

Appendix D Schematic Presentation of Learning Environment Details

	Suggested Title of Each Learning Environment	Entryway into Each Learning Environment	Expected Student Outcomes within Each Learning Environment	UT Core Values within Each Learning Environment	Forms of Assessment and Course Settings for Each Learning Environment
Freshmen Fall Term	Science and Sensibility: Reading the Connections	The courses gathered into this learning environment will focus on consideration—personal and interpersonal, of the UT First Read text. In 2008-2009 this will be a text featuring the development of science in its social and historical context. ⁷	<ol style="list-style-type: none"> 1. Recognize role of scholarship in solving human problems. 2. Note relations of science and sensibility in solving human problems. 3. Appreciate the interdisciplinary nature of research in science, policy, literature, art, ethics and so on. 4. Begin to understand the interdependencies between systems of culture, technology, personal values, and economy, 	Compassion Professionalism Respect Discovery Learning Communication Diversity, Integrity and also Teamwork, as well as Well-being, Excellence and Safety are all inherent guides in this learning environment concerned as it is with science and sensibility at work in our living well. Without these values this dimension of the First Read would be hollow and hypocritical.	<p>Assessment specifics will vary with the course setting in which students explore the First Read book. Still, work in every course setting will involve:</p> <ol style="list-style-type: none"> a. focused discussion, b. group reflections, and c. various forms of written exploration of ideas and readings covered. <p>Types of course settings will include: FYE; Freshman Composition—some sections; Freshman readings Conference—Honors Program; other course offerings in other departments across the university.</p> <p>Appendix E lists the details of the 2007-2008 year First Read activities.</p>

⁷ The consideration of the work of science and technology in their social context will always be a required dimension of the UT First Read book from AY 2008-2009 on. In 2008 and *every few years thereafter*, the selected book will feature some important episode in the situated history of science and sensibility. Every year, the Humanities Institute will arrange through appropriate faculty and administrators for the creation and distribution of learning enrichment opportunities such as lists for further readings, related cultural activities and exhibitions or performances, discussion notes, and web resource packets to supplement First Read activities.

<p>Spring Term</p>	<p>Science and Sensibility: Experiencing the Connections</p>	<p>The First Year colloquium (FYC) sections required as a one-hour follow-on to the FYE comprise this learning environment. Each will involve students in a variety of colloquium events.⁸ Each will have graduate student or faculty mentored discussions of student experiences. The FYC will be web-assisted so that each student can produce an e-portfolio record of her or his experiences and reflections.</p>	<p>1. Observe the application of inquiry in science and sensibility to problems of interest such as the development and adoption of alternative energy forms.⁹ 2. Evaluate impacts of inquiry for example in the adoption of new infrastructural technologies e.g. for northwest Ohio's culture, values, business and economy. Some alternative energy sources will individualize, and distribute energy generation—e.g. solar. Others will consolidate it further—e.g. nuclear.</p>	<p>Without these values, explorations of the application of science and sensibility e.g. to improve energy infrastructure for prosperity and for living well, would have no or only narrowly limited meaning for the lives of all involved.</p>	<p>Assessment specifics E-Portfolio Comprising a Record of Reflections Upon: Lecture/Discussions; Exhibition/Performances An Enterprise Interview and Discussions of all of these experiences.</p>
					<p>Types of course settings will include the events, exhibitions or performances and the setting of their discussion.</p>

<p>Sophomore Fall Term</p>	<p>Science and Sensibility Literacy: Learn the Connections for Living</p>	<p>The work of this learning environment will be entered through interdisciplinary courses outside the major critically analyzing and exploring S&S connections that are noted in class readings and discussions</p>	<ol style="list-style-type: none"> 1. Observe the application of S&S connections to real problems of local interest. 2. Discuss the impacts of alternative solutions at the local level to the problems covered in the events attended. 3. Evaluate alternative solutions suggested, proceeding in the terms of both science and sensibility, that is, from the standpoint of both particular STEM² perspectives and the conversations appropriate to relevant work in the traditions of Sensibility 	<p>The values listed above will be important as instructor and students explore the nature of problems under discussion and explore the contributions of science and sensibility to these problems.</p> <p>Part of S&S literacy is the capacity and readiness to express these values in formulation and review of relevant issues.</p>	<p>Assessment specifics Will depend upon the disciplines involved and there is nothing special about these courses in this regard. One difference does emerge however. In the opportunity these courses provide for service learning and other venues of "authentic" assessment in terms of actual studies of actual problems and case studies. This will lend these courses to the development of intra- or inter-course learning communities addressing local issues or local versions of broader problems. Types of course settings E.g. PHYS 1300 Physics of Everyday Life; PHIL 3300 Philosophy of Biology</p>
<p>A Later Term</p>	<p>Science and Sensibility Literacy II : Learn the Connections for Professional Contributions</p>	<p>Interdisciplinary courses in the major critically analyzing and exploring S&S connections highlighted by the readings and class discussions</p>	<p>Same as first S&S Literacy course except with special focus on the contribution of the approaches representing the student's major discipline.</p>	<p>Without such capacity and readiness, students would not have fully gotten the point or power of the study. These courses can help make this potential clear to students and can help them develop this potential in</p>	<p>Assessment specifics Please see above with the additional opportunity of applying knowledge in the student's major as in internships. Types of course settings E.g. Anth 3300 Food, Health, Society; ART 4940 Art Internship; BMGT 2725 Cultural Communications in the Work Place</p>

Upper Division	Science and Sensibility Round Table Discussions: Practicing the Connections	Courses placing students and faculty in a working relationship with respect to the instructor's research. The instructor becomes a mentor and guides the student into research collaboration and readiness to take part in interdisciplinary Round Table discussions. Students might take one or two such courses.	<ol style="list-style-type: none"> 1. Practice collaborations in research learning ways to deal with questions of division of labor, assigning credit, and integrating different contributions. 2. Establish criteria of successful research and take note of standards in the field as well as best practices. 3. Develop personal research project as per the requirements of the course interacting with the relevant texts. 4. Take part in interdisciplinary Round Table discussions learning and reflecting upon the work of one's own field of study in relation to that of others. 5. Develop respect and modes of interacting across disciplines. 6. Practice how to draw on other disciplines for work in one's own. 	<p>themselves.</p> <p>Not only will the values listed above be central to appropriate articulation and conduct of research and its applications, also they will form guideposts in learning to participate in respectful, sincere, interdisciplinary discussions of various approaches to problems of interest.</p>	<p>Assessment specifics will vary with field and class content of course. However, always they will provide an assessment of student accomplishment with respect to the class learning objectives listed.</p> <p>Probably in every case there will be a final research paper, exhibit, portfolio, or performance reflecting participation in a Round Table discussion.</p> <p>Types of course settings One excellent environment for such learning is the seminar open to advanced undergraduates and graduate students. Here instructors can easily engage their own research and the students in a fully collaborative way, as part of the work of the course.</p>
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⁸ Five including two lectures, two exhibitions or performances, and one enterprise interview in which students inquire into a local company from those willing to cooperate. The students will be looking for business-science-sensibility and social justice connections. Students interview someone from the company, discuss their experiences in groups and then record their impressions on what they learned of the connections in question.

⁹ This will be the theme for the 2008-2009 year and could change thereafter depending upon success.