



Analyze, Revise, or Develop Course Outcomes and Learning Objectives (Part 2)

Hugh Broome, PhD; Associate Teaching Professor; School of Mathematics and Natural Sciences; The University of Southern Mississippi [00:00:13] One of the ways that I teach my students to think sort of in a discipline-specific way is to train them to think like a chemist. Chemists walk around the world thinking about, how does it work? And so I understand that I cannot make students be a chemist in one semester, but I can instill in them some of the qualities that come from being a chemist, and looking at the world around you, and sort of thinking about how things work. One of the unique ways that chemists think is in terms of three different languages. In chemistry, one of the languages that we typically use is the macroscopic language. And that is sort of what is happening to the naked human eye. And then we transition that to what is happening at the microscopic level or the atomic level. And then the third way we represent things or what is happening at those microscopic and macroscopic levels is the symbolic level. So the skill of transitioning between three different languages requires quite a bit of knowledge and parallel knowledge, and it also requires visualization. And visualization is a skill that is transitioned to many different disciplines.

Deninne Pritchett, PhD; Chairperson and Faculty Member; Department of Psychology; Central Piedmont Community College [00:01:27] I constructed my learning outcomes for the course based on the APA's Skillful Psychology Student, what we want 21st century students to know, especially for the workplace. Cognitive processes, communication, personal, social, and technology. So we want students in terms of cognitive, you want to be able to think analytically, you want them to be able to think critically, you want them to be creative not only in their approach, but in the production of whatever the assignment is or whatever they produce or put forth. So if you're an individual who plans to go into psychology as a career, these skills are transferable and usable for that individual. But if you plan to take this psychology course and never enroll in another psychology course, you also want what they learn, or what students learn, to be useful versus a waste of their time. When students feel like information is relevant and valuable, they're more motivated to engage in the course and the results are increased learning.

Cameron; Student; Central Piedmont Community College [00:02:29] A lot of times in the class we definitely learn about like critical thinking and cognitive thinking that happens with your brain and how that goes. And so like literally everything when you're studying, when you're reading a book, how all of that, how all of like your different mind functions in the brain. So it was cool seeing like how all these different trains of thought they still correlate to like the, not one way, but the various ways to do things in life.

Steven Mintz, PhD; Professor; Department of History; University of Texas at Austin [00:02:57] Goal number one is historical thinking. I want them to understand that everything, even the fork, has a history. I want them to understand that there are processes and developments going on that began in the past that are going to shape the present. I want them to understand that most of the deepest problems facing the society are historically rooted. My job is to transform my students into detectives, investigators, diagnosticians. In other words, to transform those students into the active analyzers that I know they can be if only I provide them with the proper scaffolding and circumstances.

Ethan; Student; University of Texas at Austin [00:03:50] The problem when it comes to other information textbooks or lectures is that they provide us historical analysis of these things. But then that means we're just getting it from one person's point of view. Why not get it from our own point of view? What Professor Mintz does not only does he provide historical analysis of historical texts, he'll then give us primary text. And so in some sense, he's giving us the power to then make our own interpretation, and then figure out from there what we want to see in this history.