

Learning Outcomes Lightening Talk



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Overview of Learning Objectives

- Generally speaking, learning objectives:
 - Reflect curricular content
 - Are measurable
 - Define faculty expectations for student success
 - Provide a skeleton for mapping curricular pieces to a whole
- Learning objectives are typically:
 - Authored and owned by faculty
 - Shared publicly (e.g., in course syllabi or program descriptions)
 - Assessed for discipline specific accreditation requirements
 - Reviewed regularly as part of program assessment cycles





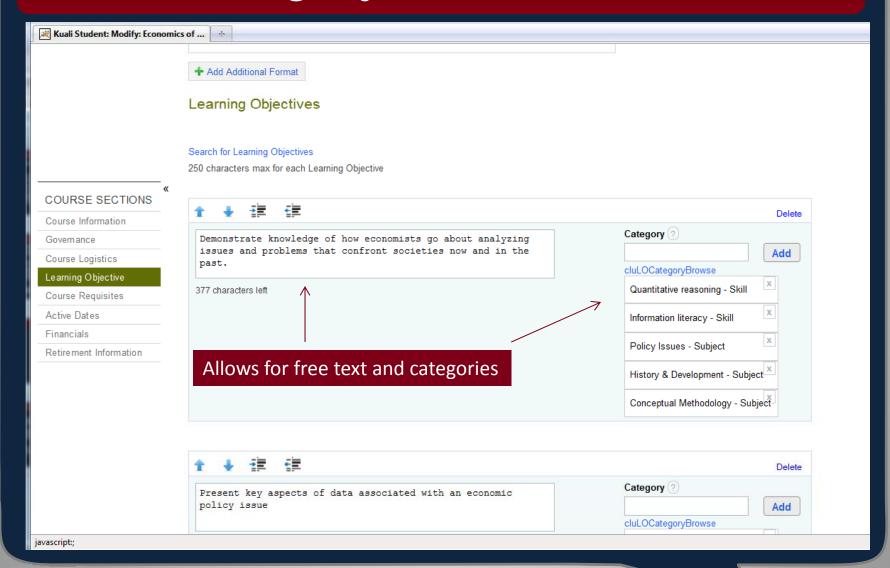
Learning Objectives in Kuali Student

- Part of the Curriculum Management module
 - Viewed as part of the course and program proposal processes
 - Flexible can require or not, can govern or not
- Benefits of tracking Learning Objectives
 - Faculty authored statements promotes faculty ownership
 - Ability to "reuse" learning objectives by searching and copying
 - Ability to attach keywords through categories and types
 - Category types allow blend of a variety of keyword uses
- Demonstration Authoring and Editing Learning
 Objectives in Kuali Student





