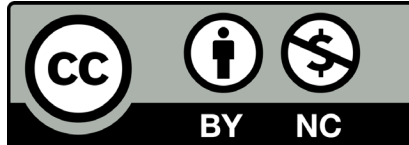


A Guide for Learning at UFV

Part A: Developing Learning Outcomes

Claire L. Hay



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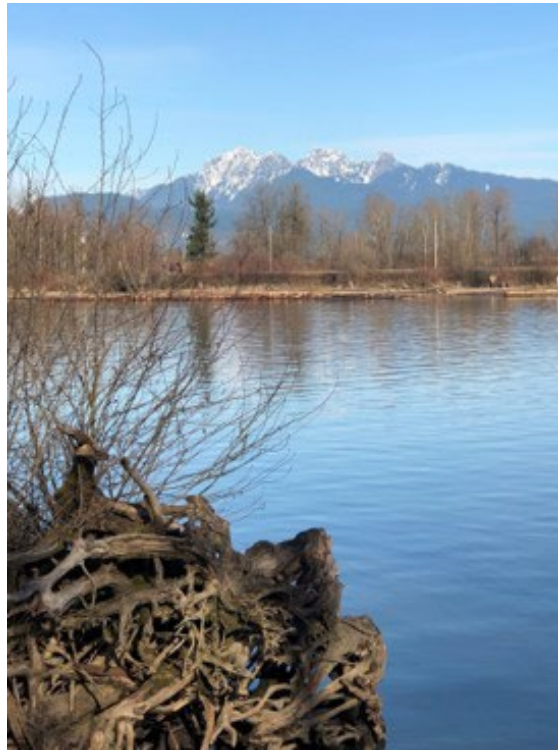
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Acknowledging the land



The University of the Fraser Valley's campuses are situated on the shared lands of the Halq'eméylem speaking Stó:lō people, the People of the River. Stó:lō means 'river' in Halq'eméylem. The Fraser River, which runs through Stó:lō Temexw, has connected and sustained Stó:lō communities since time immemorial and continues to provide for them albeit within colonial constraints.

I am an uninvited guest on Stó:lō Temexw and came to Turtle Island from Scotland. Living and working on this land as a physical geographer and learning about Stó:lō Temexw and its people has made me think differently about the land I have studied for a long time. Land is living; it speaks through its shapes and its stories. I am also part of its story. I strive to build relationships with Stó:lō communities to reconcile the past and build a just future.

(Photo taken by Claire Hay looking north across the Fraser River towards T'lagunna, Golden Ears Mountain)

Preface

Acknowledgements

This guide titled *A Guide for Learning at UFV: Part A - Developing Learning Outcomes* reworks the previous resource *Developing Learning Outcomes: A guide for the University of the Fraser Valley* (University of the Fraser Valley: Teaching and Learning Centre, nd) compiled by Samantha Hannah for the Teaching and Learning Centre at the University of the Fraser Valley. The author acknowledges Samantha's strong foundation and starting point for this new work.

The author thanks the School of Social Work and Human Services for permission to include examples of the curriculum alignment process undertaken for the Bachelor of Social Work program in 2024. And to the Department of Agriculture for permission to share photos from a 2024 curriculum development exercise.

Thanks also to members of the Teaching and Learning Centre at UFV for conversations, technical assistance, and moral support.

Forthcoming

A Guide for Learning at UFV will eventually comprise 2 parts. This part (Part A) provides theoretical frameworks and practical steps to develop learning outcomes for courses and programs at UFV. Part B will discuss Indigenizing the curriculum development process and provide considerations and examples for embedding Indigenous ways of knowing and being and content into learning outcomes. Part B will also consider how equity, diversity, and inclusion can be included in program and course learning outcomes. Part B will be available in summer 2025.

About the author

Claire Hay is the Teaching and Learning Specialist (Curriculum and Assessment) in the Teaching and Learning Centre at the University of the Fraser Valley. A geographer by training, Claire's classroom experiences as a university educator have informed her approach to curriculum development as a key process in supporting student learning. Intentional curriculum scaffolded through informed classroom delivery provides students with opportunities to succeed. Her philosophy comes from a place of kindness, trust, and high expectations. She hopes this guide will support curriculum developers with the theory and practice to develop intentional curriculum that supports UFV students.

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Introduction

A Guide for Learning at UFV: Part A – Developing Learning Outcomes is designed for those involved in curriculum development at UFV and is designed to support the development of quality curriculum. This guide supports the implementation of the updated [Institutional Learning Outcomes](#) which came into effect on July 1st, 2024.

This guide introduces a theoretical yet practical approach to developing curriculum for UFV across programs and disciplines. The steps in this guide will help support your work using a systematic and evidence-based approach.

Use this guide if you are:

- ✓ Creating or updating program learning outcomes in response to the 2024 Institutional Learning Outcomes
- ✓ Preparing for a program review
- ✓ Creating a new course
- ✓ Revising an existing course as part of the regular UEC review process or in response to changes in content.

Following the processes outlined here will ensure that your curriculum meets UFV expectations. This document is designed so that you can read it from start to finish or skip around between sections.

Curriculum Development Principles

Quality Curriculum at UFV

In 2016, UFV's Senate approved the [Guiding Principles for Quality Curriculum](#) (University of the Fraser Valley [UFV], 2016). These six guiding principles are intended to inform curriculum development and strengthen coherence. They provide language to support the work of UFV's curriculum developers and approval committees.

“Quality curriculum is:

1. *Outcome-driven, aligned, and intentionally designed to achieve its purpose.*
2. *Rigorous, meeting credential-level standards recognized by the Ministry, by professions, industry, and by academic communities, and striving for excellence.*
3. *Current, relevant, and forward looking.*
4. *Connected to civic and personal obligations as central to learning.*
5. *Flexible – It provides varied modes of delivery, recognition of prior and alternate learning experiences, and multiple program pathways.*
6. *Inclusive – It respects and honours people's differing backgrounds, cultures, experiences, and identities as a foundation and support for each student's success. It complies with the BC Human Rights Code, and reflects UFV's commitment to internationalization, Indigenization, and access. To this end, [Universal Design for Learning](#) principles offer a framework to think about inclusivity in course design.” (UFV, 2016)*

Additional recommended principles for quality curriculum that stem from the 2024 Institutional Learning Outcomes are:

7. Action-oriented – Outcomes promote positive change in society.
8. Decolonized and Indigenized – Outcomes reflect Indigenized ways of knowing and being and promote reconciliation through teaching and learning.

UFV's Institutional Learning Outcomes

In 2012, UFV approved its original Institutional Learning Outcomes (ILOs) following an expansive and collaborative process. At that time, the ILOs communicated a vision for education to our university and to the public, provided a guide for new programs and for program review, and emphasized a commitment to accountability and quality assurance. In 2023, a process was established to review these original ILOs. The result of this process was a revised set of ILOs (Figure 1) that were approved by UFV Senate in October 2023 while retaining the broader goals of establishing an educational vision for UFV.

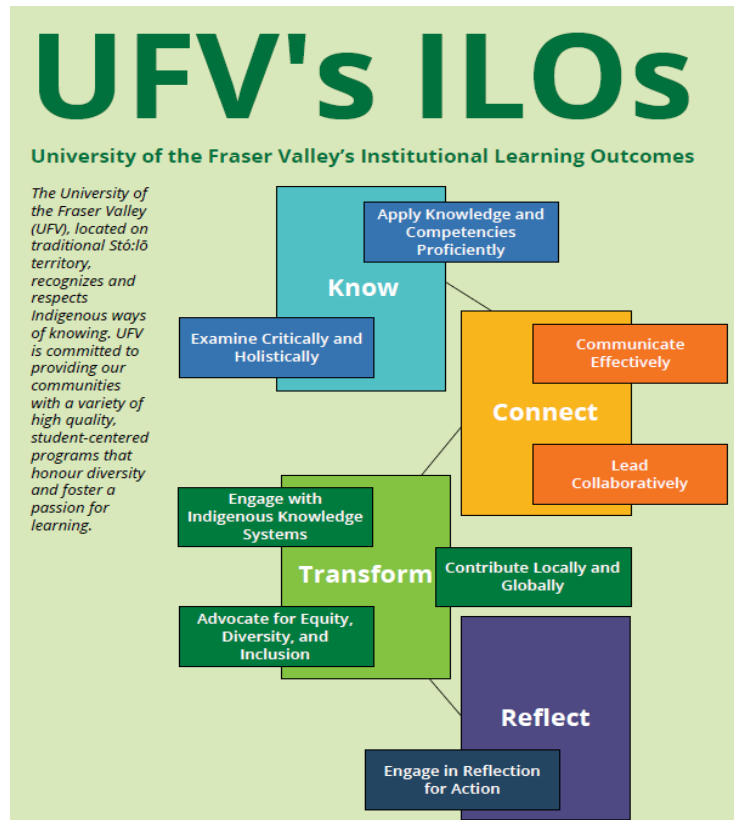


Figure 1 UFV's updated 2024 *Institutional Learning Outcomes* (UFV, 2024a)

Program learning outcomes (PLOs), which communicate what learners will be able to do at the end of their program, should be aligned with the ILOs to ensure program curriculum meets UFV goals and supports its strategic and education plans. Likewise, course learning outcomes (CLOs) should align with program outcomes.

