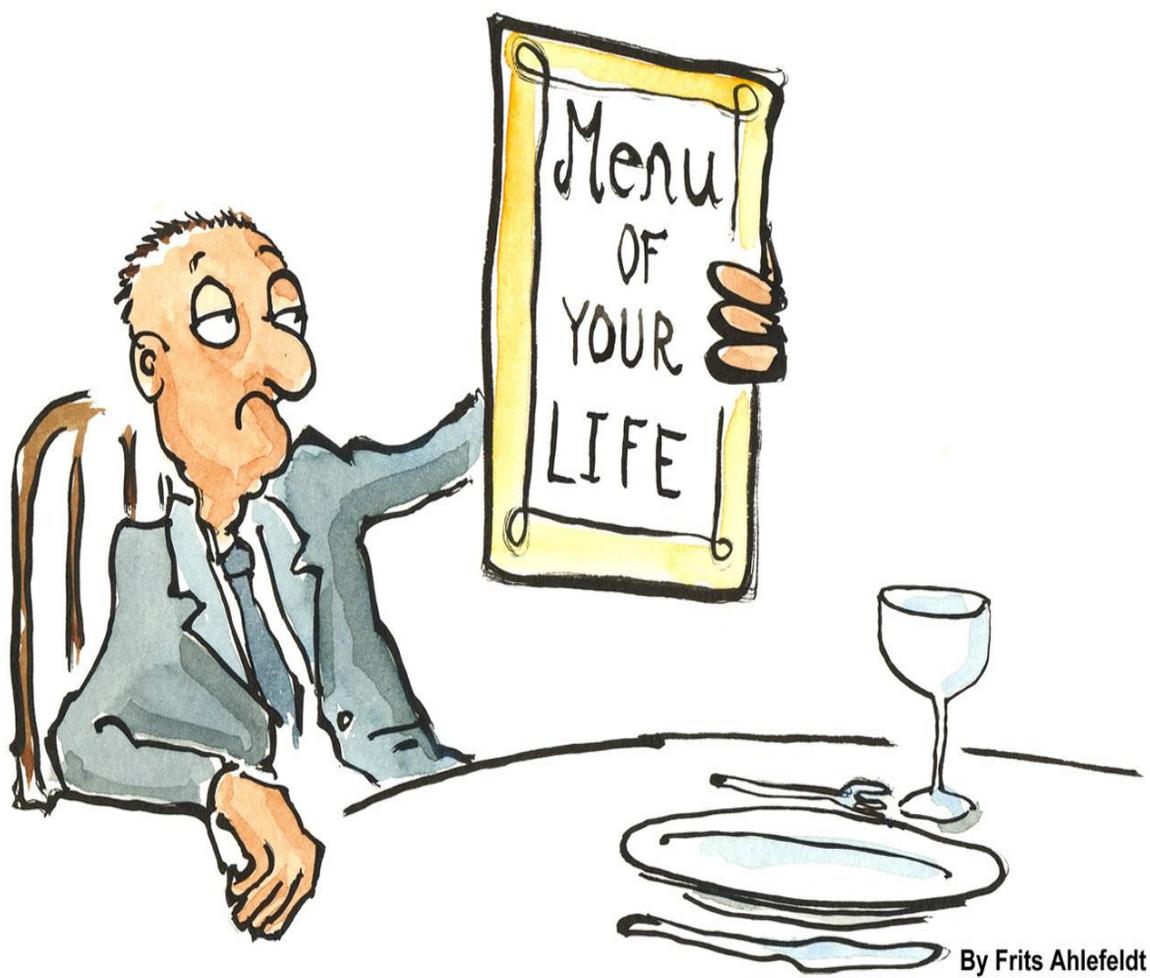


**DEVELOPING COURSE-BASED  
LEARNING OUTCOMES  
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**JUNE 14, 2021  
AUA**



SLOs: at institutional, program and course levels.

Focus on the *course-based* level SLOs and their alignment with program goals

Developing course-based SLOs:

- ❖ review Bloom's taxonomy in relation to the type of knowledge and the level of understanding required for the students in a course
- ❖ write SLOs given the proposed structure

Which of the metaphors expresses best, in your opinion, the essence of your course?  
Why?

a variety show

a wedding

climbing a mountain

a symphony

a menu

Other?

