



Engaging Students With Course Outcomes

Zanita, Student, Fayetteville Technical Community College [00:00:05] Without knowing the outcome, you kind of don't know if you're running the race for a good reason because you don't know what the goal is. So knowing the outcome is, it's helped tremendously.

Rosemary, Student, The University of Southern Mississippi [00:00:14] Those learning outcomes really give me an idea of what I'm supposed to know by the end of the course. So whenever I go back after the end of the course and I think about what have I learned here, the learning outcomes really help me organize that information.

Schlyer, Student, The University of Southern Mississippi [00:00:29] It just really made me feel prepared like I'm, I'm ready to go out and do this and I know how to do it. It gave me a sense of confidence.

Deninne Pritchett, PhD; Chairperson and Faculty Member; Department of Psychology; Central Piedmont Community College [00:00:48] I help students understand the role and importance of learning outcomes by introducing them to the learning outcomes on the first day of class. My first introduction is why we're here, how much I love this discipline, why you should care even if you're not interested in psychology, and what psychology means in the big picture. And at the start of every class, I discuss the purpose of what we're learning and how it translates to their everyday lives.

Mya Rome; Instructor; School of Child and Family Sciences; The University of Southern Mississippi [00:01:15] From the get go, we make sure our outcomes are listed in that syllabus and we tend to go over them the first day of class. As we go through the assignments and we go through the material, we reintroduce those outcomes. This might look like putting it at the very top of the assignment to give them a reminder, or in the syllabus we'll actually list what objectives are achieved with every single assignment that's listed.

Kelly Lester, MFA; Director, Center for Faculty Development; The University of Southern Mississippi [00:01:38] In all of my assignments. I include the student learning outcomes so that the students know what we're attending to that I've already set out at the beginning of the semester. This is another way to show I've thought through the semester, I've thought about what you're going to do, here's where it's showing up now in this assignment.

Jeff Suarez-Grant; Senior Instructional Designer; Center for Effective Teaching and Learning; California State University, Los Angeles [00:01:54] Going back to Mary-Ann Winkelmes's TILT framework, Transparency in Learning and Teaching framework, there's kind of three sections: the Purpose, the Task, and the Criteria for Success. And one of the nice things about the TILT framework is that it actually refers to outcomes as skills. It's a much more approachable, student friendly term because it makes it clear that the outcomes are what students are going to be able to do. A skill they're going to practice. And again, doesn't assume that students know this, like, academic jargon. So you want to ensure that there is no kind of like hidden curriculum, that you're not assuming something, assuming that students know a particular term or a particular skill. You want to go ahead and unpack that and explain what those are.

Ireland, Student, The University of Southern Mississippi [00:02:35] I do find it motivating when the professors explain learning outcomes, because a lot of times you can go into courses and not know any expectations or not know what the professor's going to want from the course. And so when a professor explains what they want and actually seems engaged with what you're wanting to do with those learning outcomes, it actually makes it with a really good, I feel like repertoire between the professor and you feel like you have a good interpersonal relationship with them.

Amanda Deliman, PhD; Assistant Professor; School of Teacher Education and Leadership; Utah State University [00:03:03] The Course Concept Study Guide is an effective tool that we use to help set the students up for success right at the start of the semester.



So as a faculty, we determine what we want the students to be able to know, understand, and do. First, we look at what the state is looking for when we set our pre-service teacher candidates up for success. Secondly, we think about how districts are requiring teachers to show mastery of content. And we list all of these concepts in a helpful guide. I encourage them to keep it handy to make notes, highlight what it is that they're learning. I also encourage them to put question marks next to areas that they'd like further enhancement or further engagement with the concepts. About midway through the semester, we look back at the Course Concept Study Guide. I do a check in and verify understanding. The Course Concept Study Guide serves as an opening to prepare the students all along the way as we go over the course concept, and it also serves as a guide to set them up for success when they complete the course.

Amy; Student; Utah State University [00:04:14] The Course Concept Study Guide was really helpful because it helped us as students know what we needed to study, what we needed to focus on when we were reading our chapters and doing our assignments. So that way, we could be prepared for the final exam and for going out and being teachers.

Jeff Suarez-Grant [00:04:32] One of my favorite activities to get students to reflect on student learning outcomes is to actually ask them, like, how confident do you feel in being able to perform what's described in that outcome? Do you feel like you could do that? Do you feel like that's a skill that you've now attained? And that's a really useful, reflective practice for students.

Kelly Lester, MFA [00:04:52] I always engage in a discussion at the end of the semester. If they've submitted a final project, if they have submitted a final paper, we will gather as a group and we will have an open conversation. What was the most challenging part of this assignment? How did you succeed in this project? What did you see others succeed in that has now inspired you? And so really taking the time to let them speak, that helps them have a closing to the semester and also helps them see what they've achieved. I also embed self-reflection into assignments, and so really pinpointing focus. What did we do? What did you accomplish? How are you going to take this into the next thing that you do, right? What did you learn from here that you might incorporate into another class that you attend or into your career? And really taking that moment to solidify what they have accomplished, learned, retained, we might call it a takeaway, so that they have the opportunity to move through the next parts of their life with that.

Ireland, Student [00:05:57] The benefits of learning those skills of self-reflection is that I'm able to be more self-aware. And I think self-awareness is a really big thing, especially for a student going into after college or even more courses in college. Self-reflection just really shows you that you were able to do it but you got to just take your time, and you got to be patient, and you got to trust the professor that they'll get you there.

Jeff Suarez-Grant [00:06:18] I'm also a big fan too of midterm and end of term surveys to actually ask students their feedback. How approachable, how useful were the outcomes? What modifications or changes would you recommend I make to those to make them more student-friendly or student-centered? And then make that change in the future.

Kelly Lester, MFA [00:06:38] I collect informally and formally the reflections from students. And so then from that, I take notes and put things forward to think about in the upcoming semester. So I'm collecting information from the students, I'm collecting information from my own observations, and I'm collecting more formal information from them at the end of the semester through the assignments that they're submitting, through surveys that they might complete to help me improve the class for the next time that I offer it.