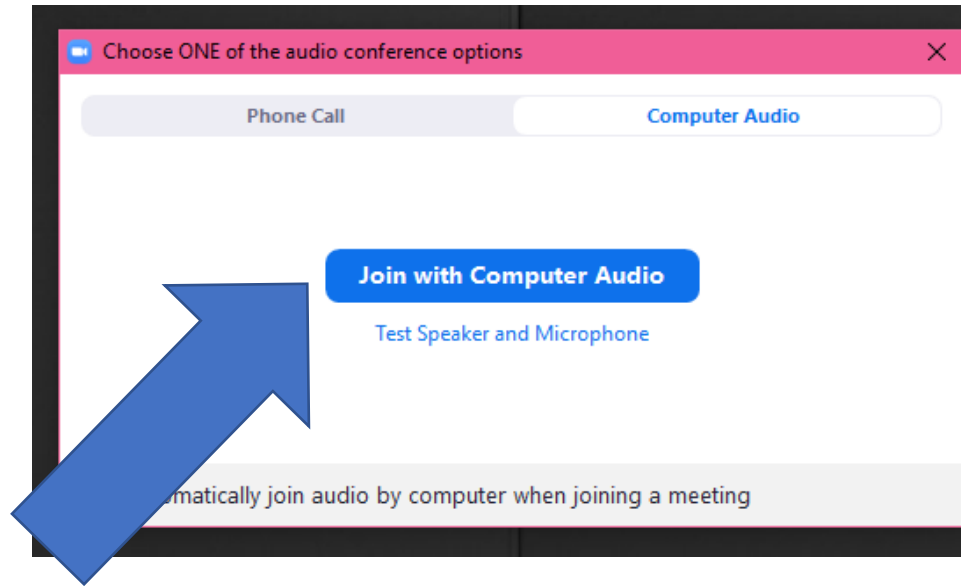To hear the session …

Please enable 'Join with Computer Audio'. Be sure to test your speaker and microphone.
NB: If you are on a tablet, it may ask to 'Join with Device Audio'.

If the screen above does not show, please select 'Join Audio' to connect with computer/device audio.
NB: On a computer, this is found on the bottom left of the Zoom screen. On a tablet, this is found on the top towards the right-hand side (fifth icon from the right).
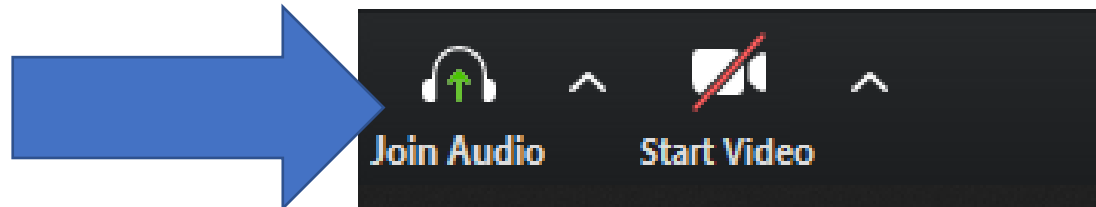
Please keep your microphone muted. ☺

Recording notification

- FLO Friday session will be recorded

- If you decide to ask a question or respond in real time, your image and/or voice will be on camera/the recording

- Recording is for private use only on the public BCcampus archived FLO Friday resource page

- We are beginning the recording now

FLO FRIDAY – Designing for Authenticity: Aligning Assessment with Intended Learning Outcomes

Facilitator: Dr. Gerry Gourlay (she/her)

Hosted by Dr. Gwen Nguyen, Advisor, BCcampus

Dr. Gwen Nguyen, Advisor, BCcampus, gnguyen@bccampus.ca

September 2, 2022

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Learning. Doing. Leading.

