Faculty of Arts and Science Learning Outcomes and Curriculum Mapping: a practical guide

Learning outcomes are broad yet direct statements that describe the knowledge, skills and attitudes that students should reliably demonstrate as a result of undertaking an educational experience. They can be articulated at several levels, including lesson, course, program, degree, etc.

Set shared expectations between students and instructors Provide a valid source for students to set learning goals Provide clear directions for educators when making instruction and assessment decisions Provide links between learning goals across courses and years

Not much. Usually a learning outcome articulates a goal from the student perspective while a learning objective articulates the goal from an instructor perspective. Degree level expectations are learning outcomes at the degree, not course, level.

- 1. Choose a verb that describes the level of learning you intend, i.e. lesson, course, Plan, program.
- 2. State the content the student will be considering.
- 3. State what the student will be able to do as a result.

Art History - Students will art works to establish a perspective on the subject matter and the meaning of their imagery (iconography) Chemistry- Students will an appreciation for the application of organic synthesis to the solution of modern-day technological and social challenges English Language and Literature - Students will literary language to explore the processes by which it may be produced, contested, and reinvented

Each learning outcome statement answers 3 questions Do what? () With what? (content) For what? (this is what you will assess)

then the assessment and then the learning activities:

- 1. What will students learn? learning outcomes
- 2. How will outcomes be measured? appropriate assessments
- 3. What will students do to achieve these outcomes? appropriate learning activities to develop the required knowledge, skills or attitudes

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For example, if a learning outcome is to develop writing skills then the assessment might include a short essay (rather than a multiple-choice exam), and the learning activities might include working in groups to identify good thesis statements and improve a weak one (rather than a lecture).

Ourriculum mapping is the process by which you determine where, when, and how learning outcomes are taught and assessed within a degree program. The product of this exercise, the curriculum map, clearly demonstrates in which courses learning outcomes are taught and assessed in the curriculum.

Provides an effective strategy for articulating, aligning and integrating learning outcomes across a sequence of courses

Communicates to students, instructors, administrators and external stakeholders how student learning outcomes are achieved within a degree program

Stimulates curriculum reform by highlighting high-impact teaching and learning practices and revealing gaps and redundancies in your curriculum

- 1. Work as a team, involving all members of the department. Curriculum mapping cannot be completed by an individual.
- 2. Seek help from educational developers in the
- 3. Determine your Plan-level outcomes (Major, SSP, Medial, etc.) what will students know and be
- 4. Assess how your Plan-level outcomes correspond to the required provincial
- 5. Gather information about course-level outcomes from all core and option courses in your Plan.
- 6. Determine which courses lead to each Plan-level outcome. Often several courses will lead to a single Plan-level outcome, with increasing levels of sophistication: introduce, reinforce and master skills or knowledge.
- 7. You can develop your own chart to map the curriculum. The Office of the Provost is planning to introduce curriculum-mapping software in the near future.

: The Ontario Council of Academic Vice-Principals (OCAV) has developed for undergraduate and graduate degree programs in the province.

: The provincial Ontario Quality Assurance Process is based on a learning

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, and to any new program proposals that you develop.