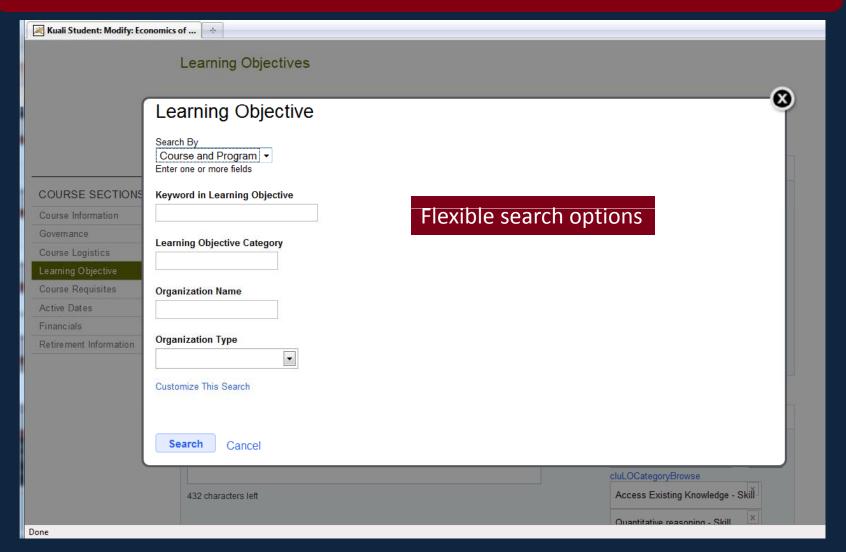
Learning Objectives for ECON 105







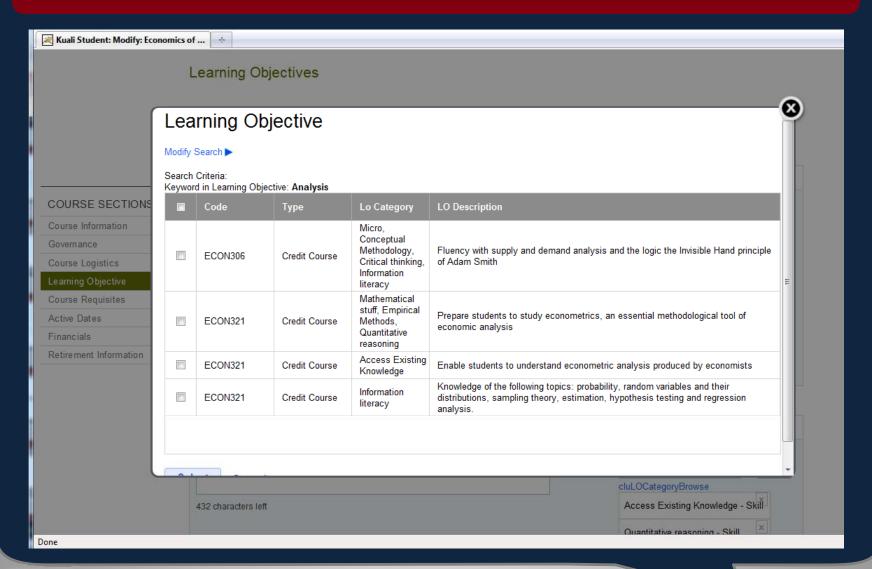
Searching for a Learning Objective







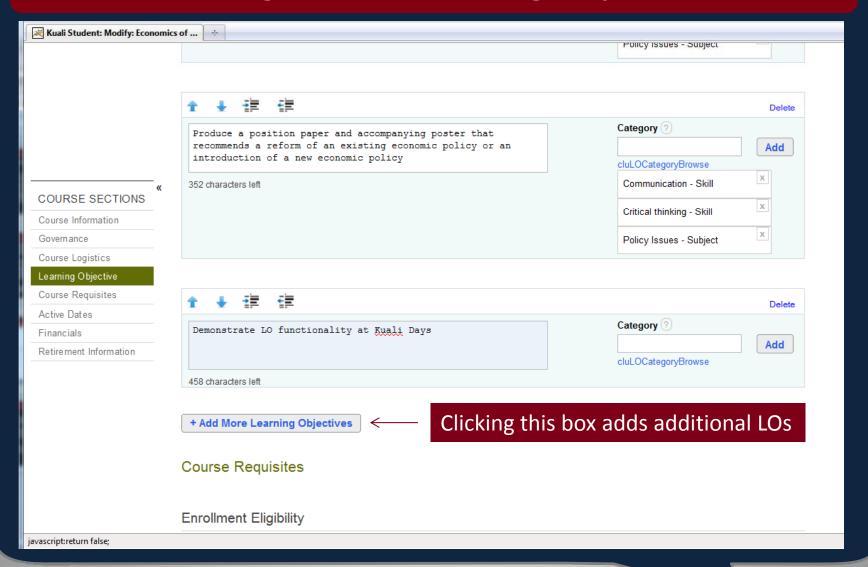
Search Results







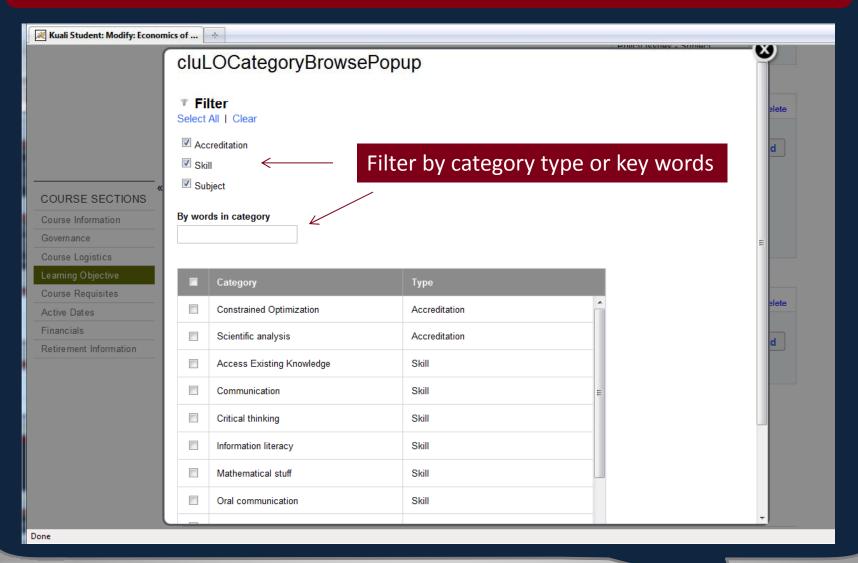
Adding a New Learning Objective







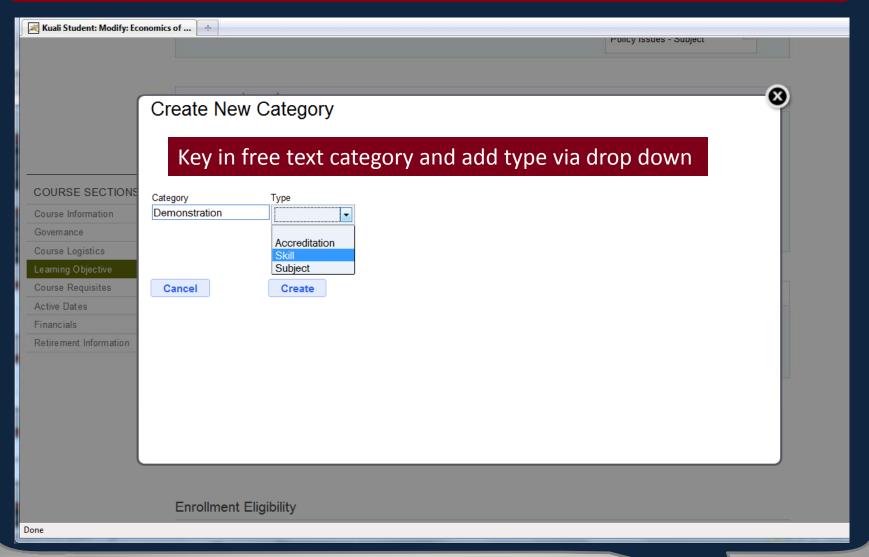
Browsing LO Categories







Creating a Category







Challenges Related to Learning Objectives

Policy questions

- Are Learning Objectives a key part of curriculum approval?
- When Learning Objectives are reused/copied, does someone need to keep them in sync?
- Must Learning Objectives be assigned a category? Who decides whether assignments are accurate?
- Who can author categories and is that different based on type?

Logistical issues

- Category lists get long quickly
- Not everyone assigns the same meaning to a given word
- Typos, misspellings
- Terms change over time





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Question & Answer