Since time immemorial, the səlilwəta?ł təməxʷ (Tsleil-Waututh), Skwxwú7mesh-ulh Temíxw (Squamish), xʷməθkʷəyəm (Musqueam), WSÁNEĆ (Saanich), and the Esquimalt and Songhees Nations of the Ləkʷəŋən (Lekwungen) Peoples have walked gently on the unceded territories where we are grateful to live, work, and play. We are committed to building relationships with the first peoples here, based in honour and respect, and we thank them for their hospitality.

First Peoples House, University of Victoria

I acknowledge and respect the lək̓ʷəŋən peoples on whose traditional territory I am joining from today and the Songhees, Esquimalt and W̱SÁNEĆ peoples whose historical relationships with the land continue to this day.

Session Guidelines

- I am co-hosting this online workshop

- Chat will be saved and monitored during the session

- Use the 'Raise hand' option if you have a question or would like to add to the discussion

  - This is found under 'Reactions' on the bottom banner
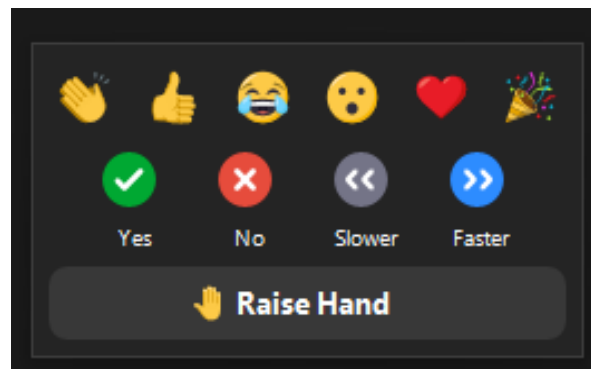
Session Outline

- Community-building exercise

- Discussion around ILOs, components of ILOs

- Practice identifying components of ILOs

- Authentic assessment framework

- Small-group activity

- Summary & wrap-up

Session Intended Learning Outcomes

- When presented with a complete intended learning outcome statement, you will correctly identify all three defining components of an intended learning outcome.

- You will carefully reflect on how to create an authentic assessment that links to your intended learning outcomes following brainstorming in small groups.

- Through a small group activity, you will identify approaches to assessment that are relevant to your teaching and an authentic assessment framework.

Chat waterfall exercise: What do you think of when you see or hear the phrase intended learning outcomes (ILOs)?

- Type a few words that come to mind when you hear or see the phrase 'intended learning outcomes'

- Do not hit enter to post to the chat until the timer is complete – at that point, everyone will hit 'enter' and there will be a chat waterfall of answers and reflections

What are Intended Learning Outcomes (ILOs)?

- Intended Learning Outcomes are statements of what the learner takes-away or engages with following a learning experience (e.g., single class, unit or module, course, year/level, or program)

- Intended Learning Outcomes, depending on discipline, may also be referred to as attributes, competencies, instructional objectives

- 'Intended' is included to denote the intention of what a learner will take-away following a learning experience
  → 'Achieved' Learning Outcomes (ALOs)

Why use Intended Learning Outcomes (ILOs)?

ILOs help learners direct their learning and monitor their own growth or progress (e.g., self-assessment)

ILOs signal what is important or valued in a course, unit, lesson

ILOs provides a framework for an instructor to select the instructional strategies, including activities, that will best create an environment that allows the learner to achieve the outcomes

ILOs allow the instructor to reflect on the effectiveness of the course, unit, or lesson design

Mager's Instructional Objectives (1962)

- Robert Mager: The ideal instructional objective provides a clear description of three key components

- **Learning activity**: **What** the learner does

- Conditions: **When/where** the learner does it

- *Criteria*: **How much/how well** the learner does it

Bloom's Taxonomy

Sample verbs:
(in alphabetical order)

- analyze…
- apply…
- assess…
- calculate…
- construct…
- create…
- design…
- describe…
- determine…
- develop…
- identify…

etc.