a football game

a conversation

consulting a doctor

doing the shopping

eating a meal



# STUDENT LEARNING OUTCOMES— WHAT ARE THEY?

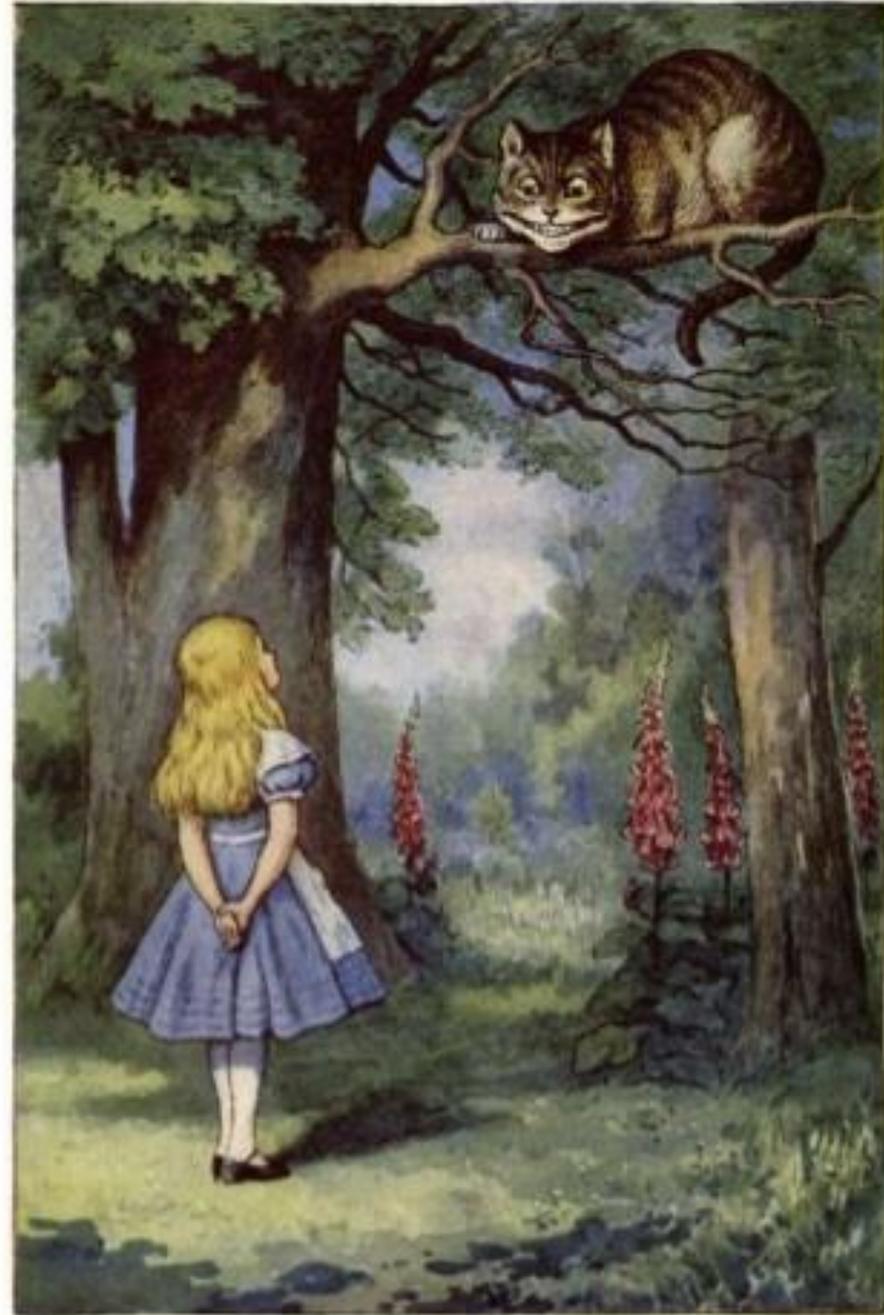
- ❖ Why are they important?
- ❖ Who are they for?
- ❖ How do you write student learning outcomes?
- ❖ *How do student learning outcomes inform the choice of activities and assessments (also to be reviewed during the next session)?*

**Alice**: Would you tell me, please, which way I ought to go from here?

**The Cat**: That depends a good deal on where you want to get to.

**Alice**: I don't much care where.

**The Cat**: Then it doesn't much matter which way you go.



Lewis Carol, Alice in Wonderland

# WHAT IS A STUDENT LEARNING OUTCOME?

SLO = “statement of what and how a student is expected to learn after being exposed to teaching”

Three levels:

- I. Institutional – what the graduates of the university are expected to do/know
- II. Program - what the graduates of a degree program are expected to do/know
- III. Course - what the students are expected to do/know at the end of a course

# AT THE INSTITUTIONAL LEVEL...

## Mission Statement

The American University of Armenia aims to have an impact on students and the community as a center of academic excellence, innovation, inquiry, and diversity that contributes to the further development and advancement of Armenia, the region and the world through teaching and scholarship, fostering creativity, integrity and community service.

<https://aua.am/wp-content/uploads/2018/10/Institutional-Strategic-Plan-updated-9.29.18.pdf>

# AT THE PROGRAM LEVEL...

## PROGRAM GOALS AND PROGRAM STUDENT OUTCOMES

A degree program is established to achieve a **certain aim**.

E.g. the following four goals are the reasons for establishing an MA TEFL Program

Goal 1: Provide students with a strong foundation of knowledge and skills in the English language and linguistics.

Goal 2: Prepare students to support language learners and facilitate their learning.

Goal 3: Equip students with state-of-the-art tools of language pedagogy.

Goal 4: Prepare educational leaders who contribute to the field and to society.

<https://tefl.aua.am/program-goals/>

# MA IN HUMAN RIGHTS AND SOCIAL JUSTICE

## Program goals:

Demonstrate the ability to locate, evaluate, and synthesize primary and secondary sources in human rights and social justice literature.

Provide students with the ability to conduct original research on a topic related to human rights and social justice.

Provide students with the ability to evaluate human rights abuses and remedies at the local, national, and international levels of government.

Understand the development and function of social movements and organizations, as well as how they impact and are impacted by society, culture, politics, and law.

Train and develop leaders in human rights and social justice advocacy and analysis through reality lab-based teaching and research.

