

Developing Your Learning Plan – Career Example

Brainstorm...

1. Identify the objective or goal your outcome is going to support:

Enhance students understanding of career and professional opportunities.

2. **Audience** - Identify the audience:

First year students in a learning community.

3. **Behavior** - What do you want them to be able to know, think, or be able to do?

Explore current issues in an industry, develop a project that communicates understanding of these current issues, develop an awareness of resources to find credible information, use teamwork in group to develop project, examination and presentation of current industry concerns, explore innovative ways to address current issue or concern, awareness of professional standards in discipline

4. **Condition** - What circumstances or context will foster the learning?

Field trip to industry sites, interview of professional in industry to identify current issues, visit with librarian and professionals to identify relevant resources for information, student presentation of group project, inclusion of professional representatives in final presentations/discussion of current issues

5. **Degree** - To what degree will the learning occur? (Be specific!)

Students will identify current and relevant industry problems and will provide strategies to support future innovations in the field. Students will demonstrate knowledge of disciplinary subject matter. Students will identify resources and provide evidence (citation). Students will identify effective strategies to support team success. Students will reflect on project and apply the information to demonstrate how the information relates to professional preparation (e.g., need to take courses outside of discipline, need for global awareness).

6. How will you measure the learning?

- *Develop rubric that is applied to several stages of project: professional interview, selection of three possible current issues, criteria for selection of quality issues (relevant, current, significant), criteria for proposed solutions/strategies (innovation, practical, relevant), self-evaluation of teamwork, and communication.*
- *Student guided reflection as part of final assignment that encourages students to demonstrate how the information relates to their professional preparation.*
- *Industry representatives present for final presentations. Representatives use rubric for evaluation of team presentation and engage in discussion related to presentation.*

Fill in the blanks:

<Audience> Students in the ACME first-year student learning community will ...

<learn what (Behavior)> design team projects that address current industry concerns

<under these circumstances (Condition)> through critical review of industry information (field trip, professional interview), analysis of relevant information resources, group presentation of single industry concern and proposed solutions, and reflection of personal application

<this level of efficiency / effectiveness (Degree)> to identify relevant problems, propose strategies, demonstrate understanding of subject matter and information sources, demonstrate effective teamwork, and apply information to future career plans.

Practice writing a learning outcome statement based on the information above:

Check yourself:

	Yes	No	Not sure
Is the outcome measurable?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Is the outcome meaningful?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Is the outcome manageable?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Would you feel comfortable/proud sharing this outcome with students, campus constituents, and external audiences?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Rewrite the learning outcome statement to address issues above:

What questions do you have after going through this process?

Developing Your Learning Plan – Global Awareness Example

Brainstorm...

1. Identify the objective or goal your outcome is going to support:

Connect global and multicultural awareness to students' understanding of self and their future roles in the discipline.

2. **Audience** - Identify the audience:

First year students in a learning community.

3. **Behavior** - What do you want them to be able to know, think, or be able to do?

Better understand self as part of a global society, enhance understanding of own culture (self-identity) and awareness of other cultures, analysis of how global issues apply to the discipline, developing awareness of global/multicultural perspectives and how to explore their impact

4. **Condition** - What circumstances or context will foster the learning?

Explore self-identity through group activities, guided reflective writing, and critical exploration. Work in teams (teamwork) to identify and explore a global or multicultural issue that impacts the discipline. Teams present (written, oral communication) one disciplinary process or method that is influenced by culture or global context. Presentation identifies similarities and differences based on local/global contexts.

5. **Degree** - To what degree will the learning occur? (Be specific!)

Students will identify specific issues, disciplinary processes, or knowledge that is influenced by cultural or global contexts. Students will explain how their cultural identity influences their understanding of self and their disciplinary field of interest. Students will articulate similarities and differences of disciplinary processes or knowledge that result from different cultural/global contexts. Students will develop an awareness of and a curiosity of the impact of global/cultural issues (both personally and professionally). Students will develop their ability to assess the influence of cultural/global issues on their professional field and formulate strategies for personal development.

6. How will you measure the learning?

- *Pretest and posttest administration of cultural/global awareness inventory.*
- *Develop rubric that is applied to several stages of project: self-reflection, selection of possible issues, criteria for selection of quality issues (relevant, current, significant), self-evaluation of teamwork, communication, and global awareness..*
- *Student guided reflection as part of final assignment that encourages students to demonstrate their understanding of “what, so what, and now what.” Students can articulate the relevance of global/cultural understanding and its implications.*

Fill in the blanks:

<**Audience**> Students in the ACME first-year student learning community will ...

<learn what (**Behavior**)> explore cultural self-identity and articulate similarities and differences of disciplinary processes in different cultural/global contexts

<under these circumstances (**Condition**)> through guided self-reflection activities, identification of cultural/global issues that influence the discipline, group presentation of similarities and differences in disciplinary practices in various global contexts, and reflection of personal application

<this level of efficiency / effectiveness (**Degree**)> to demonstrate understanding of self-identity and apply understanding of cultural/global contexts to disciplinary practices or issues.

Practice writing a learning outcome statement based on the information above:

Check yourself:

	Yes	No	Not sure
Is the outcome measurable?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Is the outcome meaningful?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Is the outcome manageable?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Would you feel comfortable/proud sharing this outcome with students, campus constituents, and external audiences?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Rewrite the learning outcome statement to address issues above:

What questions do you have after going through this process?
