FSHN Graduate Education—next steps

Grad Ed Committee

FSHN Graduate Learning Outcomes

- Current:
- Have an in-depth and accurate understanding of the knowledge within the field
- Understand central issues and current research important in the field
- Apply theoretical information to solve practical problems
- Prepare and communicate discipline-specific information in written and oral forms to scientific and lay audiences
- Design, conduct, and interpret research
- Facilitate learning in the classroom

- Proposed:
- Apply scientific thinking to the analysis, synthesis and evaluation of knowledge within the discipline of food science, nutritional sciences or dietetics.
- Apply ethical reasoning within the discipline of food science, nutritional sciences or dietetics.
- Effectively communicate discipline-specific information in written and oral forms to scientific audiences.
- Effectively interact within scientific teams.
- Facilitate learning within FSHN courses.

Implementation

- Revise core FSHN graduate course learning outcomes, course activities and assessments if/as needed.
  - FSHN 580, 581, 681, 682
- Use lab group meetings and individual meetings to work on the learning outcomes.
- How?
- Let's practice today….

At your table

- Select convener, timekeeper, recorder, teamwork assessor, assign other roles as needed for each table participant (skeptic? jester?) (3 min)
- Read through and do teamwork self-assessment (choose one element)—individually (3 min)
- Share with others what meaning you make of each element of teamwork (10 min)
- Choose one element and design a group activity that you think would effectively help students practice that element of teamwork. (10 min)
  - Include:
    - Learning outcome
    - Materials and preparation needed
    - Activity sequence
    - Learning assessment
- We will collect these and add to the FSHN grad programs website.

From Science 347: 22 (2015):
"In October, we asked young scientists to name and describe a course that would have better prepared them for their science careers. Below, we've created a course catalog featuring a sample of their responses…"

Excerpts:

COM101: DON'T TALK NERDY TO ME: COMMUNICATING WITH THE PUBLIC

...In this class, public relations managers from the industry will share their insights into conveying the right message at the right time through the right channel, and we will coach communication skills by role-playing. Through effective communication, you can build the bridge connecting the ivory tower with society.
Kun-Hsing Yu

STL666: SCIENTIFIC SKEPTICAL THINKING

Learn to think like a skeptical scientist through an exploration of literature ranging from primary sources, newspaper and magazine articles, television, and talk radio, to blogs and memes on social media. Various logical fallacies and common misconceptions will be dissected so as to be easily recognizable. You will learn to debunk false claims in a concise and meaningful way. Finally, you will take a tour of common pseudoscience manifestations existing today....
Keah Schueneman

What 1 credit course would you add to the catalog and why?

- Discuss at your table (10 min) and try to arrive at a consensus key learning outcome for that course

- Discuss your table's teamwork based on your observations and the information collected by your team's assessor (5 min)
- Closing go-round—each table—one thing you'll focus on in your next teamwork session and why (2 min)