Connecting Our Pedagogy to Student Learning Outcomes

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Ernest Pascarella urged us to consider two indicators of excellence in undergraduate education-student/alumnae outcomes and effective educational practices (2001)

A major concern in higher education today is the lack of academic currency (Johnstone, Ewell, & Paulson, 2002). Academic currency is no longer considered credible for the baccalaureate because of deficiencies in communicating the outcomes of learning experiences, lack of agreed-upon achievement criteria, and inconsistent faculty judgments.
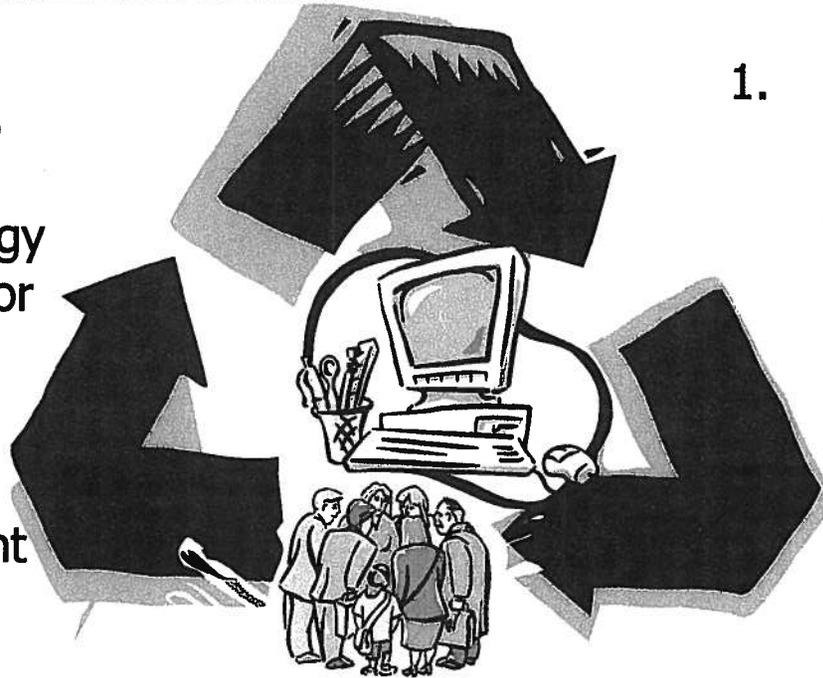
Assessing Student Learning: Course, Program and Institutional Levels

7. Revise outcomes and criteria, Improve pedagogy and curriculum for learner success

6. Review and analyze student evidence

5. Collect evidence of student achievement

4. Make outcomes, evidence, criteria, and standards "public and visible" (syllabi, programs, brochures)

1. Preparation: Determine purpose(s) and definition of assessment; Examine mission and values

2. Design assessment: Articulate goals, Develop clear outcomes, evidence, criteria, and standards

3. Alignment of curriculum and pedagogy with learning outcomes

Consider Bloom's Taxonomy Before Planning Your Teaching:

Cognitive Domain. The cognitive domain includes thinking outcomes that range from simple to complex cognitive processes:

1. *Knowledge,* the lowest level, asks your learners to remember previously learned material or to make a factual observation. When you want learners to tell when, how many, who, or where, they are using knowledge.
2. *Comprehension* asks your learners to grasp the meaning of information, to interpret ideas, and to predict using knowledge. Learners are asked to translate knowledge into their own words. When asked why, or to explain, or to summarize, they are using comprehension.
3. *Application* asks your learners to use previously learned knowledge in new and concrete situations, to use information, and to do something with knowledge.
4. *Analysis* requires your learners to break something into its constituent parts. They are asked to organize, to clarify, to conclude, or to make inferences. The process of analysis helps learners understand "big ideas" and the relationship of parts.
5. *Evaluation* requires a judgment. Your learners must give defensible opinions with criteria for their judgment. Students may be judging accuracy or consistency or logic of information or argumentation. They may also be using selected criteria.
6. *Synthesis (Create)* is the putting together of elements and parts to form a whole. It involves arranging and combining the elements in such a way as to create a pattern or structure not clearly seen before (Bloom et al., 1956).

FIGURE 3.8 *Cognitive Domain Levels and Learner Outcomes*

Knowledge	defines, repeats, lists, names, labels, asks, observes, memorizes, records, recalls, fills in, listens, identifies, matches, recites, selects, draws
Comprehension	restates, describes, explains, tells, identifies, discusses, recognizes, reviews, expresses, locates, reports, estimates, distinguishes, paraphrases, documents, defends, generalizes
Application	changes, computes, demonstrates, shows, operates, uses, solves, sequences, tests, classifies, translates, employs, constructs, dramatizes, illustrates, draws, interprets, manipulates, writes
Analysis	dissects, distinguishes, differentiates, calculates, tests, contrasts, debates, solves, surveys, appraises, experiments, diagrams, inventories, relates, maps, categorizes, subdivides, defends
Evaluation	compares, concludes, contracts, criticizes, justifies, supports, states, appraises, discriminates, summarizes, recommends, rates, decides, selects
Synthesis	creates, composes, proposes, formulates, sets up, assembles, constructs, manages, invents, produces, hypothesizes, plans, designs, creates, organizes, prepares, speculates

Adapted from Bloom et al (1956) by Freiberg & Driscoll (2005) in *Universal Teaching Strategies (Allyn & Bacon, Boston).*

EXAMPLES OF STUDENT LEARNING OUTCOMES

GOAL: Ethics

LEARNING OUTCOME

Students articulate an individual code of ethics and apply it to personal decisions of integrity.

