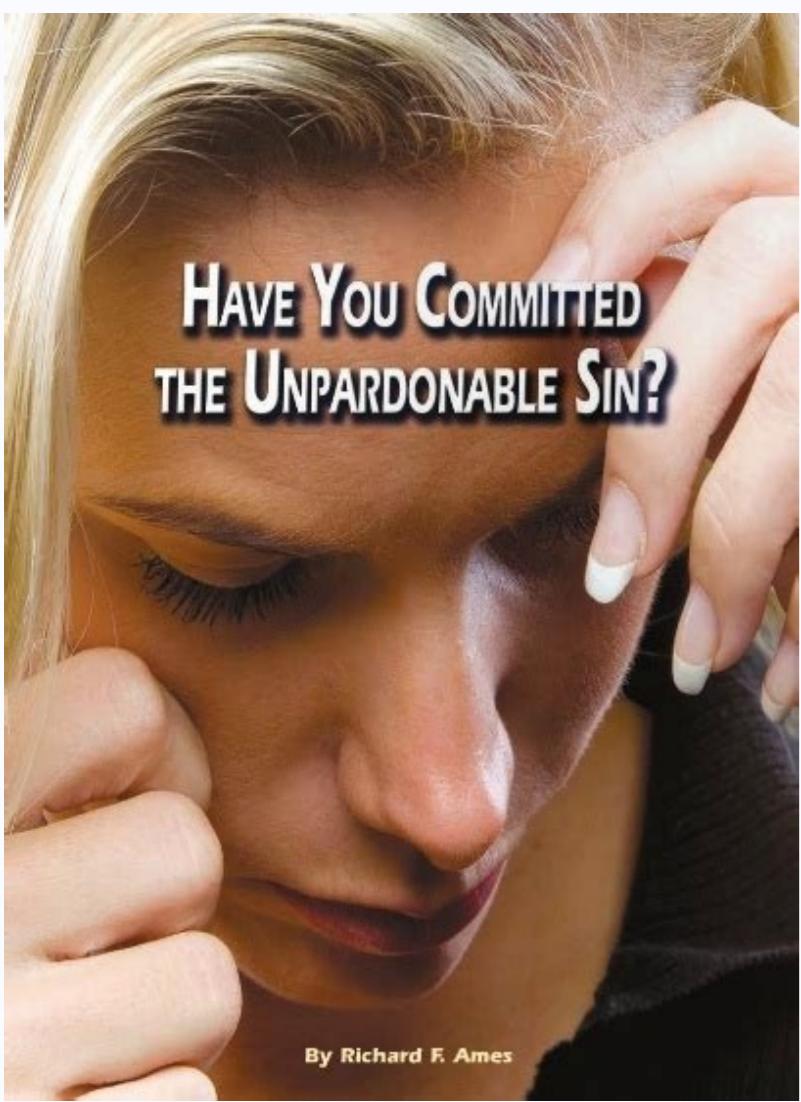


Example of course outcomes

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What are the course outcomes. Example of program outcomes and course outcomes. Example of course learning outcomes in mathematics.

Course descriptions explain what the course does and are printed in the course catalog. The general public reads them, including students, parents, other universities, businesses, and accrediting bodies. Examples Secondary Education Science Examines objectives, instructional methods and curriculum for teaching science in the secondary school. Includes developing, adapting, evaluating, and using strategies and materials for teaching biological and physical sciences. Explores special needs of the learners and characteristics specific to the science discipline. Theater Fundraising for the Arts Introduces the fundraising development process, cultivating donors, and raising money through donations, sponsorships, and grants to support nonprofit arts organizations. Public Speaking Provides an introduction to basic concepts, theories, principles of oral communication as applied to a variety of speaking situations. Develops competence in oral communication through performance, the development of critical thinking skills, arrangement of ideas, and use of evidence and reasoning to support claims. Explains how culture influences what is considered effective public speaking. Begin each statement with a verb. Explain course content. Consider your audience. Include the following statement for repeatable courses: May be repeated for a maximum of _____ credits toward graduation. Include, "This course" in the sentence. Use "Students will..." Include items that may change (e.g. specific software programs or texts, or section specific information). Include, remove, or modify lab fees.* Include additional information at the beginning. If needed, add at the end of the description. *Note: Fees will be placed in the catalog based on the determination of the fee committee. Learning outcomes are statements referring to the specific knowledge, practical skills, areas of professional development, attitudes, or higher-order thinking skills that instructors expect students to develop, learn, or master by the end of their learning (Suskie, 2009). Learning outcomes are written from the student's perspective, describing what they will be able to know, do, or value as a result of successfully completing their learning. Learning outcomes can be written at the lesson-, course-, program-, or degree-level and, ideally, a connection is made between the learning that is expected at each of these types. For example, a concept learned in class connects to the broader outcomes of the course, which in turn contributes to the outcomes of the program and the expectations for degree completion. Qualities of Effective Learning Outcomes Learning outcomes typically include the following elements: a short and consistent stem such as "By the end of this course/program, successful students will be able to..." an action verb that identifies the depth of learning expected a statement of the learning to be demonstrated - addressing the what a statement of the context in which this learning will occur - addressing the how? or why? In selecting an action verb, consider the most appropriate type of performance, whether it is in the cognitive, behavioural, or affective domain for your students. Also consider the type of performance that students are expected to reach by the end of their learning. For assistance with this, we recommend taxonomies of learning, such as Bloom's, and associated verbs: Verbs for Learning Outcomes It is also important to consider how learning is demonstrated, using concrete actionable or operational verbs (such as create, apply, interpret, describe, identify) rather than verbs that are difficult to measure (such as know, learn, become aware of, experience). Deep learning is a stage in a learning cycle where students seek meaning, relate and extend ideas, look for patterns and underlying principles, check evidence, examined arguments critically and become "actively interested in course content." (Hattie & Donoghue, 2016, p. 3) "Those who know where they intend to go have a better chance of getting there" (Undergraduate Program Review Audit Committee, 2006) Students' learning is enhanced when they know what is expected of them (Marsh, 2007; Trigwell & Prosser, 1991). When learning outcomes are communicated to students, they are more likely to take deep approaches to learning and tend to hold more favourable perceptions of their courses and instructors. However, helping students reach learning outcomes takes more than simply listing those outcomes in your syllabus (Schoepp, 2017). Learning outcomes are most