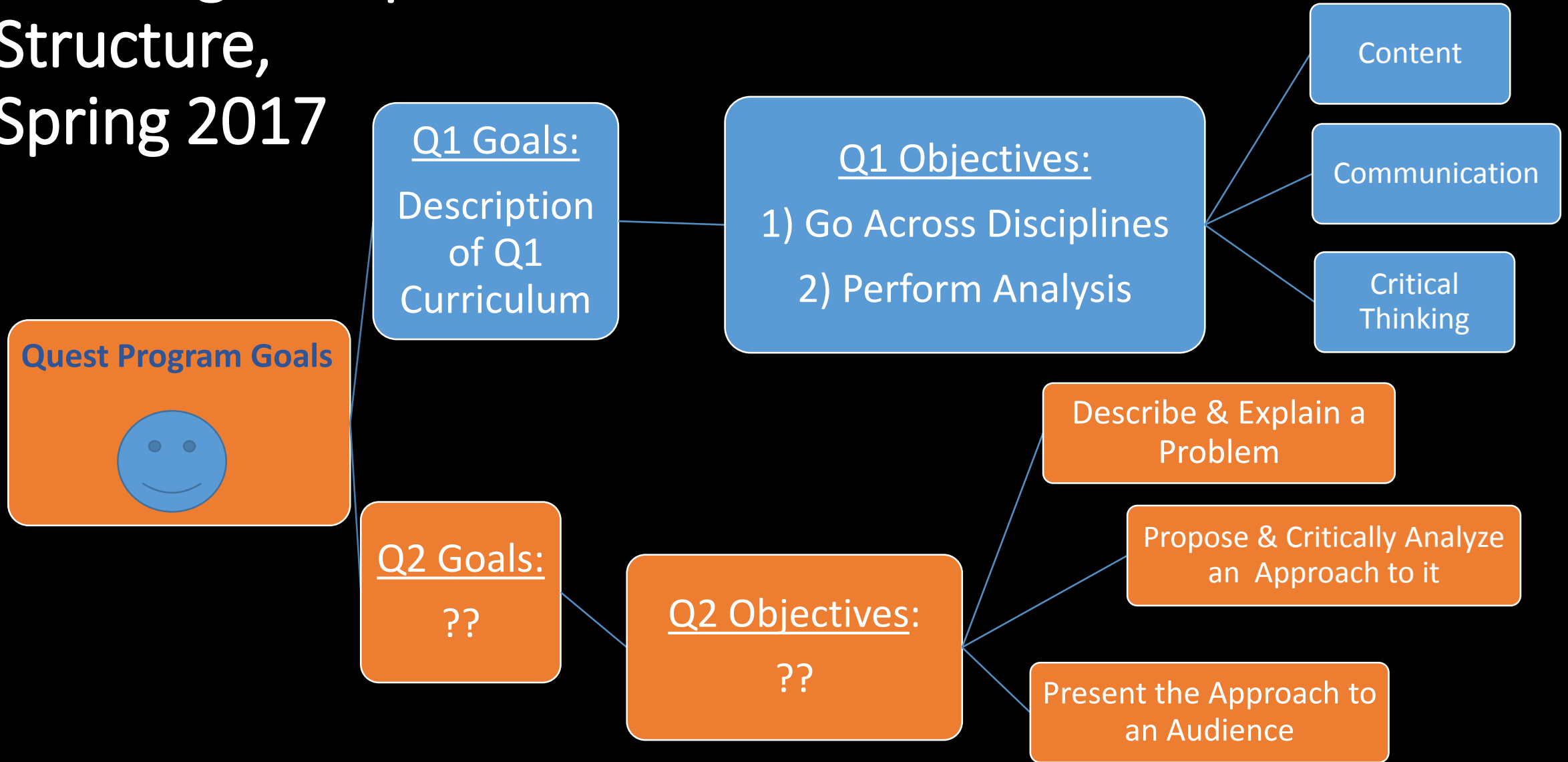


# Spring 2018: The Progress of Quest

**A journey from the Working Group Reports into the Present**

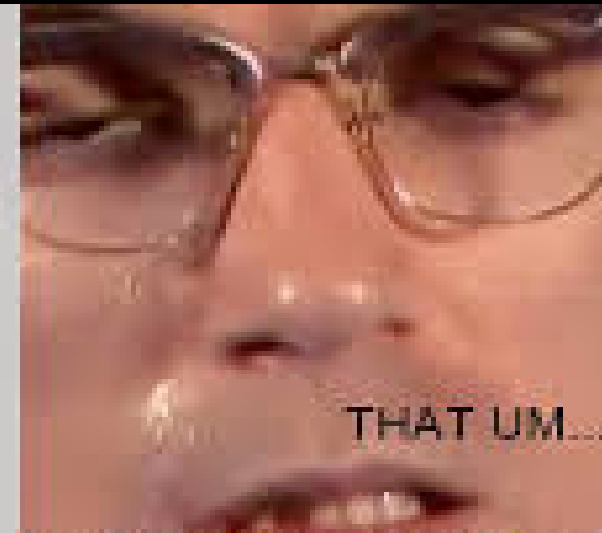
# Working Groups' Assessment Structure, Spring 2017



## Towards a Quest Goal

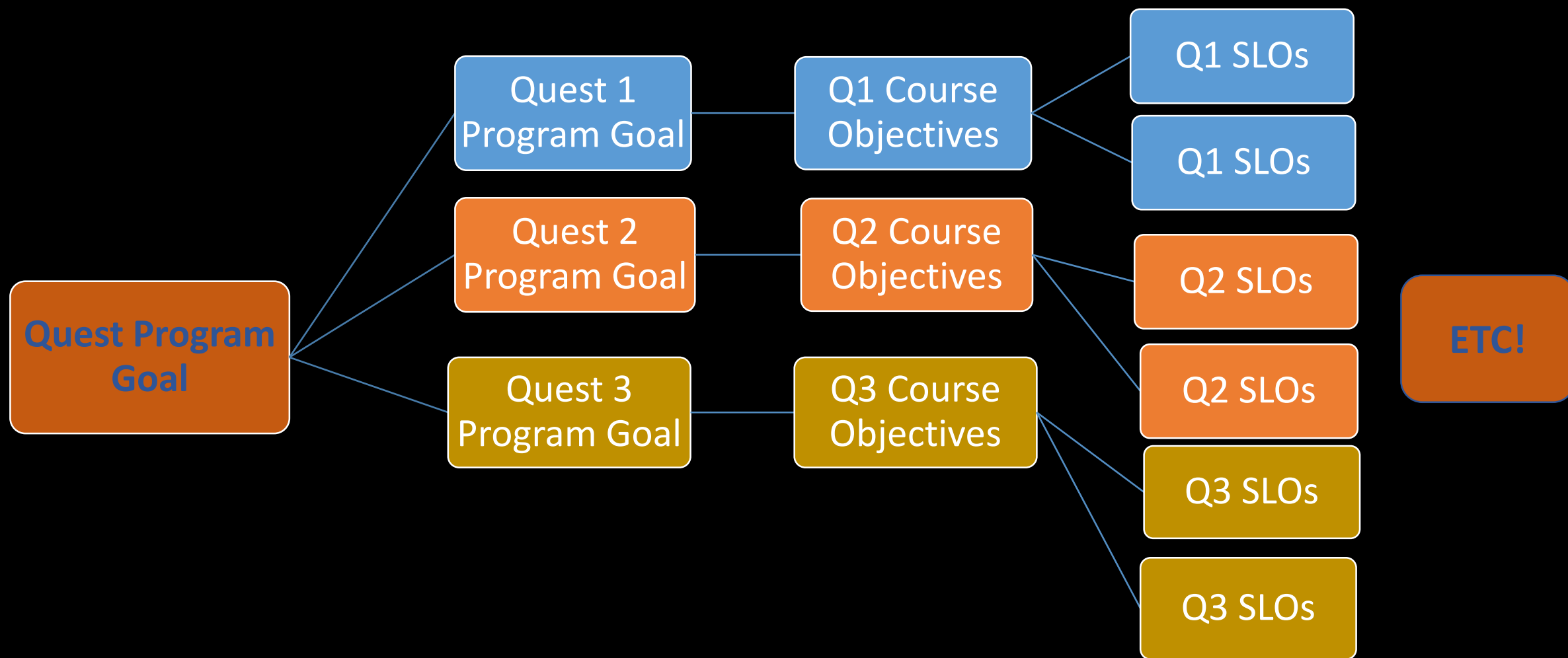
- Quest courses must be great, relevant, multidisciplinary courses that address either essential or pressing questions. And they must also be more.
- Quest 1 & 2 courses work toward the goal of developing students' critical self-reflexivity— in college and for the future.
- Q1 and 2 courses should prompt students to ask themselves (in the inimitable words of Gene Witmer, Working Group 1 co-chair)....

