

Goals for this session:

1. To examine the definition of Intended Learning Outcomes. (ILOs)
2. To understand the importance of ILOs.
3. To examine how ILOs contribute to instructional planning.
4. To examine the major classifications of ILOs.

Intended Learning Outcome:

Intended: purposeful, controlled + directional statement

Learning: process the student encounters in the classroom

Outcome: what student will gain after completing the course

Three primary functions of ILOs:

1. guide instruction + instructional planning
2. communicate to others what is important
3. serve as basis for developing indicators or evidence of success.

The 2 basic categories of ILOs are:

1. *Understanding*

“Knowing that” “Being known”

Ideas, concepts, facts, principles, theories, and generalizations are some of the things that can be known.

2. *Skills*

“Knowing how” —things students should be able to do at the end of a course.

Mental abilities: problem solving, reading, arithmetic

Physical abilities: bicycling, throwing a ball, baking a pie, shooting a free throw.....

Two types of Understanding ILOs are:

inner knowledge

1. Context To Know

Examples of Understanding--Cognitions ILOs:

^{who?} The student should ^{how?} know that proper timing can ^{what?} affect media coverage and attention.

^{who} The student should understand that a proper ^{how} diet ^{what} is one that contains all the essential nutrients.

^{who} The student should understand ^{how} the ^{what} associative property of addition works.

^{who} The student should realize that almost all written and oral language ^{what} affects individual bias to some degree.

Key Words: *who, what, how*

Understand, realize, know

2. To Be

relation between content and person

Examples of Understanding--Affective ILOs:

The student should understand how he or she ^{who} responds to a literary work—what in the work and what in himself or herself leads to that response. ^{how}

The student should view the claims made in TV advertisements with skepticism. ^{who} ^{what}

The student should know what he or she likes in commercial architecture and why.

Key Words: *understand, know, be, realize, awareness of*

Three types of Skill ILOs are:

1. Skill - Cognitive -- demonstrate ability to use or apply cognition
know → show

Examples of Skill--Cognitive ILOs:

many verbs

The student should be able to develop a logical argument.

The student should be able to analyze and solve work problems involving the use of algebra.

The student should be able to translate a paragraph from Spanish to English.

The student should be able to demonstrate the differences between inductive and deductive reasoning.

define acquire identify recognizing translate express illustrate ...

Key Words:

2. *Skill - Psychomotor/Perceptual*

Examples of Skill--Psychomotor/Perceptual ILOs:

The student should be able to focus correctly a microscope at 400X.

The student should be able to apply a wood stain so as to enhance the wood's grain.

The student should be able to mount a pack and frame weighing 75 pounds correctly on the back.

The student should be able to shoot a free throw with the correct form.

Key Words:

3. Skill Affective - has to do w/ self: inside attitudes seen on outside

Examples of Skill--Affective ILOs:

The student should be able to listen to others and respond with empathy, without altering the content of the message.

The student should be able to avoid ethnic and racial stereotyping.

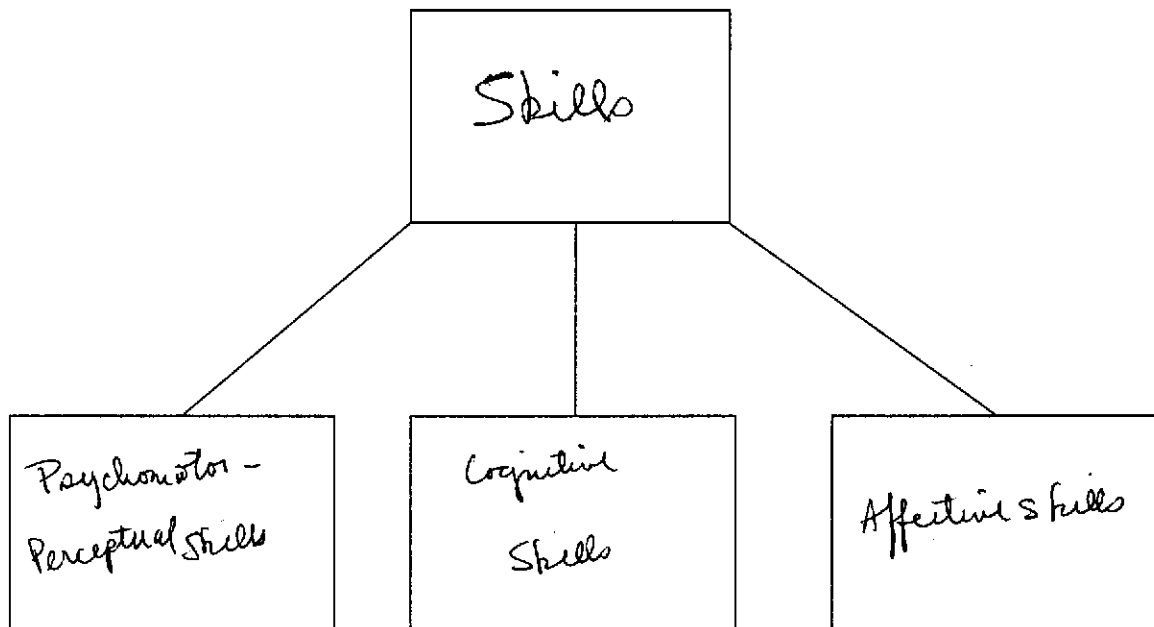
The student should be able to treat children firmly and with warmth.

