Concordia University Global Learning Outcomes

University graduates are well developed in mind, body, and spirit, fulfill their vocations, and serve Christ in the Church and the world.

1. **Christian Faith** - Our graduates are grounded in the Christian faith while also recognizing other major worldviews and how they differ from a Christian understanding of the world.

2. **Service and Global Citizenship** - Our graduates are globally-minded citizens.

3. **Integrated Disciplinary Knowledge** - Our graduates integrate insights from a wide range of disciplines.

4. **Critical Thinking/Creative Problem Solving** - Our graduates think rationally, critically, and creatively.

5. **Communicative Fluency** - Our graduates communicate effectively.

6. **Analytical Fluency** - Our graduates work with data effectively.
University Liberal Arts Outcome 1: Christian Faith and Worldview

*Students will be grounded in the Christian faith while also recognizing other major worldviews and how they differ from a Christian understanding of the world.*

Core Proficiencies

The student will:

1a. demonstrate accurate knowledge of Bible content and the centrality of Christ to its meaning;
1b. classify biblical teachings into a coherent body of Christian doctrine;
1c. apply biblical teachings to contemporary and historical situations;
1d. analyze problems and moral dilemmas using evidence gathered from Christian doctrine and practice;
1e. articulate a biblical theology of the body, including the dignity of human life, the place of human sexuality, and godly ways of disciplining the body;
1f. demonstrate a biblical understanding of human nature in relationship to the Gospel.

(for Worldview)

The student will:

1g. develop the ability to identify and correctly categorize a variety of important worldviews;
1h. use conceptual analysis and logic to understand the major claims and implications of these worldviews;
1i. effectively compare and contrast these worldviews with an informed Christian understanding of the world;
1j. gather evidence and construct logical arguments for or against various worldviews;
1k. know how a thoughtful Christian can defend his or her faith against rival worldviews.

University Liberal Arts Outcome 2: Service and Global Citizenship

*Students will demonstrate proficiency in local and global citizenship, including evaluation of what constitutes citizenship and a description of how various societies have organized and identified themselves across time and space.*

Core Proficiencies

The student will:

2a. describe historical and contemporary political and economic systems, in the United States and abroad;
2b. identify and describe social and cultural constructs of different peoples around the world, both past and present;
2c. demonstrate stewardship by identifying a political, economic, humanitarian, environmental, bio-ethical or public health challenge in a particular geographical area or across countries and cultures; describe the challenge based upon evidence compiled through research; and articulate a position, solution or action plan to address that challenge;
2d. Apply cultural understanding and demonstrate civic participation domestically or abroad in public affairs, the community, or in a service-learning project, and use either a spoken or written narrative to identify personal faith-based insights and values gained.

**University Liberal Arts Outcome 3: Integrated Disciplinary Knowledge**

*Students will consolidate learning from different core fields to discover and explore concepts and questions that bridge these areas of learning. Core fields of study include the natural sciences, mathematics, social sciences, humanities, history, languages, theology, health and human performance, and the visual and performing arts.*

**Core Proficiencies**

The student will:
3a. study the human condition through the humanities, social sciences and natural sciences;
3b. use discipline-specific methods of inquiry and debate;
3c. identify and describe sound knowledge of human health and wellness (mental, physical and spiritual) that includes service to others;
3d. articulate an understanding of the aesthetic qualities in human creative endeavors and in God’s creation.

**University Liberal Arts Outcome 4: Critical Thinking/Creative Problem Solving**

*Students will think rationally, critically, and creatively to research and analyze a problem, and to propose potential solutions.*

**Core Proficiencies**

The student will:
4a. identify and frame a problem or question in selected academic disciplines;
4b. distinguish among ideas, concepts, theories or practical approaches to the problem or question;
4c. describe ethical considerations present in a problem or issue and show how Christian principles or worldview help to inform solutions and decision making;
4d. demonstrate creativity in evaluating and analyzing problems relevant to society;
4e. use technological and scientific tools critical for success in the workplace.

