

October 20, 2009

First Steps: Articulating Learning Goals in Courses



Agenda

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- Overview of Assessment and Introductions by the Provost (8:05 – 8:15)
- Course Outcomes Overview (8:15 – 8:30)
- Small Groups: Draft Course Outcomes (8:30 – 9:10)
- Results and Challenges (9:10 – 9:25)
- Next Steps: Dean Jaffe (9:25 – 9:30)

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Course Outcomes Overview

At the end of this workshop, participants will be able to:

Draft learning outcomes for a course.

Your Courses Have Outcomes

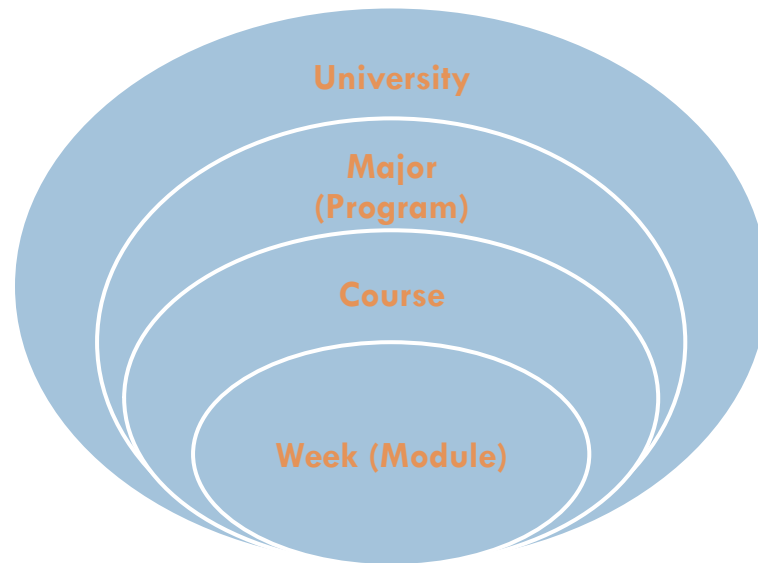
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- All courses have outcomes and objectives... they just may not be written down!
- Make explicit what has been implicit.

Defining Terms

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- Learning Outcomes (Behavioral)
 - ▣ Reflect skills that can be demonstrated
- Learning Objectives (Cognitive)
 - ▣ Reflect understanding/knowledge to be gained



Course Outcomes Terminology

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□ Learning Objectives

- “This course will provide students with an understanding of...”
- Knowledge and Comprehension
- Terms
 - Learn how to
 - Know
 - Understand

Additional
terms found in
your packet

□ Learning Outcomes

- “At the end of the course, students will be able to...”
- Application, Analysis, Synthesis, Evaluation
- Terms
 - Hypothesize
 - Differentiate
 - Analyze
 - Evaluate

Sample Course-Level Outcomes

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- Applied Microeconomics: Consumers, Producers, and Markets
 - ▣ Identify, define, and solve microeconomic problems including those related to markets, pricing, investment, the effects of government regulations, and market failures.
 - ▣ Locate and critically evaluate information related to consumer and producer decisions.

Sample Course-Level Outcomes

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- Literature of the World: Crossing Borders, Coming-of-Age
 - Build capacity for literacy analysis, exploring ways the authors have used language and writing strategies to evoke response.
 - Write reflectively on the roles of creativity, innovation, discovery, and expression, exploring the relationship between author and reader.

Thinking About Outcomes

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- Is the course a core or an elective?
- Does the course fulfill any University or Department requirements?
- What texts, articles, and supplementary materials did you select for the course? Why?
- What vocabulary is commonly used in your field?
Consider:
 - ▣ Topics of study
 - ▣ Verbs used to describe focus areas

Thinking About Outcomes

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- What assignments do you include in your course?
 - ▣ These indicate what you're hoping students will be able to **learn** and **do** upon course completion.

