Evidence of Learning
Framing Questions – 3 minute exercise

• How do you know if learning is occurring or has occurred in your class?

• What evidence do you have of this?

• How – and how often – do you assess learning?
Methods: SLOs, CATs, and LATs

<table>
<thead>
<tr>
<th>SLOs</th>
<th>CATs</th>
<th>LATs</th>
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</table>
| • Typically viewed as the purpose for which a course exists.  
• We backwards design courses to accomplish those objectives and provide evidence that the students and the course have been successful.  
• As a result of taking this course,... | Often  
• On-the-spot  
• Non-graded  
• Anonymous  
• In-class activities that give students and faculty feedback on the teaching and learning process in real-time.  
• Faculty are systematically engaged observers of learning as it takes place, in every class session.  
• Classroom as laboratory. | Link teaching, learning, and assessment.  
An iterative/integrated process of:  
1. Identifying meaningful learning goals;  
2. Designing & deploying active learning activities that require students to create an assessable product that provides direct evidence of their learning;  
3. Analyzing the artifacts. |

*With LATs, they give us the evidence. We have to figure out how to create that opportunity & what to do with it once we have it.*
LATs: Goals, Objectives, & Outcomes
3 minute exercise

From previous page, this is LAT steps...

• How do you help your students see the target? (what *is* the target?)

• How do you help them aim for it?

• How do you help them hit it, and know if they did?
Now Consider This

From imagery...  

<table>
<thead>
<tr>
<th>Learning Goals</th>
<th>Learning Objectives</th>
<th>Learning Outcomes</th>
</tr>
</thead>
<tbody>
<tr>
<td>See the Target</td>
<td>Aim for the Target</td>
<td>Hit the Target</td>
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</table>

To outcomes

<table>
<thead>
<tr>
<th>A Goal</th>
<th>An Objective</th>
<th>An Outcome</th>
</tr>
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</table>
| Students will acquire knowledge of...  
  • (for example, disciplinary terms and concepts).  
  • General | Students will demonstrate understanding and use of... (terms and concepts).  
  • A little more specific. | In the oral presentation of their final simulation project, students will apply.... (terms and concepts appropriately).  
  • Very Specific |

Figure 1.1 Differentiating Between Learning Goals, Objectives, and Outcomes
Goals, Actions, and Evidence
5 minute exercise

Questions
1. Identify a few learning goals for a course that you teach.

Answers
• 1

2. What do you do to accomplish them?

• 2

3. What evidence do you have that learning has occurred?

• 3
Free CATs and LATs!

Look over the sheets – 3 minutes
You will all receive digital copies
Expanding our definition of learning

TAXONOMY OF SIGNIFICANT LEARNING
LATs Exercise – 10 minute exercise

• I want my students to... *(identify a learning goal)*

• So I ... *(choose and implement a LAT)*

• So that I have evidence of... *(goal attainment, learning that is found in...)*

• That I evaluate by... *(how do you assess it?)*

• So that I can then... *(Respond and ...)*
LATs: Making Them Work – 5 minute exercise

• Craft a basic assignment description for one of those LATs.

• What would successful learning look like (what’s the evidence of learning)?
Building Outcomes

- **Remembering**: define, identify, label, locate, list, match, quote, recall, recognize, recite. *Think about the basic features of a thing or phenomenon.*
- **Understanding**: describe, explain, restate. *Think about how or why something works.*
- **Applying**: apply, complete, illustrate, simulate. *Think about applying a rule to a different situation, or in a different context.*
- **Analyzing**: compare, contrast, differentiate, interpret. *Think about evidence of distinctions.*
- **Evaluating**: estimate, judge, prioritize, rate, score. *Think about measurement.*
- **Creating**: compose, construct, design, develop, formulate, hypothesize, invent, produce. *Think: inventive.*

*See our Automated Course Objective Builder Page at [https://coursedesign.uidaho.edu/best-practices/learning-objectives/](https://coursedesign.uidaho.edu/best-practices/learning-objectives/)*