



Center for Teaching and Learning

*Seminar on Developing Course Learning Outcomes
Friday February 27, 2009 and Friday, March 6, 2009*

1. The most useful activities in this Seminar are:

- Designing CLO and aligning them with PLO
- Learning about course and program learning outcomes
Share teaching strategies of the seminar participants
- The open group discussions
Reviewing together the CLO and comparing them with PLO
- Discussion of ideas instead of being lectured
- Developing learning outcomes and develop methods in assessing them
- The examples shown of learning outcomes
The exercise of writing learning outcomes of the course
- Hearing other's experiences, approaches, views
- Guidelines on how to propose syllabus
- Developing outcomes and matching with assessment procedures
- Matching course outlines with program outcomes
How to assess your students
- Discussion of personal views of the CLOs
- The discussion on the differences between objectives and outcomes
- How to improve the writing of the course learning outcomes
Relating the program learning outcomes to course learning outcomes
- Discussing the learning outcomes of our courses.
- Sharing with faculty and staff from various departments ideas, input
Feedback concerning the development of CLOs
- The whole thing was a waste of time
- Work-shopping language and viewing examples
- Got to meet new nice colleagues. Could test my own stress resistance skills.
- Showed us multiple examples of poorly written CLOs
- The criteria give out

2. The new ideas which I got from the Seminar are:

- How best to design the CLO, and tune PLO
Assessment should be linked to CLO

- As a participant for the first time, the whole experience was very educational and fruitful as to how to write my courses learning outcomes
- Articulating the course syllabus with its objectives vs outcomes
- Difference B/W objectives and outcomes

The idea that all outcomes should be assessed and all assessments should relate to an outcome.

- Better developing syllabi of my courses
- The difference between learning outcomes and objectives

More clear cut ways of expressing outcomes

- How to document how assessment's aligned to means and outcomes
- Alignment between program objective and course outcomes
- Mid term course evaluation

Evaluation procedures in class

- Articulation of CLOs
- I would not call it new, but it is a clearer understanding of what objectives are and what outcomes are
- Diversity of ways of assessing the whole of students
- The use of action verbs.

Alignment with program

- The importance of unpacking key terms stated in CLOs

Highlighting the use of certain verbs in doing so

- Reinforced my conviction that CLO are process heavy substance light bullshit
- Way to work with colleagues to develop CLOs
- None. Reinforced what I always thought. You got to be pragmatic.
- How to word CLOs and how to avoid generic redundant phrases in CLOs.
- Not much

3. Suggestions to improve the Seminar:

- Target specific program/ department
- Have it more abundantly
- Do it at the beginning of the semester or during holidays away from the stress of lectures and courses.
- Carry a stick.
- Very good!
- Show examples of unacceptable learning outcomes
- Just fine
- To be one hour each time in which assignment is given and discussed in the second session
- Involve more individuals
- To provide a classical lecture along with clear objectives/ goals at the beginning of workshop and provide a recipe (model) to follow up.
- NA it is good as is
- Can't think of any
- Have a presentation at the beginning (maybe before the discussion)
- Probably with smaller number of attendees, things will go faster
- Overall, there seemed to be a lack of communication concerning goals and expectations of the seminar; better communication between CTL and faculty and clearer presentations of the aims and goals

- Cancel it all together
 - Develop more detailed method of introducing workshop and eliciting volunteers.
 - Limit it to 30 minutes
 - Start with what a CLO is and perhaps provide multiple examples of adequate, to-criticism CLOs
 - Better organization
- Clear statement of goals

4. Other Comments:

- This helps in revising the contents of our courses and designing clear CLO. I also praise the facilitators.
- Thank you for your efforts; meaning the CTL and all the people involved with it.
- Excellent workshop! Thank you!
- Thank you
- Very important activity
- In general it is ok not wow brain storming. Thanks.
- It will be useful to provide research type studies that show that implementation of CLOs in universities does indeed result in an overall improvement in achieving the university mission of higher education.
- Just great!
- Remove CLOs & PLOs from education, period.
- I don't know why faculty don't want to take responsibility/ ownership of Their own courses... or see CTL as experts (rather than themselves)
- None. I am speechless.
- I would prefer it if we didn't have a retreat, but rather an interest based exchange about post departmental discussion of CLOs