Compare/contrast the two approaches ...

Evaluate the results of

Critique the methods applied in ...

Illustrate in your solution the principles of ...

Additional examples
found in your packet

Phrasing Outcomes and Objectives

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- After thinking about your course, its texts and readings, its terminology, and its assignments, ask:
 - What do you want students to understand? (objective)
 - Why do you want students to have this understanding? In other words, what do you want them to do with this knowledge? (outcome)

- If you asked students on the last day of your course what they can now do, what would they say?

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Draft Course Outcomes

Work in pairs with another in your field or a related field.

Draft 1 to 3 course outcomes for each course.

If time, consider objectives as well.

Re-group at 9:10AM.

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Results and Challenges

What went well?

What challenges did you face?

What questions or concerns remain?

Sharing Your Outcomes

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Challenges

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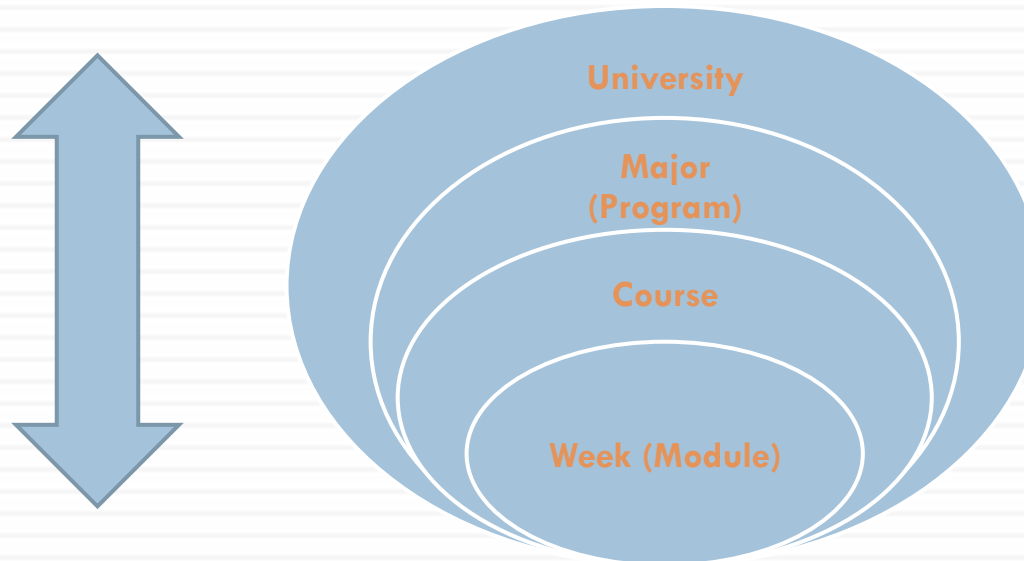


