Learning Outcomes & Effective Teaching

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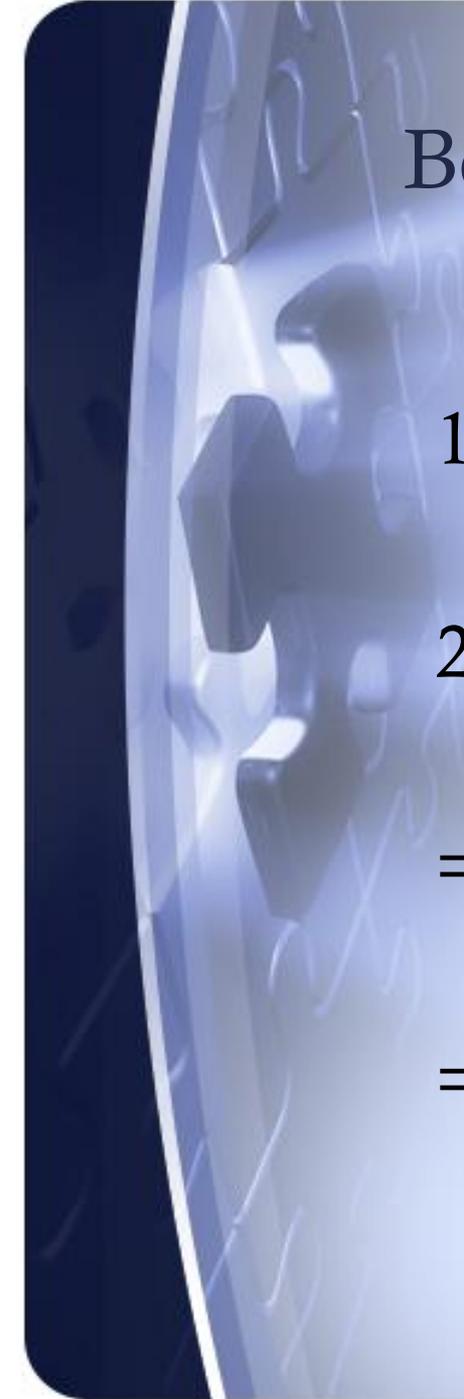
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Benefits of Writing Learning Outcomes (beyond program assessment!)

1. Integrated Course Design

2. Clear Communication

= improves overall teaching effectiveness

= meets institutional assessment demands

Integrated Course Design

Objectives

what the instructors are responsible to do

Outputs

what the students are responsible to do

Design process

Outcomes

the overall impact of the course
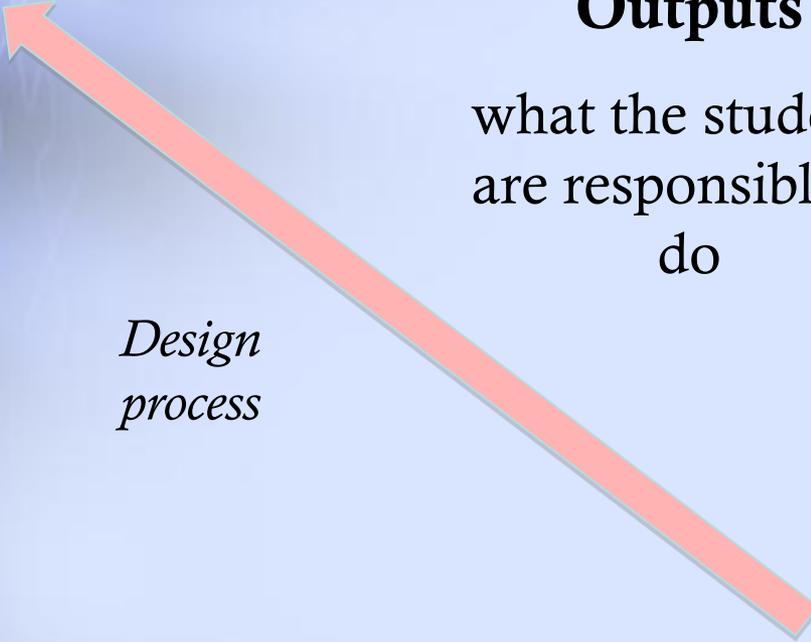
Identifying Student Learning Outcomes

- Learning outcomes
  - deep learning the course intends to produce
  - overall impact of the course.

