

## Report of Teacher Induction of Learning Outcomes

A faculty development program on the theme The Learning Outcomes: A Quality Perspective was conducted on 21<sup>st</sup> May 2021 to reassure the significance of the Learning outcomes for enhancing the quality in different aspects especially for curricular and co-curricular aspects. The IQAC coordinator gave an analogy of architectural excellence for the development of the city. Similarly, the learning outcomes are the designs which help in the upscale and development of the curricular and co-curricular.

The session proceeded with the roadmap focusing on the

1. Revisiting the graduate attributes
2. How outcomes are based on the objectives
3. The Program and Course Outcomes are reviewed
4. The Mapping of the outcomes are revised ‘
5. Action Taken Report handled
6. The Investigation of the measuring of the outcomes are done.

The resource person focused on the LOCF document and emphasized on between the program outcomes and revised course outcomes. The Course Outcomes

### PROGRAM AND COURSE OUTCOMES

#### OUTCOMES:

- Outcomes are clear results that we want students to demonstrate at the end of the significant learning experiences
- Outcomes are tangible applications, of what students actually do
- Outcomes are actions and performances that reflect and embody the learner competence.
- **LEARNING OUTCOMES ARE SMART**
- SPECIFIC, MEASURABLE, ACHIEVABLE, RELEVANT AND TIME-BOUND

Learning outcomes are the essence of the course because they:

- Define the type and depth of learning students are expected to achieve
- Provide an objective benchmark for formative, summative, and prior learning assessment
- Clearly communicate expectations to learners
- Clearly communicate graduates' skills to prospective employers\*

- Define coherent units of learning that can be further subdivided or modularized for classroom or for other delivery modes.
- Guide and organize the instructor and the learner

**GRADUATE ATTRIBUTES :**

Graduate attributes are the qualities, skills and understandings a university community agrees its students should develop during their time with the institution. These attributes include but go beyond the disciplinary expertise or technical knowledge that has traditionally formed the core of most university courses.

**References for Forming Outcomes**

1. LOCF for UG Education \_UGC  
[https://www.ugc.ac.in/pdfnews/4598476\\_LOCF-UG.pdf](https://www.ugc.ac.in/pdfnews/4598476_LOCF-UG.pdf)  
<https://www.ugc.ac.in/e-book/locf/mobile/index.html>
2. Outcome Based Education (OBE) Dr. Cherian P.Kurien  
<https://www.mariancollege.org/miitle/assets/downloads/miitle/resources/OBE%20-Edited.pdf>

**– You Tube Videos by Umakant Kulkarni**

Writing Course Outcomes and Program outcomes

<https://www.youtube.com/watch?v=m9Uefk5UcOg>

Mapping COs to POs Umakant Kulkarni 15 3 2019

<https://www.youtube.com/watch?v=sxehrgJxa5k&t=2025s>

Excel tool to measure Attainment of outcome @ SDMCET 15- 06 -2016

<https://www.youtube.com/watch?v=O8uRdB8YmqE&t=652s>

Course Number and Name:	Teaching and Learning Activities (Identify)	Program Outcomes					Student Assessmt.
Course Outcomes							


**WRITING FORMAT FOR COURSE OUTCOMES**

<b>Examples: Teaching and Learning Activities</b>	<b>Legend: Competencies</b>	<b>Examples: Student Assessment</b>
Lecture, demonstrations, reading, discussion, debates, problem solving, case studies, group projects, inquiry, essays, journals, research projects, field trips, practicum, simulations	<p><b>I: Introduced:</b> Concepts are introduced in this course but not explored in depth</p> <p><b>C: Competency:</b> Students apply concepts to the level of competency</p> <p><b>A: Advanced:</b> Students explore concepts to an advanced level</p>	Exam with closed questions (multiple choice, true/false), Exam with open-ended questions (short answer, essay), report, research paper, portfolio, journal, reflection, written assignment, presentation, oral project, project, skill demonstration

<https://education.alberta.ca/competencies/competencies-contact/?searchMode=3>

Similar format

**LEARNING OUTCOMES**

[https://www.teaching-learning.utas.edu.au/\\_data/assets/pdf\\_file/0005/1112/learning\\_outcomes.pdf](https://www.teaching-learning.utas.edu.au/_data/assets/pdf_file/0005/1112/learning_outcomes.pdf)

Page 7-8

Supplementary Reading:

[https://taylorinstitute.ucalgary.ca/sites/default/files/teams/1/course\\_design\\_program\\_manual\\_2014\\_12\\_18.pdf](https://taylorinstitute.ucalgary.ca/sites/default/files/teams/1/course_design_program_manual_2014_12_18.pdf)

Course Design Program,

Taylor Institute for Teaching and Learning University of Calgary

<https://taylorinstitute.ucalgary.ca/sites/default/files/Curriculum/Curriculum%20Mapping%20UPDATED%202019.pdf>

Curriculum Mapping

## SELF-EVALUATION OF FORMULATION OF COURSE OUTCOMES

Criteria:	Notes:
Are course outcomes clearly articulated? *	
To what extent do course outcomes align with program-level learning outcomes (PLOs)?	
To what extent do teaching and learning activities (TLAs) facilitate student learning of the course outcomes? *	
To what extent do student assessment measure what students know regarding course outcomes? *	
Does the course design make sense considering the context of the course within the program? How well does it fit in with the sequence of courses within the program? Are expectations of student learning progressing with subsequent courses?	
Considering your target audience (learners), do any changes need to be made?	
Does the course focus on what is important?	
Is the content accurate and up to date?	
Do TLAs and student assessments emphasize lower levels of thinking only, or are students also challenged with activities that include critical thinking, application and analysis?	
Do the assessment weightings reflect the degree of work required and the importance of the work?	
Is there sufficient variety in TLAs and student assessments?	
How are you providing feedback to students?	
For blended and online courses: Are they as academically rigorous as their face-to-face counterpart? Is the workload similar?	
What high-impact educational practices have you included?	
What is memorable about the course?	

Compiled by IQAC Coordinator

Kalpana Chavan