



Creating Shared Purpose through More Effective Learning Outcomes

First Things First

Does everyone have something to write on and to write with?



Education doesn't always happen in a classroom, or even on a campus.... Hands-on experiences help students to gain perspective and to become excited about learning.... I hope we inspire our students to learn and I hope that learning leads to inspiration.

-President Kevin. J. Worthen



*Education doesn't always happen in a classroom, or even on a campus.... Hands-on experiences help students to gain perspective and to **become excited about learning**.... I hope we inspire our students to learn and I hope that learning leads to inspiration.*

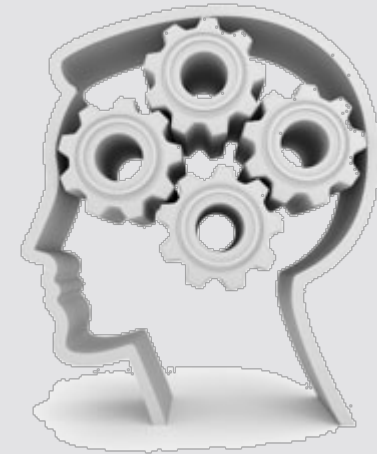
-President Kevin. J. Worthen



Engagement is a prerequisite of learning



- ◆ We can teach all we want, but if students are unwilling to engage, little to no learning will occur.
- ◆ Your syllabus is an opportunity to reduce barriers to engagement.



Unlearn to Learn



Historical Perspective—1910's

- ♦ Mass production is the new modern method.
 - ♦ Grade levels
 - ♦ Standardized curriculum
 - ♦ Students progress at the same rate
 - ♦ Objective assessment
- ♦ In this paradigm, the central question is how to optimize inputs and processes to yield predictable outputs



In the classroom, who controls inputs and processes?



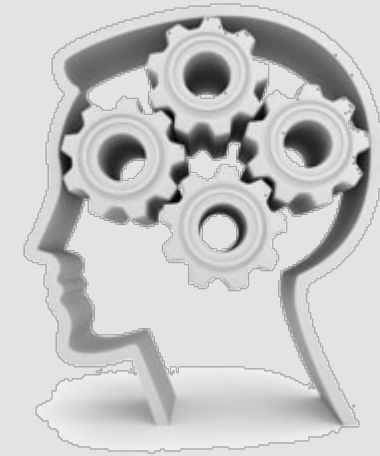
Therefore, who is responsible for learning?



Engagement is a prerequisite of learning



- ♦ Remember this?



If engagement is necessary,
who is responsible for learning?



What is the tone of your syllabus?
Does it invite students to collaborate in the learning process?



Unlearn to Learn II: Domains of Learning



Introduction: Bloom's Taxonomy



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Original Scope of the Committee



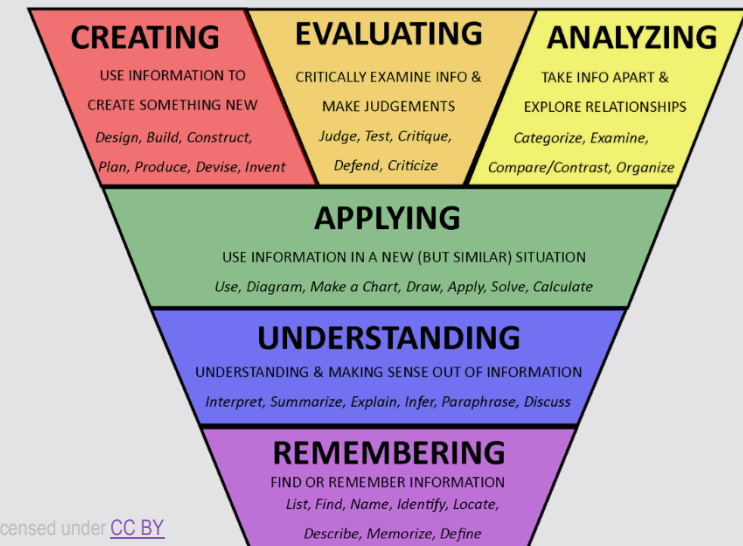
Domains of Learning			
Cognitive Domain	Psychomotor Domain	Affective Domain	
Having to do with thinking, reasoning, logic, and ideas	Having to do with motor control, physical coordination, and skill	Having to do with emotions, attitudes, and relationships	



Bloom's Taxonomy



- ◆ Today, Bloom's Taxonomy and the cognitive domain are largely synonymous.
- ◆ Only the cognitive domain updated in 2001



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Relevant domains of learning



Domains of Learning			
Cognitive Domain	Psychomotor Domain	Affective Domain	Conative Domain
Having to do with thinking, reasoning, logic, and ideas	Having to do with motor control, physical coordination, and skill	Having to do with emotions, attitudes, and relationships	Having to do with volition, intentionality, and self-regulation



How do we engage student agency in the learning process?



