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

Day 1: 10 September 2008
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Session 1

• At the end of today’s session, you will be able to
  – Identify the characteristics of learning outcomes
  – Make a clear case for a set of outcomes relevant to teacher education, particularly at Hong Kong Institute of Education
Session 1

- Principles of OBL related to identifying outcomes
  - Spady
  - Alverno College
- Characteristics of Learning Outcomes
  - Algonquin College, Ottawa, Ontario
  - Missouri Western College
  - Alverno College
Principles of OBL

• William Spady’s definition
  – Clarity of focus
  – Expanded opportunity
  – High expectations
  – Design down
Alverno’s Principles

• Educators are responsible for making learning more available by articulating outcomes and making them public
• Abilities must be carefully identified and compared to what contemporary life requires

CLEAR FOCUS and EXPANDED OPPORTUNITY
• Abilities need to be defined in a way that our teaching of them can be developmental

EXPANDED OPPORTUNITY

Education goes beyond knowing to being able to do what one knows

HIGH EXPECTATIONS
Characteristics of Learning Outcomes
From Algonquin Community College

• Describe complex role performances
• Integrate knowledge/concepts/skills/dispositions
• Represent essential role performance for graduates
• ALVERNO Example
  – Valuing in decision-making (college-wide)
  – Integrative Interaction: Demonstrating professional responsibility in diverse learning environments (teacher ed)
• Are verifiable/measurable/assessable using qualitative or quantitative means
• Represent learning that is transferable to a variety of contexts
• ALVERNO Example
  – Effective communication (college-wide)
  – Communication: Using oral, written, and media modes of communication to structure and reinforce learning processes (teacher ed)
• Do not dictate curriculum; rather, the curriculum should provide multiple ways for students to learn knowledge, skills, values AND to practice what the outcome means, developmentally

• Alverno example
  – Analysis (college-wide): observation, inference, relationships, organizing principles
  – Conceptualization: Integrating disciplinary knowledge with educational frameworks and a broad understanding of human development in order to plan and implement learning processes (teacher ed)

• Missouri Western example
  – Unistructural, multistructural, relational, extended abstract
• Are clear and understandable to learners, educators, employers, and general public
• Reflect principles of equity and fairness for diverse learners
• Alverno example
  – Problem solving (college-wide)
  – Diagnosis: Relating observations of behavior and situations, using frameworks, in order to foster learning (teacher ed)
• Are realistic and achievable within reasonable timeframes
• Represent present and anticipated needs
• Alverno examples
  – Social Interaction (college-wide)
  – Coordination: Managing resources effectively to support learning goals (teacher ed)
Examples of generic outcomes

- Effective communication
- Analysis
- Problem solving
- Valuing in decision-making contexts
- Effective social interaction
- Developing a global perspective
- Effective citizenship
- Aesthetic engagement
Examples of teacher education outcomes

• **Conceptualization**
  Integrating disciplinary knowledge with educational frameworks and a broad understanding of human development in order to plan and implement learning processes

• **Diagnosis**
  Relating observations of behavior and situations using frameworks in order to foster learning

• **Coordination**
  Managing resources effectively to support learning goals

• **Communication**
  Using oral, written, and media modes of communication to structure and reinforce learning processes

• **Integrative Interaction**
  Demonstrating professional responsibility in the learning environment
Effective communication

• The Alverno ability of effective communication incorporates reading, writing, listening, speaking, media literacy and computer literacy

• Here is an example of how the outcomes for communication are specified developmentally to promote student development of effective communication.
A picture of development over time

• L1 Speaks to an audience for at least a minute to present an understandable message.
• L2 Presents a purposeful message, speaking to an audience with little reliance on scripted or memorized input.
• L3 Communicates with the audience, presenting a developed message, giving the impression of both thinking and speaking “on one’s feet” without reliance on scripted or memorized input.
• L4 Gives a consistent impression of communicating with the audience without reliance on scripted or memorized inputs.
• The focus on “speaking on one’s feet” is only one of 10 areas in the speaking criteria.
• What else did you notice change over time for these students?
• What kinds of learning can you infer was the focus as students move from early to later performances?
Session 2
Work Session on Developing Outcomes

• Review the characteristics of learning outcomes. What questions do you have before we begin our work?
• Learning outcomes are determined through a process of consultation with employers, practitioners, and educators. One process is to engage these stakeholders in examining effective practice.

• Triangulate date, using
  – Literature reviews
  – Faculty experience
  – Practitioner/employer experience (e.g., through interviews)
• I encourage you to explore the literature related to the outcomes you are considering, as well as to interview teachers who are seen as most effective with their students.

• For today, we will focus on your own sense of what should be key outcomes, based upon your prior research and your own experiences.
• In small groups (3-4 people), each person will tell about a time when he/she was effective in a teaching role. What happened? What did you do? How did you think about what you were doing? What did the learners do? Why was it effective?

• Then across the stories, find common characteristics of the complex role of the effective teacher.
• We will share the statements across groups and see the patterns that emerge.
• Use the handout with the characteristics of outcomes, to help you make your statements.
  – Be ready to explain how your statements fit with the characteristics
  – Adjust your statements so that they better fit with the characteristics
• While this process needs to be continued over time, with many groups, we will practice with themes and ways to group them.
• Finally, we will see if we can set priorities among the themes to end with a list of 5-10 that capture aspects of the complex role of the effective teacher.
