Learning Outcomes

Everybody Wins

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What are learning outcomes?

Learning outcomes are statements that specify what learners will know or be able to do as a result of a learning activity.

Students Win

Faculty Win

Programs and Administrators Win

Goals for Session

- To arm participants with reasons for taking time to have measurable learning outcomes.
- To provide information necessary to write measurable learning outcomes.
- To provide practice for writing measurable learning outcomes.
Learning Outcomes for Session

- Participants **can state reasons** for having measurable learning outcomes for classes, courses, and programs.
- Participants **can explain** the elements necessary for a measurable learning outcome.
- Participants **can write** a measurable outcome to use in their courses.

Going to College

Is NOT

A Spectator Sport!

College students are too busy.
College is too expensive.
For you to *just* attend.

And if you are going to be even moderately successful,

You have to do more than just SHOW UP!

You are the **Players!**

If you are going to be Winners

You need to:
- **Develop your knowledge base.**
- **Develop your skills.**
- **Develop your confidence.**
Actively Participate
- Set goals
- Think critically
- Make best use of time
- Maximize skills such as note taking and test taking

You need to know more than

How to Study

That is what this course is all about.

You need to know

HOW TO LEARN

Why is going to college like participating in a sport?

We know that the brain
- Works through analogy and metaphor
- Relates whole concepts to one another
- Looks for similarities and differences or relationships between them.
So that one of the best ways to make sure learners understand a concept to compare it to something they already know.
Learning Outcomes are like:

- Do we tell them?
  - Not just at the beginning of the course,
  - But every single class period.

Buy a TICKET.

Most of teach Goal Setting

• Why?
Going to class without knowing the learning outcomes expected is like:

- Students not only **WIN**
  - Students **NEED** learning outcomes

**Faculty Win**

- Who teaches your course?

** Experienced Faculty**

- Who know student learning is important, but may be teaching out of content area

**Adjunct Faculty**

- many who will need structure and direction

**Those without teaching experience**

- All need to know what the outcomes should be.
If we think it’s important enough to cover—

- Then we should care if students are able to use what we teach.
- Measuring helps us know if they learned it the way we taught it.

What else??

Learning outcomes help instructors more precisely to tell students what is expected of them

- help students learn more effectively.
- They know where they stand and the curriculum is made more open to them.
- make it clear what students can hope to gain from following a particular course or lecture.
- help instructors to design their materials more effectively by acting as a template for them.
- help instructors select the appropriate teaching strategy, for example lecture, seminar, student self-paced, or laboratory class. If obviously makes sense to match the intended outcome to the teaching strategy.
- help instructors more precisely to tell their colleagues what a particular activity is designed to achieve
- assist in setting examinations based on the materials delivered.
- ensure that appropriate assessment strategies are employed.

What are the characteristics of good learning outcomes?

- Learning outcomes have three distinguishing characteristics:
  1. The specified action by the learners must be observable.
  2. The specified action by the learners must be measurable.
  3. The specified action must be done by the learners.

How to write learning outcomes?

- Three components:
  1. behavior: skill or knowledge to be gained. Use an action verb, such as define, count, list, to describe what a learner will be doing. Choose from Bloom’s Taxonomy according to levels of learning
  2. conditions of performance under what circumstances will the learning take place.
  3. measurable performance criteria how the learning will be evaluated.

Programs / Administrators Win

- proof that the course does what it says
- ways to know what the course is supposed to do
- accountability issues
- accreditation
Example 1

- In an oral presentation, conditions of performance student will paraphrase Dr. Martin Luther King’s I Have A Dream address, mentioning at least 3 of the 5 major points discussed in class, measurable performance criteria.

Example 2

- Given a diagram of..., without consulting a reference sources, conditions of performance student will be able to identify the...and...and write the correct terms for the process behavior with 100% accuracy measurable performance criteria.

Bloom’s Taxonomy as Guide

- Knowledge: Things memorized without necessarily having a full understanding.
  - Identifying names, places, dates, definitions

Knowledge Action Verbs

- List, define, tell, describe, identify, show, label, collect, examine, tabulate, quote, name, determine who, when, where

Comprehension

- You understand information enough to explain it in your own words.
  - Explaining, summarizing, describing,
**COMPREHENSION**
*Action Verbs*

- summarize, describe, interpret,
- contrast, predict, associate,
- distinguish, estimate,
- differentiate, discuss, extend

**APPLICATION**

- You find some practical use for
  the information and use it to
  solve other problems.
  - Using the information, solving
    problems, examining, modifying,
    relating, changing

**APPLICATION**
*Action Verbs*

- apply, demonstrate, calculate,
- complete, illustrate, show, solve,
- examine, modify, relate, change,
- classify, experiment, discover

**ANALYSIS**

- You break complex ideas into
  parts and see how the parts
  work together
  - Seeing patterns, organizing parts,
    connecting, comparing, inferring

**ANALYSIS**
*Action Verbs*

- analyze, separate, order,
- explain, connect, classify,
- arrange, divide, compare,
- select, explain, infer

**SYNTHESIS**

- You make connections with
  things you already know.
  - drawing conclusions, making
    predictions, designing, inventing,
    generalizing
**SYNTHESIS**

*Action Verbs*

- combine, integrate, modify, rearrange, substitute, plan, create, design, invent,
  compose, formulate, prepare, generalize, rewrite

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**EVALUATION**

*Action Verbs*

- You judge something's worth
  - assessing, ranking, grading, testing
  recommending, explaining,
  supporting, convincing

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**EVALUATION**

*Action Verbs*

- assess, decide, rank, grade, test,
  measure, recommend, convince,
  select, judge, explain,
  discriminate, support, conclude,
  compare, summarize

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**Bloom's Taxonomy**

- See chart with action verbs.

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**Is it?**

- Specific
- Measurable Action

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**Learning Outcomes**

*Chapter 1 Applying the Principles of Time Management*
When you complete Chapter 1 Applying the Principles of Time Management, you are expected not only to understand the material presented but also you should be able to
• **List** ways you can make use of time previously wasted and do the same task in less time.
• **Demonstrate** time-management strategies, including constructing a master schedule for the semester.
• **Create** an organized to-do list, and show evidence of using a planner.
• **Analyze** a case study, and **construct** advice for students having difficulty with time management.

**Learning Outcomes**

*Chapter 4 Memory Principles*

When you complete Chapter 4 Memory Principles you are expected not only to understand the material presented but also you should be able to
• **Name and explain** ten memory principles.
• **Analyze** examples of students using memory principles, and identify which memory principles are being used.
• **Analyze** a learning situation, and determine several strategies that would be helpful.
• **Construct** mnemonic devices.
• **Reproduce** the flowchart for how the memory principles fit into the way the brain processes information.

• **Identify** the function of parts of the neuron: dendrite, axon, synapse, neurotransmitter, and nucleus
• **Discriminate** among the levels of Bloom’s taxonomy when applying the memory principles.
• **Explain** which memory principles are used in studying for a test.

**Now It’s Your Turn**