

Mapping the GDLEs

Aligning the UDLEs and GDLEs

Spring 2010 Degree Level Expectations Workshop

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Graduate Degree Level Expectations

EXPECTATIONS	MASTER'S DEGREE <i>This degree is awarded to students who have demonstrated:</i>	DOCTORAL DEGREE <i>This degree extends the skills associated with the Master's degree and is awarded to students who have demonstrated:</i>
1. Depth and Breadth of Knowledge	A systematic understanding of knowledge, and a critical awareness of current problems and/or new insights, much of which is at, or informed by, the forefront of their academic discipline, field of study, or area of professional practice;	A thorough understanding of a substantial body of knowledge that is at the forefront of their academic discipline or area of professional practice;
2. Research and Scholarship	A conceptual understanding and methodological competence that i) Enables a working comprehension of how established techniques of research and inquiry are used to create and interpret knowledge in the discipline; ii) Enables a critical evaluation of current research and advanced research and scholarship in the discipline or area of professional competence, and iii) Enables a treatment of complex issues and judgments based on established principles and techniques; and, On the basis of that competence, has shown at least one of the following: i) The development and support of a sustained argument in written form, or ii) Originality in the application of knowledge.	a. The ability to conceptualize, design, and implement research for the generation of new knowledge, applications, or understanding at the forefront of the discipline, and to adjust the research design or methodology in the light of unforeseen problems; b. The ability to make informed judgments on complex issues in specialist fields, sometimes requiring new methods; and c. The ability to produce original research, or other advanced scholarship, of a quality to satisfy peer review, and to merit publication;
3. Level of Application of Knowledge	Competence in the research process by applying an existing body of knowledge in the critical analysis of a new question or of a specific problem or issue in a new setting.	The capacity to i) Undertake pure and/or applied research at an advanced level; and ii) Contribute to the development of academic or professional skills, techniques, tools, practices, ideas, theories, approaches, and/or materials;
4. Professional Capacity/autonomy	a. The qualities and transferable skills necessary for employment requiring i) The exercise of initiative and of personal responsibility and accountability; and ii) Decision-making in complex situations; and b. The intellectual independence required for continuing professional development; c. The ethical behavior consistent with academic integrity and the use of appropriate guidelines and procedures for responsible conduct of research; and d. The ability to appreciate the broader implications of applying knowledge to particular contexts.	a. The qualities and transferable skills necessary for employment requiring the exercise of personal responsibility and largely autonomous initiative in complex situations; b. The intellectual independence to be academically and professionally engaged and current; c. The ethical behavior consistent with academic integrity and the use of appropriate guidelines and procedures for responsible conduct of research; and d. The ability to evaluate the broader implications of applying knowledge to particular contexts.
5. Level of Communication Skills	The ability to communicate ideas, issues and conclusions clearly.	The ability to communicate complex and/or ambiguous ideas, issues and conclusions clearly and effectively;
6. Awareness of Limits of Knowledge	Cognizance of the complexity of knowledge and of the potential contributions of other interpretations, methods, and disciplines.	An appreciation of the limitations of one's own work and discipline, of the complexity of knowledge, and of the potential contributions of other interpretations, methods, and disciplines.