“WHAT REALLY MATTERS?”



“My God, what have I done?!”  
-- Talking Heads, “Once in a Lifetime” (1980)

# Spring '18: Towards Clarity, Detail, **Alignment!**



Through a shared, sequential combination of learning and engagement in Arts and Humanities and Natural or Social Sciences courses, as well as through the application of that learning to practical experiences, students will gain a greater sense of who they are in the world and how to respond effectively to the essential and pressing questions they will face in their lives.

Quest Program Goal

# Seeking Clarification, Detail, & **Alignment** ...

## Quest 1 and 2

- Quest 1:
  - Updated Q1 Program Goals, Common Course Objectives, and Shared SLOs
  - CFP for Trial Quest 1, Spring '19
- Quest 2:
  - Working Q2 Program Goal and Course Objectives; Updated (Still Working) Shared SLOs

## And Also...

- Planning for Quest 3
- Clearer sense of how to integrate the various years of Quest
  - Discursively
    - Internal and public-facing messaging
  - Logistically
    - Trials, Course numbering, Scheduling
- Clearer sense of pedagogy issues facing instructors in Q1 and 2
  - Pedagogy workshops
  - Conference?

# Web Presence on Undergrad Affairs Site

UF QUEST

## UF QUEST

UF Quest is an ambitious project of curriculum enhancement that will touch all four years of the undergraduate experience. Eschewing rote learning and standardized tests in favor of reading, writing, critical thinking, and genuine engagement with outstanding faculty, Quest aims to spark students' genuine intellectual engagement in their first semester on the UF campus, and to nurture that critical and questioning streak across subsequent years.

One goal of Quest is to invite students to pursue knowledge more carefully—thinking about what majors, extracurriculars, and research opportunities truly speak to their passions. But Quest also intends to make students less careful, inviting them to take creative and intellectual risks, follow fascinating lines of inquiry in uncertain directions, and become comfortable with beginning again when the need arises. By encouraging both of these habits of mind, Quest pushes students towards the richest possible undergraduate experience. More important, however, it sets them on a path to become thoughtful citizens of a complex and swiftly changing world, prepared to use the habits of questioning, analysis, and self-reflection to address the challenges life throws at them.

**Quest begins with a shared, sequential combination of learning and engagement in multidisciplinary lower division courses, first Arts and Humanities (Quest 1) and then Natural or Social Science (Quest2).**

- In Quest 1 courses, students ask "essential questions" about the human experience—how do we create meaning? How should communities resolve conflict? What is the nature of "identity"? These questions have challenged artists and thinkers for centuries; they are difficult to answer, but also impossible to ignore.
- Quest 2 shifts from this grand tradition of meaning-making to a more human scale, posing "pressing questions" that can be answered with the tools of the Natural and Social Sciences. The unintended consequences of technological progress, climate change, structural racism: if Quest 1 asks "what does it mean?" Quest 2 asks "what can we do?"

**If Quest 1 and 2 position students to make thoughtful decisions about their overall plans of undergraduate study, Quest 3 and 4 unfold within and work to enrich the traditional major.**

- The experiential education of Quest 3 compliments and extends classroom learning, offering the opportunity to put information and theory into practice in the community.
- Quest 4 is Capstone designed within the major itself: pulling together a wide range of experiences, it offers students the opportunity to synthesize, reflect, and prepare for the world beyond UF.

**QUEST TIMELINE AND TRIALS**

**QUEST 1**

**QUEST 2**

**QUEST 3**

**QUEST 4**

**FAQ**

**QUEST CURRICULUM COMMITTEE**

**ARCHIVE**

**CONTACT**

# Timelines and Trials Page

CFP Released	Trial Date	Q level, target seats; course type & size
April 2018	Spring '19	Q1: 5-10 in-person courses, 49 seats each
September 2018	Summer, '19	Q1: ##-courses, ## seats overall ## online, ### seats ## hybrid, ### seats ## in-person [XX] format styles; ### seats
	Fall '19	Q1: ##-courses, ## seats overall ## online, ### seats ## hybrid, ### seats ## in-person [XX] format styles; ### seats
January 2019	Spring '20	Q1: ##-courses, ## seats overall ## online, ### seats ## hybrid, ### seats ## in-person [XX] format styles; ### seats
	Summer '20	Q2: 5-10 in-person courses, 49 seats each? Q1: ##-courses, ## seats overall ## online, ### seats ## hybrid, ### seats ## in-person [XX] format styles; ### seats