<https://mahumanrights.aua.am/program-goals/>

## The aim is served if the graduates can do the following



Program Goals	Student Learning Outcomes: Graduates will be able to:
Goal 1: Provide students with a strong foundation in linguistics and the English language.	1.1. describe and analyze the English language. 1.2. communicate using English that models the standards required in the profession. 1.3. critically analyze and evaluate learners' use of English.
Goal 2: Prepare students to support language learners and facilitate their learning.	2.1. explain language acquisition processes. 2.2. provide effective assessment and feedback on student learning. 2.3. identify and respond to diverse learner needs to facilitate their learning processes.
Goal 3: Equip students with state-of-the-art tools of language pedagogy.	3.1. apply contemporary language teaching methodology to plan activities, lessons, and courses. 3.2. engage in effective teaching practices. 3.3. select, develop, and use a range of effective teaching materials and resources.
Goal 4: Prepare educational leaders who contribute to the field and to society.	4.1. conduct research, evaluation, and needs analysis to make informed decisions related to language education. 4.2. exhibit attitudes and behaviors of reflective and lifelong learning practitioners. 4.3. provide innovative solutions to real-life problems to contribute to their communities and the field. 4.4. demonstrate collaborative, efficient, and responsible practices. 4.5. analyze and develop educational policies and apply them to practice.

**BA in English & Communications**  
**Program Goals and Student Learning Outcomes**

**Program-Specific**

***Goal 1: Equip students with knowledge of English as a world language.***

Student Learning Outcomes:

*Students will be able to*

- 1.1 Accurately and precisely communicate— both in speaking and writing - in a variety of contexts and genres.
- 1.2 Demonstrate a thorough command of English and its linguistic structures.
- 1.3 Recognize and comprehend different varieties of English.

***Goal 2: Equip student with analytical skills in linguistics, communications and literary criticism.***

Student Learning Outcomes:

*Students will be able to*

- 2.1 Analyze oral and written discourse of various genres with regard to social, cultural, political, and historical contexts.
- 2.2 Analyze the structure and evolution of English words and texts from the point of view of morphology, phonology, grammar, syntax and semantics.
- 2.3 Apply theoretical frameworks to analyze media and other forms of public discourse.
- 2.4 Identify and describe the nature and function of language as a human attribute, including language acquisition, language and society, language and culture, language and thought.

# AT THE COURSE-LEVEL...

SLOs are the main reason for teaching a course

This is where the teaching and assessment are aligned

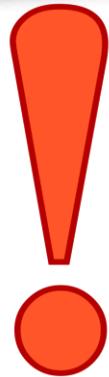
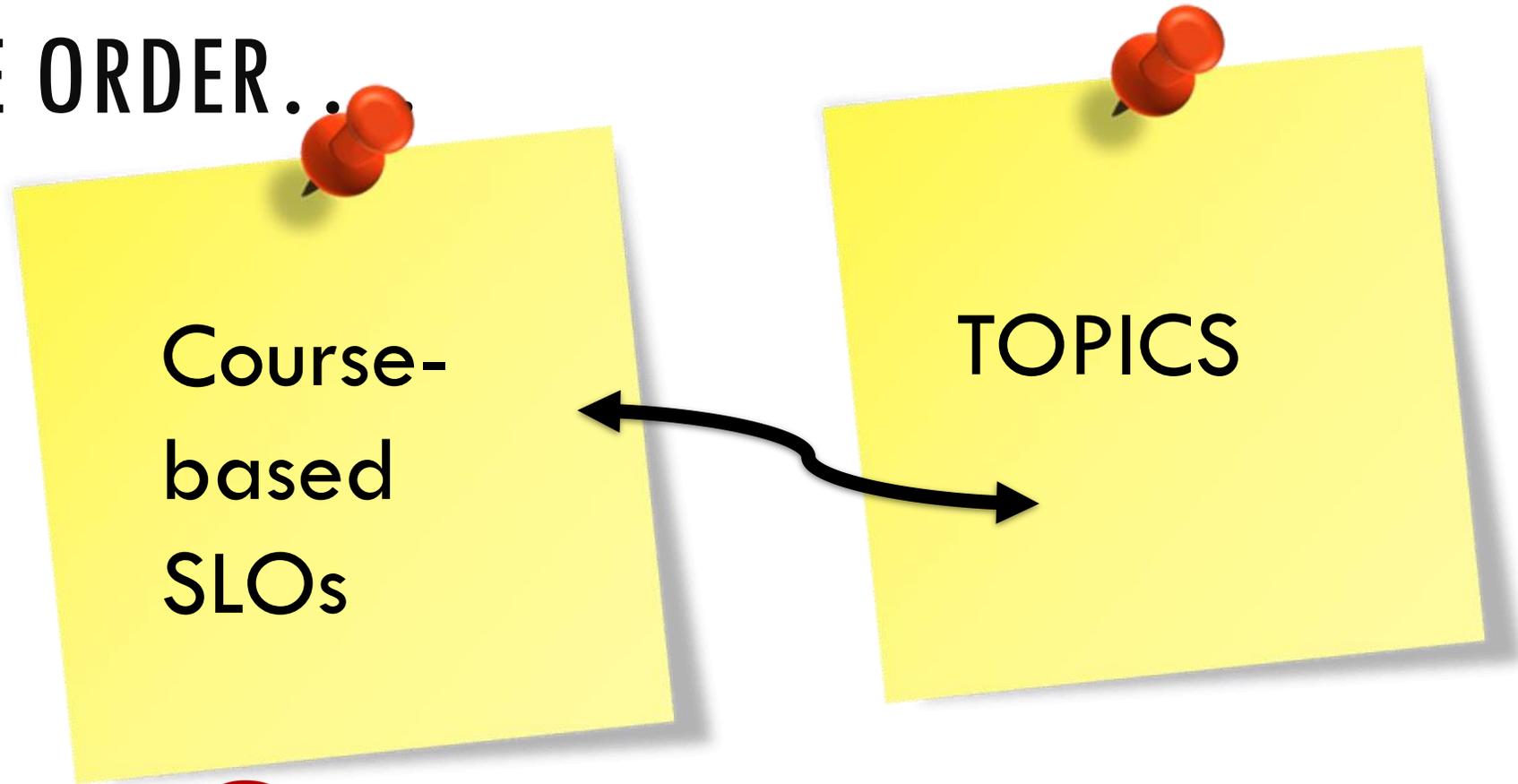
*Questions to keep in mind:*