A UFV Definition of Outcomes

A **learning outcome**, whether it be institutional, program, course, or at the lesson level, can be defined as:

“Statements referring to the specific knowledge, practical skills, areas of professional development, attitudes, or higher-order thinking skills that instructors expect students to develop, learn, or master by the end of their learning”
(Suskie, 2009).

Learning outcomes are written from the student’s perspective, describing what they will be able to know, do, or value in a unit of instruction, course, or program. Learning outcomes at UFV are achieved through content, activities, and assessments that are designed to support student learning. Learning outcomes are not lists of content to cover; instead, they are overarching statements that describe broader learning intentions.

Learning outcomes have a common structure (Figure 2). The *stem* is an opening statement that starts each learning outcome. The *action verb* describes what learning task the student is expected to be able to do at the end of their learning. The *learning statement* provides information on the specific knowledge or skills that is required and the *context* provides the how this learning will be demonstrated. In many cases, learning outcomes do not include the context.

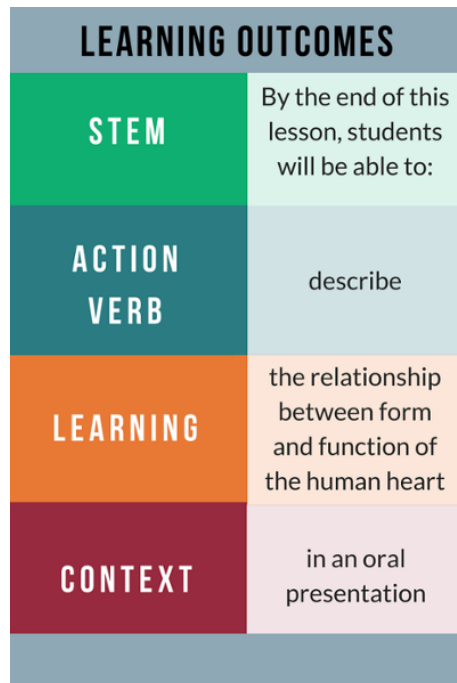


Figure 2 Elements of learning outcomes (from Western University: Centre for Teaching and Learning)

Learning outcomes can be considered as a nested (Law & Liang, 2020) or layered (Boyle, 2010) that span from the macro-scale of the institution to the micro-scale of lesson outcomes (Figure 3). Each level of learning outcome is aligned with the next ensuring that all UFV curriculum is interconnected. A robust curriculum mapping process allows departments to review the alignment of their programs.

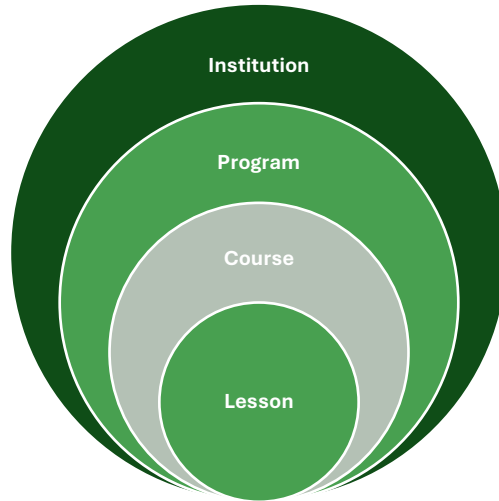


Figure 3 Nested learning outcomes at UFV.

Learning outcomes can be developed at a variety of scales with each being aligned with the next, both up and down. These scales are:

- Institutional (ILO) – common educational goals for UFV.
- Program (PLO) – what students will be able to do at end of program.
- Course (CLO) – what students will be able to do at end of a course.
- Lesson (LLO) – what students will be able to do at end of a lesson.

In addition to thinking about learning outcomes in a nested or aligned as shown above, it is also important to think about learning outcomes as interconnected where information at all levels informs thinking at other levels (Figure 4).

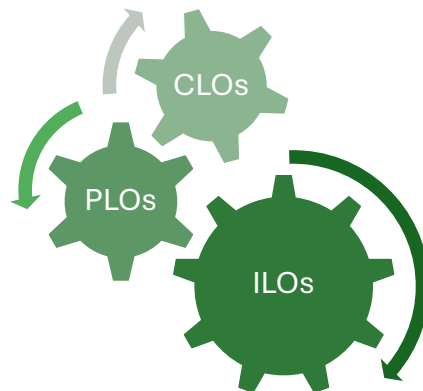


Figure 4 Interconnected learning outcomes that inform each other.

It is recommended that PLOs are reviewed on a regular basis to ensure *curriculum remains relevant and meets the needs of its students*. Alignment with ILOs can be demonstrated as shown in Figure 5.

A		B	C	D	E	F	G	H	I
		Program Learning Outcomes							
Institutional Learning Outcomes		PLO1	PLO2	PLO3	PLO4	PLO5	PLO6	Total PLOs/ ILO	
ILO1	Apply Knowledge and Competencies Proficiently	X	X		X	X	X	5	
ILO2	Examine Critically and Holistically	X	X	X	X	X		5	
ILO3	Communicate Effectively		X	X	X	X	X	5	
ILO4	Lead Collaboratively				X	X	X	3	
ILO5	Engage with Indigenous Knowledge Systems	X	X	X	X	X	X	6	
ILO6	Contribute Locally and Globally	X	X	X	X		X	5	
ILO7	Advocate for Equity, Diversity, and Inclusion				X	X	X	3	
ILO8	Engage in Reflection for Action		X	X	X	X	X	5	
Total ILO/PLO		4	6	5	8	7	7		

Figure 5 An example of alignment between program learning outcomes and institutional learning outcomes.

Using a Backwards Design approach to developing outcomes

The concept of backwards design supports the idea that we begin our curriculum work by looking at the outcomes we require of our students. By looking at the desired result first, we can work backwards to determine appropriate assessments, content and learning activities (Figure 6). When describing their Understanding by Design framework, Wiggins and McTighe (2011) discuss the importance of backwards design:

“The most successful teaching begins ... with clarity about desired learning outcomes and about the evidence that will show that learning has occurred.” (p.7)

The concept of backwards design is not a new idea. Discussion of this concept began as early as 1924 with Franklin Bobbitt and later by Ralph Tyler (1949) who discussed using a backwards design approach to focus instruction (Wiggins & McTighe, 2011). Various theorists have continued to advocate for it since then (Bloom, 1956; Gagne, 1977; Mager, 1988, Spady, 1994; Anderson & Krathwohl, 2001; Biggs, 2003). Backwards design supports UFV’s first curriculum quality principle, which states that curriculum should be outcome-driven and aligned.

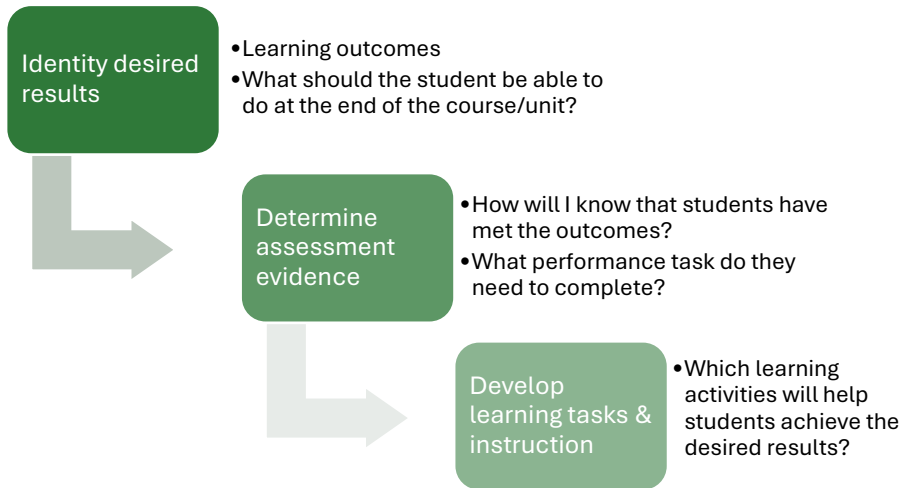


Figure 6 Backwards Design model for curriculum development (modified from Wiggins and McTighe, 2005)

The Backwards Design model shown above (Figure 6) suggests that curriculum development is a one-way process. We suggest that curriculum development should be a continuous and reflective process where each step informs the other in a circular manner as opposed to being uni-directional (Figure 7).