Linking to UDLEs and GDLEs to the University of Windsor's Graduate Attributes

Characteristics/attributes of a University of Windsor Graduate	COU-approved Undergraduate Degree Level Expectation	OCGS-approved Graduate Degree Level Expectation
A University of Windsor graduate will have the ability to demonstrate:	(See <i>appendix A</i> for definitions for each of the degree level expectations)	
A. the acquisition, application and integration of knowledge	1.Depth and Breadth of Knowledge 2.Knowledge of Methodologies 3. Application of Knowledge 5.Awareness of Limits of Knowledge	1. Depth and Breadth of Knowledge 2. Research and Scholarship 3. Level of Application of Knowledge 6. Awareness of Limits of Knowledge
B.research skills, including the ability to define problems and access, retrieve and evaluate information (information literacy)	1. Depth and Breadth of Knowledge 2. Knowledge of Methodologies 3. Application of Knowledge 5. Awareness of Limits Knowledge	2. Research and Scholarship 3. Level of Application of Knowledge 6. Awareness of Limits of Knowledge
C. critical thinking and problem-solving skills	1. Depth and Breadth of Knowledge 2. Knowledge of Methodologies 3. Application of Knowledge 5. Awareness of Limits of Knowledge	1. Depth and Breadth of Knowledge 2. Research and Scholarship 3. Level of Application of Knowledge 4. Professional Capacity/autonomy 6. Awareness of Limits of Knowledge
D. literacy and numeracy skills	4.Communication Skills 5. Awareness of Limits of Knowledge	2. Research and Scholarship 5. Level of Communication Skills
E.responsible behaviour to self, others and society	Awareness of Limits of Knowledge Autonomy and Professional Capacity	4. Professional Capacity/Autonomy 6. Awareness of Limits
F.interpersonal and communications skills	4. Communication Skills 6. Autonomy and Professional Capacity	5. Level of Communication Skills
G.teamwork, and personal and group leadership skills	4. Communication Skills 6. Autonomy and Professional Capacity	4. Professional Capacity/Autonomy 5. Level of Communication Skills
H.creativity and aesthetic appreciation	2. Knowledge of Methodologies 3. Application of Knowledge 6. Autonomy and Professional Capacity	2. Research and Scholarship 4. Professional Capacity/autonomy 6. Awareness of Limits of Knowledge
I. the ability and desire for continuous learning	6. Autonomy and Professional Capacity	4. Professional Capacity/autonomy

Aligning Learning Outcomes with the Characteristics of a University of Windsor Graduate

Program Development Committee: NEW COURSE PROPOSALS (FORM 4)

Course Learning Outcomes	Characteristics of a University of Windsor Graduate
At the end of this course, the successful student will know and be able to:	A U of Windsor graduate will have the ability to demonstrate:
	A. the acquisition, application and integration of knowledge
	B. research skills, including the ability to define problems and access, retrieve and evaluate information (information literacy)
	C. critical thinking and problem-solving skills
	D. literacy and numeracy skills
	E. responsible behaviour to self, others and society
	F. interpersonal and communications skills
	G. teamwork, and personal and group leadership skills
	H. creativity and aesthetic appreciation
	I. the ability and desire for continuous learning

PROGRAM DEVELOPMENT COMMITTEE

University of Windsor
Senate

Sa090611-5.2.17

5.2.17: PhD in Social Work – *New Program Proposal (Form 2) and New Course Proposals (Form 4)* Senate-approved June 11, 2009

LEARNING OUTCOMES

Program Learning Outcomes	Characteristics of a University of Windsor Graduate
<p>At the end of this program, the successful student will know and be able to:</p>	<p>A U of Windsor graduate will have the ability to demonstrate:</p>
<ul style="list-style-type: none"> - demonstrate, through writing at an advanced level, knowledge about a substantive area relevant to social work policy or practice, including theoretical frameworks, scope, relevance, and severity. - identify issues of oppression, how they have been addressed, and the effectiveness of previous efforts. - explore the range of research paradigms, methods, and analysis strategies, and make decisions about the appropriateness of each given a particular scenario. - identify appropriate strategies for mobilizing/translating research results to influence positive change in community, program development, and policy. - articulate a range of pedagogical theories and apply select theories in the classroom. - develop a course outline, design methods of evaluation and assessment aligned with learning outcomes, and select course readings while adhering to the rules of plagiarism, legal photocopying for course purposes, etc. 	<p>A. the acquisition, application and integration of knowledge</p>
<ul style="list-style-type: none"> - conduct a thorough literature review in a substantive area of interest. - critique existing knowledge and formulate research questions. (C) - develop a research proposal that uses mixed, qualitative, and quantitative methods. - competently conduct independent research using at least one research paradigm (mixed, qualitative, or quantitative). (A) - interpret quantitative and qualitative research findings. - articulate the implications of the findings for social work research, theory development, and practice. (A) - disseminate knowledge gained from empirical research and from conceptual knowledge development through the completion of a doctoral thesis, published works, and conference presentations. (A) 	<p>B. research skills, including the ability to define problems and access, retrieve and evaluate information (information literacy)</p>
<ul style="list-style-type: none"> - critically analyze the literature in a substantive area of interest. - use problem-solving strategies to take a position on a social need and on strategies for addressing that need. - engage students in critical thinking exercises and assignments. 	<p>C. critical thinking and problem-solving skills</p>
<ul style="list-style-type: none"> - conduct a thorough literature review. - competently use the APA format for writing references within a document and in the reference list. - conduct statistical analyses for a variety of datasets, including descriptive and inferential statistics. 	<p>D. literacy and numeracy skills</p>
<ul style="list-style-type: none"> - adhere to the Social Work Code of Ethics, tri-agency policies, and other ethical standards related to social work research and practice (e.g., issues of conflict of interest, appropriate authorship, intellectual property attributions). - demonstrate a connection between theory and practice throughout all aspects of social work. - conduct research with a view to developing community-university 	<p>E. responsible behaviour to self, others and society</p>