Bloom's Taxonomy
LEARNING OUTCOME VERBS

CREATE — Implement, Design, Construct, Develop, Produce, Revise, Propose, Build, Devise, Invent

EVALUATE — Judge, Justify, Select, Critique, Defend, Rate, Evaluate, Assess, Rank, Argue, Review

ANALYZE — Distinguish, Differentiate, Organize, Examine, Distinguish, Compare, Contrast, Classify

APPLY — Apply, Use, Solve, Compute, Implement, Instruct, Demonstrate, Interpret, Complete

UNDERSTAND — Explain, Demonstrate, Summarize, Review, Generalize, Classify, Describe, Identify, Represent, Paraphrase, Interpret

REMEMBER — Define, Identify, Recall, Recite, Reproduce, List, Name, Memorize, Repeat, State, Duplicate, Match

American University CTRL Taxonomy diagram created by Erin Horan, Kim Westemeier, and Alexis Arnold at American University's Center for Teaching, Research & Learning is licensed under a Creative Commons Attribution-American University CTRL Bloom's Taxonomy.

Another way to think about ILOs

Who (the learner) will *do what* under *what conditions*, and *how well* (or how will you know they have learned)

Let us dissect an ILO into its component parts!

When presented with a complete intended learning outcome statement, you will correctly identify all three defining components of an intended learning outcome.

Learning activity: you will … identify … components of an intended learning outcome

Conditions: When presented with a complete intended learning outcome statement

Criteria: correctly, all three defining

Coded ILO based on components

When presented with a complete intended learning outcome statement, **you will** *correctly* **identify** *all three defining* **components of an intended learning outcome**.

Legend: **Learning activity**, Conditions, *Criteria*

Authentic Assessment Framework (Gulikers et al., 2004)

"[Authentic assessment] is an assessment requiring students to use the same competencies or combinations of knowledge, skills, and attitudes, that they need to apply in the criterion situation in professional life."

