

**Learning Outcomes Workshop, July 28-29, 2016** Four parts – each part will be approximately a half day

*Note: Modifications may be made according to time progression, participant needs & interests, etc.*

**Thursday morning      1) Defining learning outcomes (and considering purposes); conceptualizing and organizing through various frameworks; examining semantics & syntax**

*Enhancing the knowledge base*

Participants will

- review purposes for establishing well-defined learning outcomes
- consider both discipline-specific and cross-discipline learning outcomes
- compare/contrast the nature of learning outcomes for different types of courses (examples: introductory courses and upper level courses, theory-based courses and practice-based courses)
- become familiar with various ways to conceptualize and organize statements of learning outcomes
- become familiar with language-centered principles and guidelines for writing student learning outcome statements (semantics and syntax)

*Putting it into practice*

Participants will

- analyze and critique current statements of learning outcomes, goals, or objectives (from their own syllabi, colleagues' syllabi, and additional examples provided)
- formulate or articulate questions for further thought or exploration that arise from the preliminary analysis
- for the selected course or discipline, compose a list of several essential concepts and several essential competencies

**Thursday afternoon      2) Developing learning outcomes for a selected course – applying Bloom's taxonomy (and other frameworks) for attending to levels of cognitive demand; considering outcomes in the affective and psychomotor domains, as applicable**

*Enhancing the knowledge base*

Participants will

- review models of Bloom's (1956) taxonomy for the cognitive domain and Anderson & Krathwohl's (2001) adaptation, attending to relationships with levels of knowledge
- become familiar with Webb's (2002) depth of knowledge (DoK) framework
- review the affective and psychomotor domains of learning

*Putting into practice*

Participants will

- spend time in applying Bloom's taxonomy, Webb's DoK, and language guidelines to conceptualizing and formulating a list of well-defined (clear, measureable, attainable) learning outcomes relevant to their selected courses
- review other participants' work (in pairs or triads), providing feedback in the form of questions and suggestions
- revise and refine statements of learning outcomes based on peer input for the syllabus they are working on.

**Friday morning            3) Learning strategies that will facilitate achievement of intended learning outcomes**

*Enhancing the knowledge base*

Participants will

- Analyze the culture of their classrooms (their students, environment and field of study) to determine factors contributing to selection of learning strategies.
- List considerations to choosing methodologies to facilitate intended learning outcomes.
- Experience and compile methodological resources to assist in choosing learning strategies.

*Taking action*

Participants will

- Share in discussion about examples of teaching methods and learning strategies, suggesting adaptations for addressing learning outcomes.
- Use principles of good practice to identify and devise at least two specific strategies for the course they are working on, aligned to selected learning outcomes.
- Review other participants' work and provide feedback in the form of questions and suggestions.

**Friday afternoon            4) Creating assessment that measures achievement of selected learning outcomes**

*Enhancing the knowledge base*

Participants will

- Participate in a survey assessment strategies and how they complement different learning outcomes.
- Compile a resource list of possible assessment strategies.
- Review and discuss assessment measures that are appropriate for their outcomes, available in their context, and realistic for themselves and their students.

*Putting into practice*

Participants will

- Apply principles of constructive alignment in connecting learning outcomes, learning activities, and assessments.
- Develop at least two assessment strategies that allow students to demonstrate knowledge and/or skill aligned with selected learning outcomes for their course.
- Establish grading/evaluation criteria for the assessments, consistent with the relative importance of each learning outcome to the course.

*Reflection on learning and strategies for further action/application*