PROGRAM DEVELOPMENT COMMITTEE

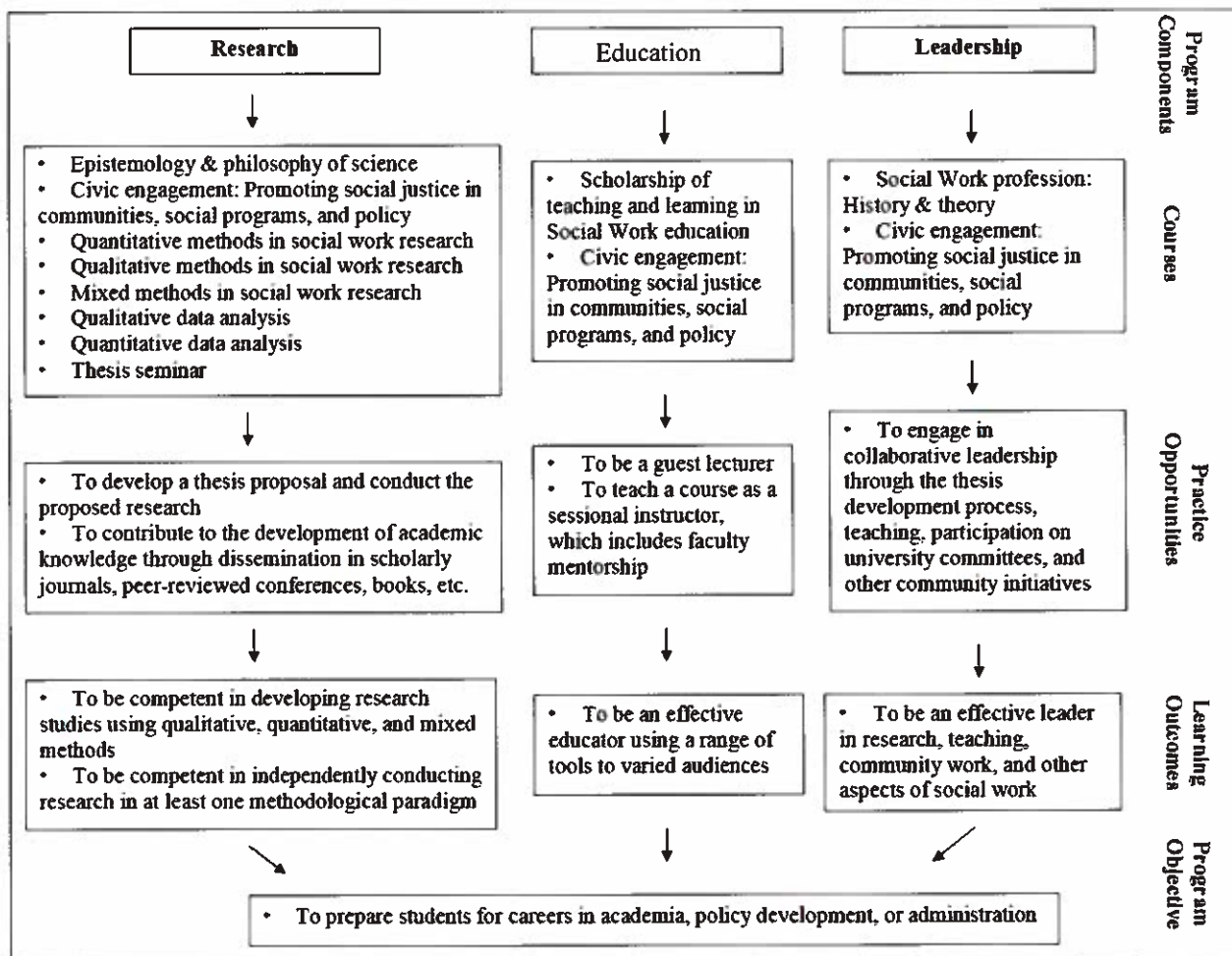
Program Learning Outcomes At the end of this program, the successful student will know and be able to:	Characteristics of a University of Windsor Graduate A U of Windsor graduate will have the ability to demonstrate:
partnerships. (G) - use scientific rigour and integrity in obtaining, recording, analyzing, interpreting, and reporting data. - regularly assess personal teaching philosophy, methods, and styles in order to expand pedagogical repertoire and shape diverse learning situations.	
- use the communication skills necessary to interact positively with research participants, clients, and professionals. - using a range of media to communicate effectively, (orally, in writing, and in visual forms) to a variety of audiences both in formal (e.g., debates, seminar/conference presentations, publishable manuscripts) and in informal (e.g., interaction with other students, faculty) contexts. - listen to and receive feedback from peers, supervisors, and other researchers. - write research proposals, grant proposals, and complete Research Ethics Board applications. - translate research results into knowledge understandable to non-specialists. - through the use of a variety of teaching techniques, communicate effectively to students course expectations, course content, class exercises and assignments. - identify and articulate learning outcomes for courses taught in higher education. - influence, motivate, mentor, guide, and enable others to contribute to the effectiveness and success of an organization. (G)	F. interpersonal and communications skills
- using leadership skills, articulate a vision, identify problems and solutions, empower and enable others, and facilitate teamwork. (F) - work both independently and in collaboration with others. - apply effective project management through the setting of research goals and intermediate milestones and through the prioritization of activities. - provide constructive feedback and respond perceptively to others. - engage in effective team-building and group leadership that is grounded in an understanding of the roles and stages involved in group processes. - take constructive roles in decision-making processes related to community initiatives, program development, policy, and/or university. - where appropriate, consult with the appropriate stakeholders in order to build consensus before making a decision.	G. teamwork, and personal and group leadership skills
- regularly consult scholarly literature inside and outside the direct field of research to consider alternative ways of conceptualizing ideas. - encourage feedback from peers, faculty, and community players to broaden the understanding of an issue and to devise creative solutions in problem-solving and dissemination processes. - develop new models to integrate research findings into current knowledge. - develop and adapt instructional activities to address different learning styles.	H. creativity and aesthetic appreciation
- articulate one's self-development and how it relates to one's professional advancement in curricula vitae, applications, interviews, and research and other social work-related presentations. - identify areas for future self-development. - enhance professional competence through continuing social work	I. the ability and desire for continuous learning

