

Talking about Teaching: English 102

November 18, 2005

Student Learning Outcomes For Developmental English at Chabot College



Goals for Session:

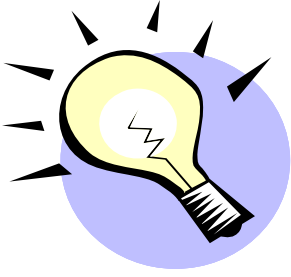
Build upon student learning outcomes articulated in course outline.

Develop a shared understanding of *what we mean by* these outcomes.

Share ideas about assignments and classroom activities
that help students to master these outcomes.

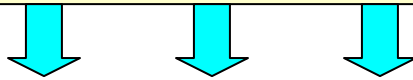
Chabot College

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the Carnegie Foundation for the Advancement of Teaching
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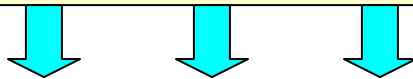


ALIGNMENT

Student Learning Outcomes:
What are the most important things we want our students to be able to do/know at the end of the class?



Classroom Activities:
What do we do during class to give students guidance, practice, and feedback on key outcomes?



Assessments:
How do we know whether – and how well – each student has grasped key outcomes (e.g.: tests, papers, projects)?

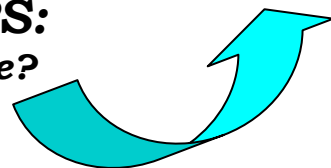
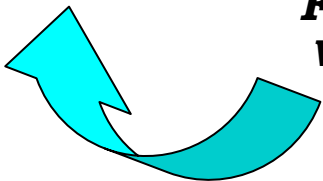
How do we evaluate their performance (e.g. rubrics with specific criteria)?



Feedback on Our Teaching:
Based on the gaps we saw in student work, what changes should we make in our classrooms?

Feedback to Students:
What are their strengths and weaknesses re: the key outcomes?
How can they improve?

FEEDBACK LOOPS: What Gaps Do We See?



Exercise:

Pick a Student Learning Outcome

Think about a learning outcome that is really important to you in a developmental English class - something that you want students to be able to do or know by the end of your class. You can use one from the course outline, one from the list we came up with in our two meetings, or one we haven't named yet.

Outcome:

Then, answer three questions about that outcome

1.) What do you mean?

Unpack the language you used to describe the outcome. For example, if you picked one from the course outline, quote that part of the outline and then explain how you interpret the quote. What does it look like in your classes? How do you know if a student has mastered it? The idea here is to help us build a common language about the learning goals we have for students. Try to be both concise and specific.

2.) Briefly describe one classroom activity you use to help students learn this outcome.

After you have described the activity, comment on how you believe it helps students learn the outcome.

3.) Briefly describe one assessment (like a test, paper assignment, project) that you use to determine how well each student is actually *getting* the outcome. Then, describe how you evaluate it.