- define the attitudes and abilities that *should* result from the learning
- not necessarily measurable, especially in the short term
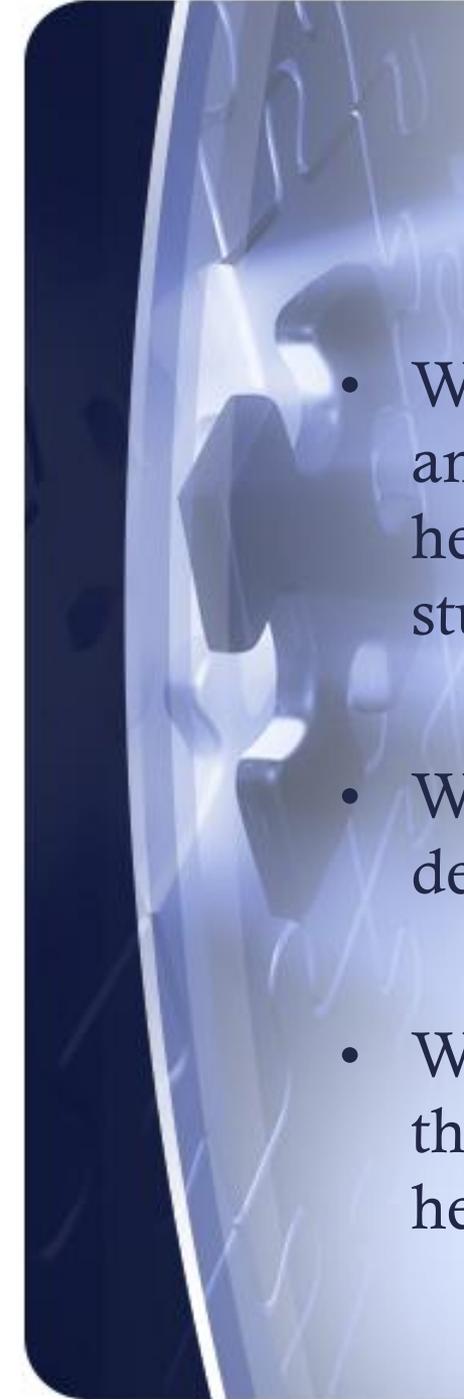
Identifying Student Learning Outcomes

You're at the mall and run into a student who graduated as a department major five years ago. As the student looks at you and remembers her time in your class, what would you like to have running through the student's mind at that moment?

For example, how would you want to her to end the following sentence?

"Your course was so great; I learned…."

Identifying Student Learning Outcomes

- What big questions will the course help students answer, or what skills, abilities, or qualities will it help them develop, and how does it encourage student's interest in these questions and abilities?

- What reasoning abilities must students have or develop to answer the questions the course raises?

- What mental models are students likely to bring with them that will be challenged? How can the course help them construct that intellectual challenge?

