

Individual Course Reflection: Outcomes and Assessment Alignment

Course: _____

Step 1 – Identifying Objectives

Using your course syllabus, identify 2-4 primary learning objectives you wish for students to achieve in your class. If you don't currently identify objectives on your syllabus try to reflect on what you want your students to achieve and write those objectives below. If you have more than four select those that you feel best represent the major focus of the course (for the purpose of this exercise).

As a result of my course the learner will:

- 1.
- 2.
- 3.
- 4.

**If you wish to further reflect on your objectives you may want to see the "Reflecting on Course Priorities" Worksheet.

Step 2: Reflecting on your classroom based assessments

Look again at your syllabus and identify the major assessments you use to evaluate student learning. List/describe 2-6 of your major assessments below (ie. An oral presentation on..., a 12 page research paper, a multiple choice and essay exam etc):

- 1.
- 2.
- 3.
- 4.
- 5.
- 6.

Briefly reflect on how well your major assessments align with your major objectives. Good curricular design and alignment requires the establishment of 1) identifying what is worth learning (objectives) and 2) determining if learning has occurred (assessment). Reflecting on this alignment can help to improve course design and guide the selection of content and instructional strategies. Ask yourself: To what extent are my assessments reflecting my stated objectives? To what extent are my assessments really “getting at” what it is I want students to be learning? If my goals/objectives and my assessments are not well aligned, which is more authentic to what I’m really trying to achieve? How can I adjust one or the other to create a more cohesive teaching and learning experience?

Step 3: Reflect on your teaching methods

Select one of your learning objectives and the associated assessment. Write it below. Identify the predominant teaching methods you use in teaching to this objective. Do your methods of instruction align with both your objective and your assessment in a way that creates a cohesive pedagogy? What might you change or do differently to better help your students achieve the desired outcome?