University Liberal Arts Outcome 5: Communicative Fluency

*Students will communicate effectively.*

Core Proficiencies

The student will:
5a. develop and present cogent, coherent, and accurate writing for general and specialized audiences;
5b. communicate effectively to general and specialized audiences by listening actively and responding constructively;
5c. prepare and deliver structured oral presentations;
5d. negotiate an action plan for a practical task and communicate the results of the negotiation effectively and accurately, both orally and in writing;
5e. describe, both orally and in writing, how existing knowledge or practice is advanced, tested and revised in each core field studied.

University Liberal Arts Outcome 6: Analytical Fluency

*Students will develop, use and interpret meaningful patterns in data, whether in the form of natural language texts/speech, qualitative information or quantitative data or formulae.*

Core Proficiencies

The student will:
6a. accurately carry out qualitative and quantitative analysis appropriate to specific academic disciplines;
6b. explain how both calculations and symbolic operations are used in the arts, humanities, social sciences, natural sciences, computational sciences, and mathematics;
6c. effectively utilize qualitative and quantitative information;
6d. analyze, identify, and interpret meaningful patterns either in qualitative, conceptual,
or quantitative information, using tools such as linguistic, logical, algorithmic, mathematical, empirical, or statistical reasoning and argumentation.
Resources
Related to General Teaching Best Practices


Nine Principles for Good Practice in Teaching and Learning:
https://www.cuw.edu/academics/services/faculty-staff-resources/celt/nine-principles.html

Related to Clarity and Organization


Related to Instructional Strategies


Related to Presentation Skills


Related to Instructor Presence and Rapport


Learners completing this session will be able to:

1. 
2. 
3. 
4. 
5.

<table>
<thead>
<tr>
<th>TIME</th>
<th>CONTENT</th>
<th>STAGE</th>
<th>MATERIALS/AV</th>
<th>LEARNING EXPERIENCES</th>
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Instructonal Script
Clear Vocal Signals

- **Global signals** inform students of a new topic or change of direction. ("We’re now going to turn to a completely opposite theory.")

- **Key point signals** emphasize the most important points of a lecture. ("If you only take one idea away from today’s class, it should be this.")

- **Local signals** refer to detailed elaborations of key points. ("To find out how critics responded to Smith’s experiment, look at chapter 14 in our text where this is discussed in more detail.")

- **Aside signals** alert students that you are branching off into a point that is not central to the main themes. ("And just to speak personally, one of the things I found most fascinating about this idea when I first encountered it is....")

- **Example signals** tell students you are going to illustrate an idea with specific examples. ("Now I want to try and concretize this theoretical analysis by giving some very specific, everyday examples that illustrate how it works in real life.")

- **Meta-review signals** summarize where you are in your plan for the lecture. ("Up to now we’ve assumed that this hypothesis is broadly correct. But now we need to look at some of the most damaging critiques of this hypothesis, so for the next section of today’s class I’m going to look at the work of Jones.")

The information processing theory focuses on the idea that humans process the information they receive from the environment, in the manner of a computer, rather than merely responding to stimuli.

The student's brain brings information in, manipulates it, and stores it ready for future use – this is the learning aspect.

In information processing theory, as the student takes in information, that information is first briefly stored as sensory storage; then moved to the short term or working memory; and then either forgotten or transferred to the long term memory, as:

- semantic memories (concepts and general information)
- procedural memories (processes)
- images

This theory addresses how as children grow, their brains likewise mature, leading to advances in their ability to process and respond to the information they received through their senses. The theory emphasizes a continuous pattern of development.

The transference of information to the long-term memory is important because information cannot rest in the short-term memory (the short-term memory can only hold seven pieces of information at a time). An overload in the short-term memory can result in cognitive overload.

Teachers can help students reduce or avoid information overload:

- Let students know what the critical elements of the information are; in other words, prioritize the information;
- Make sure you have (and keep) the students’ attention;
- Help students to make connections between new material and what they already know;
- Provide for repetition and review of information;
- During a traditional lecture, include short breaks of 30 – 60 seconds for review of information and checks for understanding;
- Present material in a very clear manner, and focus on the meaning of information.

