

Reflection 2

1. Please share your finalized course objectives and/or learning outcomes. If possible, also list the course objectives and/or learning outcomes as they were before this month's revisions.

Gannon University Liberal Core Aesthetic Reasoning Learning Outcomes
By the end of this course, participants will be able to:
<ul style="list-style-type: none"> • identify the elements involved in creating artistic works.
<ul style="list-style-type: none"> • apply appropriate strategies to interpret and assess artistic experiences and works.
<ul style="list-style-type: none"> • analyze a diversity of artistic works within the context of various cultural and historical epochs.
Gannon University School of Education EDCR 302 Expressive Arts Course Learning Objectives
By the end of this course, participants will be able to:
<ul style="list-style-type: none"> • demonstrate their understanding of the importance of art, music, drama, and literature in the life and interpersonal relationships of children and themselves
<ul style="list-style-type: none"> • evaluate their perception of the interconnected relationships of the arts
<ul style="list-style-type: none"> • recognize their potential to assist children and youth in their aesthetic development through curricular planning
<ul style="list-style-type: none"> • know how creativity develops in children
<ul style="list-style-type: none"> • use appropriate teaching strategies, materials, and technology to encourage child and youth participation in the creative process
<ul style="list-style-type: none"> • apply their knowledge of the Pennsylvania and national standards for the arts to curriculum planning, instruction, and assessment
<ul style="list-style-type: none"> • respond critically and justify judgments relating to the visual arts, music, drama, and literature
<ul style="list-style-type: none"> • develop a personal philosophy relating to the arts based on class activities, observations, practical experiences, and reading

2. What changes or additions to course objectives and learning outcomes did you make? Why? Consider both macro changes and micro-ones, such as tweaks in existing wording.

The course outcomes have not yet been changed. I will make changes after determining the assessments that will be used.

3. How did you identify opportunities for integrating CRSE into your course objectives and learning outcomes? What did you need to review or do to see where these changes could be made?

I chose the competencies by first looking at the intent of the course and then comparing the intent to the CRSE competencies. I found that much of the course was related to competencies three and eight. Knowing that these competencies are, to some extent, already in the course should allow me to maintain the integrity of the course while making improvements.

4. How did you approach balancing breadth and depth in selecting CRSE Competencies, course objectives, and learning outcomes? What factors informed your choices? (For example, content of other courses in the program, your own time/knowledge/capacity, bureaucratic barriers...)

I'm still struggling with this. I need to meet the aesthetic reasoning outcomes for the university which has a required assessment and I don't want to contribute to assessment fatigue. I've been working on this in short spurts and need a longer amount of time to deeply engage in this thinking.

5. What, if any, approval do you anticipate needing for any changes to course objectives or learning outcomes?

When completed, the course will need approval from our department, Liberal Core and Academic Affairs committees. Our department will discuss the changes and take a vote to move it forward for university approval. Liberal Core is one approval and it happens prior to Academic Affairs. Academic Affairs approval takes place at the college level and then proceeds to the university level. Finally, the Provost approves changes and they go into effect. The process will take time to complete which means this syllabus won't go through approval until next year.

6. To what extent or in what ways did your small group (either during the Feb. 13-14 meeting or afterwards) help you with your syllabus revisions this month?

My small group didn't really have any suggestions for me. I was hoping to gain ideas about resources that could inform my course objectives but everything suggested was in the Philadelphia area. (I'm in Erie.)