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

SLOs	CATs	LATs
• 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…

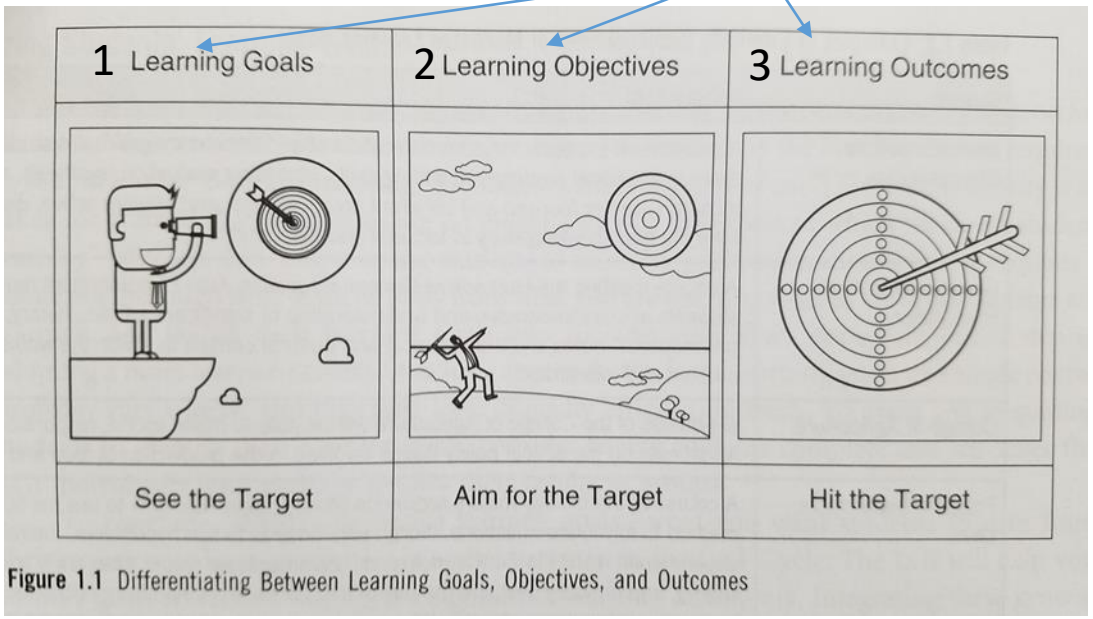


Figure 1.1 Differentiating Between Learning Goals, Objectives, and Outcomes

- 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…

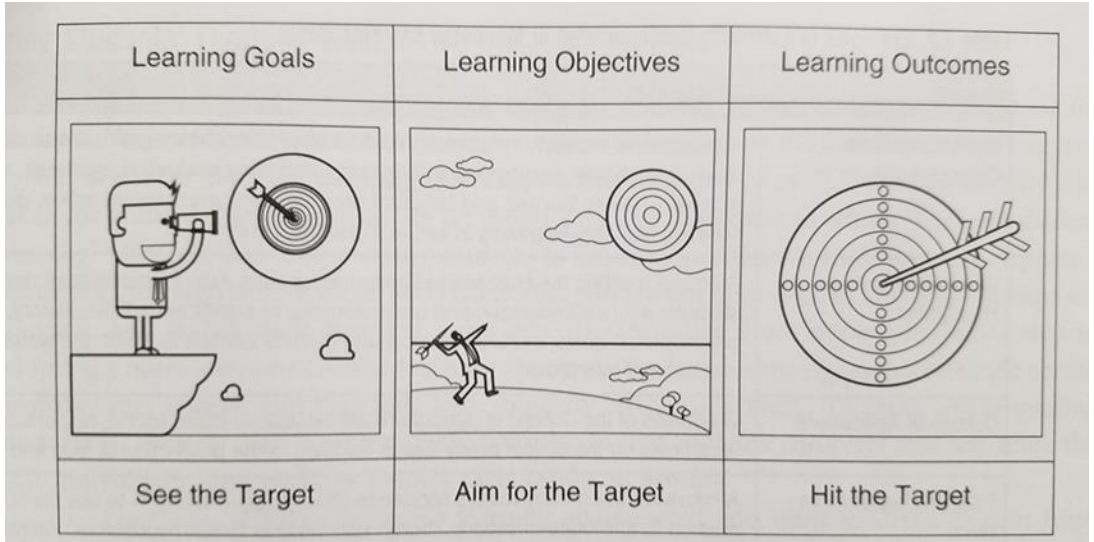


Figure 1.1 Differentiating Between Learning Goals, Objectives, and Outcomes

To outcomes

A Goal	An Objective	An Outcome
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**

Goals, Actions, and Evidence
5 minute exercise

Questions

1. Identify a few learning goals for a course that you teach.
2. What do you do to accomplish them?
3. What evidence do you have that learning has occurred?

