



Program Intended Learning outcomes (PILOs)

Jan. 22nd , 2018

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Program Intended Learning Outcomes (PILOs)

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Jan., 21st, 2019

Objectives

By the end of this discussion you will be able to:

- Identify the Program Intended Learning Outcomes (PILOs)
- Analyze the version of Bloom's Taxonomy (2001)
- Discuss the guidelines in writing the (PILOs)
- Write (PILOs) for BSc. Program in Nursing according to the national and international standards

Good Morning



Introduction

The traditional way of designing an educational program

- Content of the course (decided by the **teachers**)
- Plan how to teach, assess, and evaluate the content (**Teachers**)

“Teacher – centred Approach”

Introduction

Teacher-Centered Model

Knowledge

Teacher

<https://mystudentvoices.com/what-exactly-is-student-centered-learning-358f01b37600>

Student

Student

Student

Student

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Introduction

Teacher-Centered Approach

Direct Instruction

- Formal Authority
- Expert
- Personal Model

Student-Centered Approach

Inquiry-Based Learning

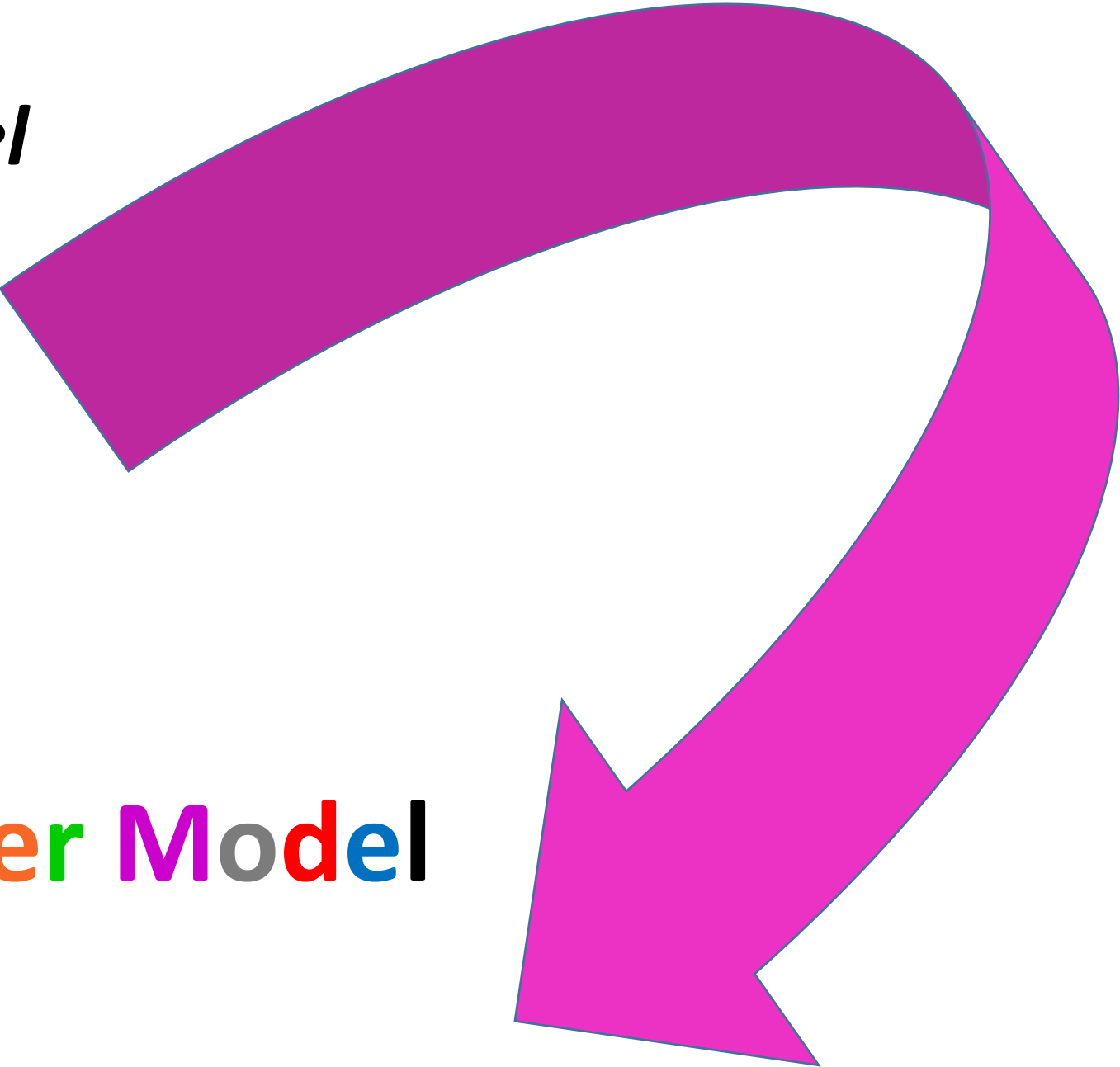
- Facilitator
- Personal Model
- Delegator

