Using the GCSP to Enhance Reflection and Integrative Learning in a Project-Based Curriculum
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Program Goal
Advance the WPI Plan by using a combination of ePortfolio pedagogy and advising and mentorship networks to help students:
- connect and reflect on their learning experiences
- make purposeful, informed choices about their program of study and other activities
  - all in the context of societal grand challenges and developing the five GCSP competencies –

Elements of the WPI Plan
GREAT PROBLEMS SEMINARS (GPS): 6 credit hours, interdisciplinary, team taught. Team projects result in proposed solutions for a self-chosen, context-specific instance of the problem.

HUMANITIES & ARTS REQUIREMENT (HUA): 18 credit hours including capstone project in depth area chosen by student. Capstone may be original creative work or performance, or original research on a self-proposed question or topic.

INTERACTIVE QUALIFYING PROJECT (IQP): 9 credit hours, not a course. Student teams from multiple majors address an interdisciplinary, open-ended problem at interface of technology, society, and human need. Typically sponsored.

MAJOR QUALIFYING PROJECT (MQP): 9 credit hours design or research experience, not a course. Often in multidisciplinary teams. Mix of student-initiated and sponsored projects.

~75% of undergraduates complete their HUA capstone, IQP, or MQP in an off-campus immersive experience at one of 40+ project centers around the globe

Example: Katie Picchione ‘16
Double Major: Mechanical Engineering and Technology, Policy, and Society

GRAND CHALLENGE THEMES: Sustainability, Water Security

The WPI Plan
2016 Bernard M. Gordon Prize for Innovation in Engineering and Technology Education

Research / Creativity
Multidisciplinary Perspectives
Business / Entrepreneurship
Global & Intercultural Competency
Social Consciousness

GREAT PROBLEMS SEMINAR (GPS)
HUMANITIES & ARTS REQUIREMENT (HUA)
INTERACTIVE QUALIFYING PROJECT (IQP)
MAJOR QUALIFYING PROJECT (MQP)

YEARS
1
2
3
4

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