Questions

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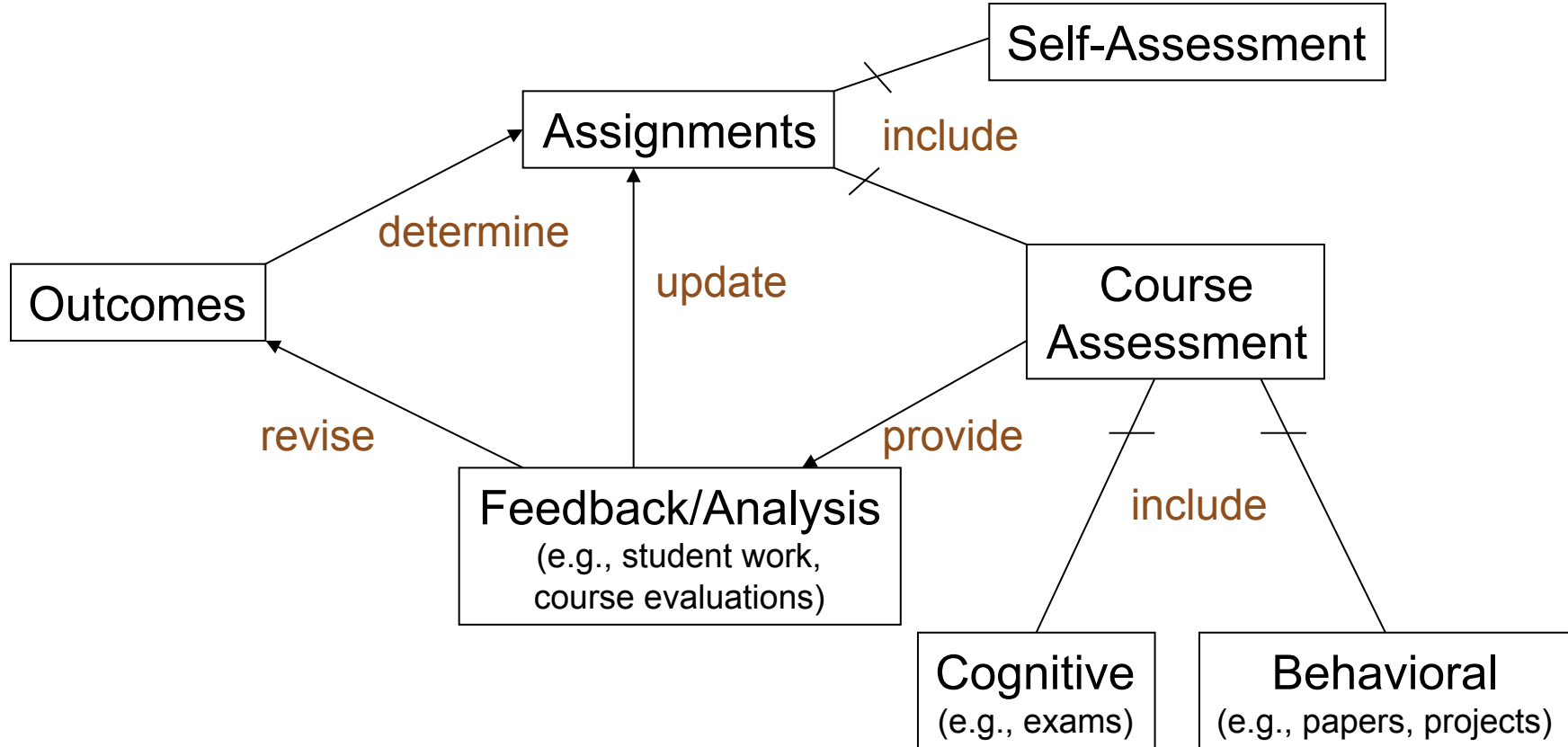
Checklist available in your packet.



The Outcomes/Assessments Model

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Defining course outcomes is the first step.



Next Steps

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- Refine course outcomes and Add to the syllabus
 - Analyze against assessments
 - Analyze against student work
- Develop Major/Program outcomes
 - Review against University Learning Goals
 - Review against major sheet and objectives for the major in the Bulletin
 - Review against relevant professional association guidelines

Additional
details found in
your packet

Sample Outcomes of a Major

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- Students acquiring the undergraduate degree in English are expected to acquire the ability and skills to:
 - Analyze literary texts
 - Interpret texts on the basis of such analysis
 - Relate analyses and interpretations of different texts to one another
 - Communicate such interpretations competently in written form

Sample Outcomes of a Major, cont.

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- The undergraduate degree in English emphasizes knowledge and awareness of:
 - ▣ Canonical and non-canonical works of English and American literature
 - ▣ The general outlines of the history of British and American literature
 - ▣ Literary theories, including recent theoretical developments
 - ▣ The social and historical contexts in which the traditions developed

English, B.A., University of Colorado at Boulder; http://www.colorado.edu/catalog/catalog09-10/arts_sciences/english.html