Cooperative Learning

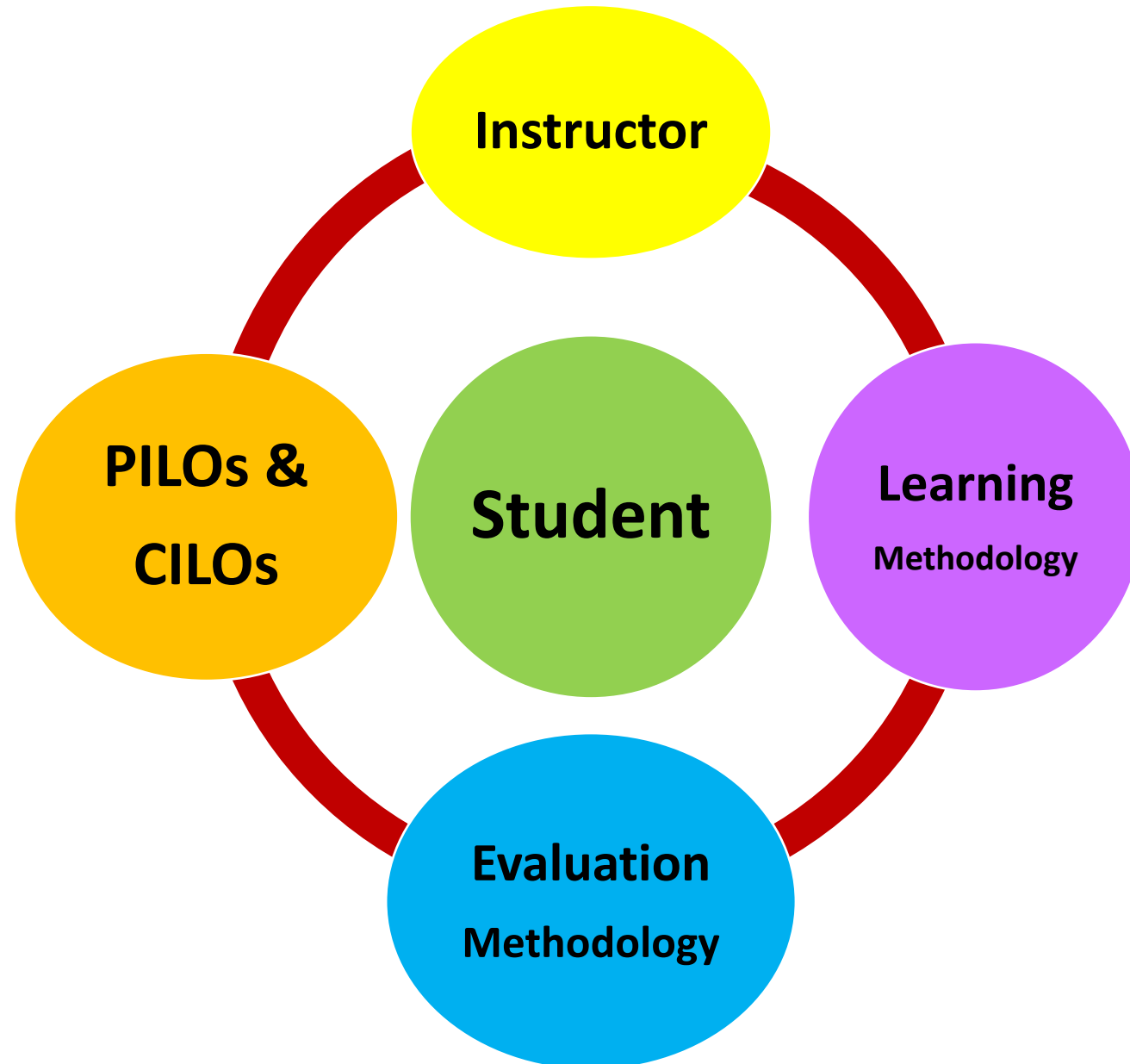
- Facilitator
- Delegator

Teacher-Center Model

Student-Center Model



Learning Process



What is the difference between

**aims, objectives
and**

Program Intended Learning Outcomes?

Aim of a module or programme

- **Broad general** statement of the teaching intention
- Points out what the teacher intends to cover in a block of learning
- Written from the teacher's point of view
- Example “to introduce students to the basic principles of safety measures when providing care for children”

Objectives of a module or programme

- **Specific statement** of teaching intention
- Indicates one of the specific areas that the teacher intends to cover in a block of learning
- For example: “students would formulate a nursing care plan for children with sickle cell disease and their families”.
- (In some contexts, objectives are also referred to as goals.)

Program Intended Learning Outcomes (PILOs)

- Describe what students are able to demonstrate in terms of knowledge, skills and attitudes upon completion of a degree program



**Educational
Program**

Program Intended Learning Outcomes (PILOs)

- “On completion of this programme, it is expected that the students will be able to...”

EDUCATIONAL
PROGRAMS

Why Bloom's Taxonomy?

- Its one of the most useful aids to writing good learning outcomes
- It provides a ready-made list of active verbs “toolkit”

