

Learning Outcomes

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LEARNING OUTCOMES

- Learning outcomes express what the instructor intends the student to be able to do (Battersby, 1999).
- Learning outcomes:
 - describe the knowledge or skills students should acquire by the end of an assignment, class, course, or program;
 - help students understand why that knowledge and those skills will be useful to them, and;
 - describe learning that is significant and enduring.

WHY WRITE LEARNING OUTCOMES?

1. Shape assessment and evaluation activities
2. Shown to enhance students engagement and success
4. Help professors reflect and connect their courses to their program, disciplinary standards, and have potential applications beyond the course

Anatomy of a Learning Outcome

By the end of this program, successful students will be able to...

- Statement describing the learning that should be demonstrated by the end of this course/program

Compare
Design
Evaluate

- Choose an action verb

Grounded in the discipline

- Statement providing disciplinary content

Effective Learning Outcomes & Backward Design

- Are your learning outcomes concise (clearly stated)?
- How well do they reflect the (a) degree level expectations & content of your course, (b) your assessment (informal) and evaluation (formal) strategies, (d) your instructional activities, and?

(Wiggins & McTighe, 2006)



Your assessment and evaluation strategies will be *formative and summative*

Examples

Cultural Studies

Student who successfully complete this course will:

- examine ways in which culture is formed, practiced and constituted.

Art History - Student who successfully complete this course will:

- **interpret** art works to establish a perspective on the subject matter and the meaning of their imagery (iconography).

Drama-Student who successfully complete this course will:

- **examine** both the structure of the modern "musical" and its production methodology.

Environmental Studies-Student who successfully complete this course will:

- **communicate** perspectives on complex environmental challenges to both professional and lay audiences.

Chemistry-Student who successfully complete this course will:

- **apply** quantitative principles to effectively describe the nature of chemical reactions.

VERBS

- Verbs like *identify, define, follow, & list* connote memory-based learning (lower-order thinking)
- Verbs like *evaluate, critique, create, & justify* connote more cognitively complex or deeper learning (higher-order thinking)

AVOID VAGUE VERBS

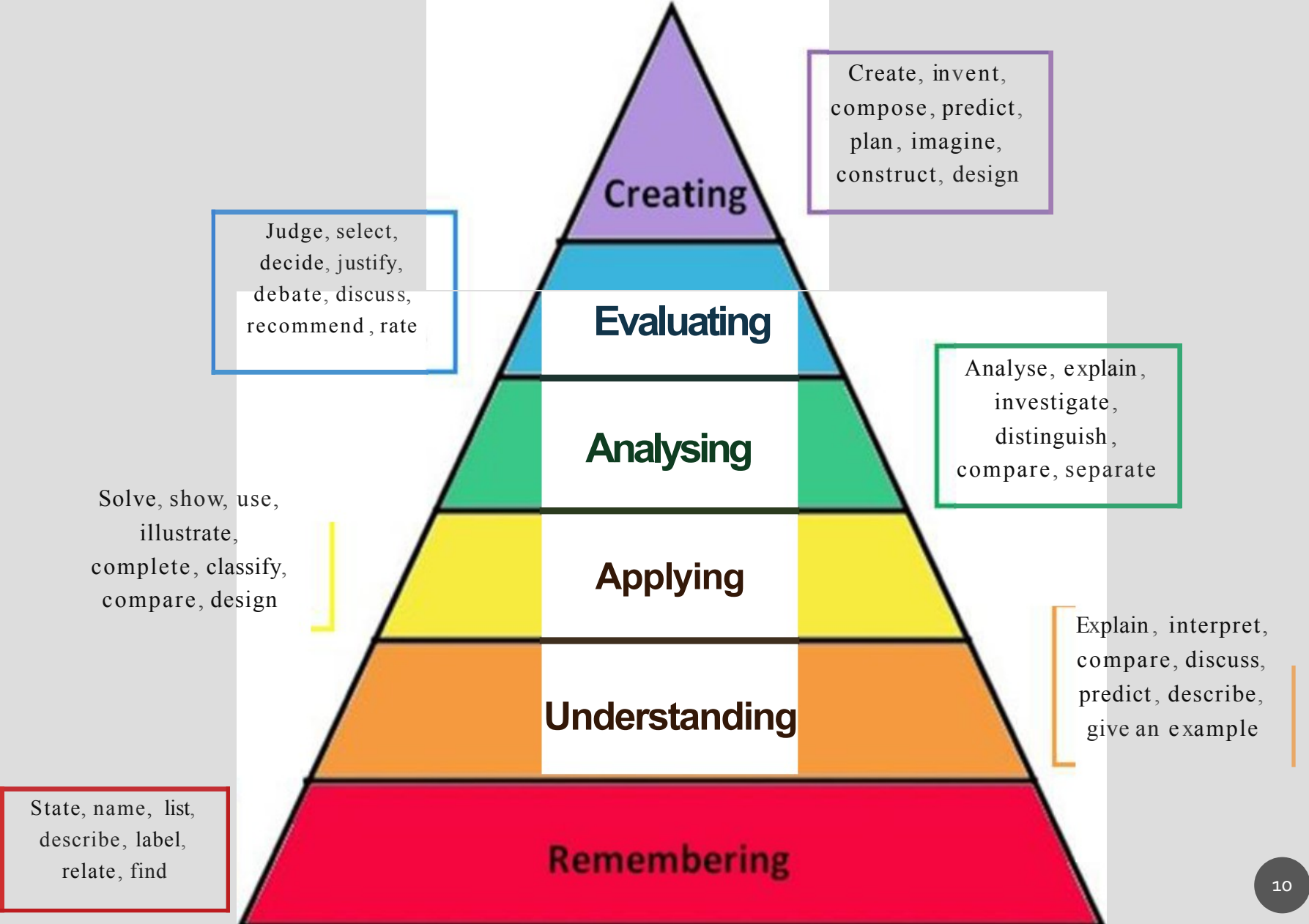
- Understand
- Know
- Appreciate
- Gain knowledge of
- Be aware
- Cover
- Learn
- Realize
- Comprehend
- Become acquainted with...

