



# GREAT SCOTT!!!

Aligning  
Learning Outcomes with Assessments  
and Games with

1.21 GIGAWATTS

of

engagement

POWER

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# SESSION LEARNING < OBJECTIVES

**After this session, you will be able to:**

Write measurable learning outcomes.

Identify learner driven activities aligned to outcomes.

## Phase 1

SME works with ID to write and organize course syllabus, course description, CSLOs, USLOs, unit content, grading, assignments, and rubrics.

SME adds all the content including notes and suggestions for images to include in the media.



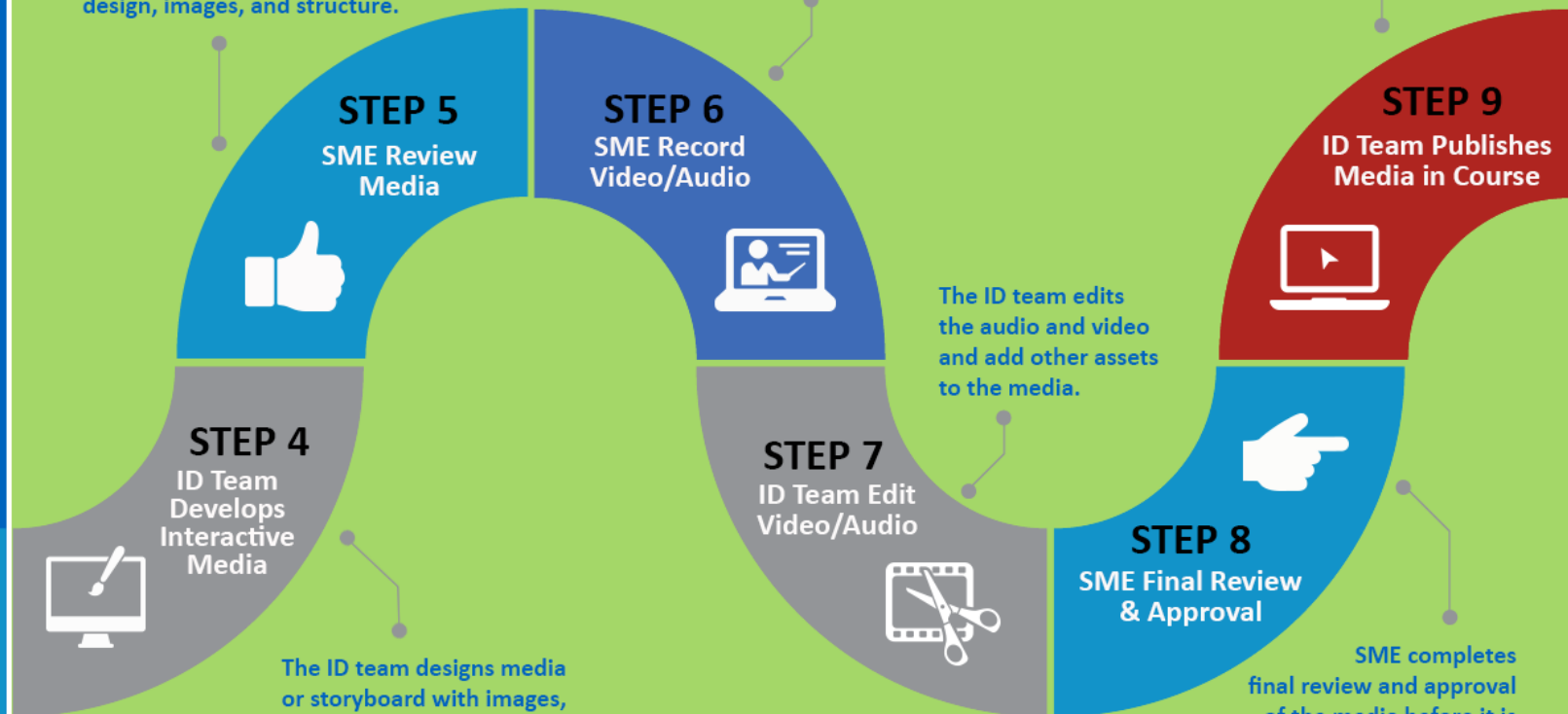
An SME reviews the draft content and alignment with curriculum learning objectives and syllabus and adds or removes content as needed.