PROGRAM DEVELOPMENT COMMITTEE

<p>Program Learning Outcomes</p> <p>At the end of this program, the successful student will know and be able to:</p> <p>education activities.</p> <ul style="list-style-type: none"> - engage in learning opportunities through collaboration and discussions that occur in the research and dissemination process. - seek available opportunities beyond the course selections that are required for graduation, such as self-study, attending and organizing guest lectures and conferences, applying for fellowships and clerkships, and scholarly writing. 	<p>Characteristics of a University of Windsor Graduate</p> <p>A U of Windsor graduate will have the ability to demonstrate:</p>
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Please note: 1) many of these outcomes are taken directly from *The Tri-agency Statement of Principles on Key Professional Skills for Researchers* [Bilodeau, 2007]); and
 2) a capital letter in brackets after the outcome indicates that this outcome also can be applied to the characteristic of a University of Windsor graduate with the corresponding letter.

Figure 1. School of Social Work Ph.D. Program Logic Model



	Fundamentals of University Teaching				Theory and Practice of Scholarly Teaching				Leadership in University Teaching		
	Learning-Centred Teaching in Higher Education	Course Design for Constructive Alignment	Leading Effective Lecturing and Presentation, or Online Education	University Teaching Practicum	Theory and Philosophy of University Teaching	Authentic Assessment	Leading Effective Discussions, Lecturing and Presentation, or Online Education	Educational Leadership	Teaching for Self-Directed Learning	Mentoring and Supervision	
By the end of this program the successful participant should be able to . . .	X	X	X	X	X	X	X	X	X	X	
1 - Draw on multiple teaching strategies, background knowledge, and reflective insight to adapt practice		X		X		X		X		X	
2- Identify the presuppositions inherent in his or her teaching practices, change them as needed, justify, and use them to explicitly inform practice		X		X	X			X		X	
3 - Evaluate the effectiveness of his or her own teaching and assessment practices, and courses, in a variety of ways, taking into account contextual variables, and adapt accordingly	X	X		X	X	X		X	X	X	
4 - Respond constructively to common issues in post-secondary teaching and learning	X	X		X	X	X		X	X	X	
5 - Critically reflect, discuss, analyze, and evaluate educational concepts, beliefs, values, practices, issues, orientations, philosophies, strategies and outcomes to guide practice	X	X		X	X	X		X	X	X	
6 - Find and evaluate scholarly information on teaching and learning and use it to guide practice	X	X		X	X			X	X	X	
7 - Design and use curricula, assignments, and lessons that inspire and support deep learning	X	X		X		X		X	X		
8 - Design effective learning outcomes, aligned with learning experiences and assessment	X	X		X		X		X	X		
9 - Support student learning by building rapport with students, attending to multiple styles or modes of learning, proactively minimizing non-pedagogical conflict, and otherwise creating learning-centred classroom atmosphere	X	X		X				X	X	X	
10 - Formulate answers to fundamental questions of education, drawing on scholarly theory and information where relevant					X						
11 - Frame and evaluate his or her teaching practices using a variety of pedagogical orientations, philosophies and theories					X			X		X	
12 - Advise, mentor, and supervise students to effectively support their learning and development, adapting to contexts, needs, and interpersonal styles								X	X	X	
13 - Lead new educational initiatives at the department, faculty, or institutional level – such as curricular reforms and departmental learning communities								X		X	

Certificate 1

FUNDAMENTALS OF UNIVERSITY TEACHING: PROGRAM-LEVEL LEARNING OUTCOMES

The first level of the Program, *Fundamentals of University Teaching*, provides participants with the necessities for development as scholarly teachers – that is, the basics of evidence-based, theoretically-informed, pedagogy and course-design. The first-level certificate will be useful to any academic in any teaching role, from full-time faculty members to graduate assistants working as graders.

By the end of this program the successful participant should be able to . . .	Mentored Planning, Reflection, and Dossier Development	Learning-Centred Teaching in Higher Education	Course Design for Constructive Alignment	One of: <i>Leading Effective Discussions, Lecturing and Presentation, or Online Education</i>
1 - Draw on multiple teaching strategies, background knowledge, and reflective insight to adapt practice	X	X	X	X
2- Identify the presuppositions inherent in his or her teaching practices, change them as needed, justify, and use them to explicitly inform practice	X		X	
3 - Evaluate the effectiveness of his or her own teaching and assessment practices, and courses, in a variety of ways, taking into account contextual variables, and adapt accordingly	X	X	X	
4 - Respond constructively to common issues in post-secondary teaching and learning	X	X	X	X
5 - Critically reflect, discuss, analyze, and evaluate educational concepts, beliefs, values, practices, issues, orientations, philosophies, strategies and outcomes to guide practice	X	X	X	X
6 - Find and evaluate scholarly information on teaching and learning and use it to guide practice	X	X	X	
7 - Design and use curricula, assignments, and lessons that inspire and support deep learning	X	X	X	X
8 - Design effective learning outcomes, aligned with learning experiences and assessment	X	X	X	
9 - Support student learning by building rapport with students, attending to multiple styles or modes of learning, proactively minimizing non-pedagogical conflict, and otherwise creating learning-centred classroom atmosphere	X	X	X	X
10 - Formulate answers to fundamental questions of education, drawing on scholarly theory and information where relevant				
11 - Frame and evaluate his or her teaching practices using a variety of pedagogical orientations, philosophies and theories				
12 - Advise, mentor, and supervise students to effectively support their learning and development, adapting to contexts, needs, and interpersonal styles				
13 - Lead new educational initiatives at the department, faculty, or institutional level – such as curricular reforms and departmental learning communities				

