Aligning Your OUTCOMES & TOPICS to Competence

WORDS OF WISDOM

The competence statements are integrated into the course learning outcomes.

– Greg Gilmore, The Leadership Edge

CRITERIA FOR REVIEW

• What do you want students to know and be able to do?

• How do the objectives and outcomes of your course align with the competences?

• How do the content and topics of your course align with the competences and outcomes?

EXAMPLE:

VIOLENCE AGAINST WOMEN

• OUTCOMES & TOPICS (Rocha)

Students will become familiar with the definition of domestic violence/violence against women and recognize common types of abuse used against women. This outcome supports competences H2A and H5 because students will learn the official legal definition used by institutions, as well as the extent and the dynamics of this social problem.

• An intro to domestic violence
• The History of the DV Movement
• Other types of violence against women
• The History of violence against women in the West

EXAMPLE:

STATISTICAL REASONING (HEMMERLING)

OUTCOMES

1. Understands the terminology of statistics.

2. Can organize data into frequency distributions.

3. Can use measures of central tendency and variability to describe frequency distributions.

4. Understands the concept of correlation and can use it to describe the relationship between two variables.

5. Can use sample populations to statistically describe specific tendencies of whole populations.


7. Can use basic statistical functions of Microsoft Excel to solve statistics problems.

TOPICS

What are Statistics? Types of Distributions
Sampling Measuring Variation
Statistical Studies Normal Distributions
Data Types The Central Limit Theorem
Types of Errors Probability Basics
Percentages Large Number Theory
Index Numbers Combining Probabilities
Frequency Distribution Tables Correlation
Creating Graphs and Charts And More…
Characterizing Data

COMPETENCES

H-3-X Can use descriptive statistics to analyze the impact of social institutions on human development.
• Identifies a social institution and describes its characteristics.
• Articulates statistical criteria for analyzing the impact of this institution on human development.
• Uses descriptive statistics to analyze the impact of this institution

S-2-X Can use mathematics or statistics to describe the patterns and processes of everyday life.
• Knows basic mathematical or statistical theory.
• Uses this theory to describe or define patterns or processes in everyday life.

S-3-X Can use statistical data to support at least two different perspectives, including technological and/or scientific, on a social issue.
• Uses statistics to describe a local, regional or global social concern.
• Identifies how statistics can be used to understand this social concern from at least two different perspectives.

F-X Can use statistics to describe and analyze a problem or issue related to (insert a topic related to the student’s Focus Area).
• Uses descriptive statistics to describe an issue related to the student’s focus area.
• Can gather appropriate data.
• Can use descriptive statistics to analyze collected data.

H3X asks students to analyze the impact of a social institution on human development using statistics so objectives 1 through 5 are achieved if students meet the criteria for this competence.

The S2X competence is the most directly related to the study of the mathematics of statistics.

The S3X competence is very important to understanding how to think critically about statistics.

FX is similar to [H3X] but the student has the choice of topics related to their focus area. Students will work with statistical data related to the topic described in the competence and use descriptive statistics to analyze the data.
In the final paper assignment each student produces a final paper for their particular competence(s), there are separate final paper guidelines for each competence in the course syllabus.

The Leadership Reflection Paper and the work in subsequent modules are part of the ongoing building block process that leads to the Lessons Learned Reflection Paper in Module 10.

-Greg Gilmore, The Leadership Edge

**Examples**

**Discussion Board Prompt (Gilmore)**

As I am reading your contributions in the course, I am wondering what, if any, experiences you are having teaching others the lessons you are learning, issues you are exploring, thoughts about leadership you have that are now being validated, etc. Please think about all areas of your life as you think about the “others” you are or may be influencing.