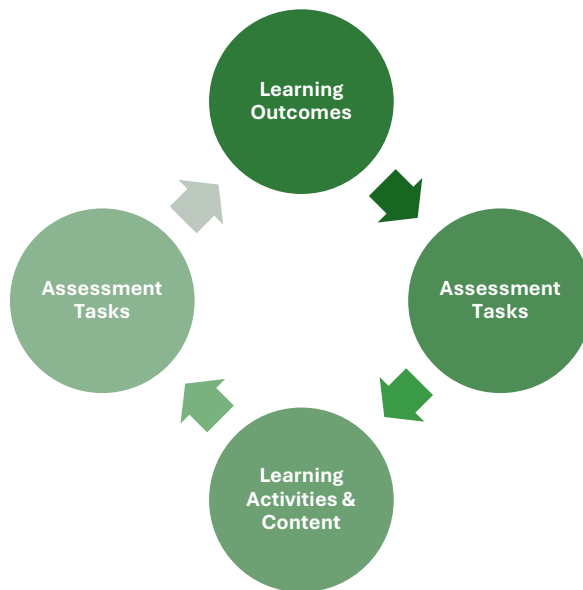


Figure 7 Re-imagining Backwards Design as a continuous, reflective process.

Describing Learning: Blooms Taxonomy

Outcomes can describe all levels of learning, from introduction to mastery, of a skill or topic. Learning is associated with one of three learning domains: cognitive, psychomotor, and affective. Bloom’s Cognitive Taxonomy, first developed in 1956 connects verbs with levels of learning in the cognitive domain. This original work was later extended to the affective and psychomotor domains (Tables 1, 2, 3).

Table 1 Useful verbs to describe learning in the cognitive domain (University of Waterloo: Centre for Teaching and Learning, 2024)

Levels of Learning	Examples
1. Remembering: <i>recall</i> of information – often associated with memory skills	define, identify, list, name, recall, repeat, state
2. Understanding: <i>demonstration</i> of comprehension -- often associated with an ability to express a concept with descriptors and details that demonstrate awareness	classify, describe, locate, report, restate, summarize
3. Applying: <i>applying</i> knowledge in a new context – often associated with transfer of learning	employ, illustrate, solve, use
4. Analyzing: <i>supporting</i> assertions through evidence and arguments; often associated with identifying <i>causes</i> and <i>patterns</i>	compare, contrast, criticize, distinguish, examine, question, test
5. Evaluating: coming to a <i>judgment</i> on the value of information or the validity of arguments; often associated with critical thinking	appraise, argue, assess, defend, predict, select, support, deconstruct
6. Creating: <i>combining</i> or <i>grouping</i> knowledge to come to <i>new</i> conclusions; often associated with innovative thinking	design, assemble, collect, construct, formulate, organize, propose

Table 2 Useful verbs to describe learning in the affective domain (Adapted from Morrison, Ross, Kalman, & Kemp, 2012)

Levels of Learning	Examples
1. Receiving: a will or an <i>effort</i> to give attention to an event or an activity – often associated with awareness	listen to, aware of, perceive, sensitive to, alert to
2. Responding: a will to <i>react</i> to an event through some expression of participation - often associated with a verbal or active response	reply, answer, approve, obey, find pleasure in

<p>3. Valuing: a will to <i>accept or reject</i> an event – often associated with a positive or negative attitude based on personal values or beliefs</p>	<p>accept, attain, support, participate, grow in, be devoted to</p>
<p>4. Organizing: a will to <i>organize</i> the values and beliefs to <i>determine relationships and order</i> – often associated with a recognition as to importance of values and beliefs that are personally held. <i>Supporting</i> assertions through evidence and arguments</p>	<p>organize, select, decide, identify with, develop a plan for, weigh alternatives</p>
<p>5. Characterizing by a value complex: recognition of consistency in action by virtue of one’s accepted values – often associated with incorporating a value behaviour into one’s personality or a change in a value behaviour as part of one’s personality</p>	<p>believe, practice carry out, become part of one’s code of behaviour</p>

Table 3 Useful verbs to describe learning in the psychomotor domain (Adapted from University of Waterloo: Centre for Teaching Excellence, 2024)

Levels of Learning	Examples
<p>1. Imitating: <i>demonstrating</i> an observed action – often associated with observed replication</p>	<p>copy, follow, repeat</p>
<p>2. Executing: <i>performing or reproducing</i> an activity from instruction or memory – often associated with applied memory</p>	<p>build, perform, implement, execute</p>
<p>3. Adapting: <i>adapting and integrating</i> expertise to satisfy a new objective – often associated with adapting skills based on need or circumstances</p>	<p>construct, solve, combine, coordinate, integrate, adapt, develop, formulate, modify</p>
<p>4. Naturalizing/Coaching: <i>creating</i> new action to fit a particular situation or specific problem – often associated with creative problem solving</p>	<p>design, specify, manage, invent, convert, create</p>

Blooms Taxonomy is often considered as a hierarchy, with lower-levels of learning occurring in lower-level/introductory courses, and higher-order learning occurring in higher-level/advanced courses. The reality is more complicated. Higher-order learning can happen in introductory courses when appropriately scaffolded, and some advanced courses require students to be able to remember and understand foundational material to engage fully in higher-order learning tasks. Think reflectively about what a student should be able to do at the end of a course and choose the appropriate level of learning for each of the outcomes regardless of course level.

Bloom’s Taxonomy is *one way* that we can describe the learning that students will be able to demonstrate at the end of a unit of instruction (whether that be at the end of their program, course, or lesson). There are other ways in which learning can be described. We encourage you to start with Bloom’s Taxonomy if you are new to curriculum development work and then explore the other approaches as you become more confident. You may find that these alternatives are a better fit for your work.

Describing Learning: Beyond Bloom’s Taxonomy

LaFever’s (2016) Spiritual Domain of Learning

The spiritual domain was introduced by Marcela LaFever in 2016 (Table 4). This work introduces a framework for describing learning in four domains based on Medicine Wheel teachings. It builds on the cognitive (mental), psychomotor (physical), and affective (emotional) domains by adding a spiritual domain.

Table 4 Useful verbs to describe learning in the spiritual domain (from LaFever, 2016)

Levels of Learning	Examples
1. Honour/ed : Conscious or aware of learning that is not based in material or physical things and transcends narrow self-interest.	consider, meditate on, be aware, seek, open, allow, listen, observe
2. Value/d: building relationships that honour the importance, worth, or usefulness of qualities related to the human spirit.	empathize, honour, acknowledge, balance, exemplify, serve, recognize, respect
3. Connect/ed: link, build, and sustain positive relationships with someone or something (ie. community, culture etc.)	consult, work with, bond, support, relate to, respond, care for, cooperate, participate, provide, develop, build
4. Empower/ed: provide and feel supported by an environment that encourages strength and confidence, especially in controlling one’s life and claiming one’s rights.	express, gain, speak out loud, advocate, act upon, defend, influence, engage in, reimagine, prepare, maintain
5. Self-actualize/d: ability to honour and be honoured as a unique individual within a group, for each member to become what each is meant to be.	become, self-define, create, progress, reinforce, remain, possess, sustain, dream, envision, guide

LaFever (2016) also considers a circular, rather than horizontal or hierarchical representation of learning that reflects holistic teaching and learning (Figure 8).

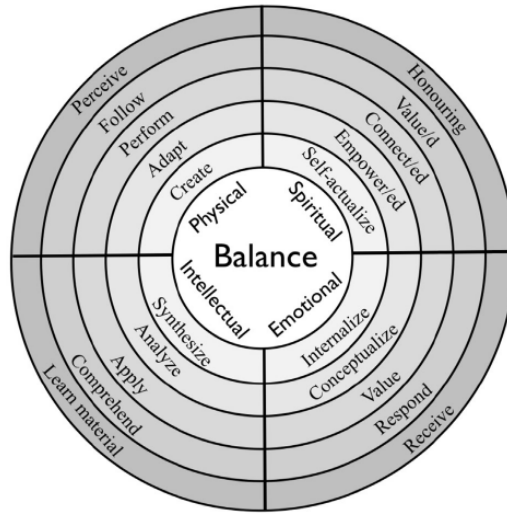


Figure 8 Four domain framework of LaFever (2016, p.417)

Anderson and Krathwohl’s Revised Taxonomy.

In 2001, Anderson and Krathwohl revised Bloom’s cognitive taxonomy (Table 5). This revision expanded on the type of learning in the cognitive domain and updated the categories of learning. The revised taxonomy remained hierarchical. We consider this to be an over-simplification and suggest that all levels of learning may apply to courses, regardless of level.

Table 5 Comparison of Blooms 1956 taxonomy and the 2001 revisions of Anderson and Krathwohl (modified from Wilson, 2020)

Bloom’s 1956 Taxonomy	Anderson & Krathwohl’s 2001 Revised Taxonomy
Knowledge – Remembering of retrieving previously learned material.	Remembering – Recognizing or recalling knowledge from memory. Remembering is when memory is used to produce or retrieve definitions, facts, or lists, or to recite previously learned information.
Comprehension – The ability to grasp or construct meaning from material.	Understanding – Constructing meaning from different types of functions be they written or graphic messages or activities like interpreting, exemplifying, classifying, summarizing, inferring, comparing or explaining.
Application – The ability to use learned material, or to implement material in new and concrete situations.	Applying – Carrying out or using a procedure through executing or implementing. Applying related to or refers to situations where learned material is used through products like models, presentations, interviews, or simulations.