(adapted from Bain 2004:50-51)
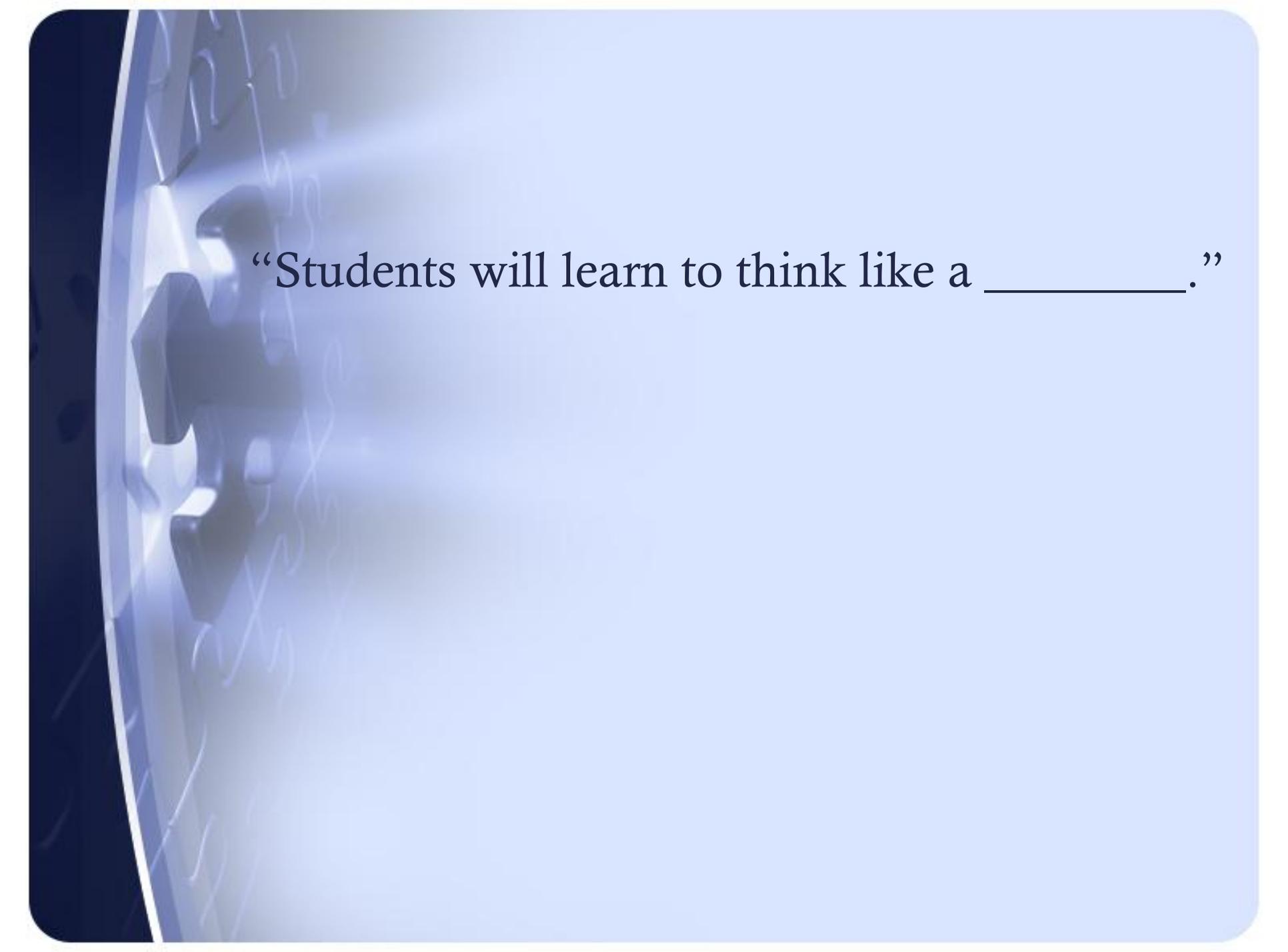
"Students will learn to think like a _____."
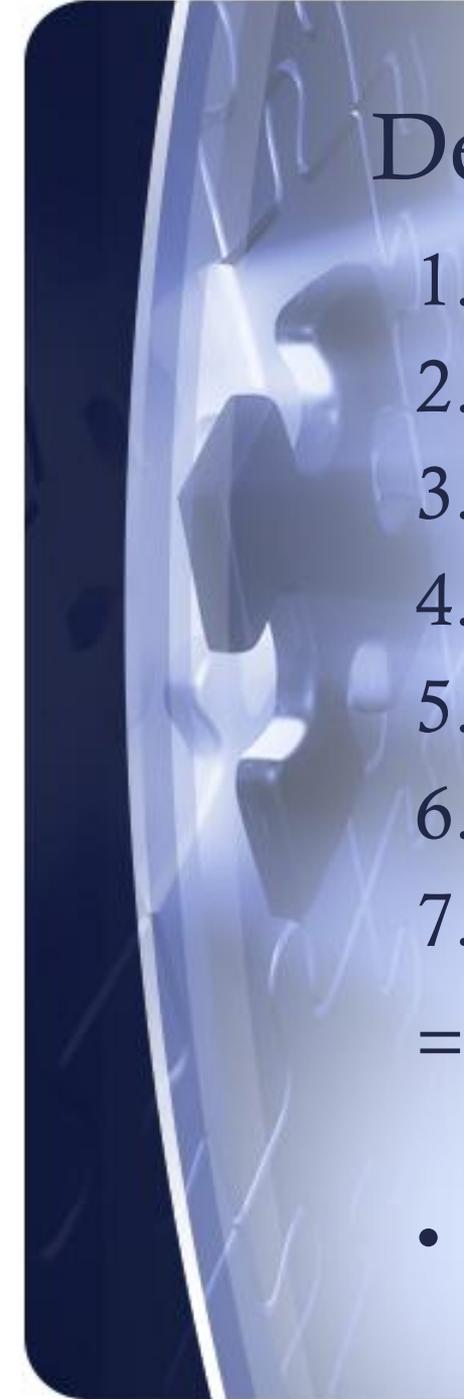
Degree Level Expectations