influential when students can see the connection between intended course outcomes and course requirements (i.e. activities and assessments). Consider taking one of the following approaches for making this connection clear: list course outcomes and assignments side-by-side to show how each outcome is to be demonstrated include a paragraph in your syllabus that articulates how students will work towards the learning outcomes explain the course's learning outcomes to students on the first day of class revisit learning outcomes regularly throughout the course to show students how course concepts connect to one another Learning Outcome Module Teaching and Learning in Higher Education: Learning Outcomes Online Resource Questions? If you need individual support for writing or revising learning outcomes, please contact one of our educational developers. Hattie, J. A. C., & Donoghue, C. M. (2016). Learning strategies: a synthesis and conceptual model. *Science of Learning*, 1, 1-13. doi:10.1038/nsgslearn.2016.13 Marsh, P. A. (2007). What is known about student learning outcomes and how does it relate to the Scholarship of Teaching and Learning? *International Journal for the Scholarship of Teaching and Learning*, 1(2), article 22. Schoepp, K. (2017). The state of course learning outcomes at leading universities. *Studies in Higher Education*. doi:10.1080/03075079.2017.1392500 Suskie, L. (2009). *Assessing student learning: A common sense guide* (2nd ed.). San Francisco: Jossey-Bass. Trigwell, K. & Prosser, M. (1991). Improving the quality of student learning: the influence of learning context and student approaches to learning on learning outcomes. *Higher Education*, 22(3), 251-266. Frank Herbert once quoted - "One learns from books and examples only that certain things can be done. Actual learning requires that you do those things." This quote reflects that learning is a lifelong process. It can't be confined to the four walls of the classroom & holds the power to impact a learner's life. Likewise, the learning outcomes - the result or impact of learning can't be confined to grades or marks obtained by learners in exams. The concept of learning outcomes extends beyond the "knowledge" attained by students in academics. This is why the New Education Policy (NEP 2020) has emphasized defining & achieving the best learning outcomes by encouraging institutions to offer "student-centric" education. Before going in-depth about the various learning outcomes, let's first understand what learning outcomes are... The learning outcomes provide an overview of what students should know, be able to do, or be able to value after completing a course or program. Learning outcomes means how much knowledge or skills a student should acquire through various assignments, course, class or programs, by the end of a specific time period. They are observable and measurable by knowledge, skills, abilities, values, etc. Learning outcomes describe clearly what it is you want your students to be able to do by the end of a course. The learning outcomes focus more on student performance rather than they do on traditional techniques or courses. However, in a broader perspective, the term "Learning Outcomes" can be defined as an amalgamation of a learner's knowledge, skill set, and the ability to leverage them in real-time situations. There are several taxonomies such as SOLO (Structure of Observed Learning Outcomes), Bloom's Taxonomy, Fink's Taxonomy, Wiggins and McTighe Taxonomy on education. An ideal learning outcome would be something that abides by all the aspects of Bloom's Taxonomy as it promotes knowledge & skill development in individuals and makes them life-long learners. The main focus of student learning outcomes is to make students academically sound, skillful, and prepare them for life-long learning. When we speak of "learning outcomes" - we must pay attention to whether they are - S-Specific M-Measurable A-Achievable R-Realistic T-Timely In short, the learning outcomes must be "SMART" & clearly defined in terms of attainability! It will empower students to achieve the outcomes smoothly. Learning goals must be articulated in such a way that they cover - All the educational goals of the students as well as institutions Offer a roadmap to achieve course outcomes & program outcomes Based on knowledge & skill development & can be attained via teaching-learning methods Focuses on students' growth & enable them to develop a lifelong learner mindset Makes students capable of handling problems in real-life situations While articulating learning outcomes, the faculty or educators must take care of the following- Do not focus on "teacher-centric" practices -always make the learning "student-centric" Do not confine the learning outcomes to course or program outcomes Do