Creating Effective Student Outcomes

Creating student outcomes that guide experiences and assessment.

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Warm-Up Activity:

Respond to the following by placing your answer in the chat:

- What does “student outcome” mean to you?
- What does “assessment” mean to you?

Workshop Outcomes

By the end of this workshop, participants will be able to:

- Describe the link between student outcomes and the assessment process.
- Create meaningful student outcomes that will focus student learning and assessment.

Why Outcomes?

- Outcomes are the first step in the “official” assessment cycle.
  - Develop a common language
  - Help in planning
  - Inform others about expectations

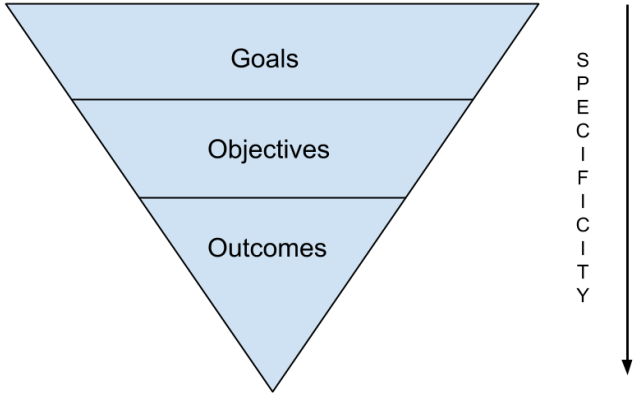
Student Outcomes: Review

Student outcome or objective or goal?

- Goals focus on the overall expectation of the course or activity (course-centered)
- Objectives focus on the material covered (instructor-centered)
- Outcomes focus on knowledge and skills (student-centered)

But it doesn't start here.

- It starts with the Big Ideas.



Student Outcomes: Big Ideas

Big Ideas and Plan

- Describe the program/course/activity/experience to a partner (use your syllabus or any information you have as reference)
  - Topics, activities, assessments

- What will your partner (student) get out of the program/course/activity/experience after 10 weeks/a year/4 years?
  - What will they learn?
  - How will they grow and change?
  - How will they be transformed?

Big Ideas to Outcomes

- Specify the level, criterion, or standard
- Use action verbs (Bloom's Taxonomy)
- Are directly measurable
- Single-barreled
- May include the conditions for demonstration

Do not include a specific avenue for demonstration (leave it open)

Bloom's Taxonomy and How-To Create Effective Outcomes

Bloom's Taxonomy of Learning:

Refer to your handout copy

LOW LEVEL THINKING SKILLS ← → HIGH LEVEL THINKING SKILLS

Knowledge

Recall /regurgitate facts without understanding. Exhibits previously learned material by recalling facts, terms, basic concepts and answers.

Key words:

Choose, Copy, Define, Duplicate, Find, How, Identify, Label, List, Listen, Locate, Match, Memorise, Name, Observe, Omit, Quote, Read, Recall, Recite, Recognise, Record, Relate, Remember, Repeat, Reproduce, Retell, Select, Show, Spell, State, Tell, Trace, What, When, Where, Which, Who, Why, Write

Actions:

Describing, Finding, Identifying, Listing, Locating, Naming, Recognising, Retrieving

Outcomes:

Definition, Fact, Label, List, Quiz, Reproduction, Test, Workbook, Worksheet

Questions:

Can you list three ...?
Can you recall ...?
Can you select ...?
How did _____ happen?
How is ...?
How would you describe ...?
How would you explain ...?
How would you show ...?
What is ...?
When did ...?
When did _____ happen?
Where is . . . ?
Which one ...?
Who was ...?
Who were the main . . . ?
Why did ...?

Comprehension

To show understanding finding information from the text. Demonstrating basic understanding of facts and ideas.

Key words:

Ask, Cite, Classify, Compare, Contrast, Demonstrate, Discuss, Estimate, Explain, Express, Extend, Generalise, Give examples, Illustrate, illustrate, Indicate, Infer, Interpret, Match, Observe, Outline, Predict, Purpose, Relate, Rephrase, Report, Restate, Review, Show, Summarise, Translate

Actions:

Classifying, Comparing, Exemplifying, Explaining, Inferring, Interpreting, Paraphrasing, Summarising

Outcomes:

Collection, Examples, Explanation, Label, List, Outline, Quiz, Show and tell, Summary

Questions:

Can you explain what is happening . . . what is meant . . .?
How would you classify the type of ...?
How would you compare ...?contrast ...?
How would you rephrase the meaning ...?
How would you summarise ...?
What can you say about ...?
What facts or ideas show ...?
What is the main idea of ...?
Which is the best answer ...?
Which statements support ...?
Will you state or interpret in your own words ...?

Application

To use in a new situation. Solving problems by applying acquired knowledge, facts, techniques and rules in a different way.

Key words:

Act, Administer, Apply, Associate, Build, Calculate, Categorise, Choose, Classify, Connect, Construct, Correlation, Demonstrate, Develop, Dramatise, Employ, Experiment with, Group, Identify, Illustrate, Interpret, Interview, Link, Make use of, Manipulate, Model, Organise, Perform, Plan, Practice, Relate, Represent, Select, Show, Simulate, Solve, Summarise, Teach, Transfer, Translate, Use

Actions:

Carrying out, Executing, Implementing, Using

Outcomes:

Demonstration, Diary, Illustrations, Interview, Journal, Performance, Presentation, Sculpture, Simulation

Questions:

How would you use...?
What examples can you find to ...?
How would you solve _____ using what you have learned ...?
How would you organise _____ to show ...?
How would you show your understanding of ...?
What approach would you use to...?
How would you apply what you learned to develop ...?
What other way would you plan to ...?
What would result if ...?
Can you make use of the facts to ...?
What elements would you choose to change ...?
What facts would you select to show ...?
What questions would you ask in an interview with ...?

