**Learning Outcomes and Assessment Guidelines**

Through an experiential learning activity, students are expected to:

* **Apply** knowledge, skills and values from readings, lectures, etc. to an analysis of the real-world context in which they are working.
* **Use** the experiences provided by the activity to describe its impact on their understanding of the course material.
* **Synthesize** and**articulate**how the ideas and experiences provided by the activity might inform their personal, academic, and/or professional pursuits.

**Learning Outcomes**

Learning outcomes describe the knowledge, skills and values students are expected to have acquired at the end of the experiential learning activity, with a clear notion of why they are important and useful. Learning outcomes focus on the potential applications of the knowledge and skills. They help students connect learning in various contexts (within and outside of the academic program), and they help guide assessment and evaluation. Learning outcomes can include:

1. Core knowledge and skills: related directly to your field of study
2. Transferable knowledge & skills: communication, self-awareness, social responsibility, etc.

Consider the following SMART questions when writing your goals:

**Learning outcome example:** By the end of my internship, I will be able to identify and describe the audience for the marketing plan I will develop.

**Examples of action verbs**

**Analyze** inspect test distinguish categorize critique differentiate catalogue diagnose appraise quantify calculate measure theorize experiment debate   
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**Apply** sketch perform use solve respond practice construct role-play demonstrate conduct execute complete dramatize

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**List** record underline state define arrange name relate describe tell recall memorize repeat recognize label select reproduce

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**Explain** describe report translate express summarize identify classify discuss restate locate compare discuss review illustrate tell critique estimate reference

**Assessment of EL**

Once learning outcomes are articulated, they must be assessed. Assessment describes how well a student is achieving an outcome, and how to improve. Various assessment tools can be used to measure these outcomes.

Below are templates and guidelines for defining learning outcomes and for assessing them.

**Learning Outcomes**

|  |  |  |  |
| --- | --- | --- | --- |
| Goal  This is what I want to learn | Method  This is how I plan to learn it | Motivation  This is why I want to learn it | Reflection  This is how I show I’ve learned it |
| I will learn X. | I will learn X by doing Y. | I want to learn X so that I can do Z. | I know I have learned X because I can now do ABC. |
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**Assessment and Evaluation**

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| --- | --- | --- | --- |
| Evaluation Criteria | Expectations | Assessment Method\* | Desired Performance Criteria |
| Connecting concrete experience with academic concepts | Students can meaningfully synthesize connections between concepts and application, which allows for a deeper understanding of the area of study and for developing a broader perspective. |  |  |
| Application | Student can properly apply academic concepts to the concrete experience and develop solutions to a problem effectively, with the ability to aptly describe specific methods used from their field of study that are required to complete the activity. |  |  |
| Communication skills | Student can effectively communicate knowledge, skills and results, demonstrating understanding of how concrete experience links to academic concepts. |  |  |
| Reflection and self-evaluation | Student can meaningfully reflect on the experience by: thinking critically about the activity that was undertaken, how the experience evoked any emotional response, and how the learning was achieved through the process itself. |  |  |

**Examples of assessment methods**

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| --- | --- |
| **Assessment method** | **Comments** |
| Maintenance of a learning journal or a portfolio |  |
| Reflection on critical incidents |  |
| Presentation on what has been learnt |  |
| Analysis of strengths/weaknesses and related action planning |  |
| Essay or report on what has been learnt (preferably with references to excerpts from reflective writing) |  |
| Short answer questions of a ‘why’ or ‘explain’ nature |  |
| A project that develops ideas further (group or individual) |  |
| Self-evaluation of a task performed |  |
| An article (e.g., for a newspaper) explaining something in the workplace |  |
| Recommendation for improvement of some practice |  |
| An interview of the learner as a potential worker in the workplace |  |
| A story that involves thinking about learning in the placement |  |
| An oral exam |  |
| An identification of and rationale for projects that could be done in the workplace. |  |
| Other |  |