- **Knowledge/ Cognitive**
- **Attitude/Values**
- **Psychomotor Skills**

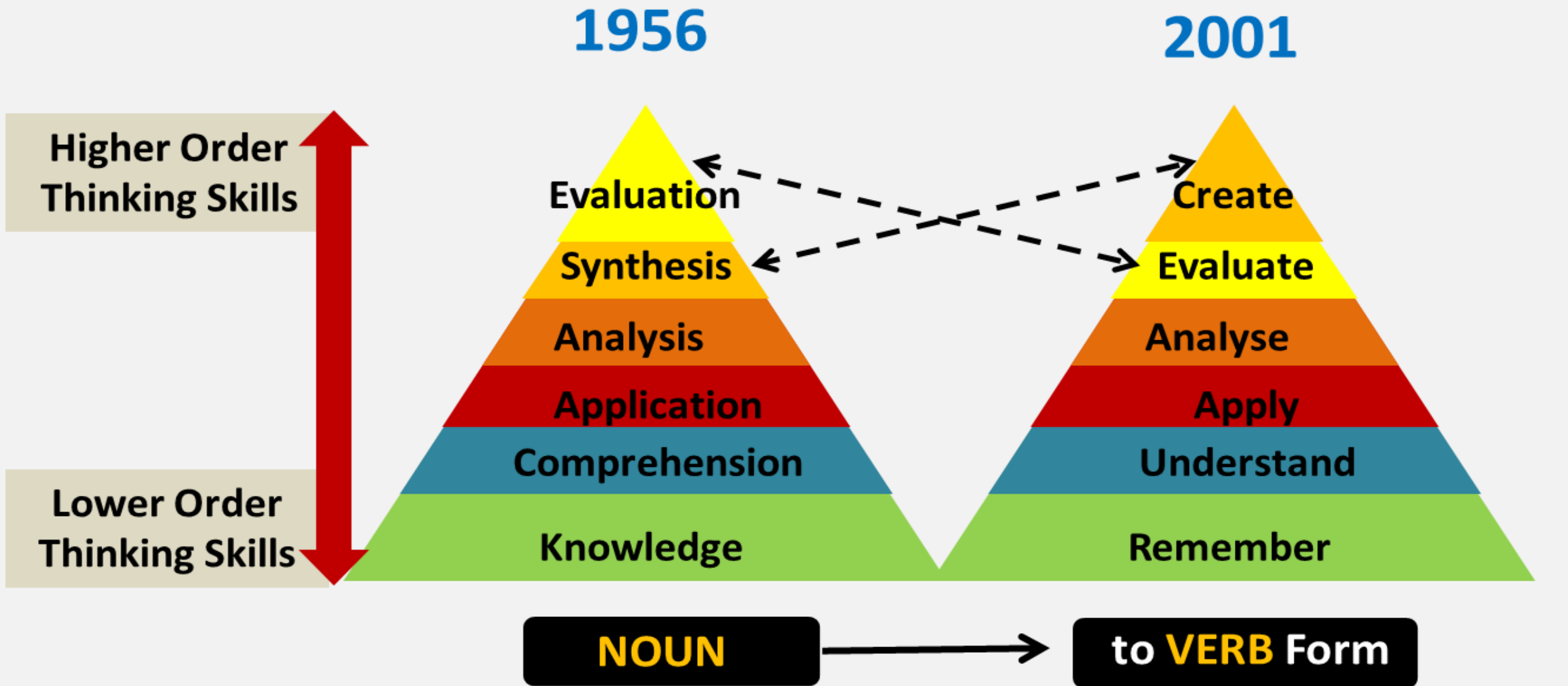
Bloom's Taxonomy

**Knowledge/
Cognitive**

Attitude/Values

**Psychomotor
Skills**

Revised Bloom's Taxonomy



Revised Bloom's Taxonomy

Levels of Critical Writing

Scholarly and Creative Writing:
