MODULE 1: THE FOUNDATION OF COURSE DESIGN

Assignment 1: Critique your
Learning Outcomes

**Your name:
Full course code & section (ABC 123 456):
Course name:
Course start and end dates:
Format (online or classroom):**

Instructions: Complete all six steps below.

1. Copy and paste your course description (as per [conted.ucalgary.ca](http://conted.ucalgary.ca/index.jsp) unless this is a new course).
2. List your existing learning outcomes (as per [conted.ucalgary.ca](http://conted.ucalgary.ca/index.jsp) unless this is a new course).
By the end of the course, successful students will be able to:
* Please add
* Please add
* Please add
* …
1. Compare your existing learning outcomes to the standards. Place an X in the appropriate column.

|  |  |  |
| --- | --- | --- |
| Standards for Course Learning Outcomes | Yes | No |
| The learning outcomes match those advertised to learners on the Continuing Education website. |  |  |
| There are 4-9 learning outcomes that focus on the most important goals of your course. |  |  |
| The learning outcomes are consistent with current best practices in the discipline (e.g., in a project management course, learning outcomes indicate tasks that project managers need to master in order to be successful in their field). |  |  |
| Each learning outcome completes the statement: “By the end of the course, successful students will be able to…” |  |  |
| Outcomes do not start with the verbs to understand, to know, to appreciate, to learn, or their synonyms. |  |  |
| The primary verb used in each learning outcome indicates what the learner will be able to do or produce in the course’s graded assignments.  |  |  |
| It’s realistic that learners will be able to achieve each outcome in the timeframe of the course because each outcome is appropriate for the level the learners should be at. |  |  |
| The learning outcomes aren’t too broad or too narrow. Broad outcomes are difficult to assess and narrow outcomes can be used as lesson outcomes.  |  |  |
| Each outcome is *not* written for subject matter experts, but for a general audience. Each outcome is easy for a general audience to understand and makes uses of plain language.  |  |  |

1. What changes, if any, would you recommend to the outcomes and why would you recommend them?
2. List your revised learning outcomes.
By the end of the course, successful students will be able to:
* Please add
* Please add
* Please add
* …
1. Submit Assignment 1 to your advisor (i.e., your program manager, the instructional designer or the course instructor).

*Note: If changes are minor, or if an outcome is outdated or incorrect, you may receive permission from the program manager to distribute the revised outcomes to your learners at the start of your course. However, if changes are significant they need to be approved by the Continuing Education Academic Planning and Policy Council (CEAPPC).*