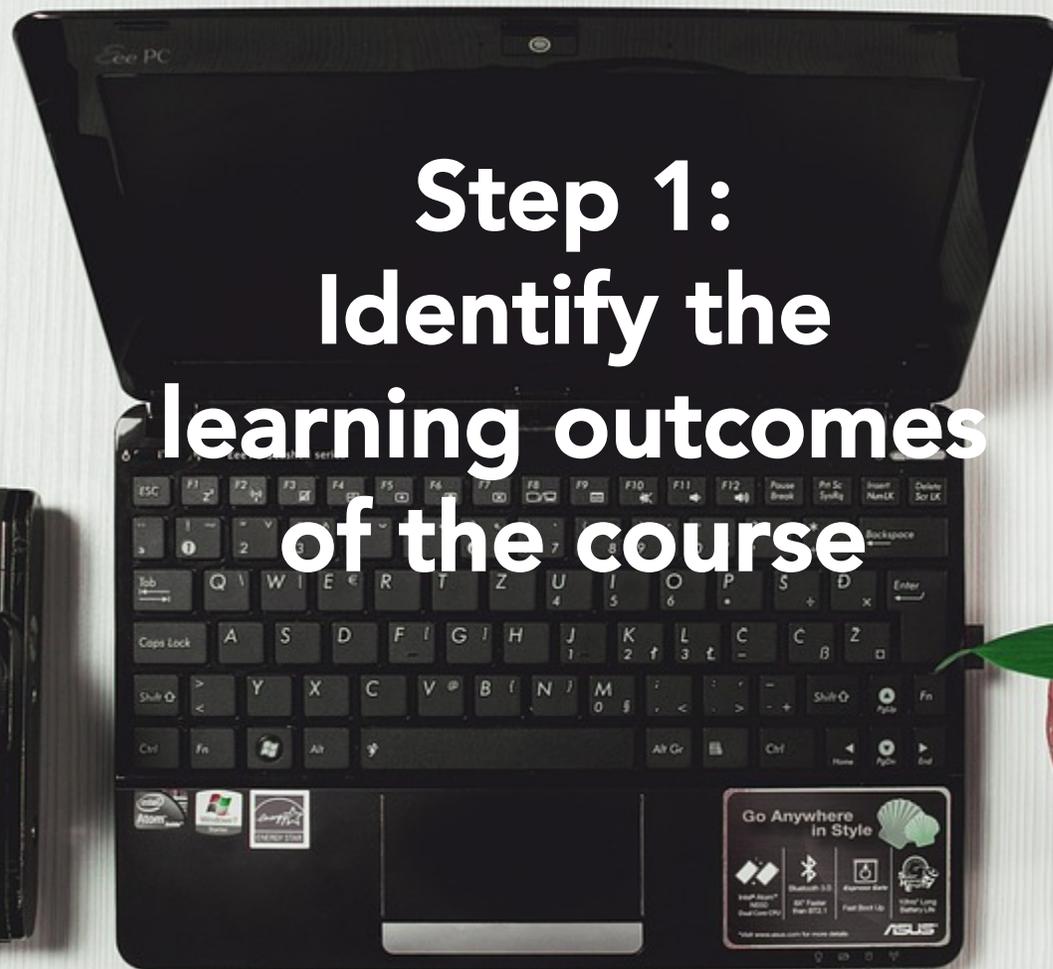
