

Learning Outcomes as Your Design GPS

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Session Overview

- Create Learning Outcome & GPS Grid
 - Access electronic handouts at www.lindaralston.com
- Continue with online lessons on learning outcomes as a design GPS.

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Concerns/Learn how to overcome

- Designing too tough or too easy of learning outcomes
- How to get faculty to design with a plan?
- Identify the difference between objectives & outcomes



Why Learning Outcomes?

- Inform students of key knowledge, skills, and/or expectations for a lesson.
- National Accreditation policies.

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Why Learning Outcomes?

- Track revisions & improvements in the evolution of a course
- Review for Tenure process
- Relate Course Evaluations to the attainment of learning outcomes

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What are Learning Outcomes?

- What the learner will know or be able to do at the end of a learning unit. The unit may be a segment, module, or even the course itself

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Comments from Participants

- Different from Learning Objectives
- Learning Outcomes are:
 - Specific and Measurable
 - Achievable & Realistic
 - Fewer than 8 or 10
 - Tied to the Assessment



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What are Learning Outcomes?

- Should describe the core knowledge, skills, or attitudes that the student should derive from the course.
- Several Learning Objectives may make up a learning outcome.



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Requested Example to Combine Multiple Objectives with one Outcome

- **Outcome:** Synthesize information regarding the effectiveness of recruiting methods and the validity of selection procedures, and make appropriate staffing decisions.



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Requested Example to Combine Multiple Objectives with one Outcome

- **Objectives:**
 - Identify 4 different recruiting methods.
 - Identify 2 measures of recruitment effectiveness,
 - Apply the EEOC regulations to recruitment



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Challenge 1 – What's your Destination?

- Identify what you hope your students need to learn in a class/lesson
- Tweet your learning outcome at #aln81191

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Challenge 1 – What's your Destination?

- **Knowledge:** By the end of the course, students will be able to recall . . .
- **Skills:** By the end of the course, students will be able to do . . .
- **Attitudes:** By the end of the course, students will choose to . . .

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Example: Learning Outcome

- At the conclusion of this workshop, participants will have:
- **Demonstrated** the application of Bloom's Digital Taxonomy incorporating active verbs to establish learning destinations.

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Example: Learning Outcome

At the conclusion of this course the students will be able to demonstrate a healthier lifestyle by:

1. **Analyzing** the potential physical and mental benefits of 5 different exercise programs.

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Challenge 1 – What's your Destination?

- Check out the tweets
- Tweet your learning outcome at **#aln81191**

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Best Practices

- Set Ambitious Goals
- Gather Evidence of Student Learning
- Use Evidence to Improve Student Learning
- Report Evidence and Results

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Checklist: Learning Outcomes

- Action Verb
- Clear and measurable criteria
- an end-product that can be displayed or observed and evaluated against criteria

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Action Verb & Assessment

- **Learning Assessment implies action** ➡
- **Action implies a verb** ➡
- **Bloom's Taxonomy uses verbs**

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Bloom's Taxonomy

- 6 key verbs? But how do they fit in an online learning Environment?

Higher Order Thinking Skills

Lower Order Thinking Skills

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Step 2 - Designing Alternative Routes:

Learning Outcome/Activity/Assessment/Alignment Grid					
Learning Outcome: Each student at the conclusion should be able to:	Bloom's Digital Taxonomy	Teaching/Learning Activity	Community Building Activity	Technology Resource	Learning Assessment

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Build Engaging Learning Modules

- How will you assess the attainment of the learning outcome?
- What can you use other than a quiz, test, or essay paper?

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Bloom's Digital Taxonomy

Higher Order Thinking Skills

Lower Order Thinking Skills

COMMUNICATION SPECTRUM

- Collaborating
- Moderating
- Negotiating
- Debating
- Commenting
- Net meeting
- Skyping
- video conferencing
- Reviewing
- Questioning
- Replying
- Posting & Blogging
- Networking
- Contributing
- Chatting
- e-mailing
- Twittering/Microblogging
- Instant messaging
- Texting

Bloom's Digital Taxonomy

- Understanding:** The digital additions and their explanations are as follows:
- Twittering** –What are you learning? This can be, in its most simplistic form, a one or two word answer, but when developed this is a tool that lends itself to developing understanding and potentially starting collaboration.

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Bloom's Digital Taxonomy

- Evaluating:** The digital additions and their explanations are as follows:
- Blog/vlog commenting and reflecting** – Constructive criticism and reflective practice are often facilitated by the use of blogs and video blogs. Students commenting and replying to postings have to evaluate the material in context and reply.

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Bloom's Digital Taxonomy

- **Creating:** The digital additions and their explanations are as follows:
- **Directing and producing** – to directing or producing a product, performance or production is a highly creative process. It requires the student to have vision, understand the components and meld these into a coherent product.

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Due to Time Constraints

- The balance of the presentation quickly covered only the first step in the Course Design Sequence. Participants may continue with the online portion of this “blended session.”

Build Engaging Learning Modules

PRT 3430 Learning Outcome/Activity/Assessment/Alignment Grid					
Learning Outcome: Each student at the conclusion should be able to:	Bloom's Digital Taxonomy	Teaching/Learning Activity	Community Building Activity	Technology Resource	Learning Assessment
Each student will be able to discuss strategies to ensure that they are supporting the host community when they travel.	Mashing, Linking, Collaborating, Validating	Lecture (Week 2), readings by Mastny and Krummelmann	Team Project/ Respectful Travel Wiki	Canvas Wiki Pages &/or Google Docs, Fliker, YouTube, Blogs	Respectful Travel Wiki Evaluation Rubric, Quiz 1, Final Exam
Each student will identify & apply appropriate ethical and environmentally conscious behaviors that international tourists should adhere to when traveling.	Googling, Posting, Validating, Planning	Lectures (Week 1, 2, 3, & 4), reading by Mastny and the Responsible Travel Handbook; Personal Travel Strategy Report	Monteverde Zipline Reflection Discussion	Canvas Discussion Board, YouTube Video	Monteverde Zipline Discussion & Personal Travel Strategy Report Evaluation Rubric, Quiz 1, Final Exam

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Build Engaging Learning Modules

PRT 3430 Learning Outcome/Activity/Assessment/Alignment Grid	
Learning Outcome: Each student at the conclusion should be able to:	Learning Assessment
Each student will be able to discuss strategies to ensure that they are supporting the host community when they travel.	Respectful Travel Wiki Evaluation Rubric, Quiz 1, Final Exam
Each student will identify & apply appropriate ethical and environmentally conscious behaviors that international tourists should adhere to when traveling.	Monteverde Zipline Discussion & Personal Travel Strategy Report Evaluation Rubric, Quiz 1, Final Exam

Build Engaging Learning Modules

PRT 3430 Learning Outcome/Activity/Assessment/Alignment Grid		
Learning Outcome: Each student at the conclusion should be able to:	Community Building Activity	Technology Resource
Each student will be able to discuss strategies to ensure that they are supporting the host community when they travel.	Team Project/ Respectful Travel Wiki	Canvas Wiki Pages &/or Google Docs, Fliker, YouTube, Blogs

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