Analysis – The ability to break down or distinguish the parts of material into its components so that its organization structure may be better understood.	Analyzing – Breaking concepts or materials into parts, determining how they parts relate to an overall structure or purpose. Mental actions included in this function are differentiating, organizing, and attributing, as well as being able to distinguish between the components or parts.
Synthesis – The ability to put parts together to form a coherent or unique new whole.	Evaluating – Making judgements based on criteria and standards through checking and critiquing. Critiques, recommendations, and reports are some of the products that can be created to demonstrate the processes of evaluation.
Evaluation – The ability to judge, check, and even critique the value of material for a given purpose.	Creating – Putting elements together to form a coherent or functional whole; reorganizing elements into a new pattern or structure through generating, planning or producing.

Anderson and Krathwohl’s work also expanded on Bloom’s idea related to knowledge dimensions. When considering learning outcomes, it is helpful to determine what kind of knowledge is required. These 4 levels of knowledge can be applied to any learning intention (Wilson, 2020).

- **Factual knowledge** – is knowledge that is basic to specific disciplines. This dimension refers to essential facts, terminology, details or elements students must know or be familiar with to critique a discipline or solve a problem in it.
- **Conceptual knowledge** – is knowledge of classifications, principles, generalizations, theories, models, or structures pertaining to a particular discipline.
- **Procedural knowledge** – refers to information or knowledge that helps students to do something specific to a discipline, subject, or area of study. It also refers to the methods of inquiry, very specific or finite skills, algorithms, techniques, and particular methodologies.
- **Metacognitive knowledge** – is the awareness of one’s own cognition and particular cognitive processes. It is strategic or reflective knowledge about how to solve problems, tasks and includes contextual and conditional knowledge and knowledge of self.

Fink’s Taxonomy of Significant Learning.

When designing or redesigning a course, situational factors influence the decisions of the course developer (Fink, 2013). These include:

- ✓ Specific context of the teaching and learning situation.
- ✓ General context of the learning situation.
- ✓ Nature of the subject
- ✓ Characteristics of the learners
- ✓ Characteristics of the teacher

Following consideration of these factors, Fink proposes this interconnected taxonomy of significant learning (Figure 9). Rather than a hierarchical approach, this taxonomy is interconnected where learning in one sector, may result in learning in another. This approach has implications for assessment and evaluation design as well as the types of learning activities that occur in a course. Fink’s taxonomy of significant learning can inspire curriculum developers to consider learning beyond content knowledge and skills. How can a course or program contribute broader learning intentions that develop lifelong learning and the self?

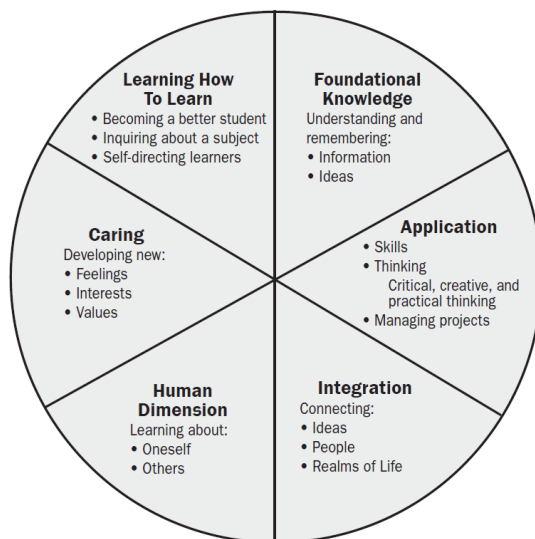


Figure 9 Fink's taxonomy of significant learning (Fink, 2013)

UbD (Understanding by Design) Facets of Understanding.

Like Fink’s Taxonomy of Significant Learning, the UbD Facets of Understanding (Wiggins and McTighe, 2005) are not hierarchical. They reflect learning tasks that can exist in any discipline where different courses at different levels have unique requirements for learning that would represent success. This approach aligns with the work on Backwards Design discussed above. The essential questions discussed by Wiggins and McTighe (2013), with examples from Wilson (2020) in Table 6 below, reflect the key disciplinary questions that direct instructional decisions around content and processes. These essential questions provide students with a sense of direction and purpose as they engage in disciplinary learning. Essential questions are:

*“...questions that probe for deeper meaning and set the stage for further questioning, ones that foster the development of critical thinking skills and higher order capabilities such as problem-solving and understanding complex systems”
(Wilson, 2020).*

The categories in this model (Table 6) provide a framework to form and construct those essential questions that ultimately increase student engagement and enhance their thinking. It creates a model of inquiry for lifelong learning.

Table 6 Six facets of understanding (from Wilson, 2020)

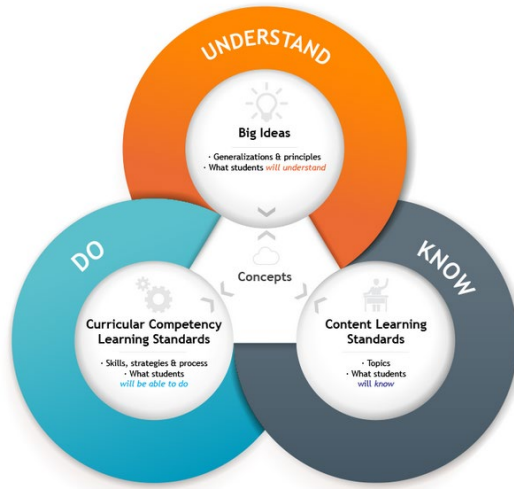
Learning Intentions	Essential Question example (from Wilson 2020)
Explain: Provide a thorough and justifiable accounts of phenomena, facts, and data.	How does conflict lead to change?
Interpret: Tell meaningful stories, offer apt translations, provide a revealing historical or personal dimension to ideas and events; make subjects personal or accessible through images, anecdotes, analogies, and models.	How does conflict influence a person’s decisions and actions?
Apply: Effectively use and adapt what they know in diverse contexts.	What problem-solving strategies can people use to manage conflict and change?
Have perspective: See and hear points of view through critical eyes and ears; see the big picture.	How does a person’s point of view affect how they deal with conflict or change?
Empathize: Find value in what others might find odd, alien, or implausible; perceive sensitively on the basis of prior indirect experience.	How might it feel to live through a conflict that disrupts your way of life?
Have self-knowledge: Perceive the personal style, prejudices, projections, and habits of mind that both shape and impede our own understanding; they are aware of what they do not understand and why understanding is so hard.	What personal qualities have helped you deal with conflict and change?

Do, Know, Understand: The BC Curriculum Framework.

In its most recent revision, the [BC Curriculum Framework](#) (Figure 10) was established to prepare students for the 21st century. It is a competency-based, concept-driven curriculum:

“...to foster deeper, more transferable learning. These approaches complement each other because of their common focus on active engagement of students. Deeper learning is better achieved through ‘doing’ than through passive listening or reading. Similarly, both concept-based learning and the development of competencies engage students in authentic tasks that connect learning to the real world” (British Columbia Government, n.d.).

To support this framework, educators can access [learning progressions or Quick Scales](#) which provide descriptors for literacy and numeracy proficiencies. This approach to curriculum thinking may help curriculum developers at UFV consider the “Big Ideas” that a program or course seeks to address. These “Big Ideas” are like program or course learning outcomes in the UFV context. They represent what students will understand. The Curricular Competency Learning Standards equate to the skills that students should be able to demonstrate at the end of a program or course while the Content Learning Standards may be thought of as the program or course content that is required.



*Figure 10 BC Curriculum Framework of 'Do, Know, and Understand'
(from British Columbia Government, nd)*

Developing Program Learning Outcomes

The preceding discussion outlines different approaches to defining curriculum learning intentions. They are included here to acknowledge that curriculum development work is grounded in theoretical frameworks.

At UFV, a program is defined as:

“a structured set of courses and associated requirements designed to deliver learning outcomes specific to a disciplinary or interdisciplinary field of study, and offered as an approved credential (e.g., a certificate, diploma, degree, etc.) or an approved option within a credential (e.g., a major, minor, honours, concentration, specialization, etc.)” (taken from UFV Policy 21).

Program learning outcomes will be created during the new program development process. However, many programs at UFV have existed for a long time and before the ILOs and Guiding Principles for Quality Curriculum were created. Program learning outcomes guide the curriculum mapping and revision processes.

UFV engages in a regular cycle of curriculum review and renewal. As curriculum goes through the renewal process, you will be asked questions about how your course and/or program meets UFV’s Guiding Principles of Quality Curriculum and the ILOs.