Learning and Multimedia

“People learn more deeply from words and pictures than from words alone”.

The quote above is true however, just putting text and pictures together does not necessarily make for effective learning.

When we are using a variety of media in our teaching (test, images, video, interaction), we need to consider the best way for students to learn.


This theory is based on three assumptions:

- Humans have separate channels for processing visual and auditory information (dual channels)
- Humans are limited in the amount of information that can be processed in each channel at one time (limited capacity).
- Humans engage in active learning by attending to relevant incoming information, organising selected information into coherent mental representations, and integrating mental representations with other knowledge (active processing)

For example, information presented to a student using both auditory (narration) and visual (text) displays requires the student to process this information using both channels. However, the student’s ability to process is limited. If a student is receiving information from both channels, his or her mind is forced to be selective with the information it chooses to keep, and which bits of information he or she should make connections between.


Facilitating Effective Discussions

"Initiating and sustaining a lively, productive discussion are among the most challenging activities for an instructor" (Davis, 1993). Here are some strategies that will help you prepare for and lead an effective discussion.

Preparing for a discussion

- **Plan how you will conduct the discussion.** Although the ideal discussion is spontaneous and unpredictable, you will want to do some careful planning. You should have a clear goal/objective for the discussion, a plan for how you will prepare the students, and a general idea about how you will guide the discussion (e.g., with activities, videos, questions, etc.).
- **Remember that in the modern classroom, there are many ways to be "present" and to "participate."** Reevaluate your course participation and attendance policies to be certain that they are assessing what you want them to assess, encouraging what you want to encourage, and that there aren't other options that can accomplish the same goals. For instance, if you value the exchange of ideas, does it matter whether this happens in class or online?
- **Help students prepare for the discussion.** You can distribute a list of questions for each discussion, ask students to bring in their own questions, suggest key concepts or themes for them to focus on, or ask them to collect evidence that clarifies or refutes a particular concept or problem. Discussions will be more satisfying for you and your students if they are prepared.
- **Establish ground rules for participation in a discussion.** In order for a discussion to be effective, students need to understand the value of actively listening to their peers, tolerating opposing viewpoints, and being open-minded. They also need to recognize the importance of staying focused and expressing themselves clearly. You might spend the first session with your students exploring the characteristics of effective and ineffective discussions.
- **Clearly communicate how much time you have for questions or discussion, and what you are looking for from this time.** Do you ideally expect every student to have a question? Are you looking for problem-posing, questions of clarification, extensions, applications, critique? Don’t assume that students know what the pedagogical purpose of the discussion is.
- **Ask students to state their name before they begin speaking.** Use their name when responding to their question or point.
- **Keep background noise to a minimum.** One person speaking at a time is essential if all students are expected to listen.
- **Be ready and willing to work with sign interpreters or CART interpreters during question and discussion periods.** Slow down when you are using big words or complicated phrases and spell out key names, and urge students to do the same. See this advice about working with interpreters during lectures.

Starting a discussion

- **Refer to questions you distributed.** Start the discussion by asking one of the study questions you assigned or by asking group members which of the questions they found most challenging.
- **Make a list of key points.** Identify and list the important points from the reading and use these as a starting point for discussion.
• **Use a partner activity.** Ask students to come to the discussion with 3 or 4 questions prepared. Start the discussion by having students pair off and alternate asking and answering their questions.

• **Use a brainstorming activity.** Ask students to contribute ideas related to the discussion topic (no matter how bizarre or farfetched) and write all ideas on the board. After a set period of time or when students have run out of ideas, critically evaluate all the ideas or categorize themes.

• **Pose an opening question and give students a few minutes to record an answer.** The process of writing down their answers will enable students to generate new ideas as well as questions. After they have finished writing, ask for volunteers or call on students to share their ideas. This activity also gives quieter students the opportunity to prepare answers they can share with the group.