CFP Released	Trial Date	Q level, target seats; course type & size
September 2019	Fall '20	Q2: : ##-courses, ## seats overall ## online, ### seats ## hybrid, ### seats ## in-person [XX] format styles; ### seats Q1: FULL IMPLEMENTATION: ## seats, varied styles
January 2020	Spring '21	Q2: : ##-courses, ## seats overall ## online, ### seats ## hybrid, ### seats ## in-person [XX] format styles; ### seats Q1: FULL IMPLEMENTATION: ## seats, varied styles
	Summer '21	Q2: : ##-courses, ## seats overall ## online, ### seats ## hybrid, ### seats ## in-person [XX] format styles; ### seats Q1: FULL IMPLEMENTATION: ## seats, varied styles
September 2020	Fall '21	Q2: FULL IMPLEMENTATION: ## seats, varied styles Q1: FULL IMPLEMENTATION: ## seats, varied styles



# Trial Quest 1 Page

UF QUEST • QUEST 1

## QUEST 1 TRIAL

[PROPOSALS](#)

[QUEST 1 FAQs](#)

[CONTACT](#)

The ambitious nature of UF Quest's goals drives the first Trial of Quest 1 in spring of 2019. In the Trial, faculty interested in taking a leading role in shaping Quest can design (or re-design) courses that flow from their areas of expertise—and that are also multidisciplinary, relevant, and conducive to the metacognitive and self-reflective processes that are at the heart of Quest.

By design, this first Trial features a handful of small, face-to-face classes capped at 49 students each. Faculty teaching in the Trial (along with their Chairs and students) will participate in ongoing conversations about the direction of Quest and its pedagogical aims, creating a feedback loop about what it feels like to teach with shared Course Objectives and Student Learning Outcomes and an orientation to cross-disciplinary and thematic questions, rather than to a specific discipline/major. Information about that experience will inform the calls for future Trials, scheduled for fall of 2019 and spring of 2020, which will include more courses, and courses taught in varied formats (including online and hybrid).

A more detailed overview of the Spring 2019 Trial, information on how to apply, and the complete Quest Program Goals, Course Objectives, and Student Learning Outcomes are available in the Trial Quest 1 Call for Proposals, available in the link at left.

**Completed proposals are due via email to Ms. Kendall Kroger [[kendalll@ufl.edu](mailto:kendalll@ufl.edu)] by noon, Tuesday May 2nd 2018.**

For additional information about the Spring '19 or any other Trials, please contact Trysh Travis, Faculty Liaison to UF Quest [[ufqcc@aa.ufl.edu](mailto:ufqcc@aa.ufl.edu)].

# The Work of Subcom 2

John Krigbaum, Chair

# Program Goals: Broad definitions of what the program will produce, often aspirational

## Q2 Program Goal **'working'**

- *(Building off of Q1 coursework) Q2 courses aim to introduce students to disciplines in the social or natural sciences that provide cross-disciplinary approaches using qualitative and/or quantitative data to address important societal issues or challenges.*

## Revised Q1 Program Goal

- Grounded in the modes of inquiry and expression characteristic of the arts and humanities, Quest 1's courses invite students to explore essential questions that transcend the boundaries of any one discipline—the kinds of complex and often unanswerable questions they will face as critical, creative, and thoughtful adults navigating a complex and interconnected world.

# Course Objectives: Descriptions of what a course will cover and/or DO; less broad than Goals and more broad than SLOS

## Q2 Course Objectives **'working'**

- *May build off of structure adopted by Q1 group. Emphasize multidisciplinary content of courses to provide students with tools to address key issues*

## Revised Q1 Course Objectives

- Address in relevant ways the history, key themes, principles, terminologies, theories, and methodologies of various arts and humanities disciplines that enable us to ask essential questions about the human condition (Content)
- Present different arts and humanities disciplines' distinctive elements, along with their biases, and influences on essential questions about the human condition (Content)
- Require students to explore at least one arts or humanities resource on the UF Campus outside their classroom and explain how engagement with it complements classroom work (Content)
- Enable students to analyze and evaluate essential questions about the human condition clearly and effectively in oral and written forms (Communication)
- Embed critical analysis of the role arts and humanities play in the lives of individuals and societies and the role they might play in students' undergraduate degree programs (Critical Thinking)

