

# Linking Learning Outcomes to Undergraduate Degree-Level Expectations

Sandra Cardinal and Theresa Steger



# Learning Outcomes for this Session

Participants will:

1. Discuss the range of applications of outcomes-based learning models across educational uses.
2. Identify the limitations and challenges inherent in the outcomes-based model.
3. Sort learning outcome statements to align with categories of learning.
4. Apply OQF to assess and improve learning outcome statements.

# Outcomes-based Learning

- Focuses on learners: Describes the results of learning rather than the inputs of teaching
- Encourages focus on higher-order cognitive, psychomotor or affective objectives
- Has been adopted for a range of applications across educational jurisdictions and purposes.
- *Fitzgibbon, J. (2014) Toronto: Speaking at ONCAT Conference on behalf of BCCAT)*

# Quality Assurance & Improvement

- Accreditation
- Credential recognition
- Demonstration of learning
- Program evaluation & improvement
- Certification of graduates
- Program description against qualifications framework

# Improvement in Teaching and Learning

- Sequencing, preparation and progress
- Reducing curriculum overlaps
- Aligning courses to program standards
- Supporting pathway success
- Describing quality
- Communicating achievement (students, faculty, approval/accreditation bodies)

# Credit Accumulation and Transfer

- Providing a common reference point
- Establishing equivalency
- Assessing quality
- Describing results / outputs
- Facilitating connections in higher education – pathways, professional learning, credential progression

# Recognized Issues in Outcomes-Based Model

- Faculty in some disciplines may resist pre-determined learning
- May be criticized as limiting academic freedom or eroding trust in professional knowledge and judgment
- May encourage teaching and learning to a minimum standard
- Transparency for students may give a simplistic view of learning and formulaic approaches
- May devalue responsiveness to individual student learning goals
- May limit potential for recognition of unanticipated learning

# OQF Framework

1. Depth and Breadth of Knowledge
2. Knowledge of Methodologies
3. Application of Knowledge
4. Communication Skills
5. Awareness of the Limits of Knowledge
6. Professional Capacity / Autonomy

# Sorting Exercise

Sort the program learning outcomes in your envelope based on OQF Categories of learning.

# Questions

- Are any OQF categories left unaddressed or under-addressed ?
- Are any CLO's ambiguous – seeming to fit into more than one category?
- Are there outcomes that are difficult to measure?

# Depth and Breadth of Knowledge- Examples

- Terminology
- Taxonomies
- Definitions
- Historical aspects
- Identification of Theoretical frameworks
- Key figures and contributions to the field
- Socio-political factors affecting issues

# Knowledge of Methodologies- Examples

- Using equipment
- Employing system or framework
- Research methods
- Using formulae

# Application of Knowledge-

- Analyzing issues
- Synthesizing information
- Creating a product
- Applying a theoretical construct
- Adapting a concept
- Solving complex problems
- Critiquing arguments

# Communication Skills- Examples

- Reading, writing, listening, speaking
- Presenting
- Demonstrating visual literacy
- Instructing, coaching
- Contributing
- Critiquing

# Awareness of the Limits of Knowledge – Examples

- Self-assessing, reflecting
- Recognizing the limits of theoretical explanatory powers
- Defining and applying scope of practice
- Seeking lifelong learning opportunities

# Professional Capacity/Autonomy – Examples

- Cooperating and collaborating
- Showing initiative
- Integrating diverse opinions
- Respecting cultural differences
- Acting ethically
- Managing time effectively
- Creating a professional portfolio

# Why Align Learning Outcomes with Ontario Qualification Framework?

- To demonstrate degree level standards at course and program level
- To ensure all areas of scholarship addressed
- To keep the number of learning outcomes to a manageable number, avoiding duplication within program
- To develop logical progression of skills and knowledge in courses and programs

# Why Align Learning Outcomes with Ontario Qualification Framework?

- To integrate higher-order thinking
- To design assessment vehicles which measure intended learning with transparency
- To create focused class-based activities to serve intended learning without limiting unanticipated learning
- To sort course and program learning outcomes under same categories – assists with mapping, credit transfer, pathways

# Course Learning Outcomes

- Highly specific to the course learning
- Clearly aligned with assessment processes and class learning activities
- Mapped to program learning outcomes (the destination) as developmental steps (in the journey)
- Do not preclude recognition of unanticipated learning

# Course Learning Outcome Sample

*Assess the impact of sound in establishing rhythm, fidelity, space and time in cinema..*

Which PLO's are being supported through this course outcome?

# Problematic Outcome Statements

*The student will:*

- *Demonstrate understanding of all content covered in the course.*
- *Recognize the need for class punctuality.*
- *Learn the types of lighting techniques commonly used in modern video-making.*
- *Know the steps involved in researching an essay topic.*

# Active, Measurable Verbs

- Handout for your use
- Assume all dividing lines on the charts are blurred
- Taken from Bloom's and other taxonomies
- Address cognitive, psychomotor and affective domains
- Includes verbs from digital realm (in italics)



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