
Building the Assessment Foundation: Creating Student Learning Outcomes

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Workshop #1

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Prezi Presentation: http://prezi.com/mc2spjdhysyx/?utm_campaign=share&utm_medium=copy&rc=ex0share

Think Pair Share

Question: Learning Outcomes are important because...

You have 90 second to list as many answers to the above question in the Your Ideas box on the left. When 90 seconds have elapsed you'll be directed to turn to the learners seated in your area and compare responses. During discussion, if you hear any new answers, place them in the Partner Ideas box on the right.

Your Ideas:	Partner Ideas:
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During the discussion of answers, list any ideas not represented in the above boxes.

Workshop Ideas:

Thumbs Up, Thumbs Down, Thumbs All Around

Directions: Provide a thumbs up, thumbs down, or thumbs all around regarding the clarity and measurability of each of the following action verbs in the provided student learning outcomes.

Thumbs up = clear and measurable

Thumbs down = vague or not measurable

Thumbs all around = not sure

1. Students will be able to explain economic institutions such as the Federal Reserve, stock markets, and financial intermediaries.
2. Students will be able to demonstrate advanced understanding of string theory.
3. Students will be able to understand the theoretical approaches to economic phenomena.
4. Students will be able to investigate histological structure through the use of a microscope.
5. Students will be able to comprehend the value of co-curricular courses in undergraduate education.
6. Students will be able to construct a diorama of an architectural landmark.
7. Students will be able to identify characteristics of 19th century literature.
8. Students will be able to develop the ability to design, implement, and evaluate a computer-based system.
9. Students will be able to communicate with individuals from diverse populations.
10. Students will be able to demonstrate riveting procedures used when bonding two sheets of metal.

Writing SLOs for your Course

The following pages should be of assistance in developing several broad, effectively stated expected learning outcomes for a course. When beginning to construct expected learning outcome statements, it is always good to think about the learners. Please take a moment to think about the student learners in the course. Please consider the following questions:

- What are the most essential things the students need to know or be able to do at the end of this course?
- What knowledge and skills will they bring with them?
- What knowledge and skills should they learn from the course?

When you begin thinking about the expected learning outcomes for a course, it is a good idea to think broadly. Course-level expected learning outcomes do not need to focus on small details; rather, they address an entire class of theories, skill sets, topics, etc.

STEP ONE:

In the space provided, list the major elements that you want your students TO KNOW (facts, theories, concepts, models, etc.) at the end of the course.

STEP THREE: List the Expected Learning Outcomes

Rewrite the expected learning outcomes you listed under Steps 1 and 2. In this section, be sure that these learning outcomes follow the guidelines discussed during the presentation.

After taking this course, the student(s) will be able to:

Think Pair Share

This type of activity first asks students to consider a question on their own, and then provides an opportunity for students to discuss it in pairs, and finally together with the whole class. The success of these activities depend on the nature of the questions posed. This activity works ideally with questions to encourage deeper thinking, problem-solving, and/or critical analysis. The group discussions are critical as they allow students to articulate their thought processes.

The procedure is as follows:

- 1 Pose a question, usually by writing it on the board or projecting it.
- 2 Have students consider the question on their own (1 – 2 min).
- 3 Then allow the students form groups of 2-3 people.
- 4 Next, have students discuss the question with their partner and share their ideas and/or contrasting opinions (3 min).
- 5 Re-group as a whole class and solicit responses from some or all of the pairs (3 min).

Advantages of the think-pair-share include the engagement of all students in the classroom (particularly the opportunity to give voice to quieter students who might have difficulty sharing in a larger group), quick feedback for the instructor (e.g., the revelation of student misconceptions), encouragement and support for higher levels of thinking of the students.

Reference: [Linked here](https://www.brown.edu/about/administration/sheridan-center/teaching-learning/effective-classroom-practices/think-pair-share) or you can visit <https://www.brown.edu/about/administration/sheridan-center/teaching-learning/effective-classroom-practices/think-pair-share>

Thumbs Up, Thumbs Down, Thumbs All Around

The thumbs up, thumbs down, and thumbs all around is a quick formative assessment informing the instructor how well the students are understanding concepts presented.

If students get it/agree they provide a thumbs up. If students don't get it/disagree, they give a thumbs down. Students can show a degree of understanding by placing their thumb anywhere on the spectrum between up and down.

If students don't want to share their answer with others, they may choose to signal thumbs up, down, all around in front of their chest. Having students close their eyes is another option to respect anonymity. Once trust is built, students learn it is all right to admit they don't know/understand presented material.

It is a quick and simple assessment to perform to judge knowledge. You may opt to count or designate a student to count responses to be used in an assessment report.

Reference: [Linked here](https://teachingthroughthearts.blogspot.com/2011/07/formative-assessment-thumbs-up-thumbs.html) or you can visit teachingthroughthearts.blogspot.com/2011/07/formative-assessment-thumbs-up-thumbs.html