

Developing Student Learning Outcomes Campus Recreation Style


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Overview

- Articulate the shared benefits learning outcomes afford campus recreation professionals
- Identify issues related to developing learning outcomes
- Develop learning outcomes for your campus
- Access resources for developing learning outcomes



Learning Outcomes – why do we do it

- Regional accreditation
- Mandate from VP or campus
- Desire to promote learning and continuous improvement



Learning Outcomes

If you don't know where you are going, you will
wind up somewhere else.

- Yogi Berra




Learning Outcomes

Refers to the specific knowledge or skills that students actually develop through their college experience (*student recreation experience*)

From: Dictionary of Student Outcome Assessment

<http://people.jmu.edu/yangsx/Search.asp?searchText=outcomes+assessment&Option=Term>



Possible Learning Outcomes in Campus Recreation

Self confidence

Sense of adventure

Athletic ability

Concentration

Fitness level

Respect for others

Multicultural awareness

Sense of belonging and
association

Communication skills

Balance/coordination

Physical strength

Problem-solving skills

Feeling of well-being

Time management skills

Group cooperation skills

Ability to get a good night's
sleep

Leadership skills

Ability to multi-task

Stress management

Ability to develop
friendships

Weight control

Overall health

Academic performance

Problem Solving Skills

Three Domains of Learning

- Cognitive (*Knowledge*)
 - Thinking
 - Mental skills
- Psychomotor (*Skills*)
 - Doing
 - Physical skills
- Affective (*Attitude*)
 - Attitudes
 - Feelings
 - Emotions



Evaluation

Criticizes, compares, concludes

Synthesis

Creates, formulates, revises

Analysis

Differentiates, diagrams, estimates

Application

Demonstrates, computes, solves

Understanding

Explains, summarizes, classifies

Knowledge

Identifies, defines, describes



Internalizing values

Acts, verifies, revises

Organization

Comparing, relating, synthesizing

Valuing

Differentiates, justifies, studies

Responding to Phenomena

Answers, discusses, performs

Receiving Phenomena

Asks, chooses, describes



Developing Learning Outcomes

*A*udience

*B*ehavior

*C*ondition

*D*egree of Achievement (may be omitted)

R. Heinich, M. Molenda, J. Russell, S. Smaldino (2002). *Instructional Media and Technologies for Learning, 7th Edition*. Englewood Cliffs: Prentice Hall, Inc.



Developing Learning Outcomes

To write a learning outcome, follow the formula:

Condition

Audience

Behavior

Degree

Developing Learning Outcomes

Condition

As a result of participating in group fitness, students

Audience

will be able to calculate their heart rate during

*Behavior (verb
in future tense)*

exercise.

Developing Learning Outcomes

Condition

As a result of the participating in the wellness workshop

Audience *Behavior (verb in
future tense)*

students will explain the relationship between health and wellness and accomplishing life long goals.



Developing Learning Outcomes

SWiBAT + *Bloom Word* + *Condition*
= Learning Outcome



Developing Learning Outcomes

*Students **will be able to articulate** at least three benefits of adequate sleep habits **as a result of the participating in the wellness workshop.***



Examples

Not so good

...will appreciate the benefits of exercise

Better

... will value exercise as a healthy activity

Best

... will identify three health-related impacts exercise has on the body



examples

Not so good...

...will appreciate diversity

Better...

...will recognize the uniqueness of others

Best....

...will be able to identify three similarities and three differences they have with someone of a different background.



Helpful Hints

- Work with 1-2 others to include different perspectives
- Use an iterative process to ensure outcome is measurable
- Review outcomes with stakeholders
- Don't have to include everything – include the most important outcomes and the ones you influence