not include projects that are not aligned with the students learning outcomes Do not force students to learn the theoretical concepts for an academic score, instead encourage them to learn with practical experiments Be specific in terms of what to expect- the learning outcomes must be measurable Technically, there are the following two major levels of learning outcomes that a learner needs to outgrow for attaining the highest level. Level 1: Course Outcomes (COs) Course outcomes can be defined as a particular set of goals that the faculty wants their students to reach at the end of any semester or academic year. For example - If a student enrolls himself in a Mathematics Course. He/she must be able to learn various subjects & gain understanding about it in an academic year. If the learner is asked to find out the root of any given equation by using the Newton-Raphson method accurate to third decimal place then - Action: Determine (Apply) Knowledge: Root of the given equation (Conceptual & Procedural) Condition: Using the Newton-Raphson method Criterion: accurate to the third decimal place Level 2: Program Outcomes (POs) and Program Specific Outcomes (PSOs) Program Outcomes: POs can be defined as a particular set of goals that the faculty wants their students to reach at the end of any program/degree/graduation. Example - Program Specific Outcomes: Student who has completed Engineering is asked to perform a practical. He/she should be able to do it with the help of the concept learned in the program. Example - PSOs define what the graduates of a particular program should be able to do at the completion of the program. Level 3: Life-Long Learning Here, the story gets different. Students learn various things during their academic sessions but they contribute their learning & knowledge to create something new & for the welfare of the country & society. Example - An educated individual innovating a device to help elderly people with the help of the knowledge he/she has & keeps on updating the knowledge throughout the life. Student who has completed Computer Engineering is asked to design & develop software. He/she should be able to plan, analyze, and design software with the help of knowledge gained. Learning outcomes are not limited to just the academic growth of a learner. Being a scholar by achieving Course Outcomes & Program Outcomes is an undoubtedly crucial aspect but there are other types of important learning outcomes as well. Let's understand the examples of learning outcomes one by one. #1. Intellectual Skills With this type of learning outcome, learners must be able to understand the concept in depth to acquire the highest learning outcomes. Gaining knowledge is the basic learning outcome expected from a student. #2. Cognitive Skills Development This learning outcome encourages students to think, analyze, and understand in depth the value of a certain concept & then behave accordingly. #3: Knowledge Sharing Students must be able to pass on valuable information to others. So, in this learning outcome, students are supposed to create a value system of knowledge by first gaining it & then sharing it with the world. #4: Motor Skill Development Motor skill development deals with improving a student's ability to plan & take appropriate action in terms of their physicality. They must work towards their health & physical well-being. #5: Individual's Personal Growth This learning outcome reflects the internal state of the learner's behavior. It measures Personal growth in terms of knowledge, skills, and ability to create something for society is the highest stage of learning. The learner must be able to respond according to the situation he/she faces in real life & maintain a balance between professional & personal life. Personal growth in terms of knowledge, skills, and ability to create something for society is the highest stage of learning. The learner must be able to respond according to the situation he/she faces in real life & maintain a balance between professional & personal life. If you look closely all the student learning outcomes can be attained by following Bloom's Taxonomy comprising of the given stages- Remember Comprehension Application Analysis Evaluation Creation And therefore, Bloom's Taxonomy can be considered as ideal while defining learning outcomes. If a student wants to reach the ultimate stage, then he/she has to go through all the stages and be willing to think & act "out of the box". EdTech tools like school ERP or college ERP software with online assessment software & e-learning systems can help students in their journey. Although they may sound similar, there's a fine line between learning outcomes & learning objectives. They are different yet interlinked. Let me help you understand the difference