(Gulikers et al., 2004, p. 69)
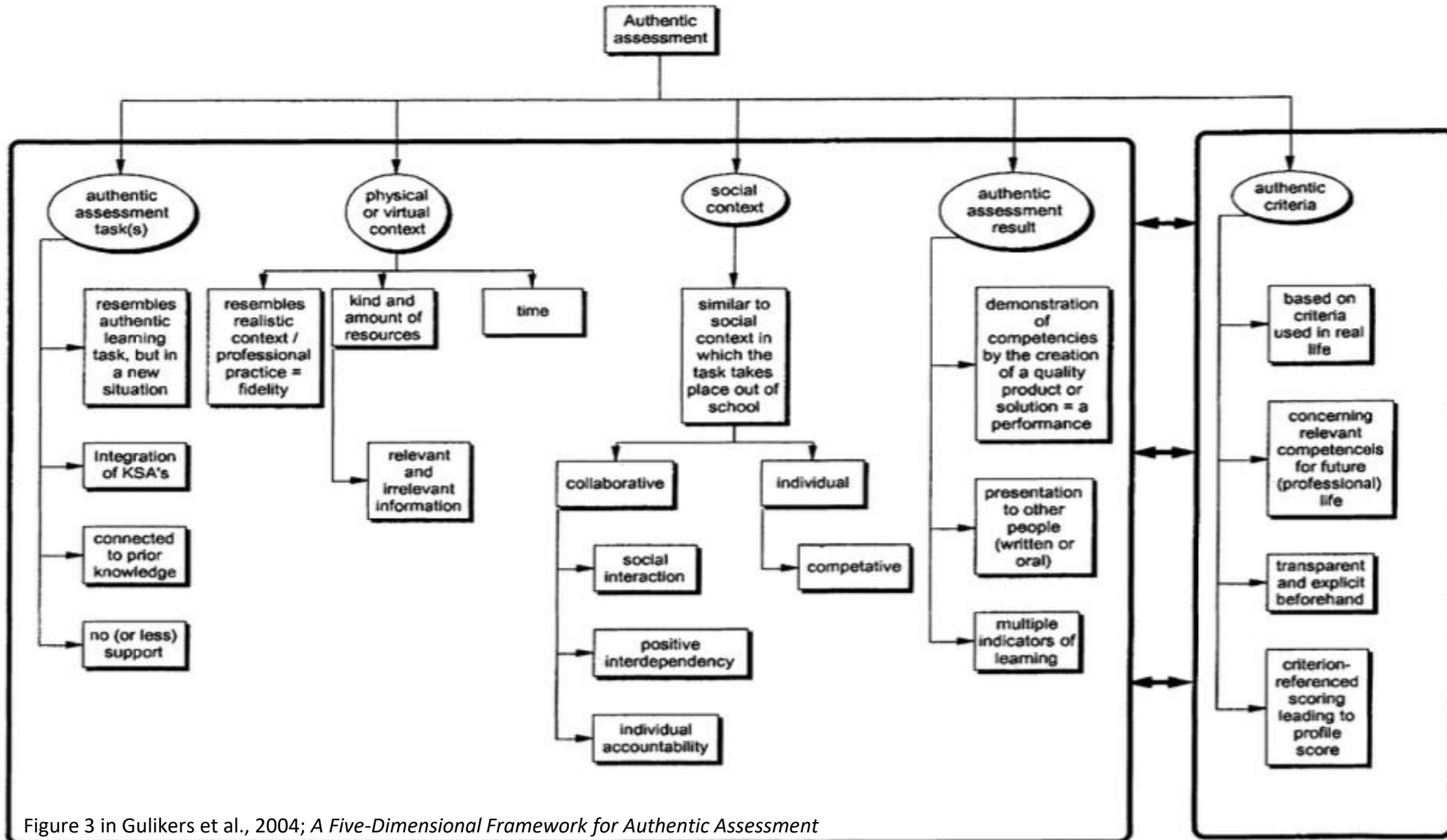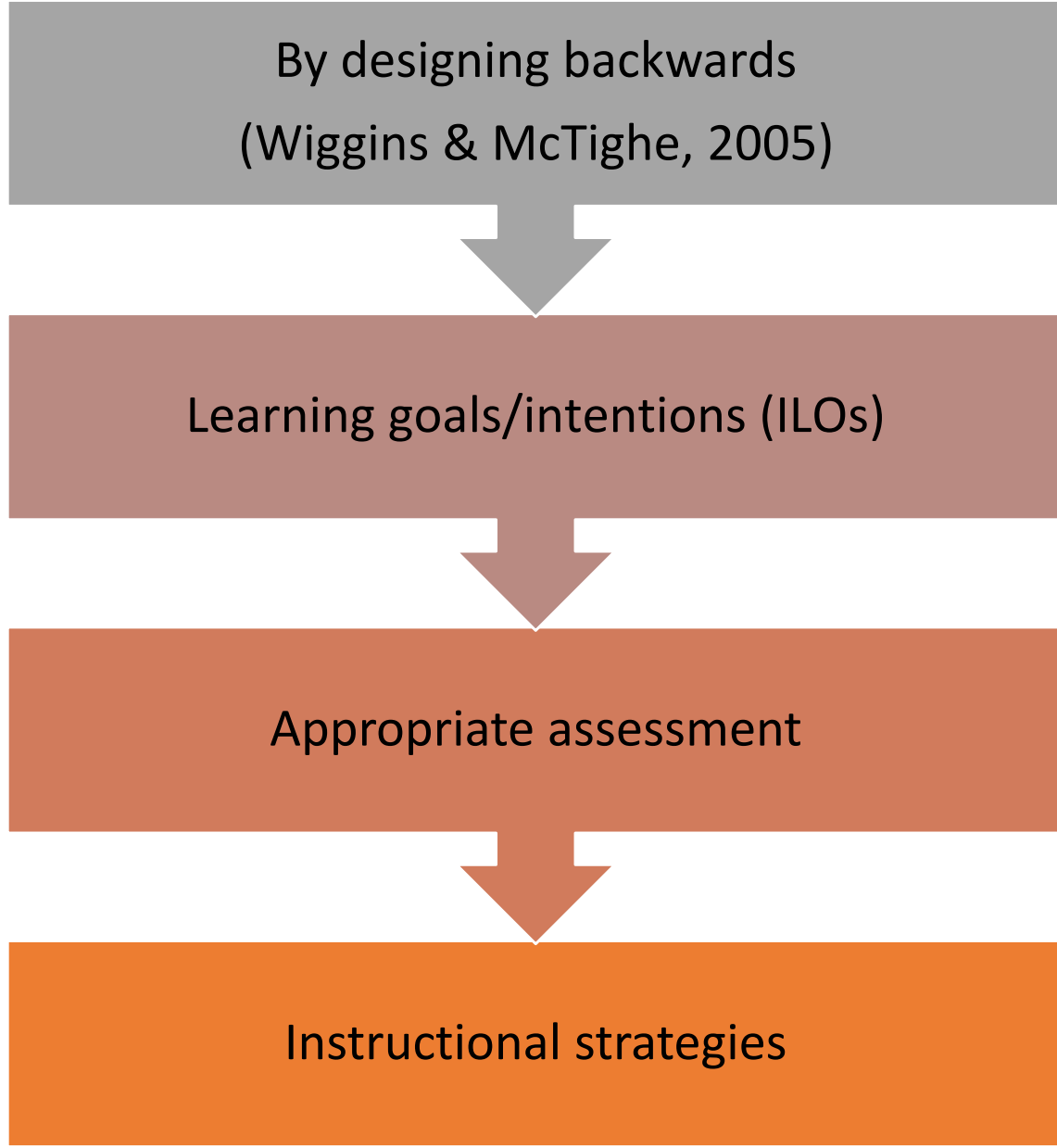
Five dimensions of authentic assessment