## Phase 2

SME reviews media for design, images, and structure.

An SME or group of SMEs record video lectures or panel roundtables covering the media content.

The ID team adds the media to the course in the Canvas LMS.



The ID team designs media or storyboard with images, design elements, animations, and other interactive elements.

The ID team edits the audio and video and add other assets to the media.

SME completes final review and approval of the media before it is published in the course.

# COURSE DEVELOPMENT considerations



**Information and content.**

**What do they need to do with that information?**

**Skills or competencies.**

**Higher level thinking.**

**What should the students know and be able to do?**

# CHARACTERISTICS OF <

## effective learning outcomes

**Simple, specific, and measurable.**

**Programmatic goals, competencies, and standards.**

**Outline and road map.**

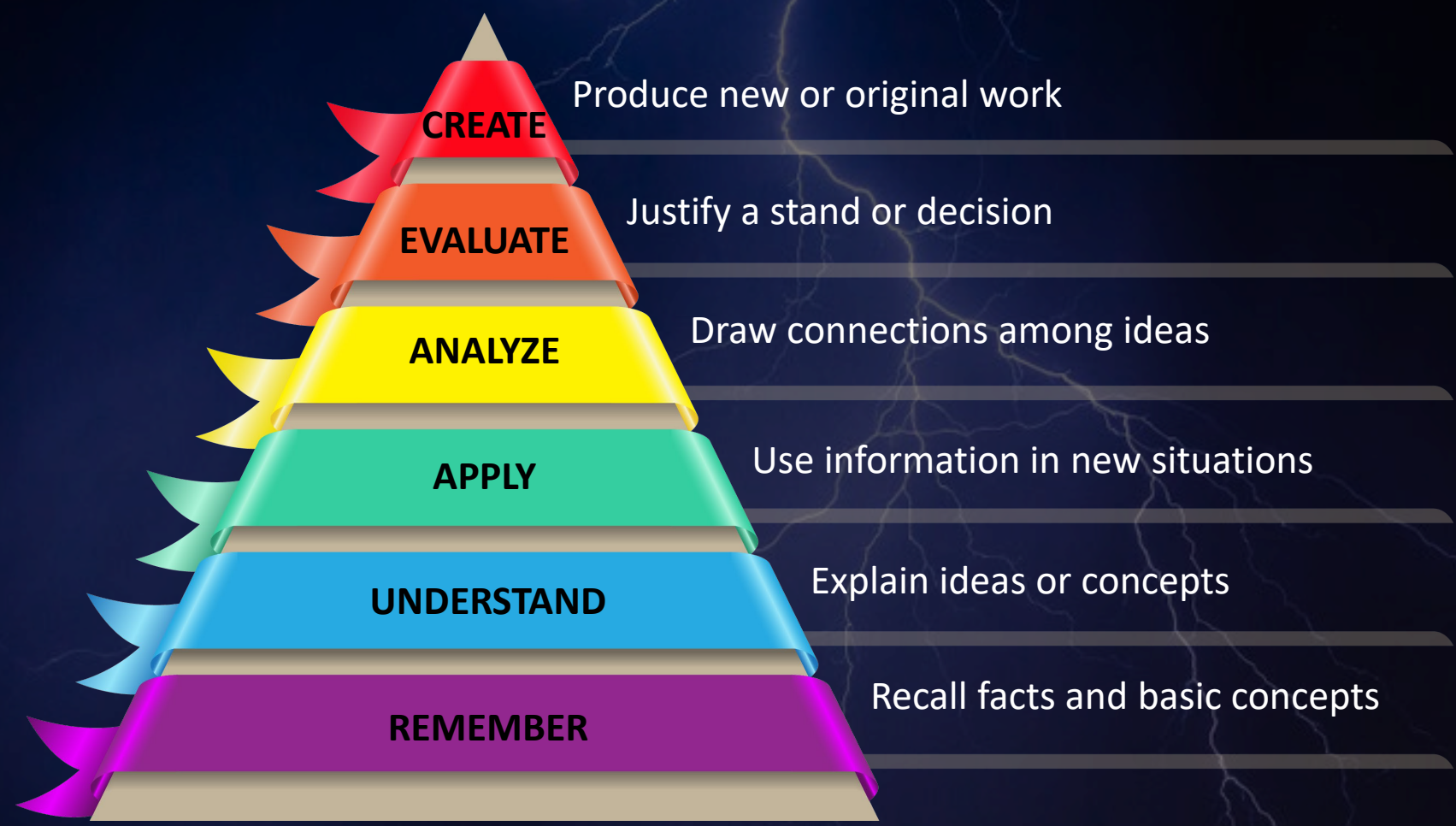
**Specific, distinct, well-structured, and competency-oriented.**

