

# Designing for Learning

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Presented at COU's 2014 Conference:

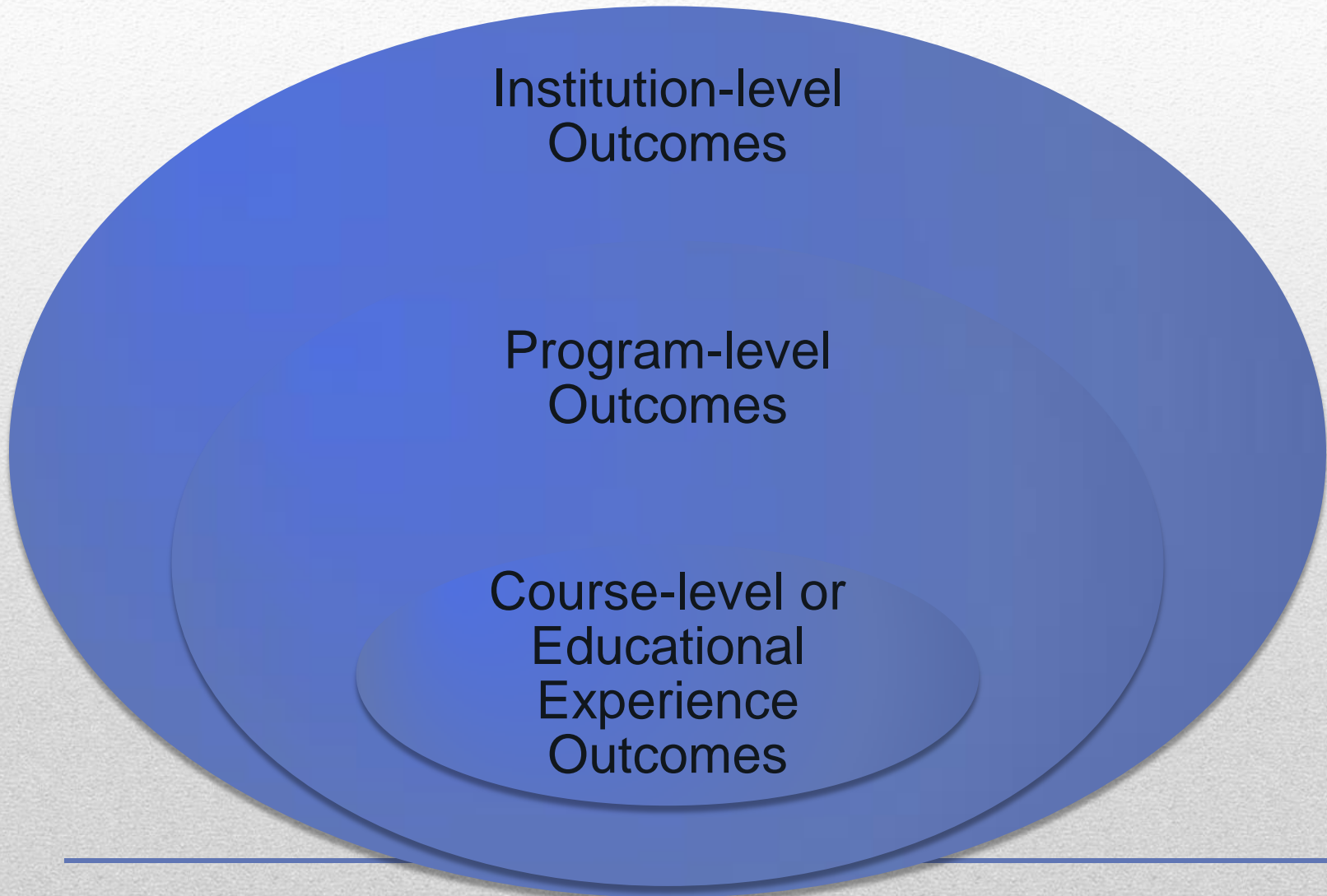
Learning Outcomes: A Toolkit for Assessment