Synthesizes information and creates an original argument, hypothesis, or creative work.

Persuasive Writing:
Examine the facets of a position, take a position, and/or evaluate another writer's position or stylistic choices

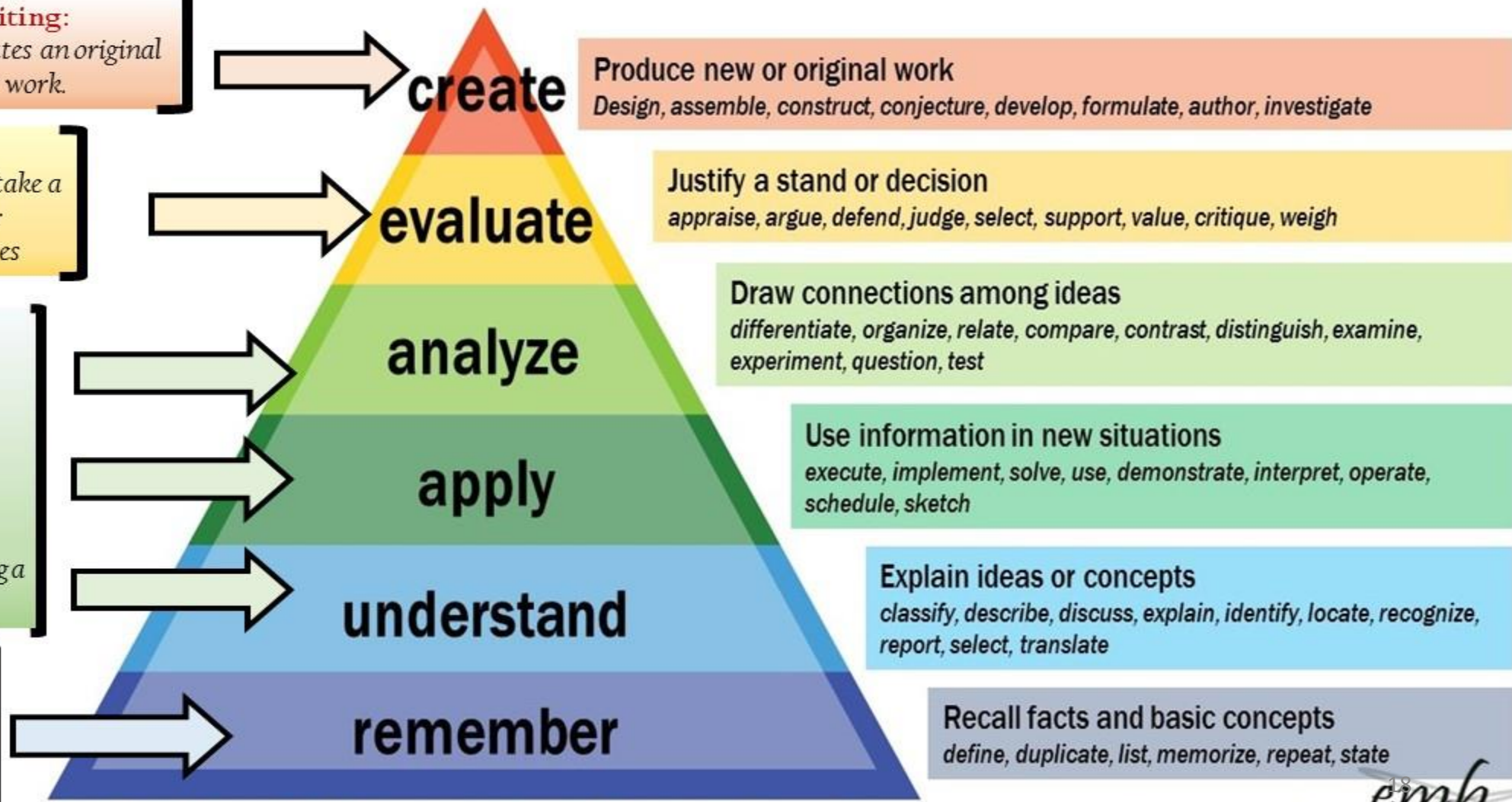
Expository Writing:
Explains a concept or value by analyzing its merits

