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| **Time** | **Teacher** | **STAGE** | **Student** |
| 9:00 | Introduce SelfAsk for introductions – name, discipline, a question | M | Set Tone |
| 9:20 | Who has taken a Learning Outcomes workshop before?Who has complete Learning Outcomes for their course? And do they capture everything students learn?First lets make sense of all the termSorting through the terms and settling on **Aims**, Goals, Intentions, Learning Objectives, **Learning Outcomes**, Graduation Attributes and **Competencies**Story about slowly evolving respect for backwards design and growing respect for LO – tell story of doing workshop with Amanda – Dee Fink, ICD, Accreditors | KC |  |
| 9:30 | **Discussion Question: Why Aims, Outcomes and Competencies important?** | M | Discuss table teamsShare with group |
| 9:45 | How Fink’s work fit into all thisWhat we are going to concentrate on today – what he calls Learning Goals – we will call Aims and OutcomesSteve Covey’s 7 habits of highly effective people…. …if we don’t know where we are going how will we know when we get there….Aims and LO can help both you and your students knowInstitutional, International (Bologna) and Accreditors push to adopt more fullySome background on Bologna Process | U |  |
| 945 | Where we are going today…. morning Aims and LO’s…. afternoon….Competencies and accreditation | O |  |
| 9:50 | What is an Aim?Your intentions revealedLanguage of hopes and dreams (Fink)Typical form | BODY |  |
| 10:00 | Debrief |  |  |
| 10:20 | Bloom’s Stories + handout reviewUChicago and release of Cognitive Domain taxonomy in 56. Cognitive domain is organized and a hierarchal levels of understanding from simple understanding to more complex thinking like evaluation and synthesis. Late Bloom created additional taxonomies for Affective – feelings, values, beliefs and attitudes and the psychomotor domain which is more concerned with physical skills and manipulations. Lets take a few minutes to look at Bloom’s domains together then read handout |  | ***Blooms Taxonomy Handout******Bloom’s matching worksheet***Identify the ABCD component in each, Try to rewrite to make observable performance – hint you want student to take concrete action that is informed by abstractions |
| 10:20 | Break |  |  |
| 10:40 | Introduction to Learning Outcomes |  |  |
| 10:45 | Robert Mager’s work (1960’s)3 part – action verb (bloom’s) + condition + criteriaMajer used language of objectives not outcomes – terms not quite interchangeable since objectives can be teacher or student focused and outcomes are ONLY student focused – the results of instructionStickler for observable and assessableNot without his critics – not everything important can be reduced to an observable, assessable outcome statementEspecially the Affective domain – which brings some difficulties since the affective domain is recognized as more and more important – Aims often live in Affective domainExample |  |  |
| 10:55 | We are going to use a slightly different model then Majer’s – mostly just an addition and slight change in language ABCD Learning Outcome has 4 parts; Audience, Behavivour, Conditions, DegreeRevisit previous worksheet task about trying to make LO more concreteDiscuss program, course, module outcomes |  |  |
| 11:05 | Pick a new module or a module that you haven’t written LO for. Write 4-8 outcomes for an entire module. If you have prepared outcomes – identify the ABCD component in each, and try to make them more observable and concrete |  | ***LO worksheet***Transfer one set of module outcomes per team to flipchart and post on wall |
| 11:30 | Gallery Walk and Debrief |  |  |
| 11:45 | Close – Aims + LO’s + this afternoons topic Competencies |  |  |