Workshop on Principles and Practice of OBL: Developing Outcomes for the Teacher Education Curriculum

Day 2: 11 September 2008
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Session 1

• Conceptual Framework for Embedding Learner Outcomes

• Examples of Practice
  – Within disciplines and professional areas
  – Related to non-formal learning
  – Relating to University culture
A Conceptual framework for Embedment of Learner Outcomes

1. Generic abilities (translated into discipline/programme terms)
2. Non-formal programme outcomes
3. Discipline/programme outcomes
4. University Culture reinforces and supports the outcomes
How are generic abilities translated into discipline/programme terms?

• Given a generic ability, e.g., communication, analysis or problem solving, what difference does the context of the discipline or professional area make?

• What do the central concepts, processes, tools of inquiry, and structures of the discipline affect how these generic abilities play out in the discipline or professional area?
English

• Analysis and communication

• Valuing in Decision-Making and Social Interaction

• Communicates an understanding of literary criticism, questions its assumptions, and uses its frameworks to analyze and evaluate works of literature.

• Collaborates in aesthetic communities by articulating how literary studies affect professional choices and public life
Psychology

- Analysis, Problem Solving, and Communication

- Theoretical Reasoning: To construct plausible psychological explanations for complex human behavior relying on reasoning and evidence. (These skills include selecting, applying and evaluating appropriate theoretical frameworks, formulating reasonable explanations, and identifying potential constraints of any explanation that might be attributed to bias, context, or other factors.)
Chemistry

- Analysis, Problem Solving, and Social Interaction
- Analysis and Valuing in Decision-Making
- Uses the methodology of chemistry to define and solve problems independently and collaboratively
- Uses values and scientific information to make responsible decisions about the use of chemical materials and knowledge
Task

• In small groups, you will work with a set of disciplinary or professional outcomes
  – To identify the links to generic outcomes
  – To raise questions about the connections
How are generic abilities translated into non-formal programme outcomes?

• How might a generic ability, e.g., valuing in decision-making, social interaction, or effective citizenship, be reinforced in the non-formal program outcomes you identify for your students?
Non-formal learning

• Social Interaction and Problem Solving

• Effective Citizenship

• Valuing in Decision-Making

• Expectations for collaborative work in student organizations

• Participation in activities that promote the good of the community

• Maintenance of ethical behavior in all contexts
Task

• In small groups, you will generate ideas about non-formal programme outcomes appropriate to your context.
University culture

• How might a university culture reinforce and support outcomes?
  – Modeling what we say is important in professional practice
  – Creating a culture of continuous improvement through research into practice
  – Rewarding faculty for research related to teaching and assessment
Modeling

• Outcomes need to be evident in professional practice at the University
  – Front line staff – problem solving, social interaction, and communication
  – Faculty – all
  – University spokespersons – especially communication
Creating a Culture of Continuous Improvement

• The journey begun with OBL is ongoing
  – What you learn about your discipline/professional area through articulating with outcomes is the first step on a continuous learning process
  – What you learn about your students through looking carefully at their work toward outcomes opens up new awareness over time
  – Both areas become opportunities for in-depth research into your discipline and your teaching
Rewarding faculty

• For many universities, rewards have been tied to individual research and publication
• As you create an OBL culture, look for ways to
  – Reward collaborative work in departments and across departments related to outcomes and assessment
  – Publish in the area of teaching for outcomes
  – Conduct research and publish about your implementation of assessment
Task

• In small groups, you will generate issues and/or questions related to the university culture
  – What is in place that can support an OBL approach?
  – What might need to be strengthened to support such an approach?
  – What might make implementing OBL difficult?
Session 2

• Using the outcomes developed in session 1, you will work with embedding these outcomes in disciplinary/professional areas.

• One starting point might be examining further samples of disciplinary/professional programme outcomes
• Each team will prepare preliminary statements of outcomes that link the generic outcomes from Day 1 with your disciplinary/professional area.
• We will have a final sharing of the disciplinary/professional programme outcomes

• Your colleagues will provide feedback on how clearly you have captured the integration of the generic outcomes and your specific disciplinary/professional areas.