between the two with the following examples of learning outcomes & objectives- The learner should attain knowledge about a certain topic. The learner should develop various skills. The learner should understand the challenges of a certain concept in details. Case I: Learner reads books about English & prepares for the upcoming test. Case II: Student understands the concept of Human Biology & Medicines. Case III: Completing certain levels of assessments. The learner should leverage the knowledge to create something. The learner should learn to utilize the skills. The learner should utilize his skills & knowledge to analyze & overcome the challenges. Case I: Learner understands the language English and writes a book. Case II: Student becomes a Doctor & rightfully performs his duty & enables others to do the same. Case III: Acquiring skills while doing the assessments. In a nutshell, learning outcomes are mapped & measured in terms of "Action". Whereas, learning objectives are confined to the "Plan of Action". The following list depicts the key benefits of learning outcomes attainment. Makes students skillful, smart & efficient Develop capability to analyze & deal with real situations Enables students to be a lifelong learner Students emphasize innovation rather than norms Enhances the value of education Learner gains knowledge, values & becomes successful in every manner Encourages learners to create a better society To help students attain the learning outcomes, MasterSoft has designed & developed edTech tools such as a learning management system (LMS) that offers the given advantages and helps students to attain learning outcomes. #1: Design Competent Curriculum & Online Assessments As an educator, you need to prepare a syllabus & curriculum that would encourage students to brainstorm, analyze, and develop a mindset of "doer". With MasterSoft's E-learning Software with online assessment tools, you can design a curriculum & syllabus that follows Bloom's Taxonomy. You also get the provision to create assessment questions based on various stages of Bloom's Taxonomy to help students at various stages of their knowledge level. To make things interesting & engaging, there are various assessment patterns that could be introduced such as - MCQs Descriptive tests Online Quizzes #2: Educational Models - LOCF & OBE Touted to be the most efficient educational models - (OBE) Outcome-Based Education, (LOCF) Learning Outcome Based Curriculum Framework, you must think of implementing them. MasterSoft offers edTech ERP software that could help you integrate these educational models and calculate the Outcomes & Program Outcomes - COs & POs throughout students' educational journey. The ultimate learning outcome extends beyond COs-POs but to ensure one reaches the stage, excelling at these levels of learning outcomes is crucial. #3: Analyze & Enhance Student Performance MasterSoft's ERP software is not limited to offering to map & measuring CO-PO levels of learning outcomes. With the inbuilt AI-powered analytics dashboard, you can continuously map students' performance based on - Subjects wise questions Skills-based questions Practical knowledge Theoretical Knowledge You can understand thoroughly where the student requires your help the most & then bring innovation in your teaching methodologies. Ready to take a step ahead? Choose MasterSoft! We are your most trusted partners in digital transformation! Book a Demo! Mobile: 08448010216 Email: janki.somani@itms.co.in What is the importance of learning outcomes? Learning outcomes encourage teachers & students to think about overall development rather than just learning theoretical concepts in the classroom. Learning outcomes help in skill development along with enhancing the knowledge level of students. How learning outcomes help students? Learning outcomes are not confined to Course Outcomes & Program Outcomes (COs-POs) and therefore enable students to be lifelong learners. It helps them develop an out-of-the-box mindset and innovate something for the welfare of society. What are learning objectives? Learning objectives are the educational goals that are aligned with course & program outcomes - COs-POs. Learning objectives are expected to be attained by the end of the academic year/semester/class. Learning objectives are certainly limited to academic activities & focus on enhancing the knowledge of students. How to achieve learning outcomes? To achieve learning outcomes, one must follow the given steps- The teaching-learning activities must be student-centric The outcomes must be predefined & measurable Activities must focus on doing the action rather than learning theoretical concepts Continuous evaluation of the student performance can be helpful

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