

LBST 100 – Approaching Knowledge
Rethinking Teaching Workshop
Evolution of the Course Learning Outcomes

1. LBST 100 Learning outcomes as approved by SCC and Senate in Spring 2015

COURSE DESCRIPTION: This course frames the basic approaches to research and knowledge production in the arts, sciences and related fields of study. Through an introduction to interdisciplinary studies, the course encourages students to start thinking across disciplinary boundaries and develop an appreciation of the ways in which many contemporary problems require thinking from two or more academic disciplines.

LEARNING OUTCOMES: Upon successful completion of this course, students will be able to:

- compare and contrast different ways of structuring knowledge;
- articulate the underlying premise and value of interdisciplinary studies;
- think more deeply about the interdisciplinary combinations they are interested in and why;
- select and begin using an e-portfolio platform to archive and showcase their coursework (eP)

2. Learning outcomes as revised after participating in SFU's Rethinking Teaching (May 2015)

LEARNING OUTCOMES: Upon successful completion of this course, students will be able to:

- compare and contrast different ways of structuring knowledge;
- articulate the underlying premise and value of interdisciplinary studies;
- differentiate between disciplinary, cross-, multi-, inter- and transdisciplinary thinking;
- assess the opportunities and limitations of approaching the term theme from different disciplinary combinations;
- select and begin using an e-portfolio platform to archive and showcase their coursework (eP)

3. Learning outcomes as revised (draft version) after first two offerings of LBST 100 in Fall 2015 and 2016 as proposed by the instructors Brook Houglum and Cheryl Schreader.

LEARNING OUTCOMES: Upon successful completion of this course, students will be able to:

- compare and contrast different ways of structuring knowledge;
- articulate the underlying premise and value of interdisciplinary studies;
- differentiate between disciplinary, cross-, multi-, inter- and transdisciplinary thinking;
- assess the opportunities and limitations of approaching the term theme from different disciplinary combinations;
- reflect on the ways in which undergraduate students participate in and navigate multiple knowledge communities (eP)
- select and begin using a digital platform to archive, reflect and showcase their work as emerging writers and undergraduate researchers (eP)