To assist with the process of curriculum development and review, the following areas are available for help:

- New program development or questions about program reviews – contact [Program Development and Quality Assurance](#)
- Developing program and course learning outcomes – contact [Teaching and Learning Centre](#)
- Course and program revision questions – contact [Undergraduate Education Committee](#)

Writing or revising program learning outcomes will generally require a small committee rather than one person working alone. The best practice is to consult with advisory groups and ministry guidelines first, and then draft program learning outcomes for review and discussion by the department or program area. You should also get feedback from UFV’s [Program Development and Quality Assurance Office](#) and the [Teaching and Learning Centre](#). Program learning outcomes should support UFV’s [Integrated Strategic Plan](#), [Institutional Learning Outcomes](#), and [Strategic Enrollment Management Plan](#).

Program learning outcomes should show how graduates of your program demonstrate that they have acquired these qualities and skills upon graduation. General guidelines for writing PLOs include:

1. Be discipline specific that reflect knowledge and skills.

Program learning outcomes should reflect the knowledge and skills you expect students to acquire in a specific program and discipline.

Consider these examples:

- General – Graduates of the Criminal Justice program will be critical thinkers.
- Program-specific – Graduates of the Criminal Justice program will analyze a current issue in criminal justice, evaluate evidence, and construct an argument.

2. Be observable and measurable.

Write learning outcomes that are focused on measurable tasks or indicators of learning using observable criteria and a variety of methods. This evidence will likely come from courses that align with program outcomes.

- Not easily observable – Graduates of the BA program will think critically.
- Observable – Graduates of the BA program will interpret, analyze, evaluate, and construct arguments.

3. Be a single outcome rather than combine multiple outcomes into a single statement.

- Multiple outcomes – Graduates of the psychology program will be lifelong learners who understand the concepts of psychology and can apply those concepts to the design and application of real research problems.
- Single outcome – Graduates of the psychology program will be able to design a research study.

The following steps outline a collaborative process for developing program outcomes (Figure 11).

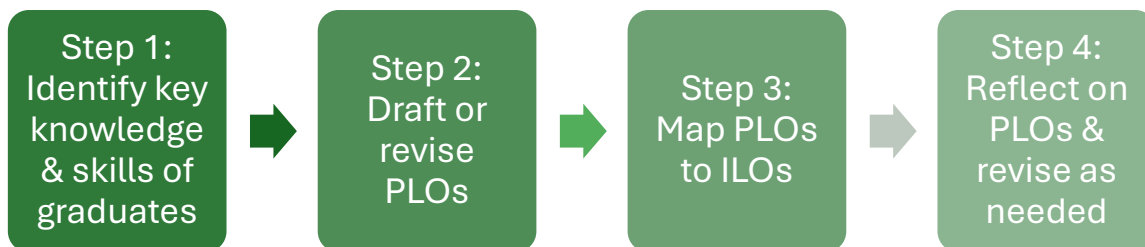


Figure 11 Steps for developing program learning outcomes

1. Identify what a learner in your program will need to know and do (at the end of the program)

Discuss what a graduate of your program(s) looks like. What should they be able to know and do now and in the future? Think about both content and skills. The following stakeholders can inform your thinking.

- Students/graduates of your program
- UFV [Institutional Learning Outcomes](#) and various [UFV strategic plans](#)
- Employers of graduates of your program(s)
- Industry or accreditation standards
- External program advisory committee members (if one is established)
- Articulation committees
- Similar programs at other universities
- Degree Level Standards articulated by the [Degree Quality Assessment Board](#)
 - Depth and breadth of knowledge
 - Knowledge of methodologies
 - Application of knowledge
 - Communication skills
 - Awareness of limits of knowledge; and,
 - Professional capacity/autonomy

Then engage in a department-wide activity to capture ideas (Figures 12 and 13):

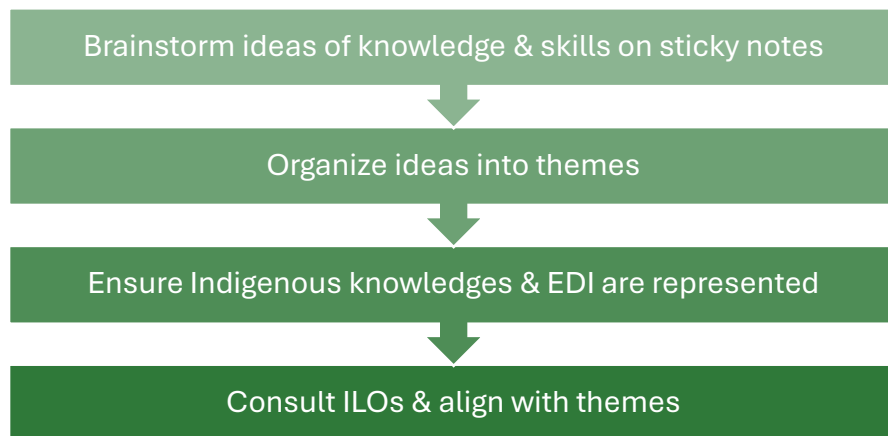


Figure 12 Capturing ideas to develop program learning outcomes

If you have existing program learning outcomes, check them against the outcome of this exercise. Think about knowledge and skills that did not exist in your PLOs before, is there something in your PLOs that is missing from this new set of ideas?

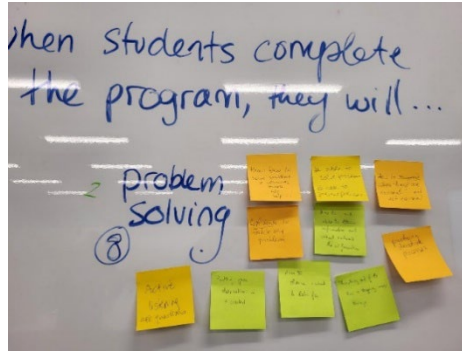


Figure 13 An example of a brainstorm activity to develop program learning outcomes

2. Draft and/or Revise Program Learning Outcomes

Use the themes (and existing PLOs) to draft program learning outcomes. If you have multiple programs (such as major and minor; or diploma and major), start with the highest program level and work backwards.

As you start to create or update program learning outcomes, consider the following:

- Aim for 6-10 program learning outcomes that are discipline specific.
- Program outcomes are broader than course outcomes.
- Ensure that the language in the PLOs includes Indigenous ways of knowing and being and principles of EDI.
- Each PLO should have a single verb and be measurable through evaluation methods used in the courses within the program.

Here is an example of program learning outcomes for the BA major in Political Science at UFV which are shown on their [department website](#):

Apply Knowledge of the Discipline

Describe the major concepts; theoretical perspectives and approaches; and historical and contemporary debates in the discipline of political science and its subfields: Political Theory, Canadian Politics, Comparative Politics, Public Policy, and International Relations.

Conduct Research

Apply both quantitative and qualitative research methods in the discipline of political science to design, conduct, analyze, and write research reports and essays.

Analyze Information

Demonstrate critical and creative thinking skills in identifying, defining, and analyzing political problems and providing solutions.

Defend their Principles

Act upon the principles of diversity and inclusion, indigenization, and gender equality in their studies and future careers.

Communicate Effectively

Both in writing and the spoken word, including listening and comprehending complex arguments and articulating their views while offering innovative solutions to societal problems.

Engage the World

Engage with different intellectual philosophies, traditions, cultural values, and beliefs that underpin the political behavior of diverse societies and organizations in the world.

3. 'Map' your PLOs to the ILOs

The next step is to look for patterns in how the PLOs you have identified align with the ILOs (Figure 14). Using a spreadsheet, create a simple alignment chart that 'maps' how ILOs and PLOs are related. Consider the patterns you see in the chart. Which ILOs might be over-represented? Which ILOs are missing in your PLOs?

	A	B	C	D	E	F	G	H	I
			Program Learning Outcomes						
		Institutional Learning Outcomes	PLO1	PLO2	PLO3	PLO4	PLO5	PLO6	Total PLOs/ ILO
1	ILO1	Apply Knowledge and Competencies Proficiently	X	X		X	X	X	5
1	ILO2	Examine Critically and Holistically	X	X	X	X	X		5
1	ILO3	Communicate Effectively		X	X	X	X	X	5
7	ILO4	Lead Collaboratively				X	X	X	3
1	ILO5	Engage with Indigenous Knowledge Systems	X	X	X	X	X	X	6
1	ILO6	Contribute Locally and Globally	X	X	X	X		X	5
0	ILO7	Advocate for Equity, Diversity, and Inclusion				X	X	X	3
1	ILO8	Engage in Reflection for Action		X	X	X	X	X	5
2		Total ILO/PLO	4	6	5	8	7	7	

Figure 14 Example showing how program learning outcomes align with institutional learning outcomes.

4. Reflect on your program learning outcomes

Now that you have created program learning outcomes reflect on how they align with the principles for quality curriculum (Table 7).