**Competence Specific Activities (Neblung)**

a. H2X students will identify organizational problems that can be addressed through implementing a training program and can evaluate and measure the success of the program.

b. S3X students will identify a community that has been reshaped by a new technology-based training program and analyze the significance of the implementation of new technology into that community from at least two different perspectives (for example, historical, ethical, sociological, economic, aesthetic, or scientific). These students will also construct a detailed project plan to cover all technological aspects of this chosen implementation.

c. FX students will describe and demonstrate the skill of planning and managing the implementation of a training project to successful completion and can articulate the importance of a “learning organization”.

d. L7 students will describe and demonstrate the skill of planning and managing the implementation of a training project collaborating with others and will reflect on this process in writing.

**Criteria for Review**

- **What will students do to learn & practice the outcomes?**
- **What will students produce to show outcomes are met?**
- **How do you increase students’ use of challenging, scholarly and/or creative works in the course’s field of inquiry?**

**Examples**

**Essay #1: Work Autobiography (Muller)**

Brainstorm to compile an extensive list of any and all jobs that you have had. Be sure to analyze carefully to include items that might not traditionally be thought of as “work” or “employment.”

Develop a definition of the term “work” that will serve as the unifying force for your paper.

Analyze the data/details that you gathered and organize your employment history into logical groupings. These grouping may be chronological, referring to selected periods in your life, they may be based on order of importance, or they may be thematic. Group similar jobs together.

As you begin to write your paper, make sure that you have a list of common elements that you discuss for each job. Some of the obvious points might be pay, job duties, working conditions, co-workers, bosses, etc. Certainly, you will need to expand this list to ensure that you have thoroughly covered each job area.

**Final Summative Essay (Muller)**

A1E: Write a 5-7 page final summative essay in which you critically examine two works that we have covered in the course. These can be any two of the texts that we used or one of the texts and one of the films—the choice is up to you.

A2X: Write a 5-7 page final creative work based on some aspect of employment or work related issues. This work can be either a short story or a play—the choice is up to you.

A5: Write a 5-7 page creative paper, either fiction or essay that attempts to analyze work in relation to one's own experience. Note, this is not a duplication of the autobiography; rather, it is an in-depth analysis, that may focus on one of the incidents that you presented in the autobiography. You are also free to focus on an issue that you did not discuss in the autobiography.

FX: Analyze the data/details that you gathered and organize your employment history into logical groupings. These grouping may be chronological, referring to selected periods in your life, they may be based on order of importance, or they may be thematic. Group similar jobs together.

**Assignments and activities that accommodate diverse learning styles: Kolb Learning, Experiential Learning, Texts, Classical Music, Class participation, Oral Reports, Outline for Research Report Evolution Process, Final Report.**

Assignments and activities that provide support (scaffolds) for students as they work toward competence: Begin with student discussion, experience and interests, discuss and relate to readings, lectures and outside-the-classroom settings. Provide one-on-one meetings (pre & post-class) to gauge student scaffolding and progress.
I try to be very **selective** in choosing learning resources that are most **directly related to and supportive** of the course content and topics.

I begin by selecting **reading, videos, websites** and other learning resources that will hopefully spark the students’ interest and **deepen their understanding of the subject matter.**

– Greg Gilmore, The Leadership Edge

**Examples**

The various **websites and multimedia** have been chosen for this class to help students explore interpreting statistics.

The **Gap Minder website** allows students to choose already made animated charts that are based on dependable data to examine various real world topics/statistics like Wealth & Poverty, Global Population Growth and Global Warming.

One of the **discussions** asks students to look at how statistics are used in **online video websites** to “discuss” Global Warming.

**Criteria for Review**

- How do the learning resources of your course align with the content and topics?
- How do the learning resources of your course assist students in meeting the competences and outcomes?
- How do you increase students’ use of challenging, scholarly/creative works in the course’s field of inquiry?

Using two **scholarly texts** is one avenue that the students are challenged. We also use some references to other scholarly works (Harvard Business Review, John Kotter’s work, Donald Kirkpatrick’s work, etc.) throughout the class. In addition to scholarly work, each student is asked to stretch their creative side using the competence specific exercises[...]. These exercises use the information found in the scholarly works used in class plus **significant reflection** while creating something unique as a deliverable.