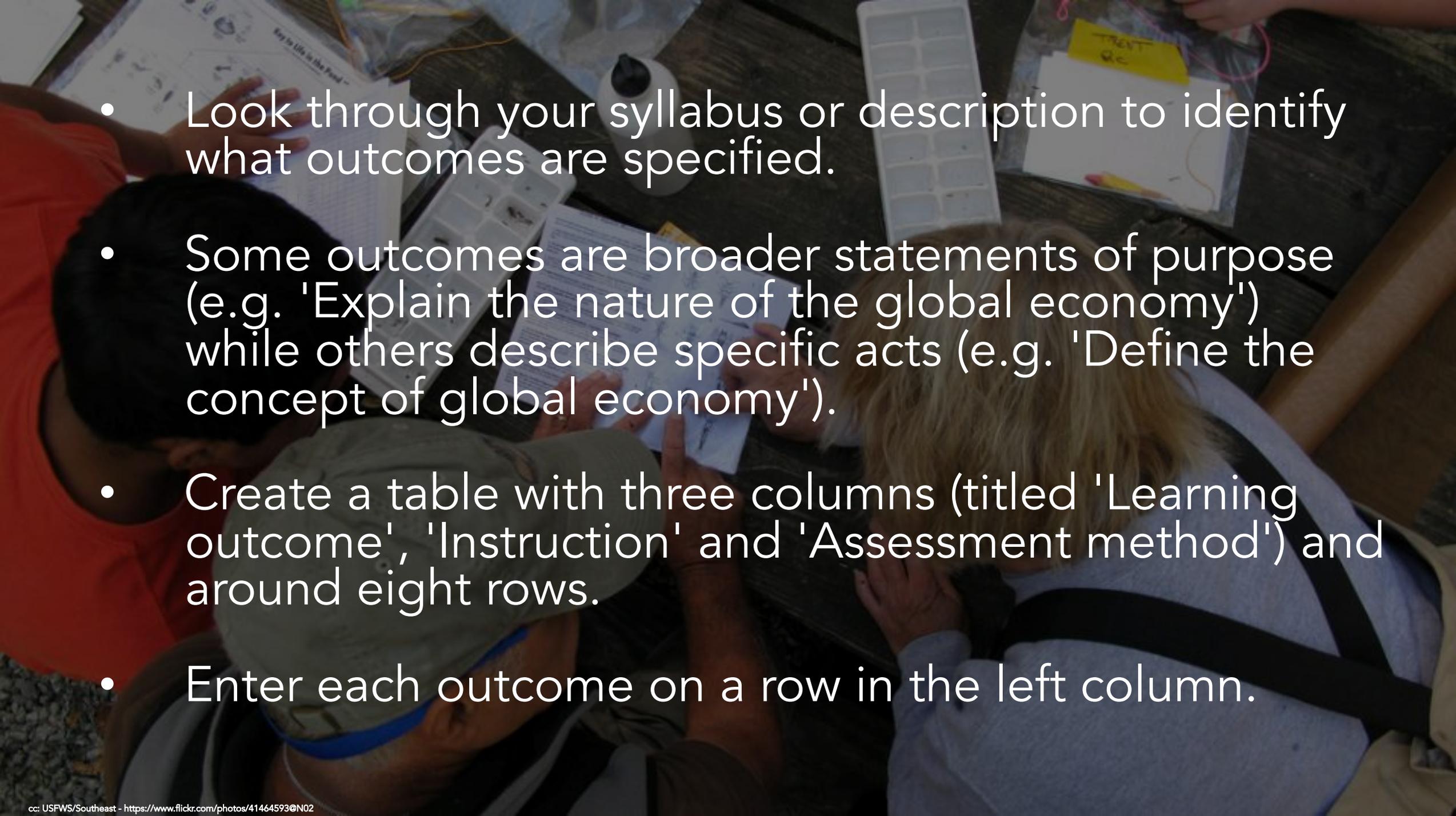