Table 7 Guiding reflective questions for program learning outcomes

Quality curriculum is...	Guiding Questions
1. Outcome-driven, aligned, and intentionally designed to achieve its purpose	<ul style="list-style-type: none"> • How do outcomes align with the ILOs?
2. Rigorous, meeting credential-level standards recognized by the Ministry, by professions, industry, and by academic communities, and striving for excellence.	<ul style="list-style-type: none"> • How do outcomes reflect degree standards set by the Ministry of Post-Secondary Education and Future Skills? • How do outcomes align with accreditation standards? • How do outcomes align with similar programs in BC? • How do outcomes reflect industry expectations?
3. Current, relevant, and forward-looking.	<ul style="list-style-type: none"> • How do outcomes emphasize skill development, critical thinking, and higher order thinking? • How do outcomes reflect recent and future developments in the discipline?
4. Connected to civic and personal obligations and growth as central to learning.	<ul style="list-style-type: none"> • How do program outcomes reflect societal expectations and needs? • How can experiential learning opportunities be integrated in this program?
5. Flexible – it provides varied modes of delivery, recognition of prior and alternative learning experiences, and multiple program pathways.	<ul style="list-style-type: none"> • Can outcomes be met through varied modes of delivery? • How do outcomes encourage self-directed learning and reflection? • How do outcomes address skill development? • How can students use prior learning or alternative education pathways to enter or meet outcomes?
6. Inclusive – it respects and honours people’s differing backgrounds, cultures, experiences, and identities as a foundation and support for each student’s success. It complies with the BC Human Rights Code, and reflects UFV’s commitment to internationalization, Indigenization, and access.	<ul style="list-style-type: none"> • How do outcomes recognize individual lived experiences? • How are students supported as they move through the program? • Are outcomes accessible to all students? • How has UDL been integrated into program outcomes?
7. Action-oriented - Outcomes promote positive change in society.	<ul style="list-style-type: none"> • How do outcomes promote positive societal change through action? • Where can action be included in the outcomes?
8. Decolonized and Indigenized – Outcomes reflect Indigenized ways of knowing and being, and promote reconciliation through teaching and learning	<ul style="list-style-type: none"> • How do outcomes reflect decolonization and Indigenization?

5. Complete a program-level curriculum map

As part of a comprehensive program curriculum review process, course learning outcomes of required and elective courses in a program should be mapped to the overarching program learning outcomes. Benefits to this process include:

- ✓ Course instructors will be fully aware of other courses in which students achieve similar outcomes and can plan their syllabi to reinforce outcomes, build skill/knowledge development, and avoid overlap.
- ✓ Course prerequisites and program requirements can be more easily determined based on how the outcomes fit together.
- ✓ A program map makes explanations of curriculum changes more transparent for committees at all levels – department, faculty, university-wide.
- ✓ An outcome map is a useful tool in a program review to show the logic and overall design of a program and to capture the relevance of its courses.

Use this program map to show connections between a course and program learning outcomes. Remember that not every PLO must be addressed in each course. Figure 15 shows an example for a 2024 mapping exercise for the Bachelor of Social Work program (the BSW is an accredited program with CASWE standards replacing PLOs):

BSW Curriculum Map of Required Courses	1. Professional Identity	2. Engagement with individuals, families, groups and communities through professional practice	3. Development of a Professional Practice	4. Colonialism & social work	5. Indigenous Peoples and Communities	6. Francophone Peoples and Communities	7. Equity and social justice	8. Anti-racism	9. Environmental Sustainability and Ecological Practice	10. Values and ethics in professional practice	11. Research	12. Policy analysis and development	13. Organizational and societal systems' change
SOWK 300: Social Work Practice with Individuals	X	X	X	X	X		X	X	X	X			X
SOWK 311: Social Work Theory and Ethics	X	X	X	X	X		X	X		X			
SOWK 312: Legal Knowledge for Social Work Practice		X	X				X					X	X
SOWK 320: Anti-racist and Cross-Cultural Social Work	X	X	X		X	X	X	X		X		X	X
SOWK 330: BSW Practicum I	X	X	X	X	X	X	X	X		X		X	X
SOWK 380: Social Work and Community Development	X	X	X	X	X	X	X	X					
SOWK 392: Indigenous Social Work	X	X	X	X	X		X	X		X		X	X
SOWK 404: Research Methods and Evaluation										X	X		
SOWK 410: Social Policy Analysis	X	X	X	X	X	X	X	X				X	X
SOWK 430: BSW Practicum II	X	X	X	X	X		X	X		X			X

Figure 15 Curriculum mapping exercise for required courses in the Bachelor of Social Work program at UFV.

It can also be helpful to map how each of the program learning outcomes are scaffolded throughout the program by mapping when they are introduced, reinforced or developed, and mastered. This can be done for all courses in a program as shown in Table 8 by replacing the X in the above examples with I = introduced, R = reinforced, M = mastered.

Table 8 Map of Program and Course Level Outcomes (I = Introduced, R = Reinforced, M = Mastered)

Course number	PLO 1	PLO 2	PLO 3
100	I		
101	I		
102		I	
200	R		
201		R	I
300	R		R
305	R	R	R
400	M	R	M

Developing Course Learning Outcomes

The building blocks for quality curriculum are the learning outcomes. Your course learning outcomes (CLOs) provide students with the road map for the course, but they should also provide you with the foundation for your assessments, content, and learning activities.

Developing CLOs is another step in the backwards curriculum design process. After program learning outcomes have been created, course learning outcomes can be developed and mapped to ensure clear alignment of the curriculum from the course to the institutional level.

As discussed above, learning outcomes (at any course level) have a core structure that includes a *stem*, an *action verb*, a *learning statement*, and *context* statement. We might also think about course learning outcomes as **Specific**, **Measurable**, **Attainable**, **Relevant**, and **Time-bound** (SMART) (Figure 16).

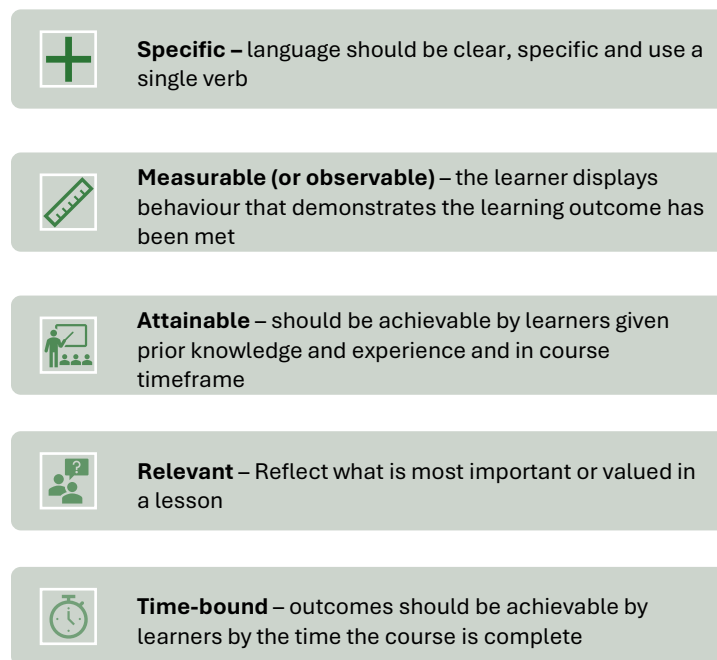


Figure 16 SMART learning outcomes (ISW Network,2021)

The key to writing useful learning outcomes is to specify the desired learning accurately enough that recognition of learning is evident to both learner and instructor. Well-defined learning outcomes are concise and precise.

A similar process can be used to write course learning outcomes as discussed above for program learning outcomes (Figure 17).



Figure 17 Steps for writing course learning outcomes

1. Identify what a learner in your course will need to know and do (at the end of the course)

Discuss what a student who completes your course should be able to know and do. Think about both content and skills or competencies. Use a brainstorm activity to generate a list to begin the task of writing course learning outcomes. If you have existing course learning outcomes, check them against this list. Think about knowledge and skills that did not exist in your CLOs before, is there something in your that is missing from this new set of ideas?

2. Draft and/or revise course learning outcomes

Use the themes (and existing outcomes) to craft course learning outcomes.

Consider the following:

- ✓ Each course should have between 5 and 8 learning outcomes.
- ✓ Course learning outcomes should be Indigenized.
- ✓ How will these learning outcomes be measured through various assessment tools?
- ✗ Avoid the use of these action verbs: understand, know, cover, learn, and study.

As with program learning outcomes, construction of course learning outcomes may use Blooms Taxonomy for the cognitive, affective, and psychomotor domains to determine appropriate action verbs. Blooms Taxonomy is one tool of many that can be used to develop robust statements of learning. If you are new to designing curriculum, we suggest starting with Blooms Taxonomy and as you build confidence explore alternative approaches. While Blooms Taxonomy is often considered hierarchical, we suggest that this is not always the case.

