A statement of a **learning objective** contains a **verb** (an action) and an **object** (usually a noun).

- The **verb** generally refers to [actions associated with] the intended **cognitive process**.
- The **object** generally describes the **knowledge** students are expected to acquire or construct. (Anderson and Krathwohl, 2001, pp. 4–5)

In this model, each of the colored blocks shows an example of a learning objective that generally corresponds with each of the various combinations of the cognitive process and knowledge dimensions.

**Remember:** these are **learning objectives**—not **learning activities**. It may be useful to think of preceding each objective with something like: "Students will be able to ..."

Interdisciplinary Learning Objectives in the Social Sciences

- CREATE original capstone research
- DESIGN a robust methodology
- ASSEMBLE in-depth literature review
- GENERATE social science data
- DETERMINE relevance of results
- CHECK consistency amongst sources
- SELECT a complete list of resources
- DIFFERENTIATE disciplinary perspectives of an issue
- PROVIDE peer feedback
- RESPOND to frequently asked questions
- SUMMARIZE specific details and historical contexts
- RECOGNIZE theories, modules and structures
- RECALL methods of inquiry
- IDENTIFY criteria for when to use appropriate methods
- CLARIFY research at specific levels of analysis
- CARRY OUT various techniques that match strengths
- DECONSTRUCT one’s biases
- REFLECT on one’s progress
- JUDGE ethics of methodology techniques
- USE appropriate contextual knowledge
- PREDICT strategies for returning information
- IDENTIFY metacognitive strategies for returning information

The Knowledge Dimension

- factual
- conceptual
- procedural
- metacognitive

The Cognitive Process Dimension

- remember
- understand
- apply
- analyze
- evaluate
- create

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# Curriculum Alignment

## Global Affairs Curriculum Alignment Matrix

The Global Affairs Major intends for its courses to demonstrate progressively more sophisticated levels of attainment in these skills areas while applying the content, theories, histories and economies of the Global Affairs field from an interdisciplinary perspective. The four skills here - Critical Thinking, Problem Solving, Information Literacy and Written Communication are for institutional level use in evaluating and discussing student learning, not for grading. Definitions taken from Association of American College and Universities VALUE Rubrics

<table>
<thead>
<tr>
<th>#1. Critical Thinking</th>
<th>#2. Problem Solving</th>
<th>#3. Information Literacy</th>
<th>#4. Written Communication</th>
</tr>
</thead>
<tbody>
<tr>
<td>Critical thinking is a habit of mind characterized by the comprehensive exploration of issues, ideas, artifacts, and events before accepting or formulating an opinion or conclusion.</td>
<td>Problem solving is the process of designing, evaluating and implementing a strategy to answer an open-ended question or achieve a desired goal.</td>
<td>The ability to know when there is a need for information, to be able to identify, locate, evaluate, and effectively and responsibly use and share that information for the problem at hand. - The National Forum on Information Literacy</td>
<td>Written communication is the development of expression of ideas in writing. Written communication involves learning to work in many genres and styles. It can involve working with many different writing technologies, and mixing texts, data and images. Written communication abilities develop through iterative experiences across curriculum</td>
</tr>
</tbody>
</table>

### Strategic Learning Objectives: I = Introduced, P = Practiced, D = Demonstrated

*Source: Mary Allen. Assessing academic programs in higher education. 2004.*

<table>
<thead>
<tr>
<th>SLO #1</th>
<th>SLO #2</th>
<th>SLO #3</th>
<th>SLO #4</th>
<th>SLO #5</th>
<th>SLO #6</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Introduce</strong></td>
<td><strong>Practice</strong></td>
<td><strong>Demonstrate</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Remember Facts</strong></td>
<td><strong>Understand Concepts</strong></td>
<td><strong>Apply knowledge</strong></td>
<td><strong>Analyze concepts &amp; procedures</strong></td>
<td><strong>Evaluate</strong></td>
<td><strong>Create</strong></td>
</tr>
<tr>
<td>List key terminology and chronologies</td>
<td>Recognize, classify and summarize content</td>
<td>Use procedures, carry out research, provide feedback, respond to inquiries</td>
<td>Differentiate theories, integrate perspectives, deconstruct biases</td>
<td>Reflect on progress, judge ethics of methodology techniques, determine relevance of results, check consistency amongst sources</td>
<td>Generate social science data, assemble a literature review, design a research methodology, create independent research project</td>
</tr>
</tbody>
</table>

| 1 | YSS2202 | Revise 1000 | Introduction to International Relations | I & P | I & P | I |
| 2 | YSS2202 | Revise 1000 | International Relations | I & P | | |
| 3 | YSS2222 | International Security | | | | |
| 4 | YSS2233 | International Security | | | | |
Global Affairs Major Student Profile

Mollie Saltskogg, a Global Affairs Major from Class of 2017 Accepted to the second class of Schwarzman Scholars.

Capstone:
Passive to Active: The Evolving Role of Women in al-Qaeda
Sample First Year Student Work – Reading Annotation


- Glaser, director of the Elliot School’s Institute for Security and Conflict Studies, is a widely cited academic in political science and, more specifically, defensive realism.

- "...Glaser’s investigation into the structures of the Security Dilemma is highly relevant in supporting Liff and Ikenberry’s (2014) explanation of military competition in the Asia-Pacific. It is also useful in explaining how misattribution and lack of diplomatic communication between Washington and Pyongyang has heightened SD-related tensions (Shen, 2016) as both parties perceive each other as a hostile ‘greedy’ state.

- ...However, the structural realist perspective adopted is perhaps too limiting in oversimplifying the complexity of security-related decisions. For instance, it is very difficult for any state or adversary to determine whether an expansion of force strength exceeds what is “required for adequate defense” (p179). Present-day conflicts are also not exclusively interstate in character, and the evolution of conflict suggests that the SD balance, which is state-centric, lacks explanatory capacity."
Is Liberal Arts Pedagogy scalable?

Not in its present form

Need collaboration across Higher education institutions, industry and government to fund this reskilling and new education needed
Philanthropy & Higher Education

Charles Chen Yidan & The Yiden Prize

Shelby Davis & United World College
Lifelong Learning & Upskilling for 4IR

Nanodegrees
Micro-credentials
MOOCs
Micro-masters
Certifications
Badges
Master’s Degrees
Executive Education

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Thank you! @NWGleason

Please take a few minutes to fill out the session evaluation which is available on APAIE 2018’s Conference app.

Nancy W. Gleason
Yale-NUS College
Centre for Teaching & Learning
teaching.yale-nus.edu.sg

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