

Developing “CLEARER” Student Learning Outcomes

Constructively Aligned – Is the outcome aligned with the rest of the curriculum?

Learning Focused – Is the outcome focused on student learning?

Evidence Based – Does evidence (research/literature) show that this learning outcome is important?

Assessable – Can you measure this learning outcome?

Relevant – Will the students see the point? Can you explain why it is important?

Equitable – Is the outcome only attainable for students with certain prior experiences?

(applies only to courses without pre-requisites)

Rigorous – Are your expectations high enough?

Crafting Student Learning Outcome Statements

At the end of this course/program, students should be able to...

Answer the questions below for use in the crafting of a course or program level outcome.

Who?

Does/Will Do What?

To/For Whom?

By When?

Where?

How?

How well?

Why?

Student Learning Outcome:

Crafting Student Learning Outcome Statements

At the end of this course/program, students should be able to...

Answer the questions below for use in the crafting of a course or program level outcome.

Who?	Each education major in the course
Does/Will Do What?	Will design a lesson to pre-assess, give feedback on, teach and post assess students' understanding of an important concept
To/For Whom?	Students in their placement classrooms
By When?	By the end of the semester
Where?	In the placement classroom
How?	Through an annotated lesson design and related assignments
How well?	At the "meets expectation" level or above on the assignment rubric
Why?	To demonstrate an appropriate level of skill in effective, research based lesson design

Student Learning Outcome:

By the end of the semester, each education major in the course will create an annotated lesson designed to pre –assess, give feedback on, teach and post-assess their placement students' understanding of an important concept, to demonstrate an appropriate level of skill in effective, research based lesson design.