Answers

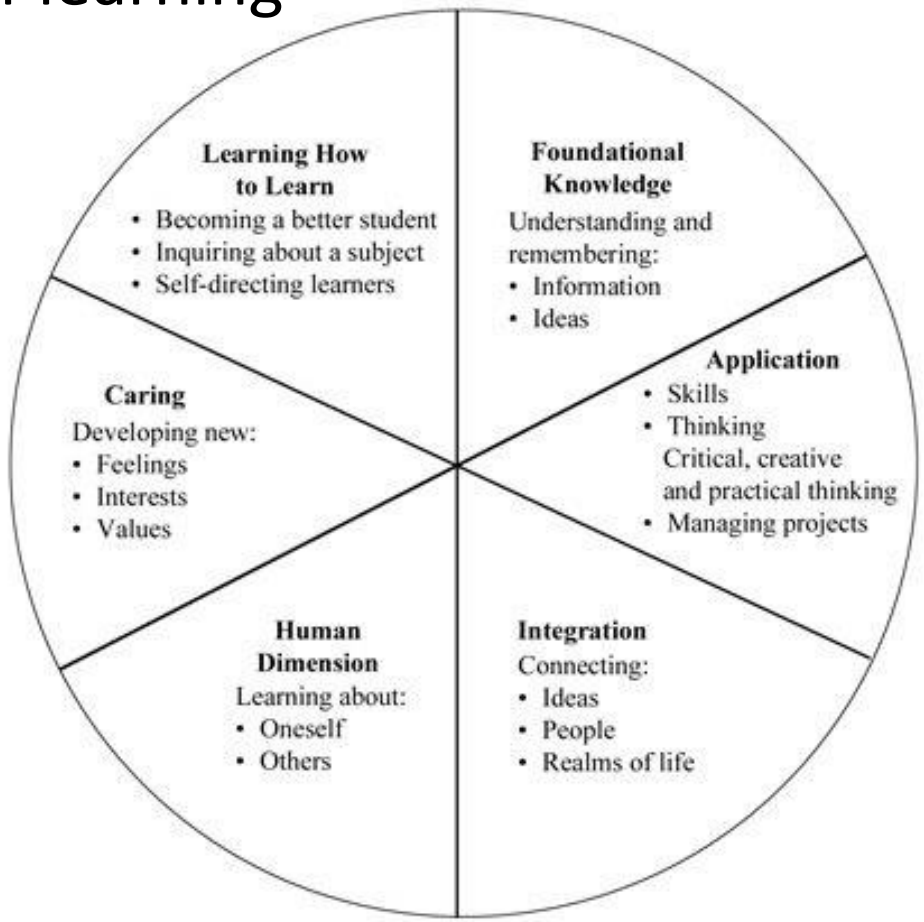
- 1
- 2
- 3

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

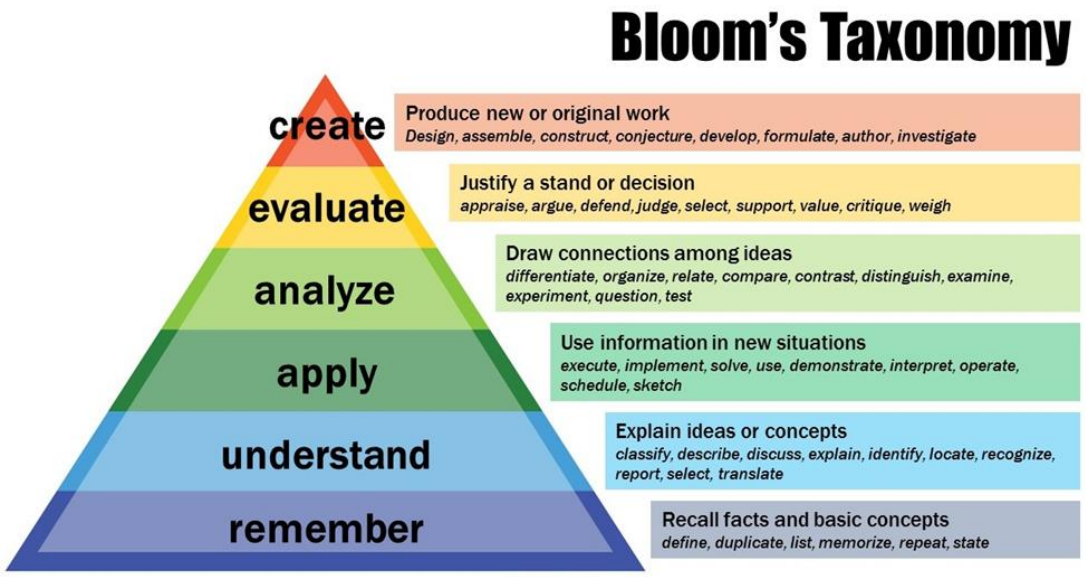
- **I want my students to**… (*identify a learning goal*)
- **So I** … (*choose and implement a LAT*)
- **So that I have evidence of**…(*goal attainment, learning that is found in…)*
- **That I evaluate by**…(*how do you assess it?)*
- **So that I can then**… (*Respond and …)*

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/