What should the students be able to perform after teaching that could not perform previously?

Having learned a particular content, what would students' learning look like?

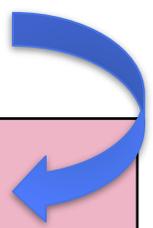
How will you know whether the students understand, appreciate or see the content/field in a different (new) way?

# THE ORDER...



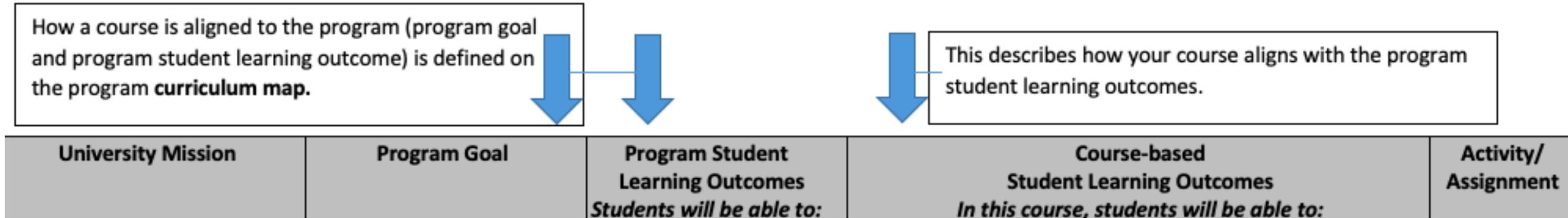
What should the students do with these topics?

The program SLOs are served if at the end of a number of courses Ss can do the following



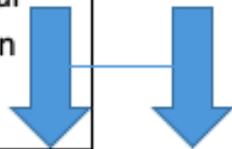
PROGRAM GOALS	PROGRAM STUDENT LEARNING OUTCOMES: Graduates will be able to:	COURSE-BASED STUDENT LEARNING OUTCOMES By the end of the course Ss will be able to ....
Goal 1: Provide students with a strong foundation in linguistics and the English language.	1.1. describe and analyze the English language. 1.2. communicate using English that models the standards required in the profession. 1.3. critically analyze and evaluate learners' use of English.	TEFL 302: Discuss specific language speaking skills from theoretical and pedagogical perspectives.  TEFL 306: show English competency when teaching
Goal 3: Equip students with state-of-the-art tools of language pedagogy.	3.1. apply contemporary language teaching methodology to plan activities, lessons, and courses. 3.2. engage in effective teaching practices. 3.3. select, develop, and use a range of effective teaching materials and resources.	TEFL 302: Develop lesson plans, appropriate materials, and activities for teaching language skills and sub-skills for different levels of ELLs.  TEFL 306: conduct lessons that reflect the use of instructional methods and techniques to meet the needs of the students in the practicum setting

# ALIGNING THE THREE LEVELS OF SLOS



See the handout at <https://ira.aua.am/faculty-workshops/#>

How a course is aligned to the program (program goal and program student learning outcome) is defined on the program **curriculum map**.

