LEARNING OUTCOMES
One approach to learning outcomes is to tell faculty they must adopt and use them because it’s required for the next site visit.
Faculty reaction to this approach:
Faculty reaction to this approach:
A kinder, gentler approach . . .
A kinder, gentler approach . . .

. . . lessons learned:
Great Teacher
Former Faculty Senate Chair
Highly Regarded Among Peers
This course attempts to understand the nature of religion by looking at some foundation ideas, texts, and figures in a variety of religious traditions and worldviews. We will look at differing approaches to the study of religion, and explore what human beings have seen as the ultimate meanings and purposes of existence. Our goal, put most broadly, is to comprehend better the varieties of religious experience and expression in the world. Note that we shall assume that religion has many dimensions and that answers to religious questions are manifold.

Goals: Stated more formally, the course has three main aims. The successful student will

1) comprehend, in an introductory way, concepts and ways of understanding of the academic study of religion;

2) become more informed about the varied ultimate concerns of others, past and present, and see these concerns as part of an historical context;

3) utilize this information to gain new understandings of other worldviews (through “mental migration”), and, by so doing, take the opportunity to reflect on his/her own.

Some questions which arise from this study are: what is true, and why? Why are people religious? Do people really believe this or that? What do I believe, and why? Learning about others should teach you something about yourself as well.

Expectations: Regular attendance is expected (come on time, but come even if late), and roll is taken. If you miss five or more classes, your grade can be lowered automatically unless you have a legitimate and documented excuse. If you have a problem affecting your course participation, or must miss class, let me know. There will be lots of discussion, and questions are welcome. All topics are open, but civil and respectful discourse is required. Other
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109 assignments
109 assignments

No rubrics

This course is designed to allow you to gain an understanding of major religious ideas, texts, and figures in a variety of religious traditions and worldviews. We will look at differing approaches to knowledge, through which we have seen as the ultimate meanings and better the varieties of information. We shall assume that religious ideas, texts, and figures are manifold.

Goals: Students will

1) comprehend, in an introductory way, concepts and ways of understanding of the academic study of religion;
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3) utilize this information to gain new understandings of other worldviews (through "mental migration"), and by so doing, take the opportunity to reflect on his/her own.

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Expectations: Regular attendance is expected (come on time, but come even if late), and roll is taken. If you miss five or more classes, your grade can be lowered automatically unless you have a legitimate and documented excuse. If you have a problem affecting your course participation, or must miss class, let me know. There will be lots of discussion, and questions are welcome. All topics are open, but civil and respectful discourse is required. Otherwise, plagiarism, cheating, and academic dishonesty will result in a failing grade and referral to the dean's office.
109 assignments

No rubrics

Learning outcome statements iffy . . .
109 assignments

No rubrics

Learning outcome statements iffy . . . 

BUT . . .
You mean . . . You can’t really mean . . . That this will . . .

No, doing something that SACS wants couldn’t really . . .

But now that I’m doing this I can see how . . .

OH. MY. GAWD.

SACS actually wants to help us!!!!!
Andy’s a-ha moment was: SACS = GOOD?
Andy’s a-ha moment was:

- unprompted
Andy’s a-ha moment was:

- unprompted
- unexpected
Andy’s a-ha moment was:

- unprompted
- unexpected
- welcomed because:
Andy’s a-ha moment was:

- unprompted
- unexpected
- welcomed *because:*

“It’s about what *I* want my students to learn!”
Andy’s a-ha moment was:

- unprompted
- unexpected
- welcomed *because:*

“**It’s about what *I* want my students to learn!**”

“**It’s not about me being a ‘bad’ teacher!**”
KEY POINT! Faculty must feel in control & that the Center is helping them accomplish their objectives in their courses.

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“It’s not about me being a ‘bad’ teacher!”
KEY POINT! Faculty must feel in control & that the Center is helping them accomplish their objectives in their courses.

“IT’S about what I want my students to learn.”

“It’s not about me being a ‘bad’ teacher!”
Marketing Learning Outcomes Training:

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4. LO training has nothing to do with judging whether faculty are/aren’t doing a good job
Separate grades from learning outcomes

LO training is not about faculty changing their course content

LO training helps improve student learning & documents the improvement

LO training has nothing to do with judging whether faculty are/aren’t doing a good job

Marketing Learning Outcomes Training:
TCU goal for learning outcomes training:
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Every faculty member has a similar experience to Andy’s
TCU goal for learning outcomes training:

Every faculty member has a similar experience to Andy’s

Ah-hah!
TCU goal for learning outcomes training:

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Ah-hah!

Connect course to program/Core learning outcomes
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Motivation to re-think & re-design
Your goals for learning outcomes training on your campus?