Aligning Learning Outcomes to Instruction and Assessment

Step 1: Identify the learning outcomes of the course

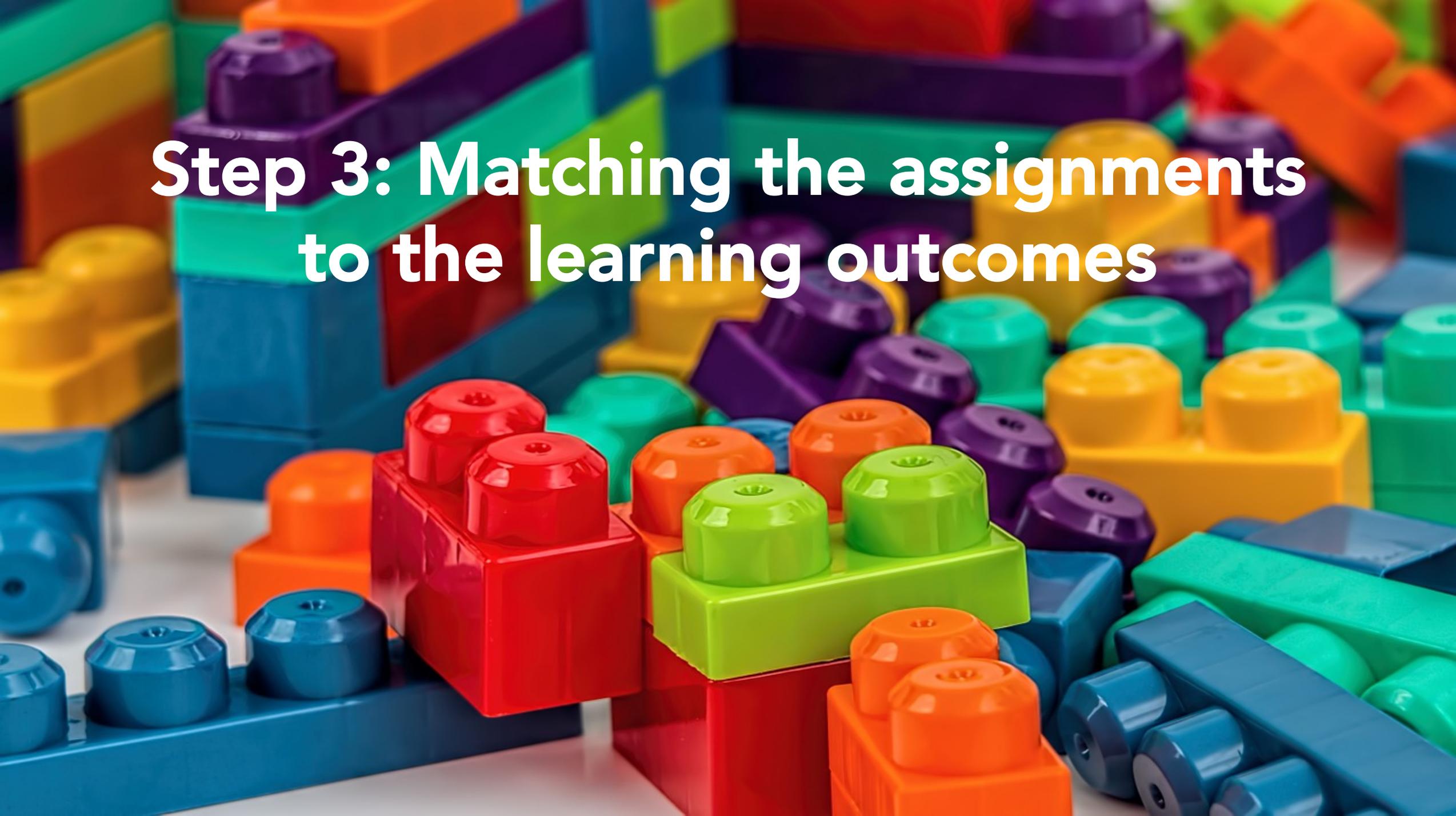


- 
- Look through your syllabus or description to identify what outcomes are specified.
 - Some outcomes are broader statements of purpose (e.g. 'Explain the nature of the global economy') while others describe specific acts (e.g. 'Define the concept of global economy').
 - Create a table with three columns (titled 'Learning outcome', 'Instruction' and 'Assessment method') and around eight rows.
 - Enter each outcome on a row in the left column.



