Slide 1

Alignment of
Teaching and Assessment
with Intended Learning Outcomes

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Slide 2

OBJECTIVES

- Provide an overview of the design of ILOs of a subject and how to align teaching and assessment with ILOs

- Allowing the participants to have the opportunities to gain hands-on experience in alignment of teaching and assessment with ILOs

- Guide the participants to prepare necessary documents to provide evidence to demonstrate how their students achieve the ILOs

Slide 3

Intended Learning Outcomes

At the end of the workshop, the participants will be able to:

- Develop ILOs of a subject

- Design teaching methods and assessment strategies to align with the subject's ILOs

- Prepare necessary documents to provide evidence to demonstrate how their students achieve the ILOs

Slide 4

OUTCOME-BASED TEACHING AND LEARNING (OBTL)

- Outcomes that students are intended to achieve at the end of a course or programme

- The target of teaching

- Not a list of topics the teacher is supposed to 'cover'

IMPLEMENTATION OF OBTL

- "Alignment" of three aspects:
- Intended Learning Outcomes (ILOs)
- Teaching and learning activities
- Assessment methods

INTENDED LEARNING OUTCOMES (ILOS)

- Broad statements indicating what the students are able to do after completion of the course
- Describe what students are expected to know, understand, and/or able to do at the end of a course at a specified level
- Incorporate the key desirable attributes in terms of intellectual abilities, knowledge, skills and attitudes

INTENDED LEARNING OUTCOMES (ILOS)

- Written from the students' perspective, in the form of "action verbs"
- To observable and assessable behavior, and relating to criteria for assessing student performance
- ≤ 5 ILOs for each course

Action Verbs

- Identify students' achievement or what they can do after successfully complete the course
- Reflect the abilities and attributes that are the core value of a particular discipline at an appropriate level of sophistication
- Organized into a hierarchical structure or levels

Action Verbs

- Help to classify ILOs according to their perceived complexity
- Plan for appropriate teaching and learning activities and assessment tasks
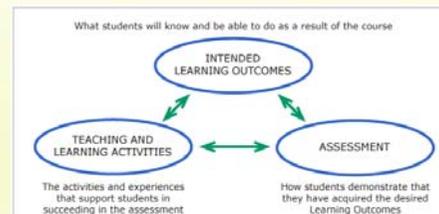
Action Verbs

Alignment with ILOs

- The teaching and learning activities and assessment methods selected directly address the specific ILOS of the course
- 3 components of OBTL are linked or aligned

Teaching and Learning Activities

- Appropriate to the ILOs of the course and any subsequent assessment tasks;
- Able to stimulate, encourage or facilitate learning in achieving one or more ILOs; and
- Specifically aim at activating the action verbs used in the ILO's.

What students will know and be able to do as a result of the course

INTENDED LEARNING OUTCOMES

TEACHING AND LEARNING ACTIVITIES — The activities and experiences that support students in succeeding in the assessment

ASSESSMENT — How students demonstrate that they have acquired the desired Learning Outcomes

Source: https://www.adelaide.edu.au/learning/teaching/curriculum/outcomes/learning-outcomes-diagram-640w.gif

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Assessment Methods

- Assessing how well students have attained those outcomes
- Converting the results into a final grade for the course

Assessment Methods

- Provide valid and reliable evidence of performances that a particular learning outcome has been achieved
- Ensure there is an alignment between the learning outcome and the evidence

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Source: https://cft.vanderbilt.edu/wp-content/uploads/sites/59/Blooms-Taxonomy-650x366.jpg 14

Verb Wheel Based on Bloom's Taxonomy

Source: http://www.ncapartnership.org/uploads/3/9/7/4/39749470/bloom_taxonomy_wheel.pdf 15

Source: https://goo.gl/images/jR0vX9 16