• **Divide students into small groups to discuss a specific question or issue.** Be sure to assign explicit questions and guidelines and give the groups a time limit to complete the exercise. Also ask them to select a recorder and/or a reporter who will report back to the entire discussion group.

• **Pose a controversial issue and organize an informal debate.** Group the students according to the pro or con position they take and ask the groups to formulate 2-3 arguments or examples to support their position. Write each group’s statements on the board and use these as a starting point for discussion.

### Encouraging student participation

• **Create an inclusive discussion environment.** Group members will be more likely to contribute to a discussion if they feel they are in a safe, comfortable environment. Here are some general strategies for achieving this:
  - at the beginning of term, use an icebreaker activity and ask students to introduce themselves and describe their interests and backgrounds so they can get to know one another
  - as the facilitator, you should also learn all of your students' names (using name cards may assist you and your students in accomplishing this task)
  - arrange the seating in the room, if possible, into a semicircle so that the group members can see each other

• **Allow students to ask questions or share ideas in class anonymously, or without "speaking out"** — circulate note cards for students to write questions or comments, or to answer your questions, perhaps anonymously, and collect and address them. Online tools such as Question Cookie and Tricider can help students ask questions or share comments. You can also encourage students to ask questions in the learning management system, which you can then respond to either in class or online.

• **Give students low-stakes opportunities to think and discuss content** — this is a "tolerance for error" approach. Students sometimes need to get it wrong, take risks, or try out different ideas to learn.

• **Facilitate smaller discussions among students before you ask students to share with the entire class.** Many students need some time and space to try ideas out with one another first. This also gets many more students talking.

• **Facilitate smaller activities before discussion and questions start, so that students have time and space to compose their thoughts.** For example, to help them prepare for discussion, give them the opportunity to write or solve problems quietly for a few minutes. You might even consider asking students to pass these ideas around the room to share with one another, as long as you have warned them in advance that you will do so.

• **Use online resources and content management systems to extend class discussions.** Students won't all get the chance to contribute in a large lecture, so offer the
Students should be given many different opportunities and spaces in which to participate (and to be graded for participation).

- **Have students take turns writing down questions and answers on whiteboards or on large flipchart paper**, and then post the notes around the classroom for future reference—keep them up all term – build running answers to pertinent and revisited questions.

- **Positively reinforce student contributions.** You can emphasize the value of student responses by restating their comments, writing their ideas on the board, and/or making connections between their comments and the discussion at large. Also be sure to maintain eye contact and use non-verbal gestures such as smiling and head nodding to indicate your attention and interest in students' responses.

- **Use a "token system" to encourage discussion.** Distribute three pennies or poker chips to each student at the outset of the discussion. Each time a student speaks, a penny/chip is turned in to the facilitator. The goal is for students to spend all their pennies/chips by the end of the session. This system can be useful for limiting students who dominate the discussion and encouraging quiet students to contribute.

- **Silence in the classroom is okay** – it is actually good – and if you become comfortable with it, students will too.

- **Limit your own involvement.** Avoid the temptation to talk too much and/or respond to every student's contribution. After you ask students a question, count to at least five in your head before answering it yourself. When you ask students a question, if you really want them to think and be able to give an answer, be willing to wait for it. Try to encourage students to develop their own ideas and to respond to one another (that is, peer interaction). You might also sit someplace other than the "head" of the table.

- **Balance students' voices during the discussion.** Here are some strategies for dealing with problem group members who can affect the level of student participation:
  
  a. Discourage students who monopolize the discussion by implementing a structured activity that requires each group member to be involved, avoiding eye contact with him/her, assigning a specific role to the dominant student that limits participation (e.g., discussion recorder), or implementing time limits on individual contributions.
  
  b. Draw quiet students into the discussion by posing non-threatening questions that don’t require a detailed or correct response, assigning a small specific task to the student (e.g., obtaining information for next class), sitting next to him/her, or positively reinforcing contributions he/she does make.
  
  c. Clarify confusing student contributions by asking the student to rephrase/explain the comment, paraphrasing the comment if you can interpret it, asking the student probing questions, or encouraging him/her to use concrete examples and metaphors.

