



Conference Program Submission

Learning Outcomes Development Guide

Thank you for your interest in submitting a proposal for MOH-KINS-TSIS 2019. We encourage you to utilize this Learning Outcomes Development Guide when developing your proposal.

Purpose

The purpose of this guide is to better assist Student Affairs professionals who are interested in submitting a proposal to present at the 2019 Conference. A component of the proposal submission is focused on the intended learning outcomes for your presentation. For program proposals to receive full marks, we have provided this step-by-step guide to assist you in creating successful learning outcomes.

What are Learning Outcomes?

Learning Outcomes are statements that outline and specify the new behaviours, learning, information, skills, attitudes or knowledge that a participant can expect to acquire after engaging in a learning experience. Each learning outcome should be measurable and observable. A participant should be able to read the learning outcomes and identify whether or not they gained the identified experiences/skills/information, etc after attending your presentation.

Why have Learning Outcomes?

Learning outcomes are useful because they define the type of learning to expect, creates measurable goals and provides guidance for both the educator and learner.

How to Create Learning Outcomes

Learning Outcome Component	Description	Component
Establish a Time Frame	Establishing a time frame helps you to keep your learning outcomes time specific and measurable.	By the end of this 60-minute session...
Establish a population	Who is the targeted audience of your learning outcome?	Participants will be able to...
Select an action verb	Action verbs are used to specifically define what learning you are hoping to achieve. Bloom's Taxonomy (see image below) is a tool you can use to determine what type or action verb would be most appropriate for the level of learning you are hoping to achieve.	Identify...
Select an activity	What activity will the population be doing that the action verb will apply to?	The appropriate technological platform for hosting online learning communities that engage the population of new students that the participant works...
Intended Learning	Using the competencies for Student Affairs and Services (SAS) professionals in Canada , what will the identified population learn from the selected activity and action verb in the time allotted?	In order to choose and utilize appropriate technology to enhance communications...
Evidence	How will you know that the participant has achieved the intended learning?	As evidenced by the participants 'action plan developed in the session

Putting it Together

When you combine these different parts of your learning outcome, you provide your participants with a clear expectation of what you are hoping to achieve.

Example: By the end of this 60-minute session, participants will be able to identify the appropriate technological platform for hosting online learning communities that engage the population of new students that the participant works with, in order to choose and utilize appropriate technology to enhance communications as evidenced by the participants 'action plan developed in the session.

Special thanks is given to British Columbia Institute of Technology, Learning Resources Unit, and the Ontario Association of College and University Housing Officers (OACUHO) for the content and resources used in this guide.

Learning Outcomes: Simplified Example

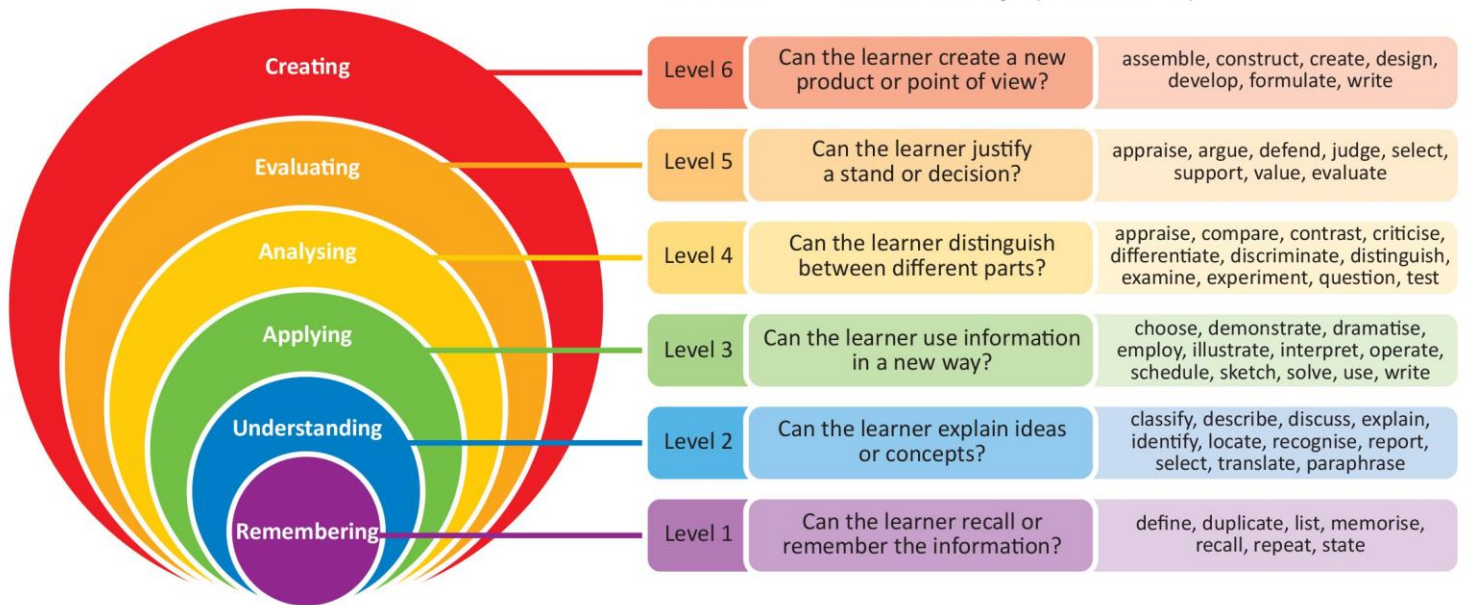
Learning Outcome Component	Component
Establish a Time Frame	By the end of this 30-minute class...
Establish a population	Participants will be able to...
Select an action verb	Bake...
Select an activity	A chocolate cake...
Intended Learning	In order to make dessert for their party...
Evidence	As evidenced by the participants ability to measure and mix ingredients, and set oven timer and temperature.

Putting it together

Simplified Example:

By the end of this 30-minute class participants will be able to bake a chocolate cake, in order to make dessert for their party as evidenced by the participants' ability to measure and mix ingredients, and set oven timer and temperature.

Bloom's taxonomy (revised)



From: Churches, A. 2012. *Bloom's Digital Taxonomy*