

Examples of Transformative Learning Objectives

EXAMPLE 1)

COURSE DESCRIPTION 1213

The primary purpose of this course is to help students write clear, concise, and coherent academic prose in both expository and persuasive modes. The major emphasis of the course will be in improving research and investigative skills. Credit may be earned in only one course from ENG 1213, 1223, 1233, or 1243.

Prerequisite(s): ENG 1113 or 1143 or 1153 or 1173.

COURSE OBJECTIVES

Students taking ENG 1213 will review and build upon the objectives of ENG 1113 and learn the following:

- The conventions of academic arguments
- Various types of academic arguments
- How to support claims with evidence
- What counts as evidence in differing situations
- How to shape written arguments for particular audiences
- How to conduct basic source-based research
- How to integrate research material into an academic paper
- How to evaluate the evidence and claims of other writers
- How to document source material using MLA style

TRANSFORMATIVE LEARNING

Transformative learning is a holistic process that places students at the center of their own active and reflective learning experiences. All students at the University of Central Oklahoma will have transformative learning experiences in six core areas: discipline knowledge; leadership; research; creative and scholarly activities; service learning and civic engagement; global and cultural competencies; and health and wellness.

This course supports the following tenets of transformative learning:

- *Discipline Knowledge*—students explore, discuss, and practice the techniques, conventions, and processes that produce researched written arguments.
- *Leadership*—students learn how to present claims and evidence fairly and civilly, to consider thoroughly and respond ethically to counterevidence and counterarguments, and to develop a clear, well-informed stance about ongoing issues or problems.
- *Global and Cultural Competency*—students read and write arguments about global and cultural issues and direct writing to diverse audiences.
- *Problem Solving (Research, Scholarly, and Creative Activities)*—students learn to analyze complex arguments, to produce arguments informed by careful research, and to document sources following academic conventions.
- *Service Learning and Civic Engagement*—in service learning sections, students research and write about a significant service learning experience; in other sections, students learn how the public use of argument has the potential to affect an audience and to effect a change in their communities.
- *Health and Wellness*—students read arguments about, write arguments about, and discuss those intellectual, emotional, and spiritual issues that give human existence vitality and meaning.

EXAMPLE 2)

TRANSFORMATIONAL LEARNING OBJECTIVES

Upon successful completion of this course, it is expected that each student will achieve three goals of the central six (<http://www.uco.edu/central/tl/central6/index.asp>).

1. Discipline Knowledge
 - a. Expand knowledge and develop a better understanding of other countries and their cultures.
 - b. Identify and explain the differences and similarities of their own and other criminal justice systems.
2. Problem Solving (Research, Scholarly and Creative Activities)
 - a. Develop curiosity and imagination and put into question the soundness of the solutions, institutions and many other aspects of their criminal justice system.
 - b. Think critically and analytically about literature and research.

Examples of Transformative Learning Objectives

3. Global and Cultural Competencies

- a. Recognize that every legal and criminal justice system is the product of different intertwining and interacting historical, socioeconomic and cultural factors.
- b. Develop the ability to use Internet resources for the purpose of acquiring relevant knowledge about different countries.

EXAMPLE 3)

TRANSFORMATIVE LEARNING

This course addresses all six of the university's transformative learning goals. **Discipline Knowledge** will be attained via the hands-on and creation of work product from the course. **Leadership** will be gained as students work in teams and lead each other to a higher level of work and learn from their successes and failures in leadership roles. Students will gain **Problem-Solving** skills as they encounter barriers to the final work product and then creatively remove those barriers. **Service Learning/Civic Engagement, Health and Wellness** and **Global Competency** will be achieved as students actively engage in current events, which touch on each of those platforms. Finally, students will create projects of their choosing focusing on one or more of the Transformative Learning platforms.

EXAMPLE 4)

TRANSFORMATIVE LEARNING:

Transformative Learning places students at the center of their own active and reflective learning experiences. It is the goal of this class to foster transformative learning. Consistent with this goal, opportunities will be provided that help students on their path toward becoming productive, creative, ethically engaged citizens taking leadership roles. The core areas (or "Central Six") that help accomplish this outcome are: discipline knowledge; leadership; research, creative, and scholarly activities; service learning and civic engagement; global and cultural competencies; and health and wellness. In this course, the following four of the six core areas are covered. Discipline Knowledge is achieved through introducing students to sociological theoretical perspectives and theorists that lay the foundation for the discipline. Research, creative, and scholarly activities are addressed while covering the topic of sociological research methods. Also, students must complete writing assignments, which entail some degree of independent, original thinking. Cultural competency is achieved through course coverage of the topics of race and ethnicity, as well as cross-cultural anthropological topics under the heading of culture. The chapters on economics and politics include the global perspective as do many of the stories included in each chapter of the required textbook.