**Step 2: Matching the instructional activities
to the learning outcomes**

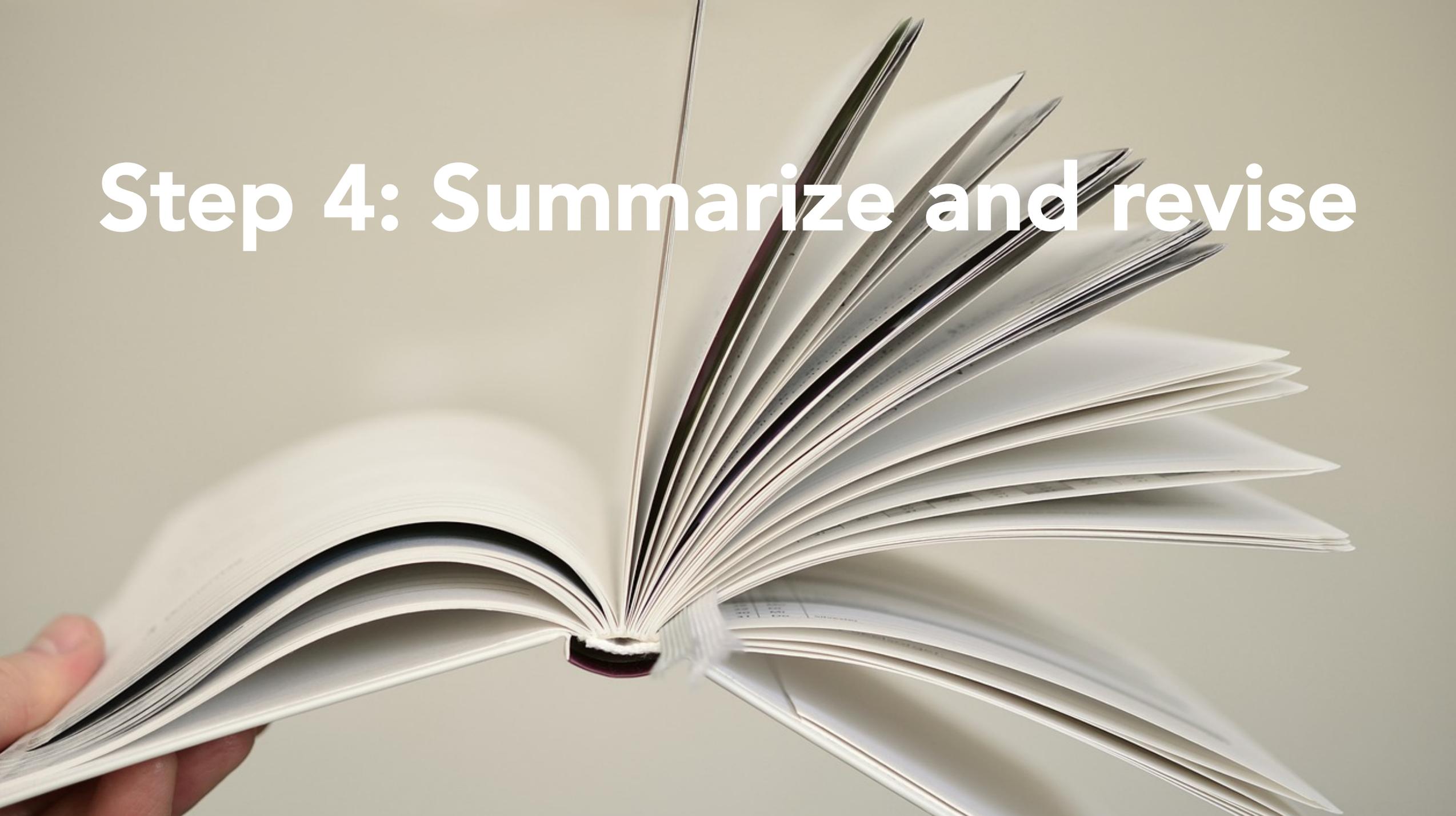
- Now look through the instructional or student activities that are listed or implied in the syllabus.
- These would include assignments, in-class or out-of-class activities, or just daily class descriptions.
- Put them into your chart in the middle column so that they line up with the appropriate learning outcome.
- An activity can support more than one outcome and vice versa. If there is no match, reconsider the activity or outcome.



**Step 3: Matching the assignments
to the learning outcomes**

- Look for culminating assignments (not daily activities) that will be used to assess student achievement.
- Match these assignments to the outcomes in the first column and write them on the corresponding row in the right-hand column.
- There should be at least one for each desired outcome and there shouldn't be any activity that doesn't relate to a learning outcome.

Step 4: Summarize and revise



- Look across the rows in the chart you created and evaluate the degree to which the course components are lining up.
- If you are the course designer, revise your design to align the components.
- If you are not the course designer, think about asking that person about any questions that arise so you'll be able to explain the course to students and have a good grasp of its structure yourself, as well as keeping it in mind when making, grading and giving feedback.