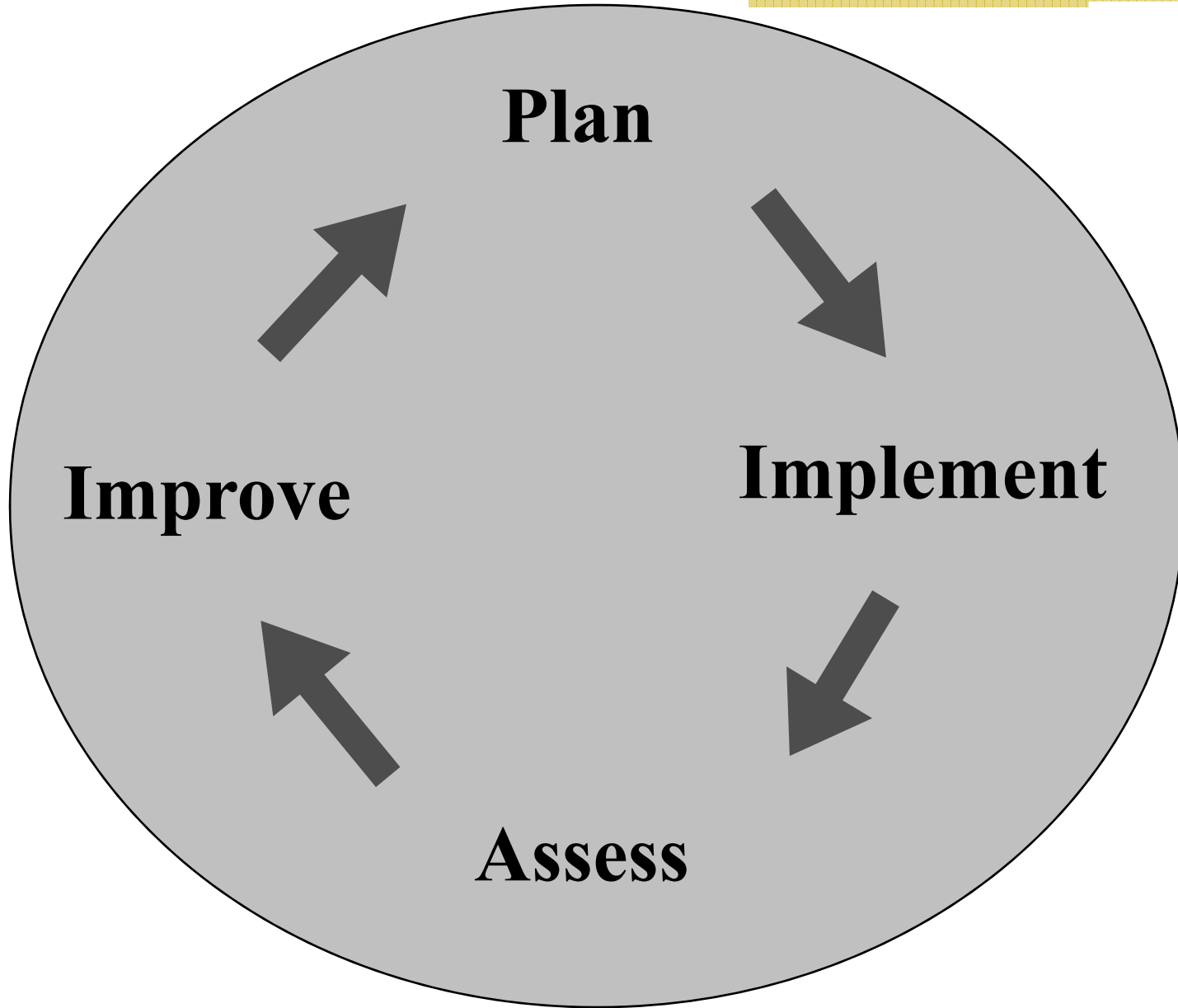
Action Verbs

- Analyze
- Apply
- Argue
- Arrange
- Assemble
- Calculate
- Classify
- Compare
- Create
- Criticize
- Defend
- Define
- Describe
- Develop
- Differentiate
- Discuss
- Explain
- Formulate



Words to Avoid

- Appreciate
- Become aware of
- Become familiar with
- Know
- Learn
- Understand



Learning Outcomes Checklist

- | | | |
|---|---|---|
| Does the outcome support the program objectives? | Y | N |
| Does the outcome describe what the program intends for students to know (cognitive), think (affective), or do (behavioral)? | Y | N |
| Is the outcome: Detailed and specific? | Y | N |
| Is the outcome: Measurable/identifiable? | Y | N |
| Can you create an activity to enable students to learn the desired outcome? | Y | N |
| Can the outcome be used to make decisions on how to improve the program? | Y | N |



Questions & Comments

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