Figure 3 in Gulikers et al., 2004; *A Five-Dimensional Framework for Authentic Assessment*

How do you attain an aligned curriculum?
(Biggs, 2014)

By designing backwards
(Wiggins & McTighe, 2005)

↓

Learning goals/intentions (ILOs)

↓

Appropriate assessment

↓

Instructional strategies

Constructive alignment (Biggs, 2014)

One piece should lead to the next and complement one another

You would not state that "As seen through reflection exercises, you will …" and then include no reflective exercises (there would be no alignment)

Your learning intentions or goals (intended learning outcome) informs your assessment which informs the instructional strategies

Small group activity

Dissecting ILO statements & discussing authentic assessments

Small group activity instructions

- In small groups, you will work on dissecting two ILOs into their component parts (on a worksheet)

- You will then work on discussing as a group examples of authentic assessments based on sample ILOs included (or your own, if brought)

- Please nominate a scribe to post in the chat an example authentic assessment(s) that align with sample ILOs

First of two ILOs dissected

- ILO statement: You will carefully reflect on how to create an authentic assessment that links to your intended learning outcomes following brainstorming in small groups.

- **Learning activity:** You will … reflect on how to create an authentic assessment

- Conditions: … following brainstorming in small groups

- *Criteria:* … carefully …that links to your intended learning outcomes

Second of two ILOs dissected

- ILO statement: Through a small group activity, you will identify approaches to assessment that are relevant to your teaching and an authentic assessment framework.

- **Learning activity:** you will identify approaches to assessment

- Conditions: Through a small group activity

- *Criteria:* that are relevant to your teaching and an authentic assessment framework

Reflection

Reflect/doodle/free-write how you will apply designing authentic assessments that support student learning and align with your course-level ILOs

Key summary notes

- ILOs have three general components

    - Learning activity

    - Learning condition or context

    - Criteria (how you will know your learners have met the statement)

- Intended learning outcomes (ILOs) often begin with a strong verb (what you want your learners to engage with in the learning activity)

- Creating authentic assessments can help with alignment to course-ILOs and aid learners in being prepared for the world 'beyond class'

Thank you everyone!

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