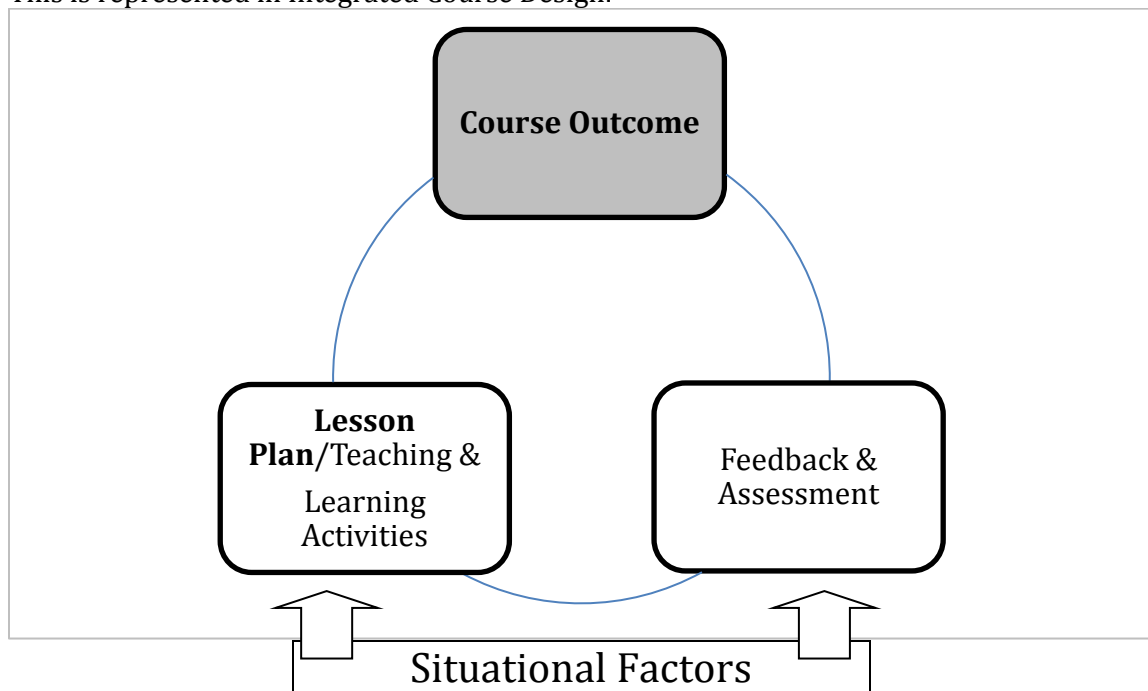# Aligning Course Outcomes to Lesson Plans

The focal questions we ask ourselves in creating a lesson plan are

* "WHAT do I want my students to learn"?
*"HOW will I know my students have learned"?

Always keep in mind that a Lesson Plan is a circular roadmap that will always come back to the Learning Outcomes. We begin by planning our lesson around a course outcome(s) (WHAT) and the evaluation is linked to the outcome (HOW).

This is represented in Integrated Course Design:

```
                    ┌──────────────────┐
                    │  Course Outcome  │
                    └──────────────────┘

  ┌──────────────────┐          ┌──────────────────┐
  │ Lesson           │          │ Feedback &       │
  │ Plan/Teaching &  │          │ Assessment       │
  │ Learning         │          │                  │
  │ Activities       │          │                  │
  └──────────────────┘          └──────────────────┘
          ⬆                              ⬆
       ┌──────────────────────────────────┐
       │        Situational Factors        │
       └──────────────────────────────────┘
```

The basic components of Integrated Course Design: analyze the situational factors, formulate course outcomes, design the feedback and assessment procedures, and select the teaching/learning activities. When designing a course, it is important to remember the inter-relatedness of the three components.

The course outcomes must align with the teaching and learning activities which must align with the assessment tools. Breaking one of the connections in the course inevitably leads to breaking another one. The course outcome articulates the level of performance expected of a student. The teaching/learning activities help students learn how to do this at the required level and gives them opportunities to practice and get feedback on their performance. The assessment evaluates their performance of the course outcome at the same level. (Fink. D, 2) (Resourced from the Niagara College Evaluation Guide)

<u>Works Cited</u>

Fink, Dee. *Higher Education Academy*. (2003): n. page. Web. 12 May. 2013.

Additional Resources:

Books

Stiehl, R. & Lewchuk, L. (2002). *The outcomes primer: Reconstructing the college curriculum.* Richmond, BC: The Learning Organization.

Diamond, Robert. (2008) *Designing and Assessing Courses and Curricula: A Practical Guide. 3rd ed.* San Francisco, CA: Josse-Bass

Web

http://www.georgiancollege.ca/staff/ctl/planning/outcomesobjectives

http://www.uwo.ca/tsc/resources/selected_teaching_topics/curriculum_course_design/course_design.html

http://cepd.niagaracollege.ca/content/AcademicSupport/CurriculumDevelopment/EvaluationGuide.aspx

http://apps.medialab.uwindsor.ca/ctl/temp/Learning%20Outcomes.pdf

http://gototheexchange.ca/index.php/curriculum-at-course-level/course-learning-outcomes