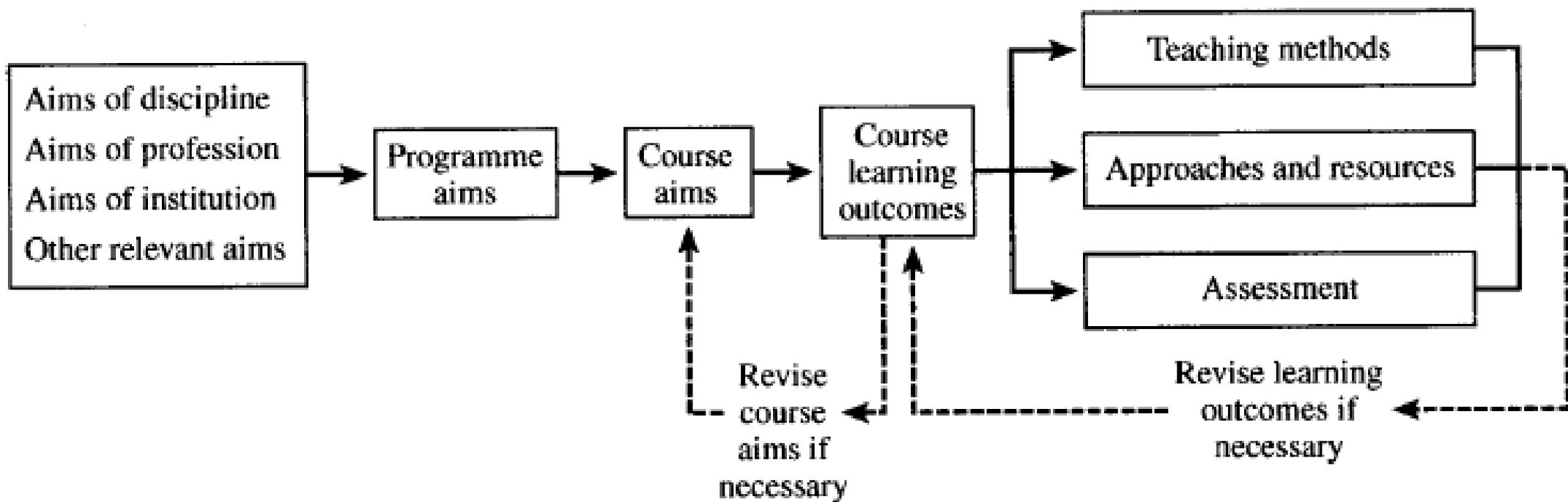


This describes how your course aligns with the program student learning outcomes.



+

University Mission	Program Goal	Program Student Learning Outcomes <i>Students will be able to:</i>	Course-based Student Learning Outcomes <i>In this course, students will be able to:</i>	Activity/Assignment
<p><i>[The American University of Armenia aims to have an impact on students and the community as a center of academic excellence, innovation, inquiry, and diversity that contributes to the further development and advancement of Armenia, the region and the world through teaching and scholarship, fostering creativity, integrity and community service]</i></p>	<p><i>[For example Program Goal 4: Develop articulate, conscientious leaders and problem solvers who are committed to contributing to their fields and society.]</i></p>	<p><i>[For example: 4.1 Produce and deliver written and oral presentations, and communicate with specialists and non-specialists using appropriate media and technology. (Beginner Level)]</i></p>	<p><i>[For example: Produce writing including, summaries and short essays (expository and narrative) using the different stages of the writing process, including choosing a topic, brainstorming, outlining, drafting, soliciting feedback, revising, and editing.</i></p>	<p><i>[For example: Summary Assignment (graded); Comparison and Contrast essay (graded)]</i></p>
	<p>Goal 3: Equip students with state-of-the-art tools of language pedagogy.</p>	<p>3.1. apply contemporary language teaching methodology to plan activities, lessons, and courses.</p>	<p><i>Teaching Language Skills Course</i> Develop lesson plans, appropriate materials, and activities for teaching language skills and sub-skills for different levels of ELLs.]</p>	



*Figure 3.1 Relating aims and outcomes to methods*

Levels of Performance:  
 B - Beginning  
 I - Intermediate  
 A - Advanced

# CURRICULUM MAPS

Program Goals	Goal 1: Provide students with a strong foundation in linguistics and the English language.			Goal 2: Prepare students to support language learners and facilitate their learning.			Goal 3: Equip students with state-of-the-art tools of language pedagogy			Goal 4: Prepare educational leaders who contribute to the field			
Program Student Learning Outcomes	1.1. describe and analyze the English language.	1.2. communicate using English that models the standards required in the profession.	1.3. critically analyze and evaluate learners' use of English.	2.1. explain language acquisition processes.	2.2. provide effective assessment and feedback on student learning.	2.3. identify and respond to diverse learner needs to facilitate their learning processes.	3.1. apply contemporary language teaching methodology to plan activities, lessons, and	3.2. engage in effective teaching practices.	3.3. select, develop, and use a range of effective teaching materials and resources.	4.1. conduct research, evaluation, and needs analysis to make informed decisions	4.2. exhibit attitudes and behaviors of reflective and lifelong learning practitioners.	4.3. provide innovative solutions to real-life problems to contribute to their	4.4. demonstrate collaborative, efficient, and responsible practices.

## Required Courses

TEFL 301 Introduction to TEFL Methodology (3 units)	N/A	I	B	N/A	N/A	B	B	B	B	N/A	B	B	N/A
TEFL 302 Teaching Language Skills (3 units)	N/A	I	N/A	N/A	B	B	B	B	I	N/A	B	N/A	I
TEFL 304 Classroom Assessment (3 units)	N/A	I	I	N/A	I	N/A	N/A	N/A	N/A	B	I	I	I
TEFL 305 Research Methods (3 units)	(I if applicable)	A	(I if applicable)	(I if applicable)	(I if applicable)	(I if applicable)	N/A	N/A	N/A	I	I	I	A
TEFL 306 Teaching Practicum (3 units)	N/A	I	NA	N/A	B	I	I	I	I	N/A	I	N/A	I
TEFL 309 Curriculum Design (3 units)	N/A	A	NA	N/A	N/A	I	A	N/A	A	I	A	I	A
TEFL 310 Teaching Internship (3 units)	N/A	A	N/A	N/A	A	A	A	A	A	N/A	A	I	A
TEFL 320 Introduction to Language (3 units)	I	I	B	I	N/A	N/A	N/A	N/A	N/A	B	I	B	I
TEFL 321 English Grammar: Structure & Pedagogy (3 units)	I	I	I	N/A	N/A	I	I	I	I	N/A	N/A	N/A	N/A
TEFL 323 Second Language Acquisition (3 units)	N/A	N/A	N/A	I	I	I	N/A	N/A	N/A	B	I	N/A	N/A
TEFL 392 Capstone Project (3 units)	A (if applicable)	A	A (if applicable)	A	A	A	A						
TEFL 393 Comprehensive Exams (3 units)	A	A	A	A	A	A	A	N/A	A	A	A	A	N/A