Explains and interprets an abstract concept

Explains a simple idea by offering a report or description

Personal Narrative:
Recalls a story, events, or action in order. Story development improves as brain develops connections.

Bloom's Taxonomy

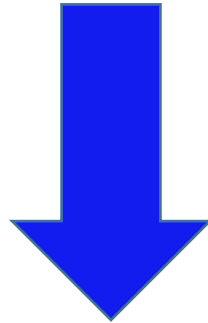


REVISED Bloom's Taxonomy Action Verbs

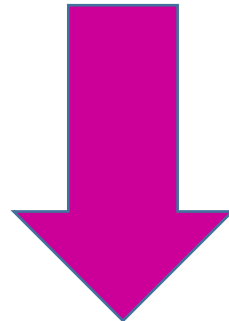
| Definitions | I. Remembering | II. Understanding | III. Applying | IV. Analyzing | V. Evaluating | VI. Creating |
|---------------------------|--|--|--|---|---|--|
| Bloom's Definition | Exhibit memory of previously learned material by recalling facts, terms, basic concepts, and answers. | Demonstrate understanding of facts and ideas by organizing, comparing, translating, interpreting, giving descriptions, and stating main ideas. | Solve problems to new situations by applying acquired knowledge, facts, techniques and rules in a different way. | Examine and break information into parts by identifying motives or causes. Make inferences and find evidence to support generalizations. | Present and defend opinions by making judgments about information, validity of ideas, or quality of work based on a set of criteria. | Compile information together in a different way by combining elements in a new pattern or proposing alternative solutions. |
| Verbs | <ul style="list-style-type: none"> • Choose • Define • Find • How • Label • List • Match • Name • Omit • Recall • Relate • Select • Show • Spell • Tell • What • When • Where • Which • Who • Why | <ul style="list-style-type: none"> • Classify • Compare • Contrast • Demonstrate • Explain • Extend • Illustrate • Infer • Interpret • Outline • Relate • Rephrase • Show • Summarize • Translate | <ul style="list-style-type: none"> • Apply • Build • Choose • Construct • Develop • Experiment with • Identify • Interview • Make use of • Model • Organize • Plan • Select • Solve • Utilize | <ul style="list-style-type: none"> • Analyze • Assume • Categorize • Classify • Compare • Conclusion • Contrast • Discover • Dissect • Distinguish • Divide • Examine • Function • Inference • Inspect • List • Motive • Relationships • Simplify • Survey • Take part in • Test for • Theme | <ul style="list-style-type: none"> • Agree • Appraise • Assess • Award • Choose • Compare • Conclude • Criteria • Criticize • Decide • Deduct • Defend • Determine • Disprove • Estimate • Evaluate • Explain • Importance • Influence • Interpret • Judge • Justify • Mark • Measure • Opinion • Perceive • Prioritize • Prove • Rate • Recommend • Rule on • Select • Support • Value | <ul style="list-style-type: none"> • Adapt • Build • Change • Choose • Combine • Compile • Compose • Construct • Create • Delete • Design • Develop • Discuss • Elaborate • Estimate • Formulate • Happen • Imagine • Improve • Invent • Make up • Maximize • Minimize • Modify • Original • Originate • Plan • Predict • Propose • Solution • Solve • Suppose • Test • Theory |