GDLE (OCGS) EXPECTATIONS AND GRADUATE CERTIFICATE PROGRAM OUTCOMES

		OCGS MASTERS-LEVEL EXPECTATIONS					Awareness of Limits of Knowledge
		Depth and Breadth of Knowledge	Research and Scholarship	Application of Knowledge	Professional Capacity / Autonomy	Level of Communications Skills	
GRADUATE CERTIFICATE PROGRAM OUTCOMES	1 - Draw on multiple teaching strategies, background knowledge, and reflective insight to adapt practice	1, 2, 3		1, 2, 3	1, 2, 3	1, 2, 3	
	2- Identify the presuppositions inherent in his or her teaching practices, change them as needed, justify, and use them to explicitly inform practice	1, 2, 3	1, 2, 3	1, 2, 3	1, 2, 3		1, 2, 3
	3 - Evaluate the effectiveness of his or her own teaching and assessment practices, and courses, in a variety of ways, taking into account contextual variables, and adapt accordingly	1, 2, 3		1, 2, 3	1, 2, 3		
	4 - Respond constructively to common issues in post-secondary teaching and learning			1, 2, 3	1, 2, 3		
	5 - Critically reflect, discuss, analyze, and evaluate educational concepts, beliefs, values, practices, issues, orientations, philosophies, strategies and outcomes to guide practice	1, 2, 3	1, 2, 3	1, 2, 3	1, 2, 3		1, 2, 3
	6 - Find and evaluate scholarly information on teaching and learning and use it to guide practice	1, 2, 3	1, 2, 3				
	7 - Design and use curricula, assignments, and lessons that inspire and support deep learning		1, 2, 3	1, 2, 3	1, 2, 3	1, 2, 3	
	8 - Design effective learning outcomes, aligned with learning experiences and assessment		1, 2, 3	1, 2, 3	1, 2, 3	1, 2, 3	
	9 - Support student learning by building rapport with students, attending to multiple styles or modes of learning, proactively minimizing non-pedagogical conflict, and otherwise creating learning-centred classroom atmosphere			1, 2, 3	1, 2, 3	1, 2, 3	1, 2, 3
	10 - Formulate answers to fundamental questions of education, drawing on scholarly theory and information where relevant	2	2	2			2
	11 - Frame and evaluate his or her teaching practices using a variety of pedagogical orientations, philosophies and theories	2, 3	2, 3		2, 3		2, 3
	12 - Advise, mentor, and supervise students to effectively support their learning and development, adapting to contexts, needs, and interpersonal styles			3	3	3	
	13 - Lead new educational initiatives at the department, faculty, or institutional level – such as curricular reforms and departmental learning communities			3	3	3	

(The following table maps the relationships between program-outcomes of the University Teaching Certificate program and the OCGS masters-level expectations. The numbers denote the program level with outcomes relevant to a given expectation; for instance, "1" means that the Fundamentals of University Teaching certificate has a program-level outcome consistent with that expectation.)

CAGS PROFESSIONAL SKILLS AND GRADUATE CERTIFICATE PROGRAM OUTCOMES

		CAGS PROFESSIONAL SKILLS			
		Communication	Management	Teaching and Knowledge Transfer	Ethics
GRADUATE CERTIFICATE PROGRAM OUTCOMES	1 - Draw on multiple teaching strategies, background knowledge, and reflective insight to adapt practice	1, 2, 3	1, 2, 3	1, 2, 3	
	2- Identify the presuppositions inherent in his or her teaching practices, change them as needed, justify, and use them to explicitly inform practice			1, 2, 3	1, 2, 3
	3 - Evaluate the effectiveness of his or her own teaching and assessment practices, and courses, in a variety of ways, taking into account contextual variables, and adapt accordingly		1, 2, 3	1, 2, 3	1, 2, 3
	4 - Respond constructively to common issues in post-secondary teaching and learning		1, 2, 3	1, 2, 3	1, 2, 3
	5 - Critically reflect, discuss, analyze, and evaluate educational concepts, beliefs, values, practices, issues, orientations, philosophies, strategies and outcomes to guide practice			1, 2, 3	1, 2, 3
	6 - Find and evaluate scholarly information on teaching and learning and use it to guide practice			1, 2, 3	1, 2, 3
	7 - Design and use curricula, assignments, and lessons that inspire and support deep learning	1, 2, 3		1, 2, 3	1, 2, 3
	8 - Design effective learning outcomes, aligned with learning experiences and assessment	1, 2, 3	1, 2, 3	1, 2, 3	
	9 - Support student learning by building rapport with students, attending to multiple styles or modes of learning, proactively minimizing non-pedagogical conflict, and otherwise creating learning-centred classroom atmosphere	1, 2, 3	1, 2, 3	1, 2, 3	1, 2, 3
	10 - Formulate answers to fundamental questions of education, drawing on scholarly theory and information where relevant			2	2
	11 - Frame and evaluate his or her teaching practices using a variety of pedagogical orientations, philosophies and theories			2, 3	2, 3
	12 - Advise, mentor, and supervise students to effectively support their learning and development, adapting to contexts, needs, and interpersonal styles	3	3	3	3
	13 - Lead new educational initiatives at the department, faculty, or institutional level – such as curricular reforms and departmental learning communities	3	3		3

(The following table maps the relationships between program-outcomes of the University Teaching Certificate program and the CAGS expectations. The numbers denote the program level with outcomes relevant to a given expectation; for instance, "1" means that the Fundamentals of University Teaching certificate has a program-level outcome consistent with that expectation.

