

# Peeling Back Layers of the Onion: Developing an Outcomes-Based Syllabus that Integrates Teaching, Learning, and Assessment

Peggy Maki

Education Consultant and Assessment  
Series Editor, Stylus Publishing, LLC

[PeggyMaki@aol.com](mailto:PeggyMaki@aol.com)

Presented at UWF

September, 2007

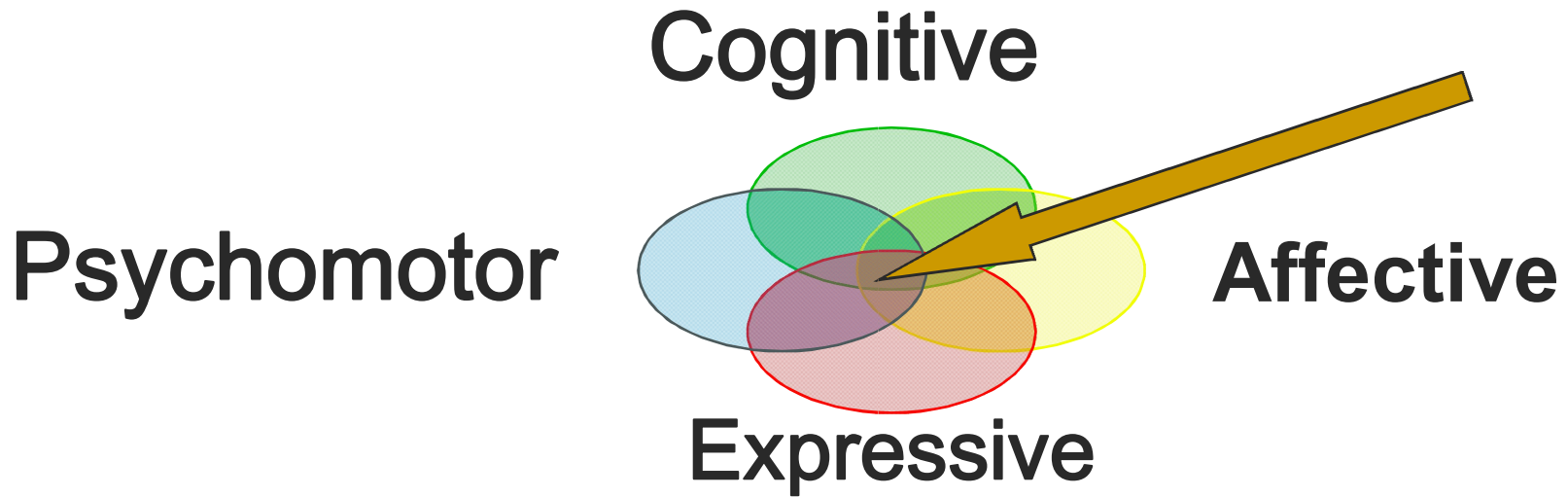
# Outcomes for This Workshop

- View your course as a chronological text/contract about learning
- Place your course within the larger context of your department/program
- Align teaching, learning, and assessment
- Engage students in self-reflection about learning

# [ Questions for Discussion ]

- What's your rationale, philosophy, or the model that underlies a course you teach?
- What do you want students to be able to demonstrate, retain, integrate, synthesize or apply as a result of what and how you teach or how you position students to learn?

# [ Integrated Learning.... ]






- What forms of pedagogy, instruction, or principles of course design underlie how your students learn?
- How might you map your course or engage your students in an activity to help them gain an overall understanding of what they are supposed to learn?  
Advance Organizer?


# Syllabus as a Contract for Learning

- Delineates responsibilities of the student and the instructor for various tasks, including attendance, assignments, examinations, and other requirements
- Describes procedures and course policies so that both students and the instructor know ahead of time how certain occurrences, such as missing an exam, will be handled (See UWF template)

# Syllabus as a Chronological Learning Tool

- Identifies instructor's own philosophy/approach to teaching and the subject matter
- Link(s) to departmental or institutional mission and other educational practices such as in the co-curriculum (community service, guest speakers, etc.)
- Provides context within which the course fits with other courses and provides answer to the question: "Why do I need to (or should I) learn this?"

