

Converting Teacher-Centered Course Aims to Learner-Centered Course Aims

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Course or Teacher-Centered Aims	Learner-Centered Equivalent Students will be able to:
1. Introduce students to the major turning points and processes in North American history from early colonization to the end of the Civil War era	1. <u>List and describe</u> the major turning points and processes in North American history from early colonization to the end of the Civil War era
2. Create an understanding of the formal constructs of physical design.	2. <u>Describe</u> the formal constructs of physical design
3. Enable students to develop and practice their skills of written analysis and communication	3. <u>Develop and practice</u> their skills of written analysis and communication
4. Enhance students' understanding of how gender, race, ethnicity, and socioeconomic class have shaped Americans' lives	4. <u>Analyze</u> how gender, race, ethnicity, and socioeconomic class have shaped Americans' lives in specific contexts
5. Introduce the basics of partial differential equations	5. <u>Solve</u> an array of partial differential equations
6. To teach University students enough about health services, health products, and the health delivery system so that they will be able to function effectively as consumers in the health marketplace	6. <u>Function effectively</u> as consumers in the health marketplace
7. To introduce students to the ways professional historians think and work, including the ways in which historical questions are posed and historical evidence is analyzed and interpreted	7. <u>Learn to think</u> like a professional historian by posing questions, analyzing data, and interpreting evidence
8. Provide an overview of European history from the watershed of Napoleonic rule and the legacies of the French Revolution through the nineteenth and twentieth centuries, ending with the choices Europeans now face in the post Cold War world.	8. <u>Construct</u> themes that describe the events of European history from Napoleon to the post Cold War world

Examples of Student Learning Aims: University of Minnesota Syllabi

Outcomes Core

In this course, the student will be able to:

<p>1. Can identify, define, and solve problems</p>	<p><u>List 4 major</u> strategies to prevent HIV infection</p> <p><u>Learn</u> to analyze color designs using design vocabulary</p> <p><u>Identify</u> current controversies in sport nutrition.</p> <p><u>Develop</u> a therapeutic plan for prophylactic therapy of acute stress ulcer</p> <p><u>Solve</u> a significant real world problem for an industrial sponsor using engineering design</p>
<p>2. Can locate and critically evaluate information</p>	<p><u>Locate and evaluate</u> relevant scholarly and popular sources on a research topic using library resources</p> <p><u>Identify</u> current state-of-the-art work in analytical spectroscopy</p> <p><u>Conduct</u> web-based literature searches</p> <p><u>Locate</u>, understand, critically analyze, and utilize professional social work research reports and articles</p>
<p>3. Have mastered a body of knowledge and mode of inquiry</p>	<p><u>List and describe</u> the major turning points and processes in North American history</p> <p><u>Know</u> the basic terms, concepts, principles, methods, and perspectives of psychology</p> <p><u>Build</u> a framework of knowledge within the major themes of the course</p> <p><u>Learn</u> the basic facts concerning energy production and use</p>
<p>4. Understand diverse philosophies and cultures within and across societies</p>	<p><u>Recognize</u> cultural variables that may influence their clinical work with a family</p> <p><u>Relate</u> the abstract dimensions of literacy to the concrete experiences of members of diverse, urban communities</p> <p><u>Critique</u> traditional conceptualizations about Latin American women and to assess the relationship between culture and the status of women</p> <p><u>Engage</u> in critical considerations of differing philosophical views regarding people and animals in society</p>
<p>5. Can communicate effectively</p>	<p><u>Use</u> a variety of online communication tools to collaborate with others</p> <p><u>Discuss</u> human nutrition research and application with health professionals.</p> <p><u>Improve</u> your presentation skills through daily informal presentations of current news stories, presentations</p> <p><u>Write</u> papers in which they critically reflect on different aspects of the</p>

	Holocaust discussed in class
6. Understand the role of creativity, innovation, discovery, and expression across disciplines	<p><u>Develop</u> basic research and support skills that are essential to a successful research career in computer science</p> <p><u>Foster</u> an environment promoting creativity and the free exchange of ideas</p> <p><u>Produce</u> a research proposal that could be used as the basis of your senior project in Sociology</p>
7. Have acquired skills for effective citizenship and life-long learning	<p><u>Discuss</u> literacy as a public affairs and citizenship issue</p> <p><u>List 5 factors and reflect</u> on the role of technology in their own lives as learners</p> <p><u>Assess</u> interests, values, skills, and learning style and determine careers/work environments in which they might fit</p>

Other examples

In learning to communicate effectively – Students will:

- Demonstrate confidence and competence to communicate effectively with different audiences (academic, personal, public, peer) in a variety of forms (oral, visual, performance, and written).
- Effectively determine audience, purpose, and form in specific communication contexts.

The essential skills and knowledge that I expect my students to gain from this class are to be able to:

1. Demonstrate an understanding of basic physics concepts by: (a) applying those concepts to solve problems using a variety of representations, including equations, diagrams, and graphs; (b) using the concepts flexibly to solve problems both in familiar and unfamiliar contexts; and (c) recognizing their applicability to real-world situations.
2. Write scientific arguments and explanations using commonly accepted scientific principles as supporting evidence.
3. Obtain accurate measurements in the laboratory, identify possible sources of error, and organize data in the form of charts and graphs.
4. Work collaboratively with peers in solving problems on paper and in the laboratory.