Program Intended Learning outcomes (PILOs)

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School of Nursing
Program Intended Learning Outcomes (PILOs)

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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
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
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

- Instructor
- PILOs & CILOs
- Student
- Learning Methodology
- Evaluation Methodology
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
Program Intended Learning Outcomes (PILOs)

• “On completion of this programme, it is expected that the students will be able to...”
Why Bloom’s Taxonomy?

- It's 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

1956
- Knowledge
- Comprehension
- Application
- Analysis
- Synthesis
- Evaluation

2001
- Remember
- Understand
- Apply
- Analyse
- Evaluate
- Create

Higher Order Thinking Skills
Lower Order Thinking Skills

NOUN to VERB Form

https://elearningbunch.files.wordpress.com/2014/03/bloom21.png
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:** Examines the facets of a position, takes a position, and/or evaluates 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

- **Remember:** Recall facts and basic concepts, define, duplicate, list, memorize, repeat, state
- **Understand:** Explain ideas or concepts, classify, describe, discuss, explain, identify, locate, recognize, report, select, translate
- **Apply:** Use information in new situations, execute, implement, solve, use, demonstrate, interpret, operate, schedule, sketch
- **Analyze:** Draw connections among ideas, differentiate, organize, relate, compare, contrast, distinguish, examine, experiment, question, test
- **Evaluate:** Justify a stand or decision, appraise, argue, defend, judge, select, support, value, critique, weigh
- **Create:** Produce new or original work, design, assemble, construct, conjecture, develop, formulate, author, investigate

“Levels of Critical Writing,” Eveline M. Bailey © 2015
“Bloom’s Taxonomy Chart,” Patricia Armstrong, Center for Teaching, Vanderbilt University.
### REVISED Bloom’s Taxonomy Action Verbs

<table>
<thead>
<tr>
<th>Definitions</th>
<th>I. Remembering</th>
<th>II. Understanding</th>
<th>III. Applying</th>
<th>IV. Analyzing</th>
<th>V. Evaluating</th>
<th>VI. Creating</th>
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<tbody>
<tr>
<td><strong>Bloom’s Definition</strong></td>
<td>Exhibit memory of previously learned material by recalling, facts, terms, basic concepts, and answers.</td>
<td>Demonstrate understanding of facts and ideas by organizing, comparing, translating, interpreting, giving descriptions, and stating main ideas.</td>
<td>Solve problems to new situations by applying acquired knowledge, facts, techniques and rules in a different way.</td>
<td>Examine and break information into parts by identifying motives or causes. Make inferences and find evidence to support generalizations.</td>
<td>Present and defend opinions by making judgments about information, validity of ideas, or quality of work based on a set of criteria.</td>
<td>Compile information together in a different way by combining elements in a new pattern or proposing alternative solutions.</td>
</tr>
<tr>
<td><strong>Verbs</strong></td>
<td>Choose, Define, Find, How, Label, List, Match, Name, Delete, Recall, Relate, Select, Show, Spell, Tell, What, When, Where, Which, Who, Why</td>
<td>Classify, Compare, Contrast, Demonstrate, Explain, Extend, Illustrate, Infer, Interpret, Outline, Relate, Rephrase, Show, Summarize, Translate</td>
<td>Apply, Build, Choose, Construct, Develop, Experiment with, Identify, Interview, Make use of, Model, Organize, Plan, Select, Solve, Utilize</td>
<td>Analyze, Assume, Classify, Compare, Conclusion, Contrast, Discover, Dissect, Distinguish, Divide, Examine, Function, Infer, Interpret, List, Motive, Relationships, Simplify, Survey, Who, Take part in, Test for, Theme</td>
<td>Agree, Appraise, Assess, Award, Choose, Combine, Compare, Conclude, Criteria, Criticize, Decide, Deduct, Defend, Determine, Disprove, Estimate, Evaluate, Explain, Importance, Influence, Interpret, Judge, Justify, Mark, Measure, Opinion, Perceive, Prioritize, Plan, Predict, Rate, Recommend, Rule on, Select, Support, Value</td>
<td>Adapt, Build, Change, Choose, Combine, Compile, Compose, Construct, Create, Delete, Design, Develop, Discuss, Elaborate, Estimate, Formulate, Happen, Imagine, Improve, Interpret, Judge, Make up, Maximize, Minimize, Modify, Original, Organize, Originate, Plan, Predict, Propose, Solve, Support, Suppose, Test, Theory</td>
</tr>
</tbody>