**Guiding the discussion**

- **Keep the discussion focused.** Have a clear agenda for the discussion and list questions/issues on the board to inform and remind everyone of where the discussion is heading. Brief interim summaries are also helpful as long as they don't interfere with the flow of the discussion. If the discussion gets off track, stop and bring the discussion back to the key issues.

- **Repeat the key point of all comments** or questions for the rest of the class, using your microphone if possible. For instance: "Jennifer just asked..."

- **Take notes.** Be sure to jot down key points that emerge from the discussion and use these for summarizing the session. You might also assign a different group member each week the specific role of recording and summarizing the progression of the discussion.

- **Be alert for signs that the discussion is deteriorating.** Indications that the discussion is breaking down include: subgroups engaging in private conversations, members not listening to
each other and trying to force their ideas, excessive "nit-picking," and lack of participation. Changing the pace by introducing a new activity or question can jump-start the discussion.

- **If students are having trouble communicating, avoid making remarks such as:** “Slow down,” “Take a breath,” or “Relax.” This will not be helpful and may be interpreted as demeaning. Avoid finishing the person’s sentences, or guessing what is being said. This can increase their feelings of self-consciousness.

- **Prevent the discussion from deteriorating into a heated argument.** Remind students of the ground rules for discussion: they need to practice active listening, remain open-minded, and focus on ideas and content rather than on people and personal issues. Defuse arguments with a calm remark and bring the discussion back on track.

- **Bring closure to the discussion.** Announce that the discussion is ending and ask the group if there are any final comments or questions before you pull the ideas together. Your closing remarks should show the students how the discussion progressed, emphasizing 2-3 key points and tying the ideas into the overall theme of the discussion. Also be sure to acknowledge the insightful comments students have made. Providing closure to the discussion is critical for ensuring that group members leave feeling satisfied that they accomplished something.

- **Remember that not all students are comfortable with extended direct eye contact.**

### Evaluating the discussion

- **Ask students to write a one-minute paper.** You can ask students to write about how their thinking changed as a result of the discussion or how the discussion fits into the context of issues previously discussed. Have students hand in their papers and review samples to assess what they have learned.

- **Ask students to respond to specific questions about the discussion.** Was the topic defined effectively? Did the facilitator keep the discussion on track? Did everyone have the opportunity to speak? Was your participation invited and encouraged? What questions related to the discussion remain unanswered? In what ways could the discussion have been improved? You might also use a more formal questionnaire and have students rate these various aspects of the discussion.

- **Conduct your own informal evaluation of the discussion.** Consider the following questions when making your evaluation: Did everyone contribute to the discussion? How much was I, as the facilitator, involved? Did the discussion stay focused? What questions worked especially well? How satisfied did the group seem about the productiveness of the discussion? What would I do differently next time?

### Suggested reading

This is an extremely short and easy way to pause at the beginning of the learning session and ask for concepts that come to mind regarding a new topic. Students are allowed to jot down extremely short (one- to three-word phrases) ideas that they associate with the topic.

**Settings for Use**
- Small classroom lecture
- Clinical or laboratory presentation
- One-on-one session
- Conference presentation/in-service education
- Keynote/large-group presentation
- Course/unit
- Online learning module

**Characteristics**
- Affirming/positive
- Physical/movement
- Activates prior knowledge/experience
- Focuses and refocuses
- Creates community
- Generates curiosity
- Metacognitive
- Reviews
- Celebrates
- Commits to action
- Provides a bookend

**Procedure**
1. Provide a whiteboard or a large easel pad and markers for students to write their responses graffiti style.
2. Explain the topic of the day.
3. Ask students to think of an extremely short, graffiti-style phrase that illustrates their thoughts about the topic.
4. Encourage them to form small groups and brainstorm together.
5. Invite them to write their graffiti on the board or easel pad.
6. Depending on the size of the class, ask groups to explain their graffiti to the rest.

