U-Engage Student Learning Outcomes

By the end of the term you will be able to

1. Explain in your own words the processes, methods, and evidence that a specific community or academic field uses to explore and address a real-world, contemporary problem or answer a compelling question;
2. Demonstrate strategies to explore real world problems, questions, and challenges inside and outside the classroom;
3. Articulate interests and academic and personal challenges you have as first year student at OSU and identify the appropriate campus resources and opportunities to contribute to your educational experience, goals, and campus engagement.

Philosophies behind Learning Outcomes

#1
Problem solving methodologies are used by experts in academic disciplines to tackle some of the world’s most pressing problems and compelling questions. Engaging in purposeful and guided inquiry within a specific community and/or academic field allows students to explore and practice problem solving in the context of distinct methods, standards, and common practices. This type of inquiry will expose students to the real-world problems and compelling questions being studied by a community or field and the current research being done in that area. In addition, learning to recognize, practice, and apply the methods and standards of a particular field prepares them for lifelong learning and flexibility in a rapidly changing knowledge driven economy. As a result of this exploration, students will acquire greater awareness of their own fit within a community or field and be able to make better informed decisions about future involvement (undergraduate research, leadership opportunities, internships, jobs, careers, etc.) in that area.

#2
Academic and personal problem solving skills are among the most critical transferable skills that first year college students can obtain and hone. Students who are allowed to practice their problem solving skills can identify a problem and the information they need to know to work through the problem, obtain necessary content knowledge (most often interdisciplinary and from diverse perspectives), reflect upon what they’ve learned (making meaning of their learning), come to knowledgeable conclusions, and apply what they’ve learned. Practice in problem solving is valuable to all students. Developing problem solving skills will assist first year students as they seek answers to the many open-ended, exploratory questions that come with the transition to college, including “what should I major in?”, “how should I get involved?”, and “what does it mean to be a lifelong learner?”

#3
The first year and first term of students’ college careers offer many new challenges and opportunities. OSU has many resources and support systems for students and through U-Engage students will learn about several of them and how these can enhance their education and overall college experience. Through ongoing, structured and deep reflection upon their experiences both in and outside of the classroom, students will be able to think about and articulate their unique skills, motivations, challenges, resources, and opportunities as OSU students. Using problem solving skills, they will address the academic, social, and personal challenges they are presented with during their first term and develop/practice habits that will be helpful to them in the future.
**Experiential Activities and Past Dynamic Projects from previous U-Engage classes have included:**

- Field trips to Hatfield Marine Science Center, McDonald Forest, the Darkside Theater, OSU research centers and outreach offices
- Attendance at Distinguished speakers series, local book readings, etc.
- Service projects at local food banks, community gardens, schools, etc.
- Untold Stories Historical Campus Walking Tour – in this course students utilized OSU archives to create a map and historical brochure that included accounts of 10 places on campus that represent significant moments for students of color throughout OSU’s history.
- Deconstruct and Create your own TV scenes: Using academic research and the internet, students learn the skills to deconstruct and analyze TV shows and ultimately use what they learned to create their own TV scenes together.
- Analysis and creation of intentional space: Students engage in field work/observation exercises and interviewing key people in various spaces (those who work in them, those who use them and those who designed them) to gain an anthropologist's point of view of spaces and ultimately inform their own design or redesign of a space of personal interest.
- Fungi fun: In this class students explored the long history of humans hunting, extracting, and using these fungi based pigments for dyes. Students gain hands on experience in the process through collecting their own native fungi, extracting pigments, and dying their choice of materials.