# Course Objectives: Descriptions of what a course will cover and/or DO; less broad than Goals and more broad than SLOS

## Q2 Course Objectives **'working'**

- *UFQ2 group may build off of structure adopted by Q1 group. Emphasize multidisciplinary content of courses to provide students with tools to address key issues*

## Revised Q2 Course Objectives **'working'**

- Address cross-disciplinary dimensions of the social sciences or natural sciences that address important societal issues or challenges (Content)
- Present different approaches in social sciences or natural sciences using qualitative and/or quantitative data to address important societal issues or challenges (Content)
- Require students to explore at least one social science or natural science resource on the UF Campus outside their classroom and explain how engagement with it complements classroom work (Content)
- Enable students to analyze and evaluate qualitative and/or quantitative data clearly and effectively in oral and written forms to address important societal issues or challenges (Communication)
- Embed critical analysis of the role social sciences and natural sciences play in the lives of individuals and societies and the role they might play in students' undergraduate degree programs (Critical Thinking)



SLOs: concrete descriptions of measurable (not ineffable) skills a student should have gained at the conclusion of a course.

**Original Q2 SLOs: At the end of the course, students will be able to...**

- Content: describe and explain the cross-disciplinary aspects of a pressing societal problem or challenge;
- Critical Thinking: propose and critically analyze an approach, policy, or action (grounded in theories, methodologies, and data) that addresses some aspect of a pressing societal problem or challenge; and
- Communication: present the proposed approach, policy, or action addressing the pressing societal problem or challenge at a general audience level.

To avoid misinterpretation, SLOs should be expressed with verbs that describe observable actions!

**Revised Q2 SLOs 'working': At the end of the course, students will be able to...**

- Describe and explain the cross-disciplinary dimensions of **important** societal **issues** or challenges (Content)
- present the proposed approach, policy, or action addressing the **important** societal **issues** or challenges at a general audience level. (Communication)
- propose and critically analyze an approach, policy, or action (grounded in theories, methodologies, and data) that addresses some dimension of a **important** societal **issues** or challenges; and (Critical Thinking)
- **Connect course content with critical reflection on their intellectual, personal, and professional development at UF and beyond (Critical Thinking)**