Starting Point

Program Intended outcomes



flow directly from, and support,



**the University/college /school/department vision
and mission**

Mission

School

PILOs

Society

What is the Starting Point?

University

Vision & Mission

Theory

Courses

Vision

Curriculum

**Society
Needs**

Theory

PILOs

Uni.

Vision & Mission

Mission

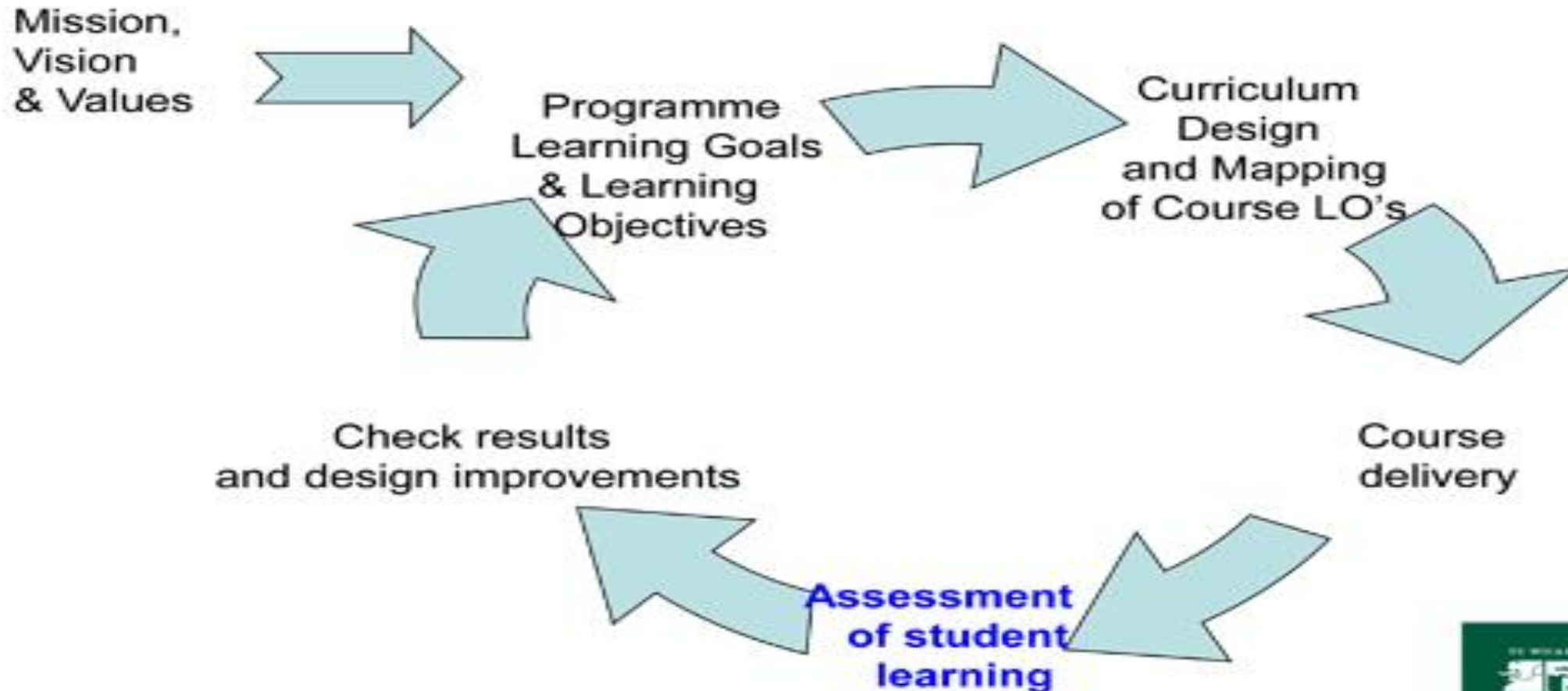
**Curriculu
m**

School

Vision

Courses

3. How will we know if the students have learnt them?



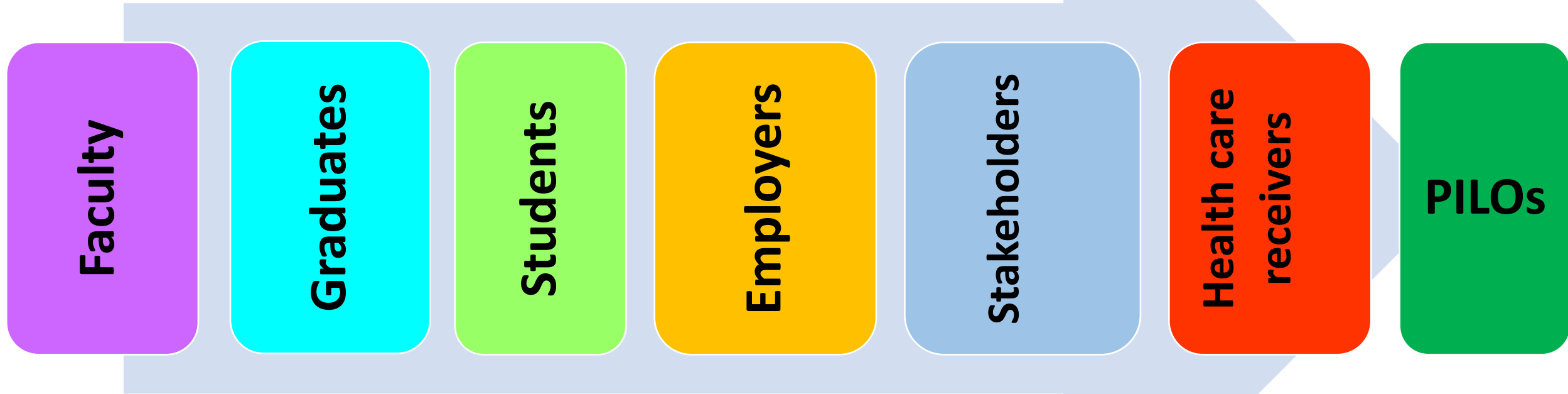
Its time for ----



General guidelines for writing Program Learning Outcomes

- **Need** to be addressed before stating the program
- **Reflect** the University/School vision and mission
- **Align** and appropriate to level of the program degree offered
- **Focus** on what students are expected to be able to do or demonstrate at the end of the program
- **Result from the feedback of:**

Who writes the PILOs



General guidelines for writing Program Learning Outcomes

- **Use** Bloom's Taxonomy Active verb (**observable and measurable**).
- **Write** from simple to more complex (Advanced)
- **Start** with an active verb, followed by the object followed by a phrase that gives the context

General guidelines for writing Program Learning Outcomes

- **Avoid** vague terms like **know, understand, learn, be familiar with, be exposed to, be acquainted with, appreciate, and be aware of**
- **Use** concrete verbs such as “define”, “apply” or “analyze” that are more helpful for assessment
- **Use** more than one active verb within the same ILO

