ideologies, is there a reason to be reading texts that are deeply problematic? How do you read them without legitimizing toxic readings? What is the status of these difficult texts?

Note the problem! Let texts raise the issue! Are the texts still co-opting? Will Is a critical angle enough to deprogram what has formed them? People don't want their fun to be interrupted by critical processes. Is *literacy,* textual or methodological, enough? Are we working against the initial literacy that text initiated? Do we want to give them a different text...a different pleasure? Yeah.

We state our specific learning objectives explicitly in our all of our G3 course syllabi. All of our major course assignments require students to think critically employing skills a-d [see section above].

Please share your sample assignment with each other. In crafting the assignment, how did you connect it to the LO? How did you decide to give this particular assignment?

Can we distinguish between disciplinary skills and G3 learning objectives? Maybe? Yes, difference between method and material. Know how to think with a particular set of skills. Example: vocab from cultural studies. Apply concepts to texts every class and build into papers/essays. Moves to conversations with each other. Developing methodology to re-see text/image, differently, to see larger structures. Gen Ed is ability to perform that kind of work. How well use theory concepts to have ideas. Assessment via both oral and written assignments.

We considered two writing assignments, one a short writing assignment helping students to practice skills a-d [see above] and another longer writing assignment requiring students to employ these skills in a coherent medium length paper.

Share your notes about to what extent you think your students "got it." How do you determine whether students have demonstrated "mastery" for the LO?

Lots of ways, from written to oral assignments to classroom exercises and experiences.

We all agreed that it is a major challenge to help students gain competence in critical, argumentative analysis. We also all agreed that students need shorter practice assignments as well as in class peer review assignments to develop the skills of argumentative analysis.

What are your reflections on how successful (or not) the students were? What would you continue doing--or what would you change--to help improve student learning?

Mostly?

We discussed at length the challenges of teaching the art of developing solid arguments. We find that many, but not all, of our students learn how to craft arguments over the course of the semester, and we agreed that the tutorial method of meeting with each student to discuss his or her paper might well enable us to be more effective in our teaching and enable us to reach a wider range of our students.

Imagine a faculty member teaching this LO for the first time. What specific recommendations would you make to that faculty member about how best to address the LO? Such might include recommendations about planning (course and syllabus design), or about assignments and evaluation, or about anything else you think is essential to promoting student learning.

Can they ask a meaningful, interesting, question about "meaning? Don't feel/be limited by content of course--texts, concepts, etc. Encourage/enable student to ask and offer answers to meaningful questions. Think/plan more around the distinction between disciplinary and general education goals.

Interdisciplinarity was part of this initially, but it's petered out.

We agreed that our recommendations would begin with a recounting of our own experiences of how challenging we have found the teaching of philosophical thinking. Students clearly need a variety of kinds of practice assignments to develop competence over the course of an entire semester. We also would recommend one on one tutorials as a more effective way of helping students grasp the strengths and weaknesses of their argumentative writing.

Learning Objective 4. Exploring Past and Present: Perspectives on Societies and Cultures

Read the specific LO. Which clauses / statements do you focus on? Put those statements in "plain English"—that is, what do they mean to you? What is most critical to you as a teacher? ("I want to make sure my students ")

We want to make sure that students learn "how to pose appropriate questions" and "use methods of analysis." Also, we want to make sure that students "examine the world around them to make historically, theoretically, and empirically informed judgements about social phenomena." These two points are inter-connected: to appropriately examine the world and make appropriate judgements, students must know what questions to ask and how to appropriately answer the questions.

In considering your syllabus: how do you present the LO on the syllabus? Do assignments as presented in the syllabus directly connect to the LO?

The LO is listed on the syllabus. In addition, we ask students to relate it to their majors, and we relate the LO to the specific course.

Please share your sample assignment with each other. In crafting the assignment, how did you connect it to the LO? How did you decide to give this particular assignment?

For some courses, an essay is required on the final exam. The goal is to encourage students to construct an original argument. In other courses, a series of multiple choice questions are asked that break down the LO into 3 categories. The goal here is to identify areas in which students and faculty need to improve.

Share your notes about to what extent you think your students "got it." How do you determine whether students have demonstrated "mastery" for the LO?