SEDA REQUIREMENTS FOR *SUPPORTING LEARNING* CERTIFICATE

A certificate in the *Fundamentals of University Teaching* is accompanied by a SEDA certificate in *Supporting Learning*. The *Supporting Learning* certificate is awarded to those who complete a program relevant to academics playing a multitude of teaching roles, from graduate assistants with marking duties, to lab instructors and tutorial leaders, to sessional instructors, all the way up to tenured faculty members. A certificate in *Supporting Learning* is a sign that one has invested time and energy to learn a variety of approaches for creating conditions conducive to learning.

By the end of this program successful participants should be able to . . .	Mentored Planning, Reflection, and Dossier Development	Learning-Centred Teaching in Higher Education: Principles and Practice	Course Design for Constructive Alignment	One of: <i>Leading Effective Discussions, Lecturing and Presentation, or Online Education</i>
SEDA Core Development Outcomes				
Identify their own professional development goals, directions or priorities	X			
Plan for their initial and/or continuing professional development	X			
Undertake appropriate development activities	X	X	X	X
Review their development and practice, and the relations between them	X	X	X	X
SEDA Specialist Outcomes				
Use a variety of appropriate approaches to enable learning	X	X	X	X
Use a variety of methods for evaluating their role in supporting learning	X		X	
Inform their professional role with relevant strategy, policy and quality considerations	X	X	X	
(Informed by) SEDA-PDF Values				
An understanding of how people learn	X	X	X	X
Scholarship, professionalism and ethical practice	X	X	X	X
Working in and developing learning communities	X	X	X	X
Working effectively with diversity and promoting inclusivity	X	X	X	X
Continuing reflection on professional practice	X	X	X	X
Developing people and processes	X	X	X	X

Why Care About Learning Outcomes?

Strategic use of learning outcomes in your teaching and course design can result in many potential benefits. A few of these are summarized below. References for further reading about the benefits and strategic use of learning outcomes are provided at the end.

Better Learning

Learning outcomes can be used to provide guidance for students, so they know what is expected of them, and thus, what they should focus on in their studying, attend to in class, and look for in their readings. This focused time-on-task means less time is wasted. They can also be used to set high expectations – that we then support with strategic teaching – so we push our students to learn more than they believe they are able. Students find outcome-based courses more rewarding, more effective, and less frustrating – even when they also report that the courses are more demanding!

Increased Motivation

Learning outcomes reinforce the belief that there is a real point to what is being taught and assessed, that there is a reason for what they experience in their courses. Students are less likely to become cynical and dismissive of courses that seem to have a point, and more motivated to take them seriously. Overall, students take a deeper approach to their learning, putting their efforts into actively trying to understand what they are learning, rather than simply memorizing lists of facts to get through an exam.

Better Performance on Assignments and Tests

Not surprisingly, when students know exactly what they are expected to demonstrate, they are better able to demonstrate those things. They spend less time trying to guess what the instructor wants, or what's in the instructor's head, and more time getting the job done.

Focused Teaching

Anyone who has made the switch to outcome-based teaching will tell you that it can transform the way you plan courses and classes – for the better. By defining what students are supposed to know, value, and be able to do at the end of a course, you generate questions to guide your teaching – most importantly, “How will this class help students achieve the learning outcomes for this course?” It's a simple question with a big impact.

Strategic Teaching

Once you have created learning outcomes for your course, you can use them to plan lessons that strategically target those outcomes, so that your classes have a greater likelihood of helping students learn what they need to learn. Each learning outcome excludes irrelevant teaching approaches and suggests a variety of approaches that will help your students succeed. Focused and strategic teaching “narrows the gap” between teaching and learning, so that when we teach, students learn.

Many people who have adopted a strategic, outcomes-based approach find that what they assumed were intractable problems with their students and their teaching vanish when courses, lessons, and assessments are outcome-oriented and mutually consistent.