The following tables provide examples of action verbs and associate learning activities for the cognitive (Table 9), affective (Table 10), and psychomotor domains (Table 11). The spiritual domain of LaFever (2016) is also included as an invitation to expand learning to the self (Table 12).

Table 9 Cognitive domain categories and verbs (Adapted University of Waterloo: Centre for Teaching Excellence, 2024)

REMEMBERING	UNDERSTANDING	APPLYING	ANALYSING	EVALUATING	CREATING
Recalling or recognizing information	Comprehending meaning, restate data own words, interpret, extrapolate, translate	Using or applying knowledge, put theory into practice, use knowledge in response to real circumstances	Interpreting elements, organizational principles, structure, construction, internal relationships; quality.	Assess effectiveness of whole concepts, in relation to values, outputs, efficacy, viability; critical thinking; strategic comparison and review; judgement relating to external criteria.	Develop new unique structures, systems, models, approaches, ideas' creative thinking operations.
Examples and activities: Multiple-choice test; recount facts or statistics; recall a process, rules, definitions; quote law or procedure.	Examples and activities: Explain or interpret meaning from a scenario or statement; suggest treatment, reaction, or solution to a problem; manage an activity.	Examples and activities: Put a theory into practical effect: demonstrate or solve a problem; manage an activity.	Examples and activities: Identify constituent parts and functions of a process or concept; deconstruct a methodology or process; making qualitative assessment of elements, values, and effects; measure requirements and needs.	Examples and activities: Review strategic options or plans in terms of efficacy, return on investment or cost effectiveness; assess sustainability; perform a SWOT analysis; produce a financial justification for a proposition or venture; calculate the effects of a plan or strategy; perform a detailed and costed risk analysis with recommendations.	Examples and activities: Develop plans or procedures, creative problem solving; design solutions, integrate methods, resources, ideas, parts; create teams or new approaches; design policy, write protocols or contingencies
Key words/verbs: Arrange, define, describe, label, list, memorize, recognize, relate, reproduce, select, state	Key words/verbs: Explain, reiterate, reword, critique, classify, summarize, illustrate, translate, review, discuss, estimate, interpret, theorize, paraphrase, reference, example	Key words/verbs: use, apply, discover, manage, execute, solve, produce, implement, construct, change, prepare, conduct, perform, react, respond, role-play	Key words/verbs: Analyze, break down, catalogue, compare, quantify, measure, test, examine, experiment, relate, graph, diagram, plot, extrapolate, value, divide	Key words/verbs: Review, justify, assess, present a case for, defend, report on, investigate, direct, appraise, argue, project manage	Key words/verbs: Design, plan, build, create, innovate, formulate, propose, establish, assemble, integrate, rearrange, modify

Table 10 Affective domain categories and verbs (Adapted from University of Waterloo: Centre for Teaching Excellence, 2024)

RECEIVING PHENOMENA	RESPONDING TO PHENOMENA	VALUING PHENOMENA	CHARACTERIZING BY A VALUE CONSTRUCT
Awareness, willingness to hear, selected attention	Active participation on the part of the learners. Attends and reacts to a particular phenomenon. Learning outcomes map emphasize compliance in responding, willingness to respond, or satisfaction in responding (motivation).	Considers the worth or value attached to an object, phenomena or behaviour. Ranges from acceptance to commitment. It is an internal evaluation of values.	Identifies priorities by organizing values and addressing conflicts to create a unique value system.
<p>Examples and activities: Listen to others with respect.</p> <p>Listen for and remember the name of newly introduced individuals.</p>	<p>Examples and activities: Participates in class discussions.</p> <p>Gives a presentation. Questions new ideas, concepts, models to fully understand them.</p> <p>Knows the safety rules and practices them.</p>	<p>Examples and activities: Demonstrates belief in the democratic process.</p> <p>Is sensitive to individual and cultural differences.</p> <p>Shows an ability to solve problems.</p> <p>Proposes plans to address social justice issues.</p>	<p>Examples and activities: Recognizes the need for balance between freedom and responsible behaviour.</p> <p>Accepts responsibility for behaviour.</p> <p>Creates a life plan in harmony with abilities, interests and beliefs.</p>
<p>Key words/verbs: Asks, describes, chooses, follows, gives, holds, identifies, locates, names, points to, selects, sits, erects, replies, uses.</p>	<p>Key words/verbs: Answers, assists, aids, complies, confirms, discusses, greets, helps, labels, performs, practices, presents, reads, recites, reports, selects, tells, writes.</p>	<p>Key words: Informs, analyzes, assesses, manages</p>	<p>Key Words: Compare, relate, synthesize, adheres, combines, defends, generalizes, integrates, organizes.</p>

Table 11 Psychomotor domain categories and verbs (Adapted from University of Waterloo: Centre for Teaching Excellence, 2024)

IMITATING	EXECUTING	APPLYING	ADAPTING – ARTICULATING	NATURALIZATING - COACHING
Copy actions of another, observe and replicate	Reproduce activity from instruction or memory	Execute skill reliably, independent of help	Adapt and integrate expertise to satisfy a non-standard objective	Automated, unconscious mastery of activity and related skills at strategic level
<p>Examples and activities: Watch teacher or trainer and repeat action, process, or activity.</p>	<p>Examples and activities” Carry out a task from written or verbal instruction.</p>	<p>Examples and activities: Perform a task or activity with expertise and to high quality without assistance.</p>	<p>Examples and activities: Relate and combine associated activities to develop methods to meet varying novel requirements.</p>	<p>Examples and activities: Define aim, approach and strategy for use or activities to meet strategic need.</p>

Key words/verbs: Copy, follow, replicate, repeat, adhere	Key words/verbs: Recreate, build, perform, execute, implement	Key words/verbs: Demonstrate, complete, show, perfect, calibrate, control	Key words/verbs: Construct, solve, combine, coordinate, integrate, adapt, develop, formulate, modify, master	Key words/verbs: Design, specify, manage, invent, project manage
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Table 12 Spiritual domain categories and verbs (modified from LaFever, 2016)

HONOURING	VALUE/D	CONNECT/ED	EMPOWER/ED	SELF-ACTUALIZED
Learning that moves beyond the conscious from the material and physical to learning that transcends self-interest.	Grow relationships that acknowledge the human spirit as something that is important, useful, and worthy.	Identify, grow, and nurture relationships with someone or something.	Establish relationships with each other and with the environment to support self and one's rights.	Honour self and acknowledge being honoured as a unique individual who is as they are meant to be.
Examples and activities: Identify classroom/family/work connections. Open dialogues with different cultures. Be aware of one's holistic self and aware of one's thoughts and feelings. Consider one's connections to land.	Examples and activities: Recognize one's cultural identity. Balance expectations. Acknowledge one's connection to land.	Examples and activities: Assist others in identifying their gifts and talents. Explore self interests and passions. Contribute to community.	Examples and activities: Express personal aspirations and set attainable goals. Create social action. Recognize one's abilities and contribute to decisions and take control.	Examples and activities: Reinforce one's purpose and path. Sustain one's passion in... Contribute to community.
Key words/verbs: Consider, meditate on, be aware, seek, open, allow, listen, observe	Key word/verbs: Empathize, honour, acknowledge, balance, exemplify, serve, recognize, respect	Key words/verbs: Consult, bond, support, relate to, respond, care for, cooperate, participate, provide, develop, build	Key words/verbs: Express, gain, speak out aloud, advocate, act upon, defend, influence, engage in reimagine, prepare, maintain	Key words/verbs: Become, self-define, use resources, create, progress, reinforce, remain, possess, sustain, dream, envision, guide

Here are some examples of course learning outcomes from UFV’s academic calendar (Table 13).

Table 13 Learning outcome examples from UFV (taken from UFV, 2024b)

Discipline	Course Number	Outcome
Art History	100	Employ a specialized vocabulary to describe works of art and architecture.
English	105	Identify different varieties of English and engage with the colonial history and cultural significance of English as a world language.
Electronics	100	Explain the differences and relationships between different circuit types (series, parallel, series-parallel).
Halq’eméylem	101	Express simple ideas / opinions in Halq’eméylem and produce short sentences
Environmental Studies	200	Discuss the ways in which community, region, and sustainability are envisioned at different scales.
Engineering	210	State the fundamental laws (Kirchhoff’s Laws) and theorems (Thevenin/Helmholtz’s and Norton/Helmholtz’s equivalences) needed for circuit design and analysis.
Practical Nursing	246	Incorporate health promoting strategies to provide safe, competent, and ethical care to clients in community.
Biology	330	Integrate Indigenous terminology for plant and animal names and uses.
Communications	335	Design speech scripts, speaking notes, and presentation aids for specialized public speaking contexts.
Physics	352	State the assumptions behind the development of Special Relativity (SR), and have a knowledge of the various paradoxes which arise (and possible resolutions).
Computer Science	300	Illustrate different software life-cycle models, activities occurring in each phase of software life-cycle, various testing techniques, methods of planning and estimating, and strategies of improving software reusability and portability.
Business	400	Evaluate how businesses can establish collaborative relationships with governments, civil society groups, and Indigenous communities to address local or global social and environmental challenges, while respecting and integrating Indigenous perspectives and approaches.
Education	410	Interrogate issues related to cultural identity, intersectionality, multiculturalism, gender identity, Indigenization, equity, diversity, social justice and inclusion.
Scholarship of Creative Arts	402	Pursue self-motivated and self-reflective learning by locating themselves and their interests in their writing, research, and creative practices.