USEFUL VERBS FROM BLOOM'S REVISED TAXONOMY

- Remember: recall of information
define, identify, list, name, recall, repeat, state
- Understand: demonstration of comprehension
classify, describe, locate, report, restate, summarize
- Apply: applying knowledge in a new context
employ, illustrate, solve, use
- Analyze: supporting assertions through the use of evidence and arguments; identifying causes and patterns
compare, contrast, criticize, distinguish, examine, question, test
- Evaluate: coming to a judgment on the value of information or the validity of arguments
appraise, argue, assess, defend, predict, select, support
- Create: combining or grouping knowledge to come to new conclusions
assemble, collect, construct, develop, formulate, organize, propose

Bloom's Revised Taxonomy, Centre for Excellent in Learning and Teaching (CELT), Iowa State University: <https://www.celt.iastate.edu/teaching/effective-teaching-practices/revised-blooms-taxonomy/>

Bloom's Revised Taxonomy

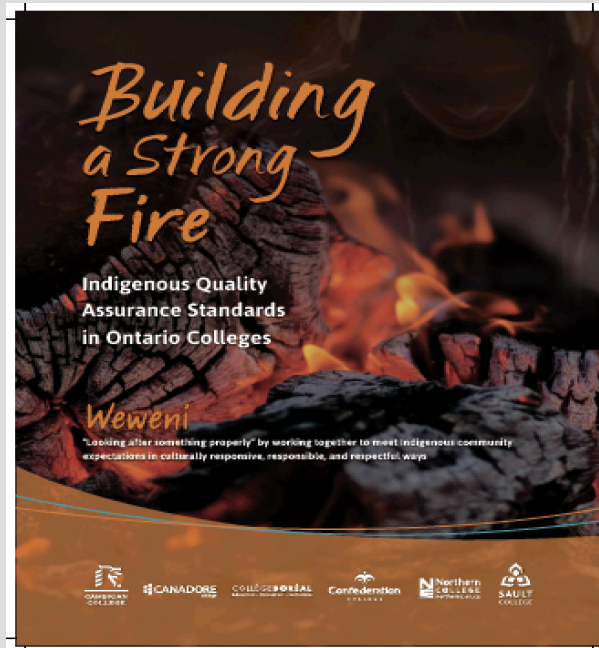


RESOURCES

- Learning Outcomes at the University of Guelph:
<https://www.uoguelph.ca/vpacademic/avpa/outcomes/>
- Developing Learning Outcomes, University of Toronto:
<https://teaching.utoronto.ca/teaching-support/course-design/developing-learning-outcomes/>

We are inspired by the words of *Tatanka Iyotake* (Sitting Bull), “Let us put our minds together and see what kind of life we can make for our children.”

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LEARNING OUTCOMES

Access

Learning Outcomes

System Design

LEARNING OUTCOMES

Are Ontario students graduating with the knowledge and skills they need to succeed in life and work?

A focus on learning outcomes has the potential to modernize teaching and learning across the province. According to a HEQCO-convened expert panel that reviewed institutional Strategic Mandate Agreement submissions, "a deeper and system-wide commitment to measurement of learning outcomes is an opportunity for the Ontario system to show worldwide leadership."

HEQCO will continue to collaborate with Ontario colleges and universities to investigate the development and assessment of learning outcomes. There is wide consensus on the importance of general learning and cognitive skills, which could also underpin an effective evidence-based credit transfer system. The focus is now on reliable and valid instruments for assessing and measuring these learning outcomes, with testing embedded into ongoing assessments already familiar to students.

Here are some of our projects.

- LEARNING OUTCOMES ASSESSMENT CONORTIUM
- LEARNING OUTCOMES RESOURCE BOOK
- WEBINARS
- THE ESSENTIAL ADULT SKILLS INITIATIVE
- THE POSTSECONDARY AND WORKPLACE SKILLS PROJECT
- WORK-INTEGRATED LEARNING

Read about HEQCO's partnership with eCampusOntario to evaluate the use of Lynda.com.

EXAMPLE OF LEARNING OUTCOMES

ARH5000: Art in Renaissance Italy

Students who successfully complete this course will:

- **identify and describe** the political, religious, economic, and social uses of art in Italy during the Renaissance
- **identify** a range of works of art and artists
- **analyze** the role of art and of the artist in Italy at this time
- **analyze** the art of the period according to objective methods
- **link** different materials and types of art to the attitudes and values of the period
- **evaluate and defend** their response to a range of art historical issues

Developing Learning Outcomes, University of Toronto: <https://teaching.utoronto.ca/teaching-support/course-design/developing-learning-outcomes/>

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