September 17, 2014

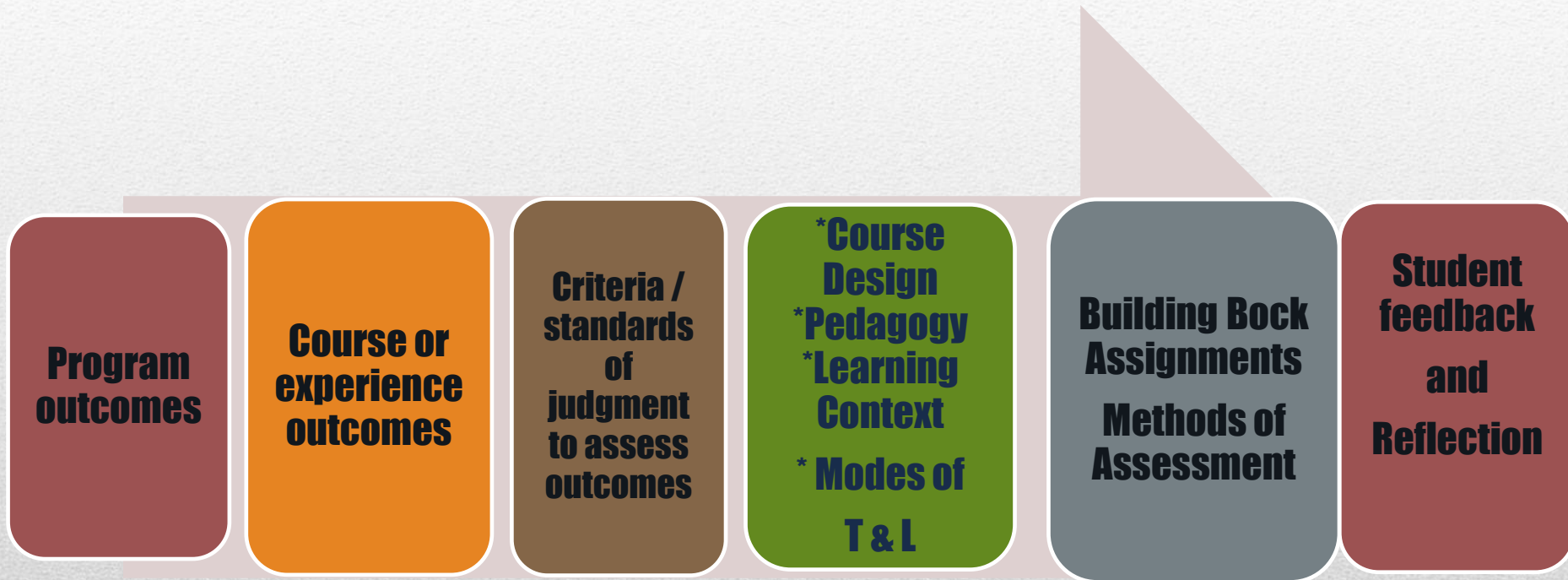
# 21<sup>st</sup>--Century Context

- Accountability for Our Claims about Student Learning for Multiple Audiences or Stakeholders
- Transparency for Multiple Audiences
- Students' Abilities to Integrate, Apply, and Reflect on Their Learning
- Demographics Representing Different Levels of and Gaps in Achievement and Diverse Pathways Towards a Degree

# Exit-Level Expectations for Student Learning



# Program and Course or Educational Experience Design



## How the Syllabus Keeps Students Connected to the Big Picture

- Identifies how a specific course or an educational opportunity relates to desired program-, department-, or institution-level learning (for example, lab reports in the sciences contribute both to writing outcome of the major and to institution-level writing outcome).
- Fosters learning as a chronological journey-  
-as opposed to an accumulation of credits or hours.

- Holds students accountable for their learning over time. Enables students to see how individual courses or educational opportunities “fit together.”
- Identifies work that students should include in an eportfolio to document either achievement of or progress towards a major institution-, program- or department-level outcome.

# Course Design in Relationship to Exit-Level Expectations

In your courses or educational experiences how do you chronologically prepare students to demonstrate the expected levels of achievement of your program and your institution?

What are the chronological or strategic building blocks you develop that increasingly advance students' ability to demonstrate those expected achievement levels?

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How do you address the various obstacles or challenges students typically face in demonstrating the various sub-skills of exit-level expectations, such as analysis, synthesis, or examination of assumptions?


What opportunities have you built into your course/experience for students to: (1) receive feedback on how well they demonstrate the various sub-skills of exit-level expectations and (2) self-reflect on their performance against criteria and standards of judgment?



# Considerations in Redesigning a Major Assignment

Do the word choices in your assignment—such as “thoroughly examine,” “analyze,” “synthesize”—have meaning to students? Do they know what “analysis,” for example, entails? Or, do you assume they will know that they need to demonstrate those skills?

How much chronological practice and feedback have you built into your course to prepare students for a major assignment that demonstrates GE- or program-level outcomes?



Consider how your assignment asks students to use theories, approaches, assumptions, lenses, or perspectives characteristic of your discipline or field or profession. That way you can also assess their knowledge.

Consider the possibility that students might choose among major assignment foci, thus increasing the likelihood that they may be more engaged in one of those foci and have a deeper commitment to the assignment.