

Team Session 3

Provide Focus

Outcomes

Team members will

- produce intended learning outcomes based on their list of ideas and preliminary outline
- check for Be/Know/Do balance of intended learning outcomes
- prepare a narrative to communicate the course's main ideas and their relationship

Resources

- Be, Know, and Do statements from the *Manual*
- ability statements from the *Sourcebook*
- previously created idea and topic list

Products

- a list of intended learning outcomes
- categorize your intended learning outcomes into skills and understandings
- a narrative

Intended Learning Outcomes (Posner and Rudnitsky, 33-34)

An intended learning outcome, or learning objective, is a statement of what the student is to learn. It may be a statement about facts, ideas, principles, capabilities, skills, techniques, values, or feelings.

The use of the word *intended* emphasizes control and direction in the educational process. The word *learning* emphasizes that the major purpose of planning a course is to effect student learning. The word *outcome* indicates that our major concern is what the student will gain after completing the course.

The first step in the process of selecting intended learning outcomes is to decide which items on the list of initial ideas and in the course outline represent intended learning outcomes.

Formulating Central Questions (37-38)

Initial ideas, a course outline, and a list of tentative intended learning outcomes describe the scope of your module. Central questions, questions that are fundamental to the course and that identify the focus of the course, help to give these elements coherence. In order to develop central questions, formulate the most important questions addressed in the course. Different courses have different focal points and, therefore, different types of appropriate central questions. In some cases, the central questions can be answered correctly by a student successfully completing the course. In other cases, such as those in philosophy or literature, the questions may be open-ended, and the student who completes the course should be able to deal with these questions independently, rather than be able to answer them correctly. Courses range from those emphasizing understanding and appreciation, to those emphasizing problems, or decisions to those emphasizing skill acquisition and personal growth.

Narratives (50)

A course “story” is a narrative expression about the course’s main ideas and their relationship. . . . The type of story sought here for planning purposes is one that includes the underlying theme of the course. It need not, in fact it should not, be a narrative that includes specific content.

Narrative passages in Team Session pages are taken from G. J. Posner and A. N. Rudnitsky, *Course Design*, 6th ed., New York: Longman, 2001.