The Power of Shared Purpose



“Purpose provides activation energy for living.”

(Pink, 2009, p.134, quoting Mihalyi Csikszentmihalyi)



Creating a Shared Purpose



What is your purpose?



Write for 5 minutes without worrying about editing.

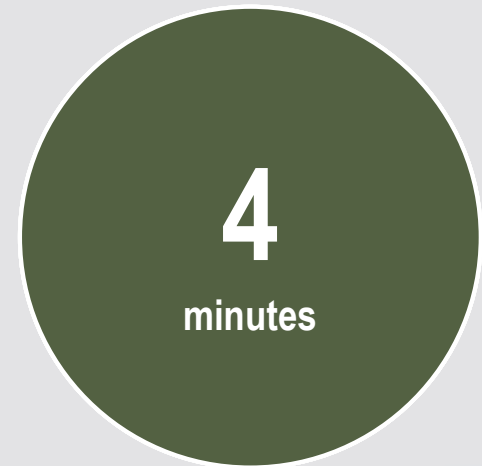
Consider:

The internship has ended.

How will students to be different?

What will they be able to do?

Who will they have become?



What is their purpose?



Write for 5 minutes without worrying about editing.

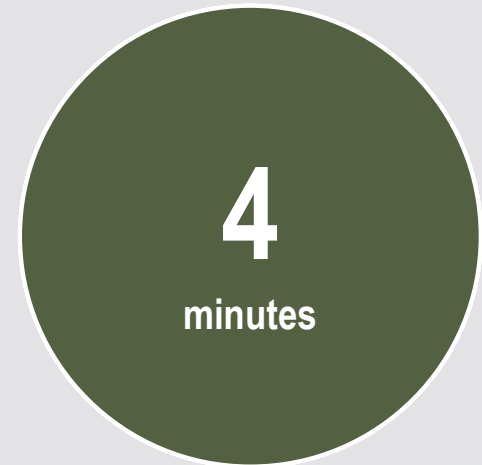
Consider:

What might be the purposes of the student?

How do they hope to be different?

What do they hope to achieve?

Who do they hope to become?

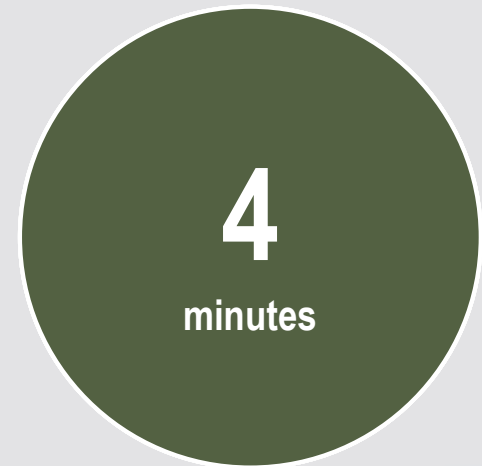




Composing the Picture



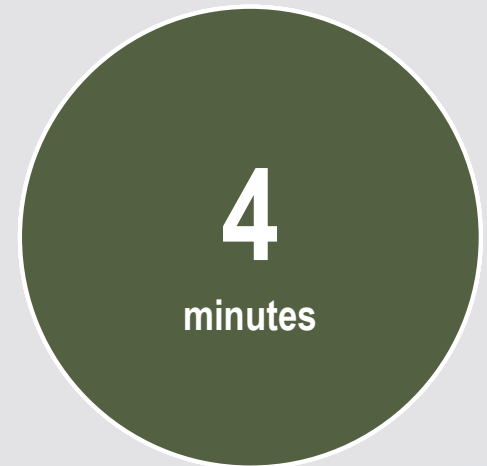
Compose a single sentence that consolidates these ideas into a clear and concise Course Purpose.



Share and Discuss



Share with your group your course purpose.