- Lori Neblung
  Implementing Corporate Training Programs

**Examples**

**Scholarly Texts**

**Multimedia**

**Case Studies**

**Institutions**

**Interactive Modules**

**Websites**

**Instructor Notes**

**Study Guide**

**Art & Creative Works**

**Learning Resources**

**School for New Learning, DePaul University, 2011**
I try to give feedback throughout a given class in different forms. I assess and give points each week (each module) in the Blackboard grade book. Often I use the weekly discussion forums for providing feedback to individuals, small groups and sometimes the entire class. I frequently will use email messages to provide feedback to individuals.

—Greg Gilmore, Leadership Edge

**Examples of Success**

**Criteria for Review**

- What criteria do you and your students use for assessing competence?
- How is feedback given, e.g. written feedback, letter grade, rubric?
- How is assessment of writing skills is conducted?

**Examples of Success**

**Implementing Corporate Training Programs (Neblung)**

**Self-Assessment/Group Assessment**

| Name: | ________________________________ |
| Date: | 3/1/10 |
| Group Title: | ________________________________ |
| Assignment: | ________________________________ |

On a scale of 1-5, how would you answer the following: (1 = Strongly Disagree, 2 Disagree, 3 = Neither Agree or Disagree, 4 = Agree, 5 = Strongly Agree)

**Your contribution:**
- I clearly acted collaboratively. 1 2 3 4 5
- I clearly acted cooperatively. 1 2 3 4 5
- I was a key player in the final deliverable. 1 2 3 4 5

**Comments:**

**Your team members’ contributions:**
- All members clearly acted collaboratively. 1 2 3 4 5
- All members clearly acted cooperatively. 1 2 3 4 5
- All members played a key role in the final deliverable. 1 2 3 4 5

**Comments:**

**Grading Rubric (Neblung)**

<table>
<thead>
<tr>
<th>Grade</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>A=(136-150 points) designates work of high quality; reflects thorough and comprehensive understanding of the issues at hand; demonstrates cogent and creative development and support of idea.</td>
<td></td>
</tr>
<tr>
<td>B=(121-135 points) designates work of good quality; reflects clearly organized and comprehensive understanding of issues at hand; presents substantive thesis and argument with evident development and support of ideas.</td>
<td></td>
</tr>
<tr>
<td>C=(106-120 points) designates work which minimally meets requirements set forward in assignment; reflects some organization and development of ideas but develops argument in superficial or simplistic manner; may only address part of the assignment or be otherwise incomplete.</td>
<td></td>
</tr>
<tr>
<td>D=(91-105 points) designates work of poor quality which does not meet minimum requirements set forth in the assignment; demonstrates poor organization of ideas and/or inattention to development of ideas, grammar, and spelling; treatment of material is superficial and/or simplistic; may indicate that student has not done reading assignments thoroughly.</td>
<td></td>
</tr>
<tr>
<td>F= Less than 90 points</td>
<td></td>
</tr>
</tbody>
</table>

**General Assessment Criteria for your Final Papers (Gilmore)**

It is important that your final paper:
- Specifically addresses the competence that you are fulfilling in this course.
- Organizes your supportive evidence into relevant paragraphs that address your subject.
- Takes into account a variety of points of view.
- Demonstrates your appreciation of other points of view (demonstrates empathy and the ability to account for the vantage points of others).
- Demonstrates that you are able to integrate the evidence derived from your chosen sources into your argument according in standard English using proper grammar, mechanics, and sentence structure.
- Uses proper quotation form, including introduction of your quotation as well as your commentary following the quotation.
- An introduction and concluding paragraph.
- Contains proper APA or MLA citation form for in-text references as well as for bibliography.
- Is turned in on time.

