DSA Lunch and Learn

Writing Student Learning Outcomes

Monday, July 7, 2014

Bridgette Behling,
Administration & Hallmark Programs
Anne Scammon,
Center for Career Services
Presentation Overview

- Learning Outcomes for presentation
- Context - University Assessment and Student Learning Outcomes
- Defining Learning Outcomes
- Writing Learning Outcomes
- Exercise
- Discussion and Questions
Learning Outcomes for Program

As a result of today’s program, participants will be able to:

• Draft and refine one to two learning outcomes (LOs) that are specific, observable and measurable
• Identify two examples of why LOs are beneficial
• Identify two resources for further learning
University Assessment and Student Learning Outcomes

• Assessment of student learning includes formal learning opportunities such as academic classes and informal, out-of-class learning experiences

• Ideally, SLOs link to the learning objectives of the program and division and align to the strategic priorities of the institution.
Defining Learning Outcomes

- What are student learning outcomes?
  - SLOs are observable and measureable behavior(s) that demonstrate the knowledge, skills, and/or competencies that students are expected to achieve upon successful completion of the program, class, and/or activity

- Why are they beneficial?
Writing Learning Outcomes

• Learning Outcomes must:
  • Contain an action verb that describes an observable or identifiable action
  • Be specific, measurable and focus on student performance
  • Result in an overt behavior that can be observed
Students will be able to (SWiBAT):

• What is the student expected to know?
• What is a student expected to do?
• How is a student expected to be able to think?

• Include specific action verb from Bloom’s Taxonomy

• Example: Outline the procedure for calibrating a gas chromatograph
Old Version

Knowledge
Comprehension
Application
Analysis
Synthesis
Eval.

New Version

Remembering
Understanding
Applying
Analysing
Evaluating
Creating
# Bloom's Taxonomy & PowerPoint

<table>
<thead>
<tr>
<th>CREATE</th>
<th>EVALUATE</th>
<th>ANALYZE</th>
<th>APPLY</th>
<th>UNDERSTAND</th>
<th>REMEMBER</th>
</tr>
</thead>
<tbody>
<tr>
<td>PLAN a professional presentation on a cause as a group</td>
<td>CONVINCE someone of an argument with only 3 slides</td>
<td>COMPARE &amp; CONTRAST information by creating a Venn diagram using shapes and text-boxes</td>
<td>PREPARE for papers, debates and projects with slide outlines</td>
<td>CLASSIFY objects by organizing slides</td>
<td>LABEL diagrams using shapes and text-boxes</td>
</tr>
<tr>
<td>COMPOSE a music video using images and background music</td>
<td>APPRAISE PowerPoint as a platform for presenting information</td>
<td>SURVEY friends and family and present the data using charts</td>
<td>ILLUSTRATE ideas using shapes and diagrams</td>
<td>SUMMARIZE texts with a limited amount of bullet points</td>
<td>DEFINE vocabulary with definitions on each slide</td>
</tr>
<tr>
<td>DESIGN a PowerPoint theme for a mock organization or product</td>
<td>CRITICIZE a PowerPoint for its design and aesthetic</td>
<td>IDENTIFY what a professional presentation looks like on PowerPoint</td>
<td>COLLECT articles and sources with relevant information on each slide to create a PowerPoint of research for a paper or project</td>
<td>GIVE EXAMPLES of classroom concepts with images and text</td>
<td>DESCRIBE objects and key events with images and text</td>
</tr>
</tbody>
</table>
Bloom’s Taxonomy

- **Remembering**
  - State, name, list, describe, label, relate, find

- **Understanding**
  - Solve, show, use, illustrate, complete, classify, compare, design

- **Applying**
  - Analyse, explain, investigate, distinguish, compare, separate

- **Analysing**
  - Evaluate, explain, interpret, predict, describe, give an example

- **Evaluating**
  - Create, invent, compose, predict, plan, imagine, construct, design

- **Creating**
  - Judge, select, decide, justify, debate, discuss, recommend, rate
Learning Outcomes - Tips

• Write SLOs in a way that facilitate assessment
  • **NO**: As a result of X, students will appreciate the benefits of exercise
  • **YES**: As a result of X, students will be able to explain how exercise affects stress.
  • **NO**: As a result of Y, students will be able to access resources at GW
  • **YES**: As a result of Y, students will be able to identify the resource to meet their needs
Learning Outcomes - Tips

• SLOs measure what students have learned not if students are satisfied or if they attended program.
• Can it be measured?
• Identify one skill per outcome or LO becomes too complex to measure.
• Focus on key elements student should learn as a result of activity; SLOs do not contain every thing students could learn, just most important.
• Narrow and focus.
Exercise: Write Your Own Learning Outcomes

- Draft Your Own: Use Worksheet
- Break into Pairs (Someone you don’t work with)
- Share your learning outcomes
- Review the others’ learning outcome using the SLO checklist
- Discuss feedback with one another
- Report back: Share your SLO; Did you revise it?
Discussion and Questions
Assessment and Student Learning Outcomes

The Assessment Cycle

- Set Program Goals or Outcomes
- Develop and Implement Assessment Strategies
- Review Assessment Findings
- Create Action Plan