In some courses, percentages of students that answered questions correctly are used to judge whether they "got it." In others, whether the students were able to effectively construct an original argument.

What are your reflections on how successful (or not) the students were? What would you continue doing--or what would you change--to help improve student learning?

Ways to improve student learning: 1) Manufacture more time to allow students to research more and focus on writing skills. 2) Construct ways to encourage students to engage with the various texts. 3) Communicating the importance of connecting theory to real-world scenarios, which can be accomplished with more writing assignments.

Imagine a faculty member teaching this LO for the first time. What specific recommendations would you make to that faculty member about how best to address the LO? Such might include recommendations about planning (course and syllabus design), or about assignments and evaluation, or about anything else you think is essential to promoting student learning.

Interspersing the LO in assignments earlier in the semester. Doing the exercise for the assessment helped to construct ways to achieve the goals earlier in the semester. Teaching students to construct new ideas and think critically out of the material presented in class.

Learning Objective 5. Observing, Experimenting, and Modeling: The Scientific and Quantitative View

Read the specific LO. Which clauses / statements do you focus on? Put those statements in "plain English"—that is, what do they mean to you? What is most critical to you as a teacher? ("I want to make sure my students ")

- Scientific literacy. The ability to assess the validity of scientific claims.
- Close observation
- Natural world and experiments (and students doing the experiments)
- Reason deductively and inductively (separate when their intuition is helpful and when it isn't)
- "G5Q has to stretch pretty hard to find itself in this list" (but, deductive reasoning does help)
- "Math really has to stretch, but statistics doesn't"
- This isn't a very good description of things like physical geology
- There was some discussion of how the Gs came to be around 5ish years ago, and what the gen ed was before (and what was required in the sciences)
- Conversation about what it means to make a "well-educated student"--which are the ideas the gen ed are based on
- How do we help students understand why we have a gen ed requirement? How do we communicate its value? How do we communicate how these fit together?
- I don't think faculty are real advocates of the gen ed curriculum. It's more about helping students get the courses they need for graduating. "How can we get you through the labyrinth to the other side?"
- Often advising is a way to help direct students to particular gen ed courses/departments based on how faculty know the students
- Students can find a major from their gen ed experiences
- Bio 130 was designed exactly for G5e
- Observation and interpretation are key words

In considering your syllabus: how do you present the LO on the syllabus? Do assignments as presented in the syllabus directly connect to the LO?

- Math has agreed to put these on their syllabi (including more specific outcomes)--though not everyone in Math has them on their syllabi
- Alex encouraged people being creative in ways that they use assignments for the assessment
- Alex pointed out that gen ed courses are both things that satisfying of the gen ed, and preparation that's discipline specific
- Some courses in the gen ed are ones that are not meant to be preparation for a major within that field (e.g., math)
- Gen ed designation can undermine courses within a major--they can be less targeted toward students as a consequence

- Critically analyzing research, scientific literacy are very important in the gen ed, AND in my field
- At the beginning, I say "here are my goals for the course." This straightforward approach allows students to know where I'm coming from.
- I'm interested in does this knowledge carry over, and have applicability in their thinking later in life.
- I want students to leave the lab and make observations in their day to day life; to connect it to what they learn
- A difference between students who take a course for a gen ed (and thus, may be looking to "check a box"), or to pursue a major (and thus, may appreciate the richness of a field)
- Should we introduce a skills-based approach to assessment of our gen ed?
- Could we do a sophomore, or senior portfolio as a means to determine skills down the road?
- Could we ask seniors to reflect back on how they feel about the general education?
- Could we examine the outcomes of students at different class years in the same gen ed courses?
- [Name] says she talks about it in terms of a toolset.
- We are unique as having non-major general education classes, though can't offer as much as we'd like. Those classes are intending to connect across areas. Yet we don't send students to these classes if they want medical school, etc. So trying to make these connections for all classes and not just GE courses.

Please share your sample assignment with each other. In crafting the assignment, how did you connect it to the LO? How did you decide to give this particular assignment?

