

Team Session 4

Communicate Course Rationale

Outcomes

Team members will

- develop a module rationale that incorporates
 - conception of the learner and his or her needs
 - conception of the church and its needs
 - conception of the subject matter and its importance
 - educational goals (Be, Know, and Do)
- analyze the rationale for its component parts
 - the problem
 - the learner
 - the subject matter
 - the church and society
 - educational goals

Resources

- Intended learning outcomes
- Narrative
- Be, Know and Do

Products

- A course rationale that will be used in the module syllabus

Course Rationale (Posner and Rudnitsky, 68, 77)

A course *rationale* is a statement that makes explicit the values and educational goals underlying the course. The rationale serves the purpose of justifying the learnings that students are to acquire during the course as well as justifying the methods and procedures employed in teaching the course. The rationale also serves the related purpose of guiding the planning of other course components. The values and educational goals expressed in a rationale reflect the rules and expectations that will underlie the way the course will be taught; they express the emphasis and tone that the teacher will give to the course. Last, the rationale serves as a check on the consistency of the various course components in terms of these values and goals. The values and goals expressed in a rationale are related; that is, goals are desirable only as they reflect certain values of the planner.

A rationale contains a general statement of educational goals. Conceptions of the learner, the society, and the subject matter form the framework within which the planner articulates these goals. The rationale serves as a guide and a check for all later steps in course planning.