General guidelines for writing Program Learning Outcomes

Number of learning outcomes:

- The number of PILOs ranges from 6-9
- Moon (2002) no more than eight /module

General guidelines for writing Program Learning Outcomes

Number of learning outcomes:

- The Educational and Staff Development Unit at the University of Central England, UK: between four and eight /modules
- McLean and Looker (2006) six - nine learning outcomes
- At the University of Jordan 10-12



In General PILOs must measure

Knowledge related to the specialty

Critical thinking and Problem Solving Technique

Communication Skills

Professionalism and Ethics

Scientific Research

Informational Technology

Mathematical Skills

Activity

School of Nursing

BSc. Program in Nursing

Vision

- To be a leading, global school in the areas of nursing education, research, and community services

Mission

- The School of Nursing dedicates itself to **improve health and wellbeing** of society through preparing professional nurses to **provide quality nursing care, conduct research** and provide community service. The school provides a model learning environment that encourages life-long learning, innovation, and **professional and personal development.**

School of Nursing

BSc. Program in Nursing

Program Intended Learning Outcomes (PILOs)

- *Upon successful completion of BSc Program in Nursing, the students will be able to:*
- **ILO 1:** Demonstrate competency in performing and providing the role of a professional nurse in **quality care provision** for individuals, families, and groups.