GOAL: Collaboration/Teamwork

LEARNING OUTCOME

Students describe and assume personal responsibility in collaborative endeavors, and respect and support the contributions of others.

EXAMPLES OF CRITERIA & STANDARDS

CRITERIA: Multiple Persectives

STANDARD: Excellent

Student examines his/her own thinking and experiences and those of others with consistent analysis of both for different perspectives on issues; he/she empathically considers those affected by decisions and weighs diverse possibilities from others' perspectives before moving to action.

CRITERIA: In-depth Analysis

STANDARD: Excellent

Student consistently reviews and evaluates all aspects of decisions, responsibilities, and related processes; reviews comprehensive pros and cons of possible decisions, questions his/her own code of ethics and reviews others' codes; studies related examples with implications for own decisions.

FIGURE 8.3
Sample Course Alignment Grid B

Course Information:
Professor:

	Outcome 1	Outcome 2	Outcome 3	Outcome 4	Outcome 5	Outcome 6
Class 1	X	X				
Class 2	X	X				
Class 3	X	X				
Class 5	X		X			
Class 10		X	X		X	
Class 11		X	X	X	X	
Class 12		X	X	X	X	
Class 20				X		
Class 21		X				X
Class 22		X				X
Class 23		X				X
Class 28	X			X		X
Class 29		X	X	X		X
Class 30	X	X	X	X		X
Reading A		X				
Reading B		X				
Reading C		X	X			X
Reading D			X	X		X
Text Selections	X	X	X	X	X	X
Assignment 1	X	X				
Assignment 2	X	X				
Assignment 3		X		X	X	
Assignment 4		X	X	X		X
Assignment 5		X	X			X
Assessment 1	X					
Assessment 2	X	X				
Assessment 3		X	X	X	X	X
Assessment 4			X			X

FIGURE 8.1
Example of a Weekly Form Providing Outcomes for Students to Select as the Day's Focus

Course Outcomes:	1	2	3	4	5	6
Class Session: 4					X	
Comments:						

FIGURE 8.1
Example of a Weekly Form Providing Outcomes for Students to Select as the Day's Focus

Course Outcomes:	1	2	3	4	5	6
Class Session: 4		*9*		*1*	*14*	
Comments:						

FIGURE 7.1
Excerpt from Dr. Staples's Syllabus Showing the Connection between Learning Outcomes and the Elements of the Course

	Outcome					
	#1	#2	#3	#4	#5	#6
Readings						
Judith Boss *Ethics for Life*	X	X	X	X	X	
John Berger *Ways of Seeing*			X		X	
Ronald Wells *The Importance of Josiah Royce's California for Our Time*		X	X			
Martha Norkunas *The Politics of Public Memory*		X	X	X		
Will Joyner *A Few Thousand Years of Museums in a Nutshell*	X	X			X	
Boas and Black *Frozen in Their Tracks*						X
David Carrier *Restoration as Interpretation*		X		X	X	X
Ivan Illich *To Hell with Good Intentions*			X			
Rachel Naomi Remen *Helping, Fixing, or Serving*	X		X	X		
James Banks *Educating Citizens in a Multicultural Society*	X				X	
Lectures/Discussions/Slide Presentations						
Staples: "Museum boards, where responsibilities begin and end"			X		X	
Staples: "Looking at historical 'truths,' the power of presentation and interpretation."	X	X	X		X	
Staples: "High art and low art, dissolving boundaries"			X	X	X	
Staples: "The role of art/craft in a cultural context"			X	X	X	
Staples: "Ethical issues surrounding collections management"	X		X	X	X	

FIGURE 7.1 (Continued)

	Outcome					
	#1	#2	#3	#4	#5	#6
Lectures/Discussions/Slide Presentations						
Mesa-Bains: "Looking at museums and their diverse stakeholders"	X	X		X	X	
Staples: "Learnt assumptions: beauty, truth, genius, civilization, taste, status. . . ."				X	X	
Staples: "The museum and community: role and responsibility" (guest speaker: Mary Murray, MMA)	X	X		X	X	
Guest Curator: "What to exhibit?"	X	X		X	X	X
Pollack or Staples: "What it means to be of service: exclusion and belonging."			X			
Staples: "What it means for a museum to serve."	X	X		X	X	
Assignments						
Write a description and analysis of your own biases and personal lenses and how they might affect your assessment of artifact value.		X	X		X	
From an ethical perspective, as described in *Ethics for Life*, write a paper addressing a personal ethical dilemma you have faced.					X	
Write an analysis of an ethical dilemma surrounding a specific object/artifact in a museum collection, approaching it from dual perspectives.				X	X	X
Select a personal artifact and describe to the class how you define its meaning, history, and importance.			X		X	