

SE 494

Spring 2018

Portfolio General Reflection

Due date: Mar. 23, 2018

Submission of portfolio Gen Ed Narrative via Canvas

1. Submit the (1) list of Gen Ed courses; (2) How/if they impacted engineering education to be included in your portfolio. Please describe how your General Education Courses helped you to develop as a professional engineer. Write a reflection that incorporates your thoughts on each of the following questions.

GE1: What are your current short/long term goals? You may include your "ideal" career in engineering or your preferred working environment.

GE2: What have you learned in your general education electives, which allow you to formulate and evaluate engineering solutions in problem solving and innovation beyond the technical aspects in problem solving? How do general education classes help you to think about an engineering problem?

GE3: Relate what you have learned in general education classes to seeing beyond the engineering solution in problem solving and innovation. What are some other dimensions to consider and what impact do they have in an economic, global or societal context?

GE1:

I have always worked to volunteer and make a difference in my community. Helping those less fortunate than me is a passion of mine that I have been able to focus on my free time. My idea of "changing the world" is to make the world we live in a better place. I always planned on having a career separate from my passion of helping people because I wasn't sure how I could reasonable combine the two. Then, last fall, I secured an internship for the summer of 2018 working at Cerner. Being in the healthcare field, Cerner develops software for hospitals and clinics to use. After discovering Cerner and other companies like it that are in the healthcare field I realized that I could focus my career in software engineering on helping people and potentially saving lives. My goal is to help make software that will either improve or possibly save peoples lives.

GE2:

Gen eds:

- Econ 101
- Religion 201
- Norwegian history
- Climate Change in Norway
- Norwegian language
- History 201
- Psychology 230

Gen ed courses are an excellent way to expand knowledge on topics not directly related to engineering but are still interesting to students. I have learned a lot from my gen ed courses from a wide range of topics, but they have also helped me with problem solving in my engineering courses. One of the challenges of being an engineer, especially a software engineer, is that there are always new technologies emerging and new topics to learn about and use in projects. It is critical for a software engineer to be able to learn these new topics quickly and apply that knowledge to what they are working on. Gen eds have helped with this through the course of my education.

All the gen ed courses I have taken have been in subjects that I had relatively little to no knowledge in. It was always a new subject and as an engineer I had to apply myself to think in new ways. From the economy to the history of another country, all the topics above represent brand new information that I needed to learn to be successful. Though the concepts in the future may be more technical than what I learned in these gen eds, the overarching concept will apply in just the same way.

GE3:

My course on Norwegian climate change helped a lot to consider the societal impact of engineering. Many times, we as engineers will consider efficiency, usability, and the overall effectiveness of solving a problem while forgetting to consider the impact it will have on the environment or the community. Taking a course related to climate change specifically helped to highlight the significance that various decisions can have on the world around us. Since then I have been more attentive to how I solve problems and make more of an effort to consider all dimensions of impact that the solution will have.