1. Depth and breadth of knowledge
2. Knowledge of methodologies
3. Research and scholarship
4. Application of knowledge
5. Communications skills
6. Awareness of the limits of knowledge
7. Autonomy and professional capacity

= general categories for the "**outcomes**" at the programmatic level

- course outcomes should line up with one or more of these DLEs

Degree Level Expectations

- Categorizing the course learning **outcomes** according to the DLEs…

  helps identify the deeper learning that the course intends to produce.

- "At the end of this course students will:"

Business Ethics	At the end of this course students will:
Knowledge of methodologies	understand four core ethical approaches.
Research and scholarship	have critical thinking skills and comprehension of techniques used in case-study inquiry to analyze, assess, and address ethical conflicts or dilemmas in business.
Level of application and knowledge	integrate learning and apply ideas and theories to ethical problems in business.
Professional capacity / autonomy	gain a clear sense of their own moral obligations and personal responsibilities in pursuing a career and the factors that will challenge and change their 'moral compass.' acquire courage to make principled choices in the face of ethical challenges
Level of communications skills	be able to communicate ideas, issues, and conclusions clearly.
Awareness of limits of knowledge	recognize the complexity of problems and of the potential contributions of various interpretations, methods, and disciplines.

Identifying Student Outputs

- delineate what the student is responsible to do in the course
- includes the nature of the work that will be required for grade assessment.

- graded assignments
  - lab reports
  - participation
- summative pieces (course /program)
  - major research essay
  - thesis

Student outputs must be "SMART"