**Language and word choice.**

**One action verb used per outcome.**

**A measurable action verb is used.**

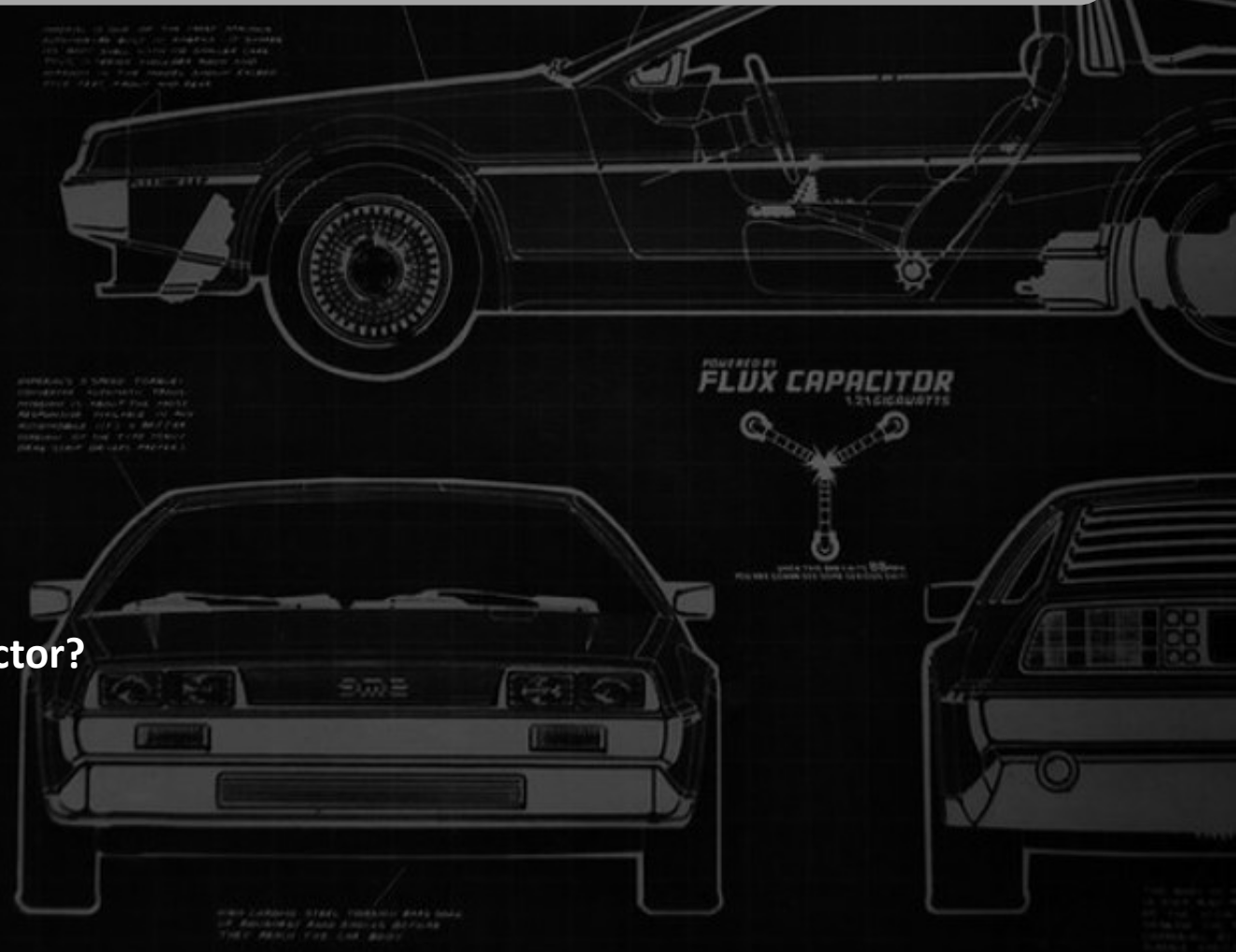
# USE MEASUREABLE OUTCOMES



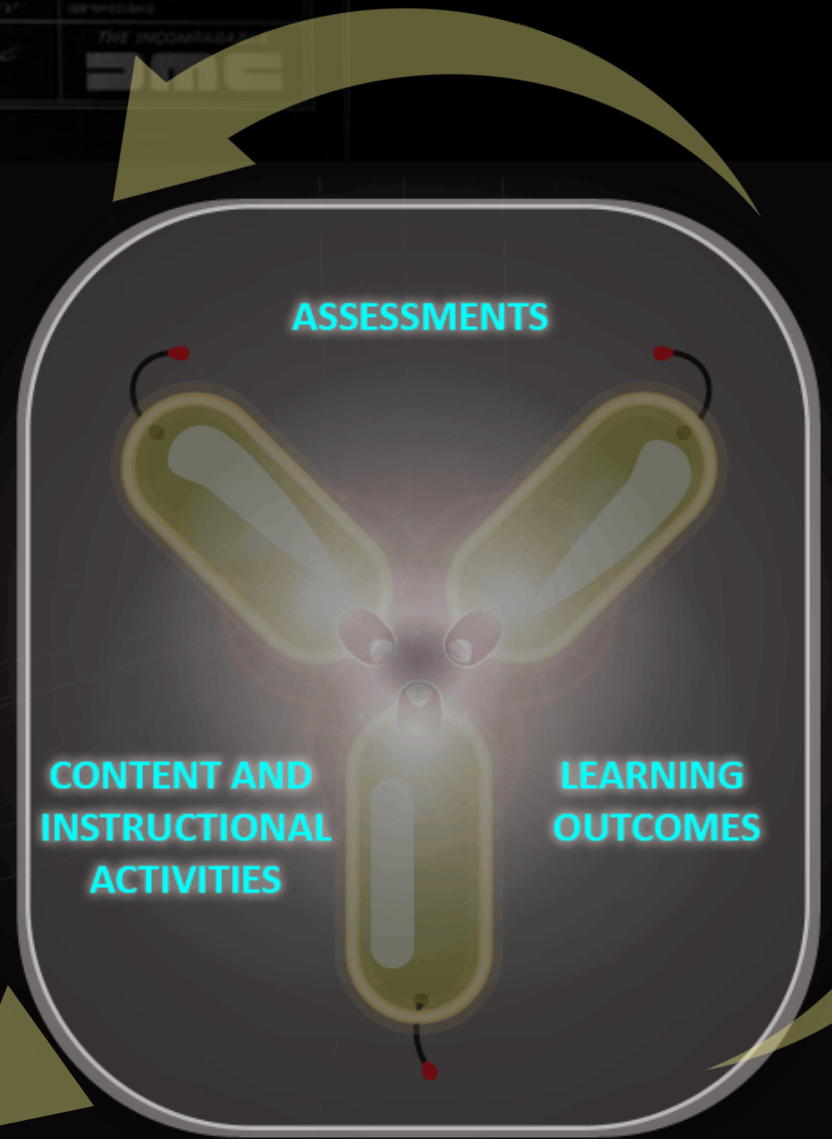
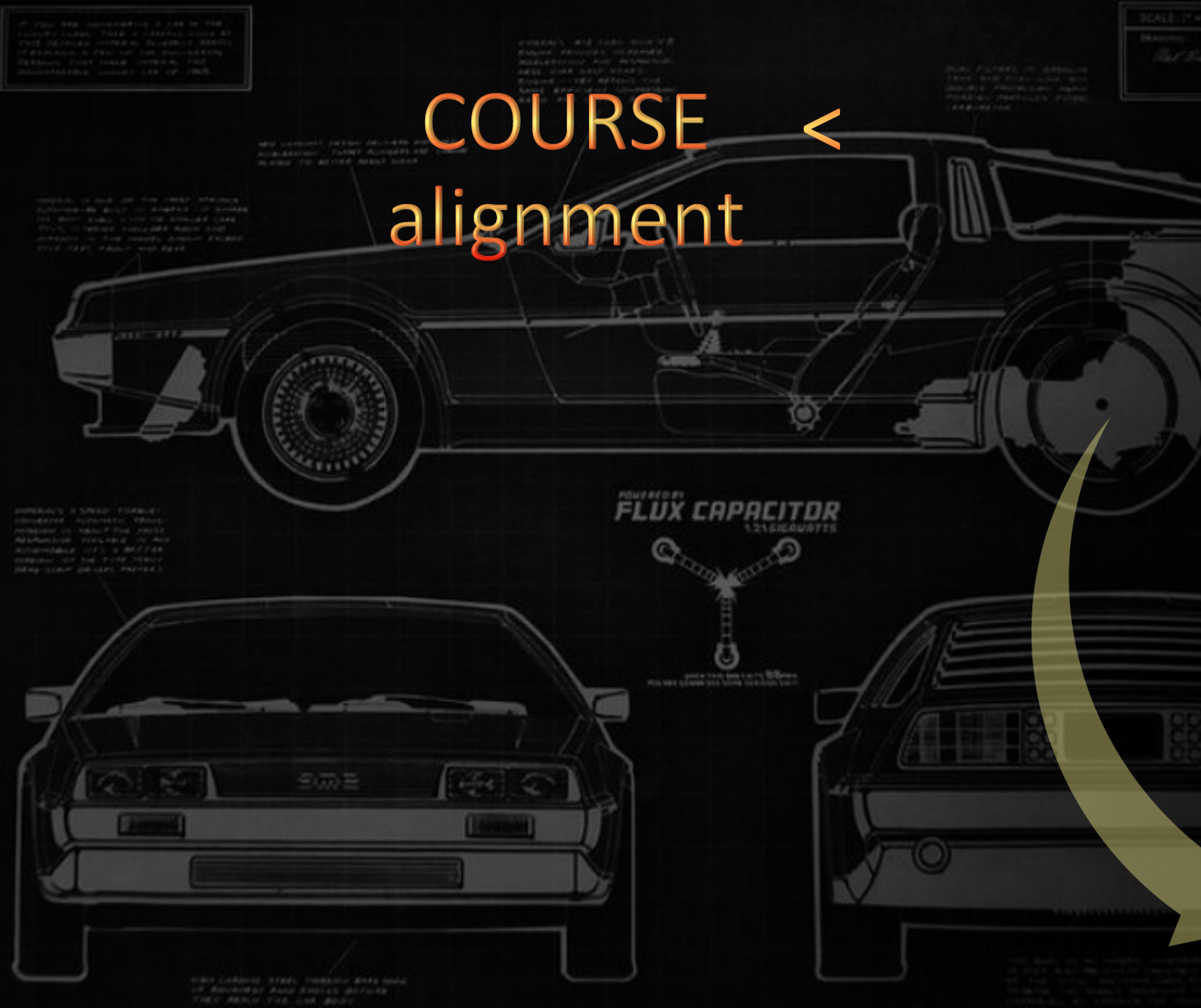
# OUTCOMES CHECKLIST



- Begins with an action verb?
- Uses only one action verb?
- Avoids vague, non-measurable verbs?
- Verbs that reflect the level of learning?
- Outcomes are observable and measurable?
- Written as what the learner does, not the instructor?
- Appropriate number of outcomes?
- Outcomes align with the course and program?



# COURSE < alignment





WHOA!!

THIS IS  
hEAVY!!

## WHEN OUTCOMES are misaligned



- Students receive mixed messages.
- Activities do not lead to intended outcomes.
- Focus is on concepts or skills that are not assessed.
- Students become confused and unmotivated.

# strategies



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