



FAR EASTERN UNIVERSITY
General Education Department

Guidelines in Crafting General Education Electives

January 2023



General Education Electives

What are electives

Electives are courses taken by students based on their preference. Elective courses offer exploration and discussion of specific topics on selected disciplines. Students choose what course to take from these topics based on their interest. Through this, electives serve as a venue for students to form their individual curriculum (Zhumabaeva et al., 2016).

What are the aims of electives?

The nature of electives being based on students' preference is rooted on the democratization of education where students are viewed as participating agents in education and thus contributes to addressing discipline and social related problems. Further, electives humanize education and thus may promote discussions that will develop understanding of "mobility (human), cultural, language and religious empathy, professionalism, commitment to the human virtues, etc." (Movchan & Zarishniak, 2017, p. 21).

Elective courses aim to improve students socially and culturally by providing them:

- Support knowledge or skills in specific topic of a discipline;
- Exposure to different cultures;
- Opportunity to learn social service practice;
- Scholarly discussion on cultural, artistic, sports and/or health activities; and/or
- Sensibility of the environment (Alkan & Erdem, 2011).

Guidelines in making electives

Based from the nature and aims of electives, the following are considerations in crafting the course:

1. Selected topic

- Topic is based on a research niche and is interesting to students.
- Topic may be from any of the following discipline and allied sciences: (1) Humanities and Social Science; (2) Natural and Formal Science
- Topic is very specific and may be discussed through themes.

Example 1:

Topic: Kasarian at ang 'Culture of Silence' sa Lipunang Pilipino

Theme 1: Kasarian and Homosekswalidad sa Pilipinas

Theme 2: Homosekswalidad, Gender Stereotyping, at Same-sex Marriage

Theme 3: Homosekswalidad at ang Media

Theme 4: Ang 'Culture of Silence' sa Lipunang Pilipino

Example 2:

Topic: Women and the Gender Revolution in Science

Theme 1: Industrial and Knowledge Economy

Theme 2: Gender Inequalities in Women's Contribution in Science and Technology



Theme 3: Stories of Women in Emerging Technologies

Theme 4: Social and Economic Opportunities for Women in Science

Theme 5: Problems, Issues, and Trends in Gender Revolution in Science

Example 3:

Topic: Socio-cultural and Ideological Reproduction in Education

Theme 1: Power and Knowledge in Education

Theme 2: Globalization, Economy, and Education Standards

Theme 3: Education Reproduction and Social Legitimization of Ideologies

- Topic is NOT an alternative class that focuses on production and craftsmanship.

2. Scholarly merit

- There are existing trends, problems, and issues concerning the topic
- There are existing academic studies to support discussion of the topic and its themes.

3. Target Learning Outcomes

- There should be 6 to 8 established Course Expected Learning Outcomes (CELO) and should at least include about Responsible Citizenship.
- Target FEULOs are max of 4.

4. Core components

- Proposal for elective courses should include:
 - a. Topic title
 - b. Description
 - c. Purpose
 - d. Target FEU Learning Outcomes
 - e. Course Expected Learning Outcomes
 - f. Module Titles and Descriptions (Themes)
 - g. Reading List

References

- Alkan, F.A., & Erdem, E. (2011). The effect of elective courses on candidate teachers' level of social skills. *Procedia - Social and Behavioral Sciences*, 15, 3451-3455.
- Movchan, L., & Zarishniak, I.M. (2017). The Role of Elective Courses in Students' Professional Development: Foreign Experience. *Comparative Professional Pedagogy*, 7, 20 - 26.
- Zhumabaeva, Z., Zhumasheva, A., Kenzhebayeva, T., Sakenov, J., Tleulesova, A., Kenenbaeva, M. & Hamzina, S. (2016). On the Role of Elective Disciplines in the Formation of Professional Competence of Students as Future Teachers. *International Journal of Environmental and Science Education*, 11(15), 8552-8561.



GE Elective Course Proposal

Elective Title																									
Description																									
Purpose																									
Target FEU Learning Outcomes																									
Course Expected Learning Outcomes																									
Modules and Descriptions (Themes)	<table border="1"><thead><tr><th></th><th>Topic</th><th>Description</th></tr></thead><tbody><tr><td>Module 1</td><td></td><td></td></tr><tr><td>Module 2</td><td></td><td></td></tr><tr><td>Module 3</td><td></td><td></td></tr><tr><td>Module 4</td><td></td><td></td></tr><tr><td>Module 5</td><td></td><td></td></tr><tr><td>Module 6</td><td></td><td></td></tr><tr><td>Module 7</td><td></td><td></td></tr></tbody></table>		Topic	Description	Module 1			Module 2			Module 3			Module 4			Module 5			Module 6			Module 7		
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Self-Assessment Checklist

Self-assessment	Criteria
	The course serves as a good platform in sharing my research interests with my students.
	The learning modules that I have designed are aligned with the course expected learning outcomes.
	My choice of learning materials helps me with how I would like to go about with the instructional design.
	Although content is important, I understand that my role as a teacher is to facilitate learning.
	The learning outcomes are met through the activities indicated in the modules.
	I ensure that students will have an opportunity to manifest specific skills through various classroom activities.
	The activities in the module facilitation guide reflect the learning outcomes as indicated in the same platform.
	The activities motivate students to take on an active role in the learning process.
	I create safe spaces for students to participate freely and actively in classroom engagements and activities.
	The design of the course is geared towards important life skills that will help them prepare for the future.