Specific: expressed clearly and singularly

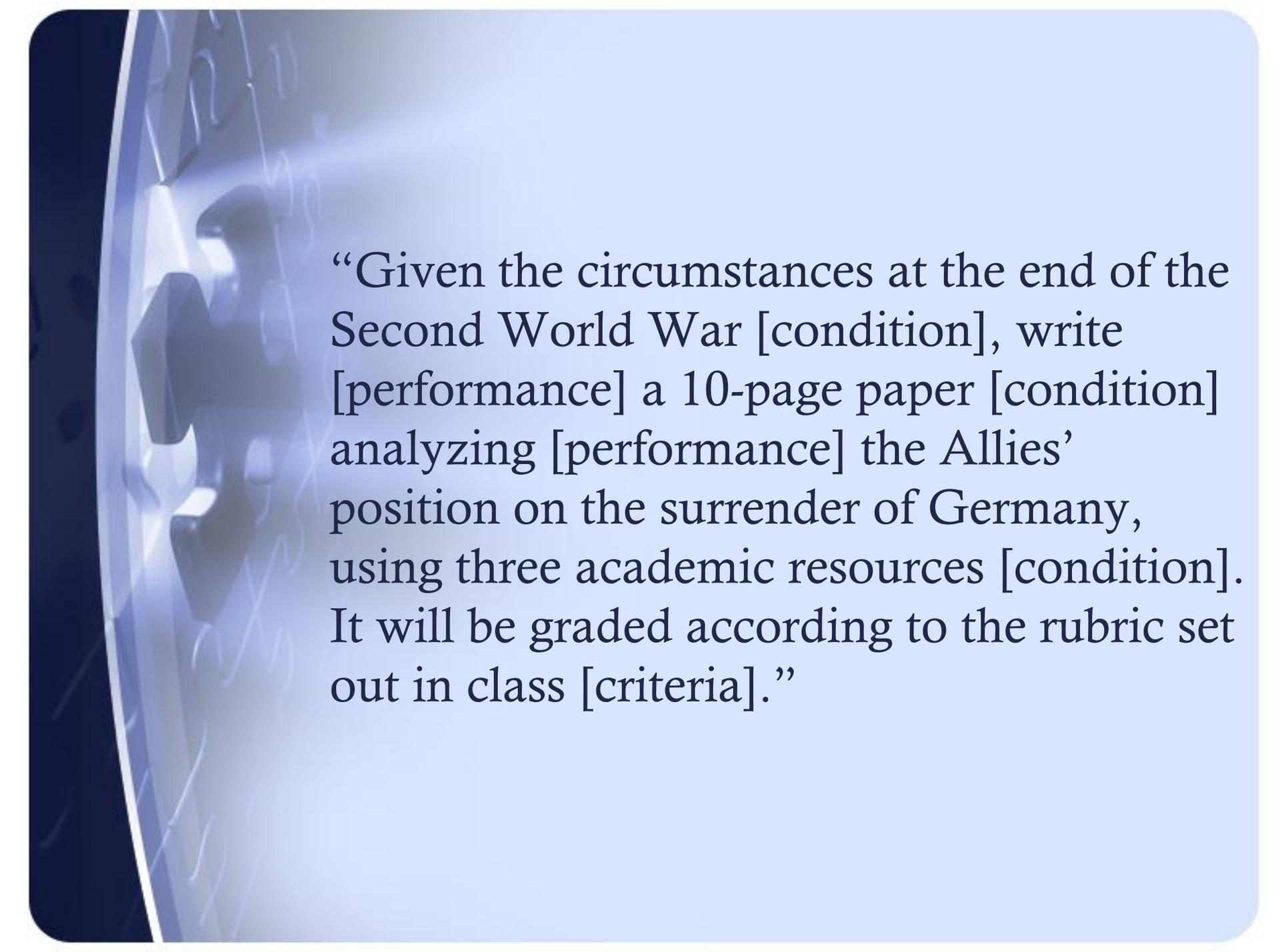**M**easurable: ideally in quantitative terms

Acceptable: to stakeholders

Realistic: in terms of achievement

Time-bound: a timeframe is stated

Cognitive Learning Domain

Lower-Order ←——————————————→					*Higher-Order*
Remember	**Understand**	**Analyze**	**Apply**	**Evaluate**	**Generate**
Retrieve pertinent facts from long-term memory	Construct new meaning by mixing new material with existing ideas	Subdivide content into meaningful parts and relate the parts	Use procedures to solve problems or complete tasks	Come to a conclusion about something based on standards/ criteria	Reorganize elements into a new pattern, structure, or purpose
Recognize Recall List Name Identify Show Define State Visualize Tell Describe Label Collect Examine Quote Record	Interpret Exemplify Classify Summarize Compare Explain Describe Paraphrase Differentiate Demonstrate Defend Distinguish Paraphrase Predict Recognize Summarize	Differentiate Organize Attribute Analyze Deduce Contrast Compare Distinguish Discuss Plan Devise Diagram Inspect Examine Categorize Appraise	Solve Illustrate Calculate Use Interpret Manipulate Apply Modify Complete Implement Show Examine Relate Experiment Discover Classify	Critique Judge Choose Estimate Defend Criticize Compare Rate Value Assess Estimate Measure Select Score Revise	Create Plan Produce Design Hypothesize Support Schematize Report Justify Categorize Combine Compile Compose Organize Synthesize
Ideas		**Comprehension**		**Extension**	
Scaffolding ——————→					

"Given the circumstances at the end of the Second World War [condition], write [performance] a 10-page paper [condition] analyzing [performance] the Allies' position on the surrender of Germany, using three academic resources [condition]. It will be graded according to the rubric set out in class [criteria]."