Strategic Assessment

Just as learning outcomes can be used to create strategically-targeted lessons, they can be used to create strategically-targeted and appropriate assessment methods. Assessments that test whether students have met the learning outcomes are also likely to be consistent with the sorts of teaching methods that help students learn those outcomes. Assessment becomes part of the students' overall learning experience. The learning outcomes even provide a basis for assessment criteria.

Attention to Outputs

The use of learning outcomes helps us focus on the outputs of our work, rather than the inputs. We work with the students we have, and what matters, in the end, is how much they have learned and transformed between the time they meet us and the time they leave us – that's where we can make a difference. A student who enters our university by the skin of his teeth, barely meeting the entrance requirements, but graduates as someone able to meet our highest expectations – as set by our learning outcomes – is the sort of success story we should be writing.

Meeting Requirements

Even if none of the benefits mentioned above appeals to you, perhaps the following will suffice: program-level learning outcomes are now required for university programs in Ontario, they are increasingly being required by professional accreditation boards, and outcome-based education is now the de facto approach to post-secondary education in the English-speaking world – because the benefits of an outcome-based approach are so widely recognized. In an increasingly competitive globalized world, Canada can no longer afford to fall behind.

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Course: _____

Instructor/Designer: _____

Outcomes By the end of this course, students should be able to:	Teaching and Learning Methods		Assessment Methods	
	What will students do?	What will instructor do?	Task	Criteria
Knowledge				
1.				
2.				
3.				
Skills				
1.				
2.				
3.				
Attitudes/Values				
1.				
2.				
3.				

Curriculum Blueprint

Curriculum Program Outcomes	Year 1 Core Courses		Year 2 Core Courses		Year 3 Core Courses		Year 4 Core Courses	
Program Outcome 1:								
Program Outcome 2:								
Program Outcome 3:								
Program Outcome 4:								

I= Introduce, D= Develop, M = Master

Curriculum Map: Communication Studies

Methods of Evaluation Codes

Learning Outcomes	Course #, name	Course #, name	Course #, name	Course #, name
1st Year Courses	40-101 Introduction to Communication Studies	40-110 Production Planning and Design	40-111 Introduction to Production Practice	
#1 Should have a basic understanding of the University of Windsor's approach to communication studies as demonstrated by our six foundational courses which include: cultural studies; media literacy; communication history; political economy; research methods; communication theory	1, 2, 3, 15	1, 2, 3, 9		
#2 Should be able to demonstrate basic written and oral communication skills	1, 2, 3, 15, 19	1, 3, 9, 10, 11, 12, 19	1, 2, 3, 9, 11, 16, 19	
#3 Those who wish to pursue the production courses should be able to understand pre-production processes of various media by creating and combining stills, scripts and audio to initiate a creative portfolio		2, 3, 10, 11, 12, 18, 19	1, 2, 3, 9, 11, 16, 19	

Philosophy Program Alignment

COURSE NAME AND NUMBER	LEARNING OUTCOMES	METHOD OF EVALUATION CODES
Introduction to Western Philosophy 0134-110 In	1 b, c, d 2 a, b, c 3 a, b, c, e, f	Fmc, Fes, Esx, Esg, Ta Mmc, Mes, Q, Cp
Philosophy and Human Nature 0134-112 In	1 a, b, c, f 2 a, b, c, 3 b, d, e, f	Fes, Mes Esx Cp
Contemporary Moral Issues 0134-129 In	1 d, e 2 a, b 3 a, b, d	Mes, Fes (for some instructors: combination Mes/Mmc, Fes/Fmc or Mmc/Fmc) Esx and/or Esg
Philosophy and Popular Culture 0134-130 In	1 e, f, g 2 a, b, c, 3 a, c, d, e, f	Fes, Mes Esx Cp
Reasoning Skills 0134-160 In	2 a, b 3 c, d	Mes, Fes, Asns
Logic and Argumentation 0134-162 In	2 a, b, c 3 a, d, e, f	Fes, Mes F - problem based H- homework
Introduction to Ethics 0134-221 In	1 b, c, d, e, f 2 a, b, c 3 a, b, c, d, e, f	Mes, Mmc Esx, Esa, Esg Fes, Cp
Social and Political Philosophy 0134-222 Int	1 b, e, f, g 2 a, b, c, 3 a, c, d, e	Fes, Esx, Esg, Ta, Mes, S, Cp
Business Ethics 0134-224 Int	1 a, e, f 2 a, b, c 3 a, b, c, d, e, f	Fsa, Fes Esa, Esg Msa, Mes Q, Cp