## Elective Courses

TEFL 307 New Technologies in TEFL (3 units)	N/A	I	NA	N/A	N/A	I	I	N/A	I	I	A	I	A
TEFL 308 English for Specific Purposes (3 units)	A	N/A	A	N/A	N/A	A	A	N/A	A	A	A	N/A	N/A
TEFL 311 Vocabulary	I	A	A	N/A	N/A	A	A	N/A	A	I	N/A	N/A	N/A

**BA in English and Communications  
Curricular Map**

Learning Outcomes	<i>Accurately and precisely communicate– both in speaking and writing - in a variety of contexts and genres.</i>	<i>Demonstrate a thorough command of English and its linguistic structures.</i>	<i>Comprehend different varieties of English, taking into account interlanguage phenomena in their own and others' communication.</i>	<i>Analyze oral and written discourse of various genres with regard to social, cultural, political, and historical contexts.</i>	<i>Analyze the structure and evolution of English words and texts from the point of view of morphology, phonology, grammar, syntax and semantics.</i>	<i>Apply theoretical frameworks to analyze media and other forms of public discourse.</i>	<i>Identify and describe the nature and function of language as a human attribute, including language acquisition, language and society, language and culture, language and thought.</i>	<i>Produce and edit high quality, technical oral and written English communication and translation from English into Armenian and vice versa.</i>	<i>Tailor communication to, and engage in persuasive communication with, specific audiences and media.</i>	<i>Apply theoretical frameworks for literary criticism, linguistic analysis, and communication theory.</i>	<i>Conduct original research and be prepared to pursue advanced studies in English, Public Relations, or Communication fields.</i>	<i>Produce and deliver written and oral presentations, and communicate with specialists and non-specialists using appropriate media and technology.</i>	<i>Think critically and creatively, conceptualizing real-world problems from different perspectives.</i>	
	1.1	1.2	1.3	2.1	2.2	2.3	2.4	3.1	3.2	3.3	3.4	4.1	4.2	4.3
FND 101 Freshman English 1												B	B	
FND 102 Freshman English 2												B	B	
FND 103 Armenian Lang / Lit 1													I	
FND 104 Armenian Lang / Lit 2													A	
FND 105 Foundation Armenian History 1														
FND 106 Foundation Armenian History 2														
GE- AH (2 courses)												B	I	
GE- SS (2 courses)												B		
GE- QS (2 courses)												B		
E&C 103 – Intro to Language and Culture		B	B				B		B				B	



Review the course which you are teaching. How does it align with the program and the institution? How are the outcomes of each level aligned?

# DESIGNING AND WRITING COURSE SLO

1. What kind of knowledge is to be involved?
2. Is the SLO about declarative knowledge (knowing about theories, concepts, etc) or functional knowledge (applying, using, solving particular problems)?
3. What level of understanding is the SLO for? Introductory or advanced?