Analysis

To examine in detail. Examining and breaking information into parts by identifying motives or causes; making inferences and finding evidence to support generalisations.

Key words:

Analyse, Appraise, Arrange, Assumption, Breakdown, Categorise, Cause and effect, Choose, Classify, Differences, Discover, Discriminate, Dissect, Distinction, Distinguish, Divide, Establish, Examine, Find, Focus, Function, Group, Highlight, In-depth discussion, Inference, Inspect, Investigate, Isolate, List, Motive, Omit, Order, Organise, Point out, Prioritize, Question, Rank, Reason, Relationships, Reorganise, Research, See, Select, Separate, Similar to, Simplify, Survey, Take part in, Test for, Theme, Comparing

Actions:

Attributing, Deconstructing, Integrating, Organising, Outlining, Structuring

Outcomes:

Abstract, Chart, Checklist, Database, Graph, Mobile, Report, Spread sheet, Survey

Questions:

What are the parts or features of ...?
How is _____ related to ...?
Why do you think ...?
What is the theme ...?
What motive is there ...?
Can you list the parts ...?
What inference can you make ...?
What conclusions can you draw ...?
How would you classify ...?
How would you categorise ...?
Can you identify the difference parts ...?
What evidence can you find ...?
What is the relationship between ...?
Can you make a distinction between ...?
What is the function of ...?
What ideas justify ...?

Synthesis

To change or create into something new. Compiling information together in a different way by combining elements in a new pattern or proposing alternative solutions.

Key words:

Adapt, Add to, Build, Change, Choose, Combine, Compile, Compose, Construct, Convert, Create, Delete, Design, Develop, Devise, Discover, Discuss, Elaborate, Estimate, Experiment, Extend, Formulate, Happen, Hypothesise, Imagine, Improve, Innovate, Integrate, Invent, Make up, Maximise, Minimise, Model, Modify, Original, Originate, Plan, Predict, Produce, Propose, Reframe, Revise, Rewrite, Simplify, Solve, Speculate, Substitute, Suppose, Tabulate, Test, Theorise, Think, Transform, Visualise

Actions:

Constructing, Designing, Devising, Inventing, Making, Planning, Producing

Outcomes:

Advertisement, Film, Media product, New game, Painting, Plan, Project, Song, Story

Questions:

What changes would you make to solve...?
How would you improve ...?
What would happen if...?
Can you elaborate on the reason...?
Can you propose an alternative...?
Can you invent...?
How would you adapt _____ to create a different...?
How could you change (modify) the plot (plan)...?
What could be done to minimise (maximise)...?
What way would you design...?
Suppose you could _____ what would you do...?
How would you test...?
Can you formulate a theory for...?
Can you predict the outcome if...?
How would you estimate the results for...?
What facts can you compile...?
Can you construct a model that would change...?
Can you think of an original way for the ...?

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To justify. Presenting and defending opinions by making judgements about information, validity of ideas or quality of work based on a set of criteria.

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Do you agree with the actions/outcomes...?
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Why did they (the character) choose...?
What would you recommend...?
How would you rate the...?
What would you cite to defend the actions...?
How would you evaluate ...?
How could you determine...?
What choice would you have made...?
What would you select...?
How would you prioritise...?
What judgement would you make about...?
Based on what you know, how would you explain...?
What information would you use to support the view...?
How would you justify...?
What data was used to make the conclusion...?

Bloom's Taxonomy: Teacher Planning Kit

UCR

Example Outcome: Effective or not?

1. *Understand the American criminal justice system*

2. *Describe the history of the American criminal justice system in terms of effective and ineffective practices.*

Understand is not a measurable verb, and it was too broad for a unit level objective. Therefore, we narrowed the focus

Different Types of Outcomes

- **Learning Outcome**: Emphasis is on knowledge and/or ability gained.
  - *Students will be able to evaluate and rank soil types on their ability to promote citrus tree growth.*
  - *Students will be able to effectively utilize color and shape to unify compositions and support content.*

- **Process Outcome**: Emphasis is on implementation and consistency.
  - *150 students will attend the Resume builder workshops in total over the course of the academic year.*
  - *By the completion of the doctorate, each student will submit 5 times for peer-reviewed publication.*

- **Satisfaction Outcome**: Emphasis is on satisfaction or enjoyment.
  - *75% of student will be satisfied with the amount of feedback provided by his/her faculty member in a given course.*

Bloom's Taxonomy of Learning: Activity

1. Choose **one** of your Big Ideas or an outcome you already have from a program/course/activity/experience
2. Rewrite it to reflect the Highest Order Thinking Skill that is appropriate
3. Discuss your creation/revision with your workshop partner
4. Whole class discussion & reflection

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Bloom's Taxonomy: Teacher Planning Kit

UCR

Student Outcomes: Circle Back

Creating Experiences that are Outcomes Based:

- Conceptualize the big ideas
- Reflect on existing outcomes/expectations
- Revise using Bloom's Taxonomy

Next Step: Mapping Student Experiences to Outcomes

Thanks for participating!!

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