**Additional Suggestions**
- This activity can be particularly helpful in identifying prior experiences with topics that might block students' openness for new learning.
- Students tend to be quite creative with this beginning pause and often use graffiti-like lettering.
This pause generates high energy levels. Students are given quiz cards or are asked to develop their own quiz card with the answer written on the back. Students find a partner to show their quiz card to. After the partner answers the question, the one holding the card provides praise, encouragement, and additional helpful information if necessary. The partners switch roles. After quizzing each other, they trade quiz cards and find another partner to repeat the process.

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Procedure
1. Hand a blank three-inch-by-five-inch card to all students and ask them to reflect on the class content so far.
2. Tell them to develop a question from notes taken during class.
3. Ask students to find partners.
4. Partner One asks Partner Two the question on the card. Partner Two answers (or admits not knowing the answer). Partner One acknowledges the correct answer or gives the answer depending on Partner Two's response.
5. The process reverses with Partner Two asking the question.
6. After both questions have been asked, the partners switch cards, find new partners, and the process begins again.
This extremely short and easy way to pause at the end of the learning session asks for a simple answer to one question. Learners are asked to complete a sentence such as, Today I learned . . .

Settings for Use
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- ✔ Creates community
- □ Generates curiosity
- ✔ Metacognitive
- ✔ Reviews
- ✔ Celebrates
- ✔ Commits to action
- ✔ Provides a bookend

Procedure
1. As always, be sure to stop delivering content before the session has concluded.
2. Decide what sentence you would like students to complete. It could be a content-related sentence, but usually it is more effective if it does not have just one right answer. In other words, individuals would provide a personal response to the question such as, What was most important to them? or What did they learn? or What was new to them? or What was surprising to them?
3. Decide how you want them to answer—by writing the answer, telling it to someone sitting next to them, posting it on a sticky note, putting it on a card, and so on.
4. Decide if you want students to keep their answer or turn it in.
5. Prepare three-inch-by-five-inch cards or half sheets of paper or hand out sticky notes.
6. Give instructions to the students.
### Evaluating Student Participation in Face-to-Face Classroom Activities

For a particular session of this course, 

<table>
<thead>
<tr>
<th>Dynamic Clroom Environment</th>
<th>Frequency of Contributions</th>
<th>Quality of Listening</th>
<th>Relevancy to Session</th>
<th>Enhancement of Learning</th>
<th>Frequency of Activity</th>
</tr>
</thead>
<tbody>
<tr>
<td>Participates in dynamic or dynamic activities that contribute to group dynamic</td>
<td>Initiates contributions more than once in each discussion or activity</td>
<td>Mostly attentive to peers’ contributions</td>
<td>Consistently demonstrates an understanding of relevant content and materials</td>
<td>Consistently contribute to the level and depth of learning and contribute constructively</td>
<td>Initiates contributions in nearly all session’s discussions or activities</td>
</tr>
<tr>
<td>Occasionally initiates contributions in dynamic or activities that contribute to group dynamic</td>
<td>Initiates contributions in nearly all session’s discussions or activities</td>
<td>Mostly attentive to peers’ contributions</td>
<td>Consistently demonstrates an understanding of relevant content and materials</td>
<td>Consistently contribute to the level and depth of learning and contribute constructively</td>
<td>Initiates contributions in many discussions or activities</td>
</tr>
<tr>
<td>Rarely participates in dynamic or activities that contribute to group dynamic</td>
<td>Rarely initiates contributions in nearly all session’s discussions or activities</td>
<td>Rarely attentive to peers’ contributions</td>
<td>Rarely demonstrates an understanding of relevant content and materials</td>
<td>Rarely contribute to the level and depth of learning and contribute constructively</td>
<td>Rarely initiates contributions in nearly all session’s discussions or activities</td>
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Heavily adapted from Adam Chappell’s "A Participation Rubric" in *The Teaching Professor*, March 2005.