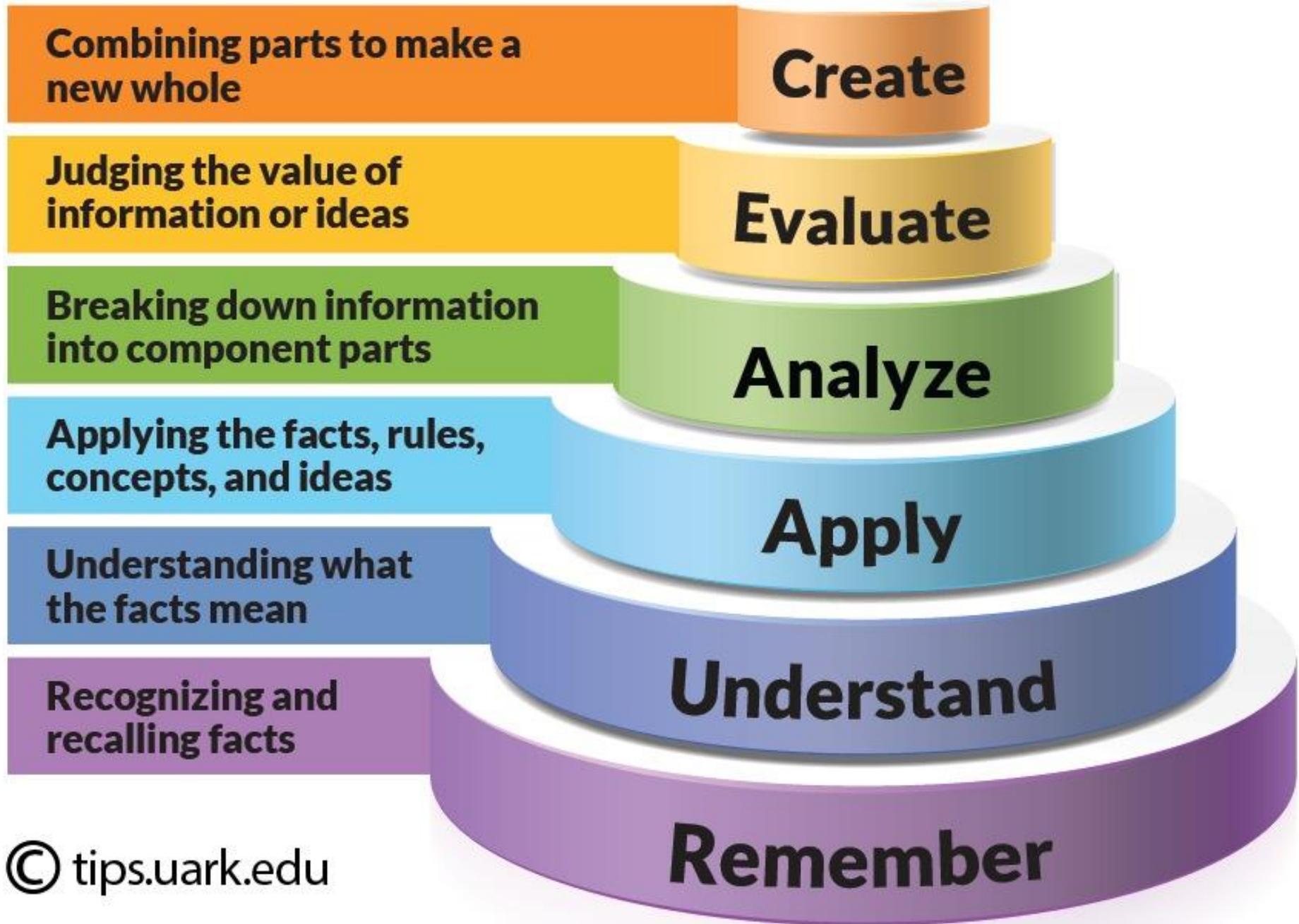


Benjamin Bloom

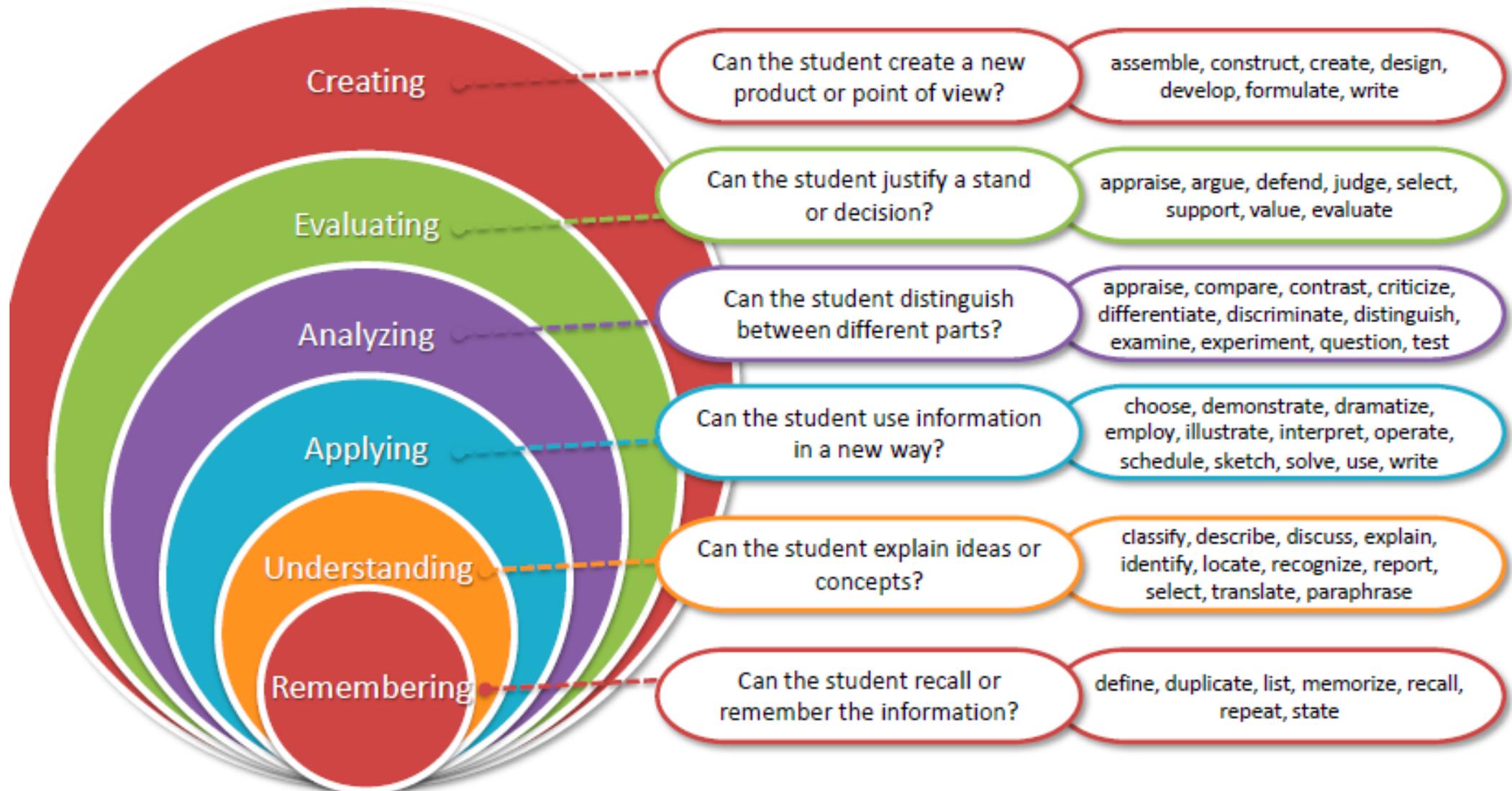
1950-60s

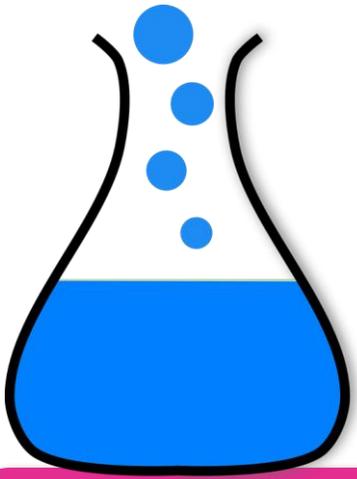
Classification of educational objectives