EXAMPLE 5)

TRANSFORMATIVE LEARNING OBJECTIVES (CENTRAL SIX):

- The Central Six areas of learning at UCO have been identified as DISCIPLINE KNOWLEDGE, LEADERSHIP, RESEARCH AND SCHOLARLY ACTIVITY, SERVICE LEARNING AND CIVIC ENGAGEMENT, GLOBAL AND CULTURAL COMPETENCY, and HEALTH AND WELLNESS.
- This course addresses THREE of the Central Six Objectives: DISCIPLINE KNOWLEDGE will be enhanced as students enhance their skill in and awareness of French pronunciation and tonality; GLOBAL AND CULTURAL COMPETENCY is addressed through discussion of the international elements of French vocabulary, various referents in a textual analysis, and the comparison of prosody in French and English. LEADERSHIP will be addressed in two ways: first, by individual student leadership in class discussion; second, by the study of several leaders of France, including (among others) Pétain, de Gaulle, Mitterand, and Sarkozy.

EXAMPLE 6)

TRANSFORMATIONAL LEARNING OUTCOMES

University of Central Oklahoma is a learning-centered organization committed to transformative education through active engagement in the teaching-learning interchange, scholarly and creative pursuits, leadership, global competency, healthy lifestyles, and service to others. This course addresses 3 of the university's transformative learning goals:

- **Discipline Knowledge** by establishing a foundation of knowledge integral to the study of the Humanities and other disciplines in the liberal arts
- **Problem Solving (Research & Scholarly Activities)** by examining, organizing, discussing, and writing about complex historical information
- **Global & Cultural Competencies** by exposing students to the rich historical relationships between cultures and peoples that inform the contemporary notion of the "global community"

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EXAMPLE 7)

TRANSFORMATIVE LEARNING OBJECTIVES:

Please note that the Political Science Department is committed to furthering the academic mission, vision, goals, values, and philosophy of the University community as outlined in its Academic Mission/Vision 2009.

See: <http://www.uco.edu/academicaffairs/MissionVision2009.pdf>

This course directly incorporates the following Transformative Learning Goals:

Discipline Knowledge – of Government/Political Science by a thorough review of the structures and processes

Leadership – by examining the leadership styles and challenges faced by political leaders.

Research, Scholarly and Creative Activities – by requiring the critical analysis of current political, social, and economic issues confronting the world's people, and demonstrating the written ability to integrate course material on essay questions and/or short papers.

Service Learning and Civic Engagement Activities – by acquiring the knowledge to become an informed voter, and the motivation to become an active participant in one's community.

Global and Cultural Competencies – by examining the ways in which the nation states relate to the world, and how they are challenged to react to global issues, such as the global economy and climate change.

Healthy Lifestyles-research shows that there is an association between education and healthy lifestyles.

EXAMPLE 8)

OBJECTIVES

- Identifying the main events, periods, and themes in American history.
- Understanding the experiences and the choices of different historical actors, from the common people to national presidents.
- Articulating arguments and supporting them with appropriate evidence.
- Discussing the ways in which the past has shaped and continues to shape the present.

TRANSFORMATIVE LEARNING OBJECTIVES:

- Leadership: This course will analyze the consequences of decisions taken by traditional leaders (presidents, businessmen, army officers) and by non-elite leaders (students, housewives, unemployed workers, union activists, ex-slaves, civil rights organizers, etc.).
- Problem Solving: By providing substantial room to discuss recent issues and events, this course seeks to stimulate critical thinking and a creative approach to the analysis of America's history.
- Service Learning and Creative Engagement: students who regularly participate in the American Democracy Project (and present written proof to the instructor) will be rewarded with extra credit.
- Global and Cultural Competencies: Students will analyze how global events (the spread of radical ideas in the late 1800s, World War II, etc.) have shaped American history, and vice-versa.