What are the differences?



First Draft—Course Purpose

Course 123 will provide students a beginning opportunity for them to increase their knowledge and understanding regarding tobacco, alcohol, and other addictions with their associated prevention strategies, treatment options, and policy implications

Second Draft—Course Purpose

Students will become more empathetic, and wise in engaging, assessing, and intervening with individuals, families, and communities that are struggling with the effects of addiction.



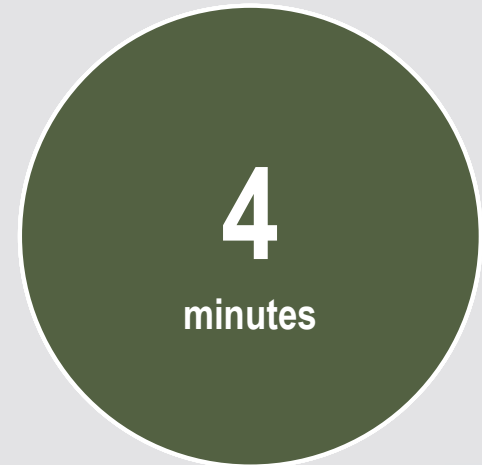
Identify Learning Outcomes



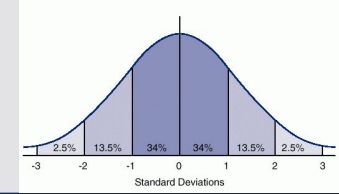
Circle or underline the key ideas in your writing.

Summarize your ideas into **three to five statements** that help the student know what to do to achieve the course purpose.

These are your learning outcomes.



Purpose and Outcomes. Basic Statistics



Course Purpose:

Students will be able to **evaluate** and **produce** credible research using statistical methods.

Learning Outcomes:

1. Students will be able to **evaluate** the credibility of statistical methods in journal article abstracts.
2. Students will be able to **select** an appropriate statistical method for a given research situation.
3. Students will be able to correctly **run** the method chosen for the given research situation.
4. Students will be able to properly **interpret** the results of the chosen method for both academic and non-academic audiences.



More Effective Learning Outcomes

- ♦ **Principle 1:** Focus on **student abilities**, not:
 - ♦ Content or Topics
 - ♦ Processes, Activities, or Experiences.
 - ♦ Tools or Resources
 - ♦ Assignments or Assessments
- ♦ **Principle 2:** Verbs should suggest a **form of evidence**.
- ♦ **Principle 3:** Avoid **compound** outcomes.

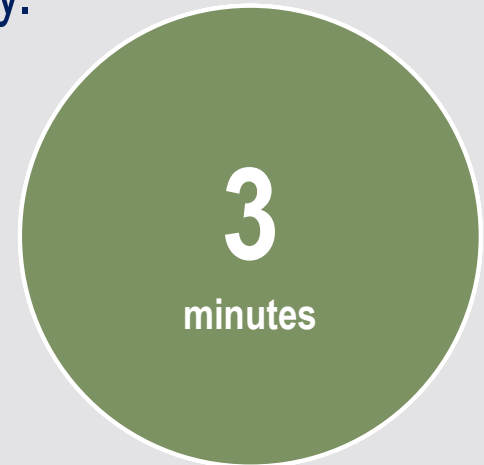


Review and Adjust



Review your course purpose and learning outcomes and make adjustments.

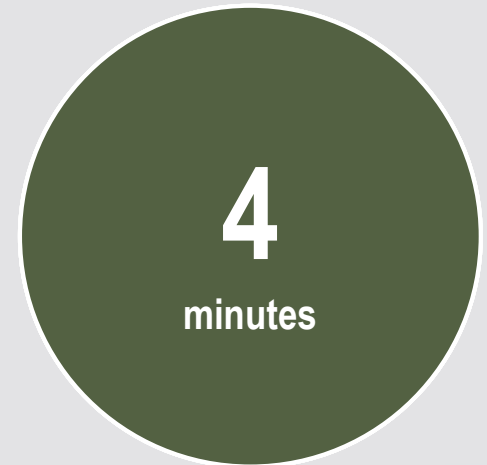
Remember: Your course purpose and learning outcomes are not written in stone. They should be reviewed and revised as often as necessary.



Share and Discuss



Share with your group your course purpose and learning outcomes.



Wrapping Up