Theory of Mastery Learning = adapting instruction so that students “master” one step of learning before moving to another



# Bloom's Taxonomy (Revised)





### AUDIENCE

- BY THE END OF
- THE COURSE,
- STUDENTS

By the end of the Teaching Language Skills course, the Ss will be able to...



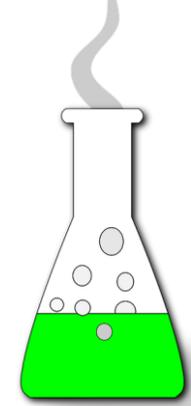
### BEHAVIOUR/ACTION

OBSERVABLE,  
MEASURABLE, DOABLE

(SINGLE) VERB AT THE APPROPRIATE LEVEL OF UNDERSTANDING

The verb in the SLO has two main functions: what the student is able to do with the topic and at what level?

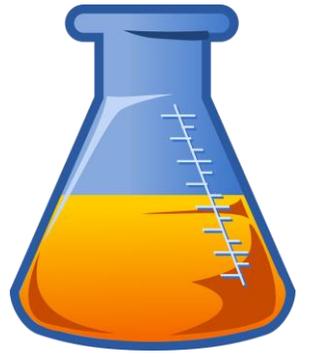
develop



### CONTENT

Specific discipline content, the object of the verb

lesson plans, materials, and activities for teaching language skills



### CONTEXT/ CONDITION

e.g. *given the theoretical framework...*

to different levels of EL learners.

## Appendix A:

### An example of learning objectives grouped per level of learning (Bloom's Taxonomy)

Definition of levels of learning	Example of learning objectives <i>Students are able to:</i>
<b>Remember:</b> The knowledge of specifics, you recall or retrieve previous learned information	<u>Recognize</u> aspects of global warming
<b>Understand:</b> The learner has to be able to give meaning to the subject. The learner is asked not only to give a definition but to explain the knowledge in his own words	<u>Describe</u> aspects that have an influence on global warming
<b>Apply:</b> Carry out or use a procedure in a given situation and apply into a new situation	<u>Illustrate</u> theories that help to reduce global warming
<b>Analyse:</b> Breaking information into parts to explore concepts in relation to each other.	<u>Investigate</u> strategies to reduce global warming
<b>Evaluate:</b> Justify a stand or decision	<u>Assess</u> Pros and Cons of strategies to reduce global warming
<b>Create:</b> Generating new ideas, products or ways of viewing things by putting elements together to form a coherent or functional whole	<u>Develop</u> a strategy to reduce global warming

# ARE THESE SLOS OK?

*By the end of the course, SS will be able to:*

1. Understand the essential and typical elements of a Talent Management System in global companies.
2. Describe and create a marketing plan for an organization.
3. Learn about the ways in which social class, race, gender, and sexuality apply to daily life.
4. Students will be able to apply one of the many theories of social psychology to a number of real world situations.
5. Students will know the elements from the periodic table.



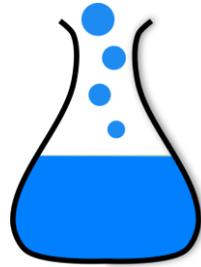
Take a course you are teaching. Review the course aim and the course SLOs by identifying:

- I. What kind of knowledge is to be learned?
- II. At what level of understanding or performance is it going to be learned?
- III. What is the content to be learned?
- IV. Any particular context in which the students will need to demonstrate their behavior?

# WHAT WERE THIS SESSION'S LEARNING OUTCOMES?



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AUDIENCE



BEHAVIOUR/ACTION



CONTENT

CONTEXT/CONDITIONS



By the end of the session, given the main principles for developing SLO-based courses, the participants will be to identify the key elements for writing SLOs when developing/revising their own courses.

# HELPFUL RESOURCES

[AUA IRO Office: https://ira.aua.am/faculty-workshops/#](https://ira.aua.am/faculty-workshops/#)

Biggs, J. & Tang, Ch. (2011). Teaching for Quality Learning at University. Open University Press

Designing and writing course outcomes:

- <https://kb.ecampus.uconn.edu/2014/07/31/writing-cognitive-objectives/#more-1265>
- [https://s3.eu-west-2.amazonaws.com/assets.creode.advancehe-document-manager/documents/hea/private/writing\\_learning\\_outcomes\\_1568036949.pdf](https://s3.eu-west-2.amazonaws.com/assets.creode.advancehe-document-manager/documents/hea/private/writing_learning_outcomes_1568036949.pdf)
- <https://teaching.uncc.edu/teaching-guides/course-design/writing-measurable-course-objectives>
- <https://www.youtube.com/watch?v=eXxTpDg1thI>