



Pre-Work for Workshop on Developing Program Learning Outcomes

We look forward to having you participate in the Developing Program Learning Outcomes workshop. In preparation, please complete the following tasks:

1. Watch videos on 3 different learning taxonomies and consider which one best fits your discipline and personal approach to learning. You can consider any number of taxonomies, but here are three different ones that we will discuss.
 - a. Bloom's Taxonomy: <https://www.youtube.com/watch?v=ayefSTAnCR8>
 - b. Fink's Taxonomy of Significant Learning: <https://clt.champlain.edu/kb/dee-finks-taxonomy-of-significant-learning/>
 - c. Wiggins & McTighe's 6 Facets of Understanding: <https://www.youtube.com/watch?v=5MvqpVj2HCc>
 - d. Write on the back of this handout your preferred taxonomy for articulating learning in your program and what influenced your choice.
2. Identify and compile (a spreadsheet can be helpful) relevant standards (degree level, accreditation, etc.), strategic priorities (Indigenous Strategic Plan, 20-Year Sustainability Strategy, etc.), pedagogical considerations (experiential learning, problem-based learning, etc.), and data being collected about student learning and competencies, and about alumni that will influence what outcomes you would like to see for your program.
3. Discuss within your curriculum committee and consult with your Faculty Curriculum Coordinator if applicable or with a CTL Ed Consultant to determine the best mapping scale to use in the Curriculum MAP tool. **Note: Your Faculty/School may want to use the same scale for all programs.** The mapping scale is used to indicate the degree to and level at which 1) courses address the learning outcomes, and 2) course-level outcomes align with program-level outcomes. Scales are most effective if they designate between 2 to 4 levels of proficiency:
 - a. Foundations, Extensions
 - b. Introduced, Developing, Advanced
 - c. Dependent, Assisted, Self-Directed
 - d. Principal, Secondary, Major Contributor, Minor Contributor

To choose a scale, consider ways in which learning is demonstrated in the program and how advancement in skills and knowledge can be differentiated. For e.g., if students are expected to progress from applying knowledge within pre-defined parameters to demonstrating acquired skills under guidance and then making decisions independently, then perhaps the Dependent-Assisted-Self-directed scale would be a good fit. In this case, the learning objectives would also need to focus on the degree to which knowledge and skills are demonstrated independently, ie. students' ability to be self-directed. As another example, mapping might serve the goal of identifying when each learning outcome is first introduced across courses, when students are developing knowledge/skills around that outcome, and when they are expected to already have a foundation and be advancing in that area. To this end, the Introduced-Developing-Advanced scale might be the most useful.

Contact Barbara Komlos, barbara.komlos@ubc.ca, with any questions regarding this workshop.