**Assessment Criteria for Online Discussion Participation (Gilmore)**

In the online discussions your responses will be graded on whether you are:
1. Offering up ideas or resources and inviting a critique of them
2. Asking challenging questions
3. Articulating, explaining and supporting positions on ideas
4. Exploring and supporting issues by adding explanations and examples
5. Reflecting on and re-evaluating personal opinions
6. A critique, challenging, discussing and expanding ideas of others
7. Negotiating interpretations, definitions and meanings
8. Summarizing previous contributions and asking the next question
9. Proposing actions based on ideas that have been developed

**writguide for SNL students**

**Grading Rubric for Papers at the School for New Learning**

**Positio**

- An excellent essay will:
  - offer a unique perspective, a clear thesis, and a well-supported argument
  - contain a clear sequence of compelling evidence, a clearly expressed theme, and clear, logical conclusions
  - use proper and thoughtful analysis, reasoning, and argument
  - contain a well-written and well-organized paragraph
  - use a wide variety of resources and appropriate citation
  - demonstrate logical and critical thinking and a solid understanding of the topic
  - clearly identify the main points
  - demonstrate an understanding of the material

**F= Less than 90 points**

**snl.depaul.edu/writing**

**School for New Learning, DePaul University, 2011**
COURSE REVIEW: PREPARING YOUR MATERIALS

PROCESS FOR PREPARATION

Review the Course Review Self-Assessment Form, instructions, and examples.

Complete the Competence Alignment Worksheet.

Update your syllabus with competences offered, content/topics, current addenda, etc. to demonstrate course alignment with competence and SNL policy.

Gather any supporting materials that demonstrate how the course and your pedagogy align with offered competences.

Update your CV with recent accomplishments, courses offered, new positions, etc. that show how your experience aligns with the competences you teach.

Draft the Self-Assessment Form. Revise as necessary.

Submit Self-Assessment Form, Syllabus, Competence Alignment Worksheet, CV, and supporting materials to TLA.

WHAT TO INCLUDE

Required Materials:

• Your Course Review Self-Assessment Form
• Your Syllabus (include all sections & addenda described on the SNL syllabus guide)
• Your CV
• Your Competence Alignment Worksheet

Supporting Materials:

• Week-by-Week Schedule (include content, topics, assignments)
• Sample Assignments
• Sample Activities
• Sample Student Work
• Sample Discussion Boards
• Sample Rubrics

EXAMPLE REVIEWER FEEDBACK

The focus for the course as shown in the alignment of objectives with competences sets the stage for a well-organized learning experience. Carrying this alignment through the assignments and the assessment criteria will make this a substantive experience. As mentioned, additional details for the assignments in terms of competence criteria will help with this. Also, include this in the grading policy as suggested above. You may want to consider including on the syllabus the statement you wrote on the self-assessment form about the links between competences and deliverables. This was helpful. A section in the syllabus on the service learning component would be beneficial and can include more specifics about the 20 hours, e.g. target population (I am unclear as to whether it is only with certain groups of youth or any of the three), suggested sites with their mission statement, types of service/activities that are deemed worthy of competence.

REVISED SYLLABUS SECTION

Assignments (Donnelly)

1. Descriptive paper—a summary of insights about the model of learning chosen as a focus area in the externship and the process and outcomes of using that particular model in one’s chosen experience. This will include an overview of the Kolb learning theory presented in Foundations. This paper will be three pages in length. Competence L 10 Course objective 1

2. Reflective paper—reflection on the impact of spending time with children in the juvenile justice system. Paper will focus on what was learned about the juvenile justice system and how one could use this knowledge in the future. Areas to be covered in this paper are 1) three or four new insights you learned from this service learning project, 2) how you think you will use this knowledge or ability in the future, and 3) identify another topic you would like to explore someday and tell how you would design a project to learn that. This paper will be 5 pages in length. Competence L 11 Course objective 2
# COMPETENCE ALIGNMENT WORKSHEET

<table>
<thead>
<tr>
<th>Competence(s)</th>
<th>Learning Outcomes</th>
<th>Learning Activities Leading to Outcomes</th>
<th>Assignments &amp; Deliverables Demonstrating Competence</th>
<th>Criteria for Assessing Student Competence</th>
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