For some types of courses, it can be difficult to determine appropriate outcomes. These include practicum, and internship courses, as well as directed studies and special topics courses.

An experiential learning course such as a practicum, internship, or co-op placement will require outcomes that are broad enough to fit the experience of all students who take the course in different environments and on different projects. However, the outcomes must also be specific enough to align with the program outcomes and provide a common experience. Often, practicum

or clinical internships are also tied to external professional regulatory standards, so it is important to check alignment with those indicators of success.

To write effective outcomes for these types of courses, focus on the overarching knowledge or skills the learners should gain from the experience and on any common assignments or projects, even though the specific content or location/context of the learning might differ (Table 14).

Table 14 Learning outcome examples for practicum and internship courses (from UFV, 2024b)

Discipline	Course Number	Learning Outcome: Learners will be able to...
Criminology	480	Critically assess how the overall goals of the system are actualized through policies, procedures, and the deployment of resources.
Social Work	330	Apply the BCCSW Code of Ethics and Standards of Practice to ethical dilemmas experienced in field placement
Library and Information Technology	266	Practice appropriate workplace behaviours (e.g., punctuality, collegiality, and public service)
Geography	396	Utilize skills learned in their academic program in a professional setting, including critical thinking, interpersonal communications, technical skills, project management, and the like.

Directed studies courses are those in which the student develops an individual project (usually research-based) in consultation with an instructor. Though it might seem that each instance of the directed studies course will have different outcomes because the projects and content change every time, focus on the common elements of each directed study for the course learning outcomes. Table 15 shows some learning outcome examples for directed studies courses.

Table 15 Learning outcome examples for directed studies courses (from UFV, 2024b)

Discipline	Course Number	Learning Outcome: Learners will be able to...
Political Science	498	Defend a position within the central debates between scholars in the subject.
Nursing	490	Apply evidence-based knowledge acquired through directed study to the nursing care of individuals, families, groups, and communities.
Sociology	490	Assess and evaluate the themes, methodologies, and theories associated with the selected topic at an advanced level.

3. Reflect on course learning outcomes (and other related course components)

The next step is to reflect on the course learning outcomes. Before you do this, consider the assessments that will be used to measure course outcomes and the activities, resources, and content that will help students succeed. Table 16 provides some guiding questions for this reflection.

Table 16 Guiding questions for reflecting on course learning outcomes

Quality curriculum is...	Guiding Questions
1. Outcome-driven, aligned, and intentionally designed to achieve its purpose	<ul style="list-style-type: none"> • How are the course outcomes aligned with program outcomes? • How do course assessments measure course outcomes? • How do course activities prepare students for assessments?
2. Rigorous, meeting credential-level standards recognized by the Ministry, by professions, industry, and by academic communities, and striving for excellence.	<ul style="list-style-type: none"> • How do course outcomes align with professional and industry expectations, and courses at other institutions? • How are course outcomes aligned with accreditation standards (if applicable)?
3. Current, relevant, and forward-looking.	<ul style="list-style-type: none"> • How do course outcomes reflect skill development, critical thinking, and problem solving as well as disciplinary knowledge? • Are current examples and case studies used where possible? • Does the course include discipline or industry-specific problems/ scenarios as examples and assignment prompts?
4. Connected to civic and personal obligations and growth as central to learning.	<ul style="list-style-type: none"> • Are students provided options to participate in research? • Do courses draw on examples and content from real workplaces or community organizations? • Are students given opportunities to network with industry connections, volunteer in the community, or engage in advocacy?
5. Flexible – it provides varied modes of delivery, recognition of prior and alternative learning experiences, and multiple program pathways.	<ul style="list-style-type: none"> • Does the course offer flexible assignment deadline options for students? • Does the course offer alternative grading approaches for evaluation? • Are skills reflected in course outcomes? • Are students encouraged to reflect on the nature of their learning and how they meet course outcomes? • Are there opportunities for students to collaborate? • Do course outcomes and assignments encourage students to use critical thinking and problem-solving skills? • Are course activities and assessments aligned with mode of course delivery?

<p>6. Inclusive – it respects and honours people’s differing backgrounds, cultures, experiences, and identities as a foundation and support for each student’s success. It is in compliance with the BC Human Rights Code, and reflects UFV’s commitment to internationalization, Indigenization, and access.</p>	<ul style="list-style-type: none"> • Are course outcomes inclusive? • How do pre-requisites support student success? • How do instructional methods reflect UDL principles? Are course materials accessible? • How do instructional methods reflect Indigenous ways of teaching and learning? • Will online course materials be available for ongoing review and follow up class sessions? • Are texts available in multiple formats? Are open educational resources used?
<p>7. Action-oriented - Outcomes promote positive change in society.</p>	<ul style="list-style-type: none"> • How do course learning outcomes contribute to societal change? • How is action captured in learning outcomes, assessments, and activities? • What opportunities may exist for community involvement?
<p>8. Decolonized and Indigenized – Outcomes reflect Indigenized ways of knowing and being, and promote reconciliation through teaching and learning</p>	<ul style="list-style-type: none"> • Does the course discuss Indigenous content and use Indigenous resources as related to the course topics? • Do course activities reflect Indigenous approaches to teaching and learning?

4. ‘Map’ your course learning outcomes to the program learning outcomes

The next step is to look for patterns in how the course learning outcomes you have identified align with the program learning outcomes (Figure 16). Using a spreadsheet, create a simple alignment chart that ‘maps’ how these outcomes are related. Consider the patterns you see in the chart.

A	B	C	D	E	F	G	H	I	J	K
	SOWK 301 Social Work Practice with Groups									
		Professional Identity	Engagement with individuals, families, groups & communities	Development of a Professional Practice	Colonialism & social work	Indigenous Peoples and Communities	Francophone Peoples and Communities	Equity and social justice	Anti-racism	
	Learning Outcomes									
1	Identify the legal, ethical, and value issues unique to working with groups		X	X						
2	Demonstrate an understanding and critical analysis of the development of group work within the social work profession.	X	X							
3	Articulate the role of the group as a system of mutual aid for helping individuals.		X							
4	Articulate the role of group work in social reform and life-long learning.									
5	group types.	X	X	X						
6	Explain the tasks associated with group formation.			X						
7	Identify how socio-cultural forces such as race, class, ethnic origin, sexual orientation, (dis)ability, sex and gender influence group work practice.					X	X		X	
8	Explain the role of activity in group work.			X						
9	Identify communication patterns between members, and between members and the facilitator.			X						
10	Critically analyze the different theories of group development and group behaviour.			X						
11	Demonstrate an understanding of individual members’ needs and the needs of the group as a whole.		X	X						
12	Describe practice skills in the beginning, middle and ending phases of group work.			X						
13	Demonstrate skills and knowledge of group process through co-facilitation of an activity.			X						

Figure 18 Mapping example of SOWK 301 course learning outcomes to program learning outcomes.

Conclusion

Describing learning in a clear and consistent manner is an important part of developing quality curriculum at UFV. Learning outcomes, from the institutional to the course and lesson level, provide a common language for sharing information on the knowledge and skills students can be expected to develop through various instructional experiences. This guide provides a theoretical and practical approach to developing program and course learning outcomes.

Please reach out to the Teaching and Learning Centre for assistance in developing program and course learning outcomes, curriculum mapping, and for questions about the updated Institutional Learning Outcomes.

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Helpful contacts:

- For questions about Blackboard courses, online course delivery, teaching tools, and other related topics, send a message to askTLC@ufv.ca or visit us in G104 on the Abbotsford campus and a Learning Designer will be able to help.
- To learn about upcoming workshops and events, visit the [Teaching and Learning website](#) and [events listing](#).
- Book an appointment with our Learning Specialists and Curriculum Developers for questions about:
 - Indigenization – Lorna Andrews (lorna.andrews@ufv.ca)
 - Indigenous curriculum development – Leanne Joe (leanne.joe@ufv.ca)
 - Curriculum and assessment – Claire Hay (claire.hay@ufv.ca)
 - Online and digital pedagogy – Michelle Johnson (michelle.johnson@ufv.ca)
 - Internationalization – Victoria Surtees (victoria.surtees@ufv.ca)
- For information on program development and quality assurance (including program reviews, new programs etc.) contact PDQA@ufv.ca or visit their [website](#).
- For more information on the course approval process, visit the [Undergraduate Education Committee website](#).



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