The student should realize that commercial messages affect perceptions and judgments.

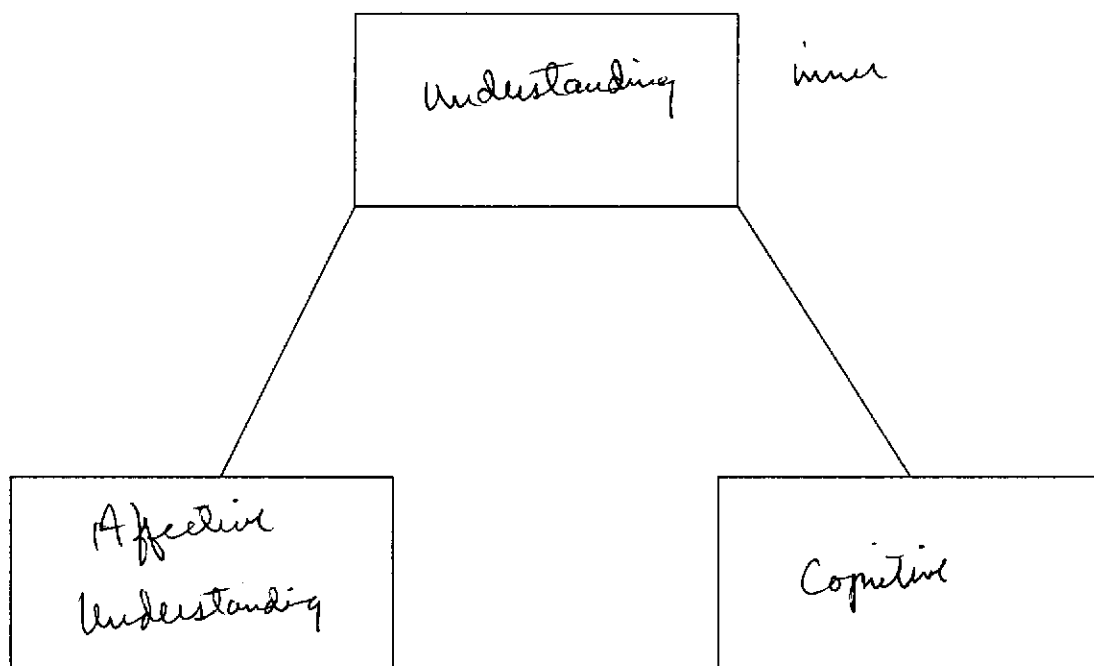
Key Words:

Note, many of these ILOs can be achieved, in part, through cognitive learning, but affective skill ILOs show an outward experience of an inner attitude.

INTENDED LEARNING OUTCOMES



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Narrative

World Literature. Common themes???—unifying messages???? The stories of people's lives are common themes. No matter the time or place, people are people. Do stereotypes capture the human story? Stereotypes... the nagging wife, the mischievous boy, the debutante, hardworking servant, and the hero are all stereotypes observed in literature. The most common? The hero.

What is a hero? Does the characteristics of a hero change from time to time and place to place? Does everyone perceive a hero to be the same type of person?

A hero is someone who is looked up to, held in high esteem, or who others model their own behavior after. But how does that one hero become known to others? Through the written word, and through oral stories...(the bards of old) are two ways the hero becomes known.

The characteristics of a hero change from time to time throughout history. Shakespeare's hero of Othello or Hamlet is different than the hero of Beowulf or Homer. What makes a hero? Throughout time, most heroes are the ones who are successful, handsome, and brave. But what about the hero Socrates as seen in Plato, or even Don Quixote, the chaser of windmills? They are heroes also. Just as the brave and steady hero of Homer, others can be heroes also because they exemplify the human condition. In some way they typify a human story, some aspect of life, in which some can find comfort or comradery.

The time and location of the story may have something to do with the type of hero. The Victorian era has a different type of hero than say the Renaissance. Also the geographical place determines the type of hero in some respect. The United States, from the start, has had a different stereotype of a hero than Scotland or England. Why is that? Cultural or societal context is important when describing a hero. Looking at folktales, and ethnic histories help determine the cultural and societal context of the hero.

Is a hero always a man? Beowulf, Hamlet, Othello, King Richard,...fictitious or real...Henry the 8th...What about Ann Bolen or Grendel the monster or Dulcinea del Toboso...? Now Macbeth's wife surely isn't a hero? What are the stereotypes for women? Maybe none??? They must have some action of their own, but they usually have some relationship with a male character...a wife, a mother, a mistress.

Heroes come in all shapes and sizes. They occur in all ages and places. The unifying message is that they tell the audience about parts of the human story.

ability to
change

Act + audience