School of Nursing

BSc. Program in Nursing

Program Intended Learning Outcomes (PILOs)

- *Upon successful completion of BSc Program in Nursing, the students will be able to:*
- **ILO 2:** Apply principles of **effective communication** with peers, individuals, families, groups, and health care team.
- **ILO 3:** Utilize **critical thinking** and problem solving in planning and implementing nursing care for individuals, families, and groups.

School of Nursing

BSc. Program in Nursing

Program Intended Learning Outcomes (PILOs)

- **ILO 4:** Apply professional **standards, values, and behaviors** in providing nursing care for individuals, families, and groups
- **ILO 5:** Demonstrate **safety measures** to protect self, individuals, families, and groups.

School of Nursing

BSc. Program in Nursing

Program Intended Learning Outcomes (PILOs)

- **ILO 6:** Apply **organizational, leadership, interprofessional collaboration, and management concepts** into nursing care for individuals, families, and groups.
- **ILO 7:** Utilize **evidence based practice** in providing care for individuals, families, and groups

Your smile lights up my world!





الأسئلة المحورية

الرقم

1 هل تم تحديد النتائج التي يجب على الطلبة تحقيقها على مستوى البرنامج بوضوح وتفصيل مناسب؟

2 هل تقود النتائج التي حددت للبرنامج إلى تحقيق أغراضه وأهدافه وغاياته؟

3 هل تصف النتائج ما يتوقع من الطلبة اكتسابه من معارف واتجاهات وسلوكيات وممارسات وتطبيقات؟

4 هل تم صياغة النتائج التعليمية بحيث يكون محور تركيزها هو الطالب؟

5 هل تم صياغة النتائج التعليمية بطريقة تجعل من الممكن قياسها مع نهاية البرنامج؟



| | |
|--|----|
| هل تتصف النتائج بالشمولية، أي أنه تم توزيعها بشكل ملائم على جميع مكونات البرنامج والأدوار المهنية المتوقع من المتخصص القيام بها بعد تخرجه؟ | 6 |
| هل يمكن تنفيذ أنشطة تعليمية تعلمية يستطيع الطلبة أن يبرهنوا من خلالها تحقيق نتائج البرنامج؟ | 7 |
| هل يمكن تنفيذ أنشطة تقييمية للكشف عن مدى تحقيق الطلبة لنتائج التعلم؟ | 8 |
| هل يمكن استخدام النتائج لاتخاذ قرار حول إجراءات التطوير والتحسين في البرنامج؟ | 9 |
| هل تتفق نتائج التعلم ومستوى البرنامج بما يضمن النمو والسير الأكاديمي الجيد للطالب؟ | 10 |



هل تتفق نتائج البرنامج مع حاجات الجهات المستفيدة والمعايير المحلية والعالمية؟

11

هل عدد النتائج ضمن المدى الموصى به $\Rightarrow = 12$ ؟

12

هل يتوفر في النتائج ما يعكس النتائج العامة للبرامج الأكاديمية في الجامعات الأردنية (هيئة اعتماد مؤسسات التعليم

13

العالي وضمان جودتها) (والتي تشمل البحث العلمي وتفسير النتائج التفكير الناقد الثقافة

المعلوماتية المعرفة بالحقوق والواجبات والقواعد والسلوكيات الأخلاقية المعالجة اللفظية والرياضية ومهارات التواصل وحل المشكلة والعمل في فريق؟)

References:

- Kennedy, D. (2006). *Writing and using learning outcomes: a practical guide*. University College Cork.
- <https://www.nau.edu/Provost/OCLDAA/DPE---Learning-Outcomes/Characteristics-of-Learning-Outcomes/>
- <https://www.academiceffectiveness.gatech.edu/resources/guidelines-for-writing-program-outcomes/>

Thank You!

شَكَرًا لَكُمْ جَمِيعًا