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- A large black left bracket and a large yellow right bracket are positioned at the top of the slide. A horizontal line with a light yellow-to-white gradient runs across the slide, starting from the left bracket and ending at the right bracket.
- Instructs students about how to plan for the tasks and experiences of a semester, how to monitor and evaluate ones' own performance, how to allocate time and resources to areas in which a student may need more work.
  - Represents a timeline for students to plan and monitor their learning
  - Lists sources of support, including the faculty member. How else can you learn?


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- A large black left bracket and a large yellow right bracket are positioned at the top of the slide, with a thin yellow horizontal line between them.
- Lists Websites of interest
  - Identifies outcome statements that align with GE outcomes or department-level outcomes
  - Aligns pedagogy with outcome statements
  - Aligns assessment methods with outcome statements


# Sample Biology Learning Outcome Statements

- Diagram and explain the major cellular processes in eukaryotes and prokaryotes. (Course)
- Apply the scientific process, including designing and conducting experiments and testing hypotheses. (Program)

# Sample APA Learning Outcome Statements

- **1.3: Use the concepts, language, and major theories of the discipline to account for psychological phenomena.**
- **1.4: Explain major perspectives of psychology (e.g., behavioral, biological, cognitive, evolutionary, humanistic, psychodynamic, and sociocultural).**  
[http://www.apa.org/ed/critique\\_study.html](http://www.apa.org/ed/critique_study.html)

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- A large black left square bracket and a large yellow right square bracket are positioned at the top of the slide. A horizontal line with a yellow-to-white gradient runs across the slide, starting from the left bracket and ending at the right bracket.
- Sequences assignments that reveal growth or development over time so student sees the relationships among those assignments
  - Asks students to assess the course in terms of “learning outcomes.” What did you learn and how did you learn it?”  
SALG or a self-reflective piece

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- A large black left bracket and a large yellow right bracket are positioned at the top of the slide, with a thin yellow horizontal line extending between them across the width of the page.
- Aligns assessment methods with the educational practices you believe promote desired learning
  - Aligns scoring rubric criteria with feedback you and others provide (See a rubric for rubrics)

# Identify and Align Valid Assessment Methods

“Every assessment is also based on a set of beliefs about the kinds of tasks or situations that will prompt students to say, do, or create something that demonstrates important knowledge and skills. The tasks to which students are asked to respond on an assessment are not arbitrary.”

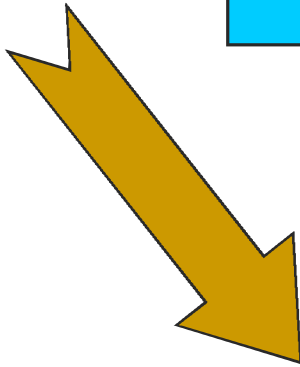
*National Research Council. Knowing what students know: The science and design of educational assessment . Washington, D.C.: National Academy Press, 2001, p. 47.*

Assumptions Underlying  
Teaching

Actual Practices

Assumptions Underlying  
Assessment Tasks

Actual Tasks



# What Tasks Elicit Learning You Desire?

- Tasks that require students to select among possible answers (multiple choice test)?
- Tasks that require students to construct answers (students' problem-solving and thinking abilities)?

# Approaches to Learning

- Surface Learning



- Deep Learning



# When Will or Do You Seek Evidence?

- **Formative**—along the way?


*For example, to ascertain progress or development*

- **Summative**—at the end?

*For example, to ascertain mastery level of achievement*

# [ Deconstruct Your Syllabus ]

- List the desired kinds of knowledge, abilities or skills, habits of mind, ways of knowing, ways of problem solving, and/or dispositions that you wish your students to demonstrate in your course
- How do you design your course so that students achieve your expectations for learning?
- What are the discrete components or elements in your course?

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- A large black left bracket and a large yellow right bracket are positioned at the top of the slide, with a thin yellow horizontal line connecting them across the width of the page.
- What kinds of pedagogy do you use in each of those components or how do you position students to learn?
  - How well do your current methods of assessment align with your teaching and feedback to students?

[

“What and how students learn depends to a major extent on how they think they will be assessed.”

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*John Biggs, Teaching for Quality Learning at University: What The Student Does. Society for Research into Higher Education & Open University Press, 1999, p. 141.*