# Writing Effective Course-Level Student Learning Outcomes

## Presentation to the English Department Professional Development Day
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# Introduction:

## From "Coverage Statements" to Learning Outcomes

Coverage statements: faculty describe what they want to "cover" in the course.

- Examples of this are:
  - "Providing an overview of...,"
  - "Addressing the differences between...,"
  - "Exploring new concepts in...,"
  - "Familiarizing students with the conventions of...".

# Learning Outcomes

- Learning outcomes make clear the **skills, knowledge, and values/attitudes** that students will have at the end of the course:

  - What does this student know?
  - What can this student do?
  - What does this student care about?

# Benefits of Learning Outcomes

Learning Outcomes:

- help instructors be more focused and purposeful in their planning

- help instructors design appropriate instructional activities and assessment measures

- lead to clarity of expectations for successful completion of a course

- lead to more positive interactions between students and instructors

# Effective Course-Level Student Learning Outcomes:

- Have an action word that describes what the student will DO differently as a result of your course
- Are student-focused, not professor-focused (Learning-oriented, not coverage-oriented)
- Describe meaningful learning/higher levels of thinking and enduring aspects of learning, rather than trivial tasks
- Are assessable
- Are written in clear language students can understand
- Are limited to a manageable number (3-6)

# Types of Learning Outcomes

- Knowledge Outcomes
- Skills Outcomes
- Values/Attitude Outcomes ("Habits of Mind")


- (see Handout)

# Writing Effective Student Learning Outcomes

Verbs to avoid:

- Understand…
- Appreciate…
- Increase awareness of…
- Enhance knowledge of…

# Verbs that lead to well-defined statements:

- Analyze…
- Design (or redesign)…
- Develop…
- Implement…
- Evaluate…
- Identify…
- Communicate…
- Create…
- Prepare…

# Practice Activity

- http://www.league.org/gettingresults/web/module2/learning/index.html
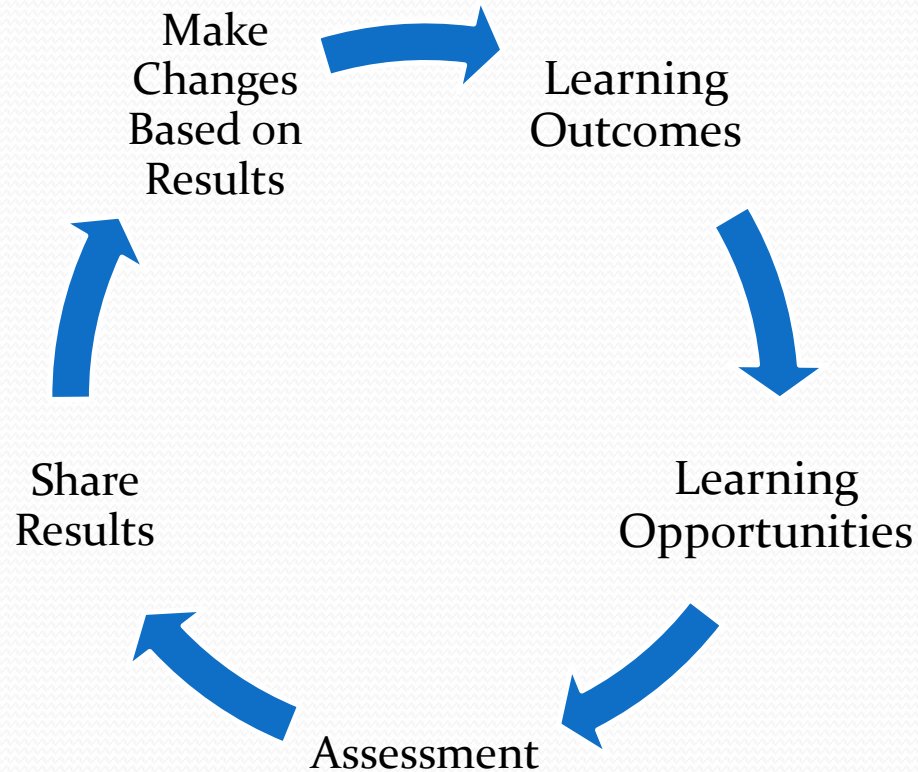
# Action Verbs

- Bloom's Taxonomy (refer to handout)

# The Bigger Picture

1. What do you want your students to get out of the course?

2. How do you assess whether they got it?

3. What do you have them do (in class and at home) so that they will get it?

# The Teaching-Learning-Assessment Cycle

# Questions