- These assignments are designed to teach, rather than to assess. I'm hoping the process of doing the assignments is teaching them what to do--the "final assessment" will be on the final exam
- My students have to engage in a scientific observation process (perform data collection). They develop and test hypotheses. They evaluated scientific reports in the media. I evaluate this all in a portfolio. I evaluate the portfolio in the end as an assessment.
- Students answered a question on blackboard: have you seen something in your life that could be answered by something we have done/learned in class?
- Students aren't aware that their learning is being assessed in particular ways within gen ed courses
- We don't solicit students' feedback about their understanding of gen ed components
- Do students feel that there is a reasonable balance of how much time their spending in certain gen eds? Or do they feel sufficiently prepared/learned in these fields?

Share your notes about to what extent you think your students "got it." How do you determine whether students have demonstrated "mastery" for the LO?

(We did not address.)

What are your reflections on how successful (or not) the students were? What would you continue doing--or what would you change--to help improve student learning?

they may do well on one part but fail at other, so sometimes hard to get all components assessed. Good at observing, but bad at rest.

Imagine a faculty member teaching this LO for the first time. What specific recommendations would you make to that faculty member about how best to address the LO? Such might include recommendations about planning (course and syllabus design), or about assignments and evaluation, or about anything else you think is essential to promoting student learning.

-Begin with the end in mind (backward design), then design learning experiences based on the outcomes you have in mind.

-Make it specific to your discipline--know how you can get to this learning outcome in your discipline. What students can do or can't do based on background knowledge is relevant.

-Find ways to get feedback quickly to see if you're going down the right track (from a colleague, or have assignments that will provide that feedback). A trusting conversation with a colleague can be very helpful.

-There was a question about does an assessment have to be written? Could we get this information from observation? Does there need to be a work artifact?

-Could we get this assessment by observing how students need less and less help over the semester--they are "getting it"

-When students need less help, then it's working

-Immediate feedback can be valuable. Maybe assessments should help us get that type of feedback.

-It might be useful to gather students' perspectives on what they got out of all the G5 courses they took.

- it is hard to assess different kinds of students: BIO or not, especially in BIO 130, which BIO majors don't really think is serious stuff. Improvement is more important with non-majors.

- don't assume they can use computers.

-consider possibilities for interdisciplinary, esp. with FYP

Learning Objective 6. Comprehending Cross-Culturally: Language and Global Studies

Read the specific LO. Which clauses / statements do you focus on? Put those statements in "plain English"—that is, what do they mean to you? What is most critical to you as a teacher? ("I want to make sure my students . . . ")

"Cross-Cultural Comprehension" - what does that mean? To what extent do the courses do this and to what extent do the two G6 paths diverge? Question: Are we functioning with a definition of G6 that assumes G6 should be attached to any non-English-language non-U.S. culture (except Spanish in the U.S.?). Is G6 (the non-cultural version) really just language proficiency? There seem to be three options: language proficiency; cultural proficiency; literary analysis/knowledge

In considering your syllabus: how do you present the LO on the syllabus? Do assignments as presented in the syllabus directly connect to the LO?

Similar verbs in learning outcomes across courses: discuss, engage, interpret, distinguish, analyze, synthesize. Not necessarily G6 specific? Most include the gen. ed. description on syllabus.

Please share your sample assignment with each other. In crafting the assignment, how did you connect it to the LO? How did you decide to give this particular assignment?

1. Pre and post test: marks acquisition.
2. Written assignments: 3-page paper, no outside sources
3. Virtual museum
4. Find new text (not course) that fits; read on own and argue for including or not including in course

Share your notes about to what extent you think your students "got it." How do you determine whether students have demonstrated "mastery" for the LO?

Group had not yet actually done final assessment

What are your reflections on how successful (or not) the students were? What would you continue doing--or what would you change--to help improve student learning?

Conversation of what is G6 leads to further reflection of tools of assessment.

Imagine a faculty member teaching this LO for the first time. What specific recommendations would you make to that faculty member about how best to address the LO? Such might include

recommendations about planning (course and syllabus design), or about assignments and evaluation, or about anything else you think is essential to promoting student learning.

- Can the students "read" the cultural artifact/text within the cultural context from which it emerged.
- textual analysis, critical thinking
- [Name] invented the course for G6--innovative courses resulting from GE.
- Interdisciplinarity was part of this initially, but it's petered out.