Exercise 0: Introductions and target course information

Introduce yourself and share brief answers to these questions:

- What is your course name and level (e.g., Inferential Statistics – 2nd year)?
- What is the main “content” of the course?
- What strengths and weaknesses do students bring to the course?
- What do you suspect or know to be the most difficult learning for your students?

Exercise 1: Learning Outcomes Warm Up

What are learning outcomes? What comes to mind when you think of learning outcomes?

- 

Exercise 2: Write a Learning Outcome for your new pet with performance, conditions and criteria.

Homework: Write a learning outcome for your students with performance, conditions and criteria.
Defining and Assessing Learning Outcomes Worksheet

September, 2013 – Joe Parsons, Ph.D. – jparsons@uvic.ca

Exercise 3: My Learning Outcomes

Write three learning outcomes for your course below (Step 1).

1. 

2. 

3. 

(Step 2)

Other Action Verbs?

Other Action Verbs?

Other Action Verbs?

Exercise 4: Learning Channels

<table>
<thead>
<tr>
<th>Input</th>
<th>See</th>
<th>Hear</th>
<th>Touch</th>
<th>Smell</th>
<th>Feel</th>
<th>Think</th>
<th>Free/?</th>
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<tbody>
<tr>
<td>Output</td>
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</tbody>
</table>

For each of your Learning Goals, list possible Learning Channels (e.g., See-Say, Think-Write, etc.)

1. 

2.
Verb Wheel Based on Bloom's Taxonomy

PSYCHOMOTOR DOMAIN

Characterization by Value Set
- Organization
- Valuing
- Responding
- Receiving

Highest Level
- Origination
- Adaptation
- Complex Overt Response
- Mechanism
- Guided Response
- Set

Lowest Level
- Perception
# Learning Outcome Matrix

<table>
<thead>
<tr>
<th>Code</th>
<th>LO#</th>
<th>Learning Outcome Description</th>
<th>Level of Learning</th>
<th>Learning Channels</th>
<th>Instructional Methods</th>
<th>Practice Opportunities</th>
<th>Assessments</th>
<th>Challenges</th>
</tr>
</thead>
</table>

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### Learning Outcome Matrix Example

**Course:** Learning Skills Course 4-week  
**Year:** 2011  
**Author:** Joe Parsons

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<thead>
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<th>Challenges</th>
</tr>
</thead>
<tbody>
<tr>
<td>Active-Passive Learning</td>
<td>AP-01</td>
<td>When asked, describes &quot;Active Learning&quot; and &quot;Passive Learning&quot; in a ways that distinguish the two.</td>
<td>Comprehension</td>
<td>Hear-Say, Hear-Write</td>
<td>Describe active and passive learning to class, giving examples.</td>
<td>After instruction, ask learners to paraphrase &quot;active&quot; and &quot;passive&quot; learning to classroom partner. Option: write then share.</td>
<td>No summative assessment</td>
<td>Class participation; odd number of students</td>
</tr>
<tr>
<td>Active-Passive Learning</td>
<td>AP-02</td>
<td>When asked, describes advantages and disadvantages of &quot;Active Learning&quot; and &quot;Passive Learning&quot;, giving at least two advantages and two disadvantages.</td>
<td>Comprehension</td>
<td>Hear-Write</td>
<td>Describe advantages and disadvantages of active and passive learning to class.</td>
<td>After instruction, ask learners to create a table showing the advantages and disadvantages of both active and passive learning methods.</td>
<td>Marking by instructor.</td>
<td>Table creation; materials</td>
</tr>
<tr>
<td>Active-Passive Learning</td>
<td>AP-03</td>
<td>After instruction and with prompting, uses a new active learning strategy in at least one course more than once.</td>
<td>Application</td>
<td>Think-Do</td>
<td>Introduce and describe Brain Dump, Cornell Notes, Paraphrasing, describing how to do each. Prompt students to make a note in their calendar/phone/etc to try using one or more methods at least twice in at least one course.</td>
<td>Classroom partners describe a study strategy, and learner identifies as passive or active, and how it can be more active.</td>
<td>No summative assessment</td>
<td>Class participation; odd number of students</td>
</tr>
<tr>
<td>Active-Passive Learning</td>
<td>AP-04</td>
<td>When presented with a study strategy, classifies it as active or passive studying and suggests a good way how to make it more active.</td>
<td>Analysis and Synthesis</td>
<td>Hear-Say</td>
<td>Introduce ways to identify active and passive strategies, using examples. Change passive strategies into more active strategies.</td>
<td>Classroom partners describe a study strategy, and learner identifies as passive or active, and how it can be more active.</td>
<td>No summative assessment</td>
<td>Class participation; odd number of students</td>
</tr>
<tr>
<td>Active-Passive Learning</td>
<td>AP-05</td>
<td>When asked and working with a partner, constructs criteria for active and passive study behaviours.</td>
<td>Synthesis</td>
<td>Think-Say, Think-Write</td>
<td>No additional instruction.</td>
<td>After above instruction, ask class to work in pairs to construct criteria for discriminating active from passive learning.</td>
<td>No summative assessment</td>
<td>Class participation; odd number of students</td>
</tr>
<tr>
<td>Active-Passive Learning</td>
<td>AP-06</td>
<td>Looking at their own study log, identifies active and passive study strategies used, and gives two good ways to make them more active.</td>
<td>Analysis and Synthesis</td>
<td>See-Write, See-Say</td>
<td>No additional instruction.</td>
<td>Learners analyze their own study behaviour on study log, analyze activity level and suggest ways to make it more active.</td>
<td>Written assignment marked by instructor.</td>
<td>Study Log use</td>
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</tbody>
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<table>
<thead>
<tr>
<th>Field</th>
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<tbody>
<tr>
<td>Code</td>
<td>If you want to develop some kind of coding system...</td>
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<tr>
<td>LO#</td>
<td>The number of the learning outcome...</td>
</tr>
<tr>
<td>Learning Outcome Description</td>
<td>This is your statement of the learning outcome. It should include Mager’s three key components: Performance, Conditions and Criteria.</td>
</tr>
<tr>
<td>Level(s) of Learning</td>
<td>Which levels of learning are involved? (Bloom)</td>
</tr>
<tr>
<td>Learning Channel(s)</td>
<td>Which learning channels are involved? (Haughton)</td>
</tr>
<tr>
<td>Instructional Methods</td>
<td>This is your “arrangement of conditions to expedite learning.” How will you sequence conditions?</td>
</tr>
<tr>
<td>Practice Opportunities</td>
<td>What opportunities will be arranged for students to practice the performance(s) under appropriate conditions? What feedback will be provided?</td>
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<tr>
<td>Assessments</td>
<td>What formative assessment and summative assessment will be provided?</td>
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<tr>
<td>Challenges</td>
<td>What challenges do you foresee?</td>
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<td>Notes:</td>
<td>Space for other notes...</td>
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