# The Work of Subcom 1

Andy Wolpert, Chair

## What's Next?

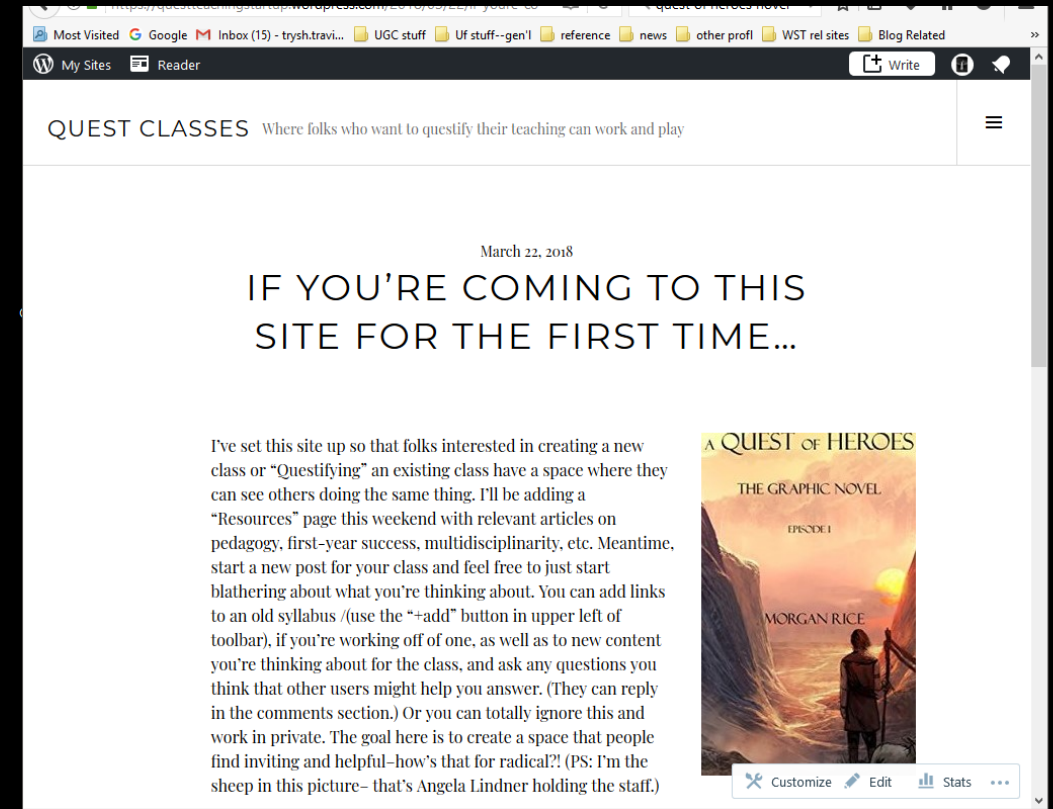
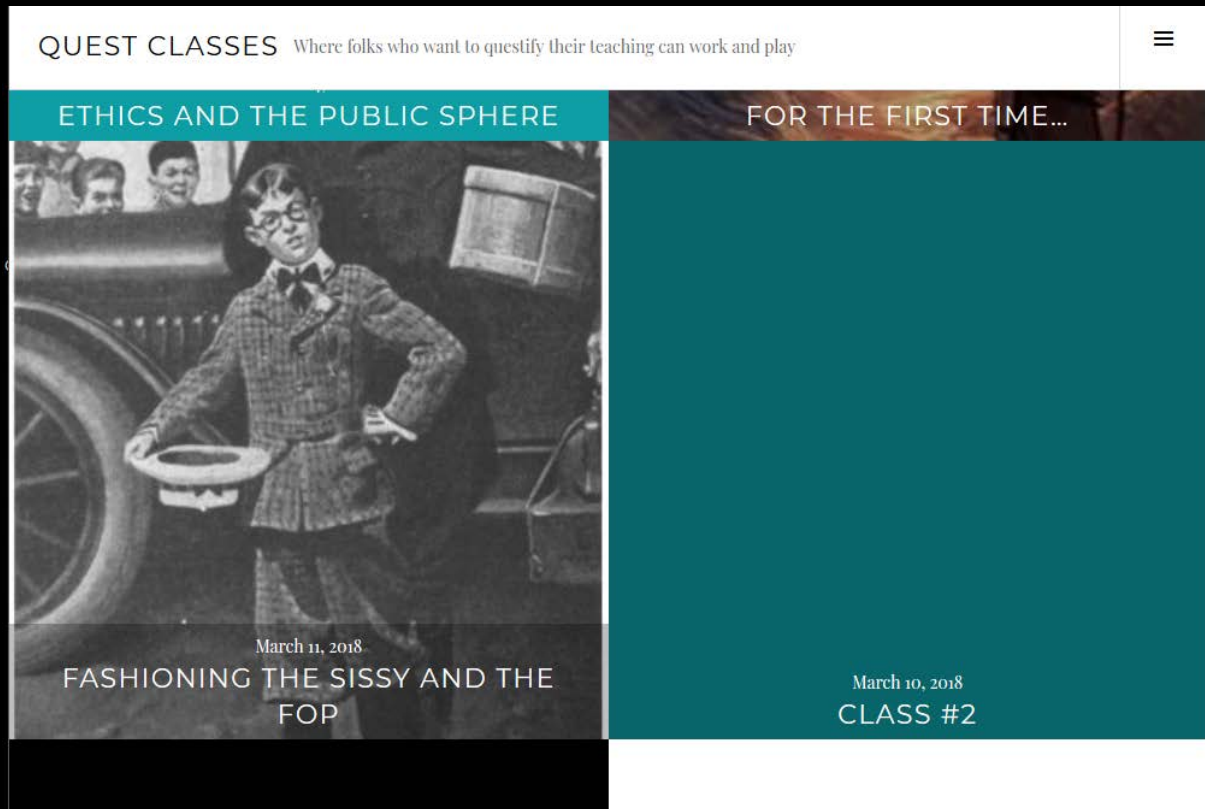


- Continuing Work on Alignment & Interconnection across Quest Years
- Planning for Quest 3
- Pedagogy issues
  - Create space for discussion, modeling, feedback
  - Field workshops
  - Conference?
- Quest and Gen Ed
  - Course numbering
  - Course “ownership”
  - Arts/Humanities AND Natural or Social Science?
  - Alignment of Quest SLOs with GenEd SLOs?



# Quest Classes

Where folks who want to questify their teaching can work and play



<https://questteachingstartup.wordpress.com/>

# Thank you for your service!

Please use the sign-up sheet to indicate your availability for more fun next year.