Degree Level Expectations

- How does the course structure and requirements address the DLEs?

- Categorize the student **outputs** in the course according to the DLEs;
i.e., nature of the work that will be assessed

DLE	Outcome	Assignments [student outputs]	Indicators of Achievement `[rubric for assessment]
Knowledge of methodologies	understand four core ethical approaches.	Analyze a company's Code of Ethics / Conduct (short paper worth 20%)	Synthesis of the material and analysis through application of at least two ethical principles. Presentation of suggestions / alternatives.
Research & scholarship	have critical thinking skills and comprehension of techniques used in case-study inquiry to analyze, assess, and address ethical conflicts or dilemmas in business.	Identify and analyze a recent business case in the news involving ethical issues (longer paper worth 50%).	Careful, concise, critical analysis of the primary and secondary material and synthesizing and integrating this material clearly and concisely in logically organized rational arguments. Understands and dialogues with counter positions in a manner that shows a grasp of the issues involved in current debate in theological studies and recognizes patterns within scholarship. Evidence of original thinking and the formulation of a hypothesis that accounts for the evidence synthesized and provides a perceptive interpretation of the importance, meaning, and/or significance of material.
Level of application and knowledge	integrate learning and apply ideas and theories to ethical problems in business.	Class Contributions (30%) - demonstrate pre-class preparation (reading and reflection) and comprehension of key concepts and ideas during class discussions.	Preparation Critical Thinking Reasoning Listening Respect Professionalism

Identifying Course Objectives

- Course objectives
    - explain instructor's responsibilities
    - linked to one's teaching philosophy
    - manifested in one's teaching style

- listed on course syllabus
- linked to the outputs/outcomes
    - (which should be linked to the program outputs/outcomes)

OBJECTIVES <mark>(that which I promise to do in the course)</mark>
- to expose students to the complexity of ethical decision making in business organizations
- to provide ample time and opportunities for students to participate in class
- to develop students' analytical skills for resolving ethical issues
- to facilitate student self-understanding of themselves as ethical thinkers

OUTPUTS <mark>(that which students will do in the course and I will measure)</mark>

By the end of the course students will be able to
- demonstrate pre-class preparation (reading and reflection) and comprehension of key concepts and ideas during class discussions
- identify and analyze ethical issues, conflicts, and responsibilities in business contexts
- construct and communicate rational, responsible, and realistic responses to ethical issues
- articulate their own values and morality

Students will exhibit this through
- pre-class preparation and substantive contribution to class discussions and activities (30%)
- a written analysis of a code of ethics from a business setting (20%)
- a take-home examination that uses two key ethical principles to analyze a recent business ethics case in the news (50%)

OUTCOMES <mark>(that which I hope will result from the course, but can't fully measure)</mark>
- develop skills to analyze, assess, and address ethical conflicts or dilemmas in business cases
- comprehend four core ethical approaches and the need for ethics in business
- develop a clear sense of one's own moral obligations and personal responsibilities in pursuing a career and the factors that will challenge and change one's 'moral compass'
- acquire courage to make principled choices in the face of ethical challenges

Benefits of Writing Learning Outcomes (beyond program assessment!)

1. Integrated Course Design
   - Clarify course purposes
   - Connect course units

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   - Convey links between parts
   - Clarify assessment of learning

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Fostering Deep Learning

- identify patterns and principles
- recognize relationship of evidence to conclusions
- construct cautious and critical argumentation
- link ideas to previous knowledge, experience, and questions
- identify the learning taking place
- display active interest in course content
- articulation of new sets of questions

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Questions & Comments

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Richard S. Ascough, "Learning (About) Outcomes: How the Focus on Assessment Can Help Overall Course Design." *Canadian Journal of Higher Education* 41/2 (2011) 44-61.

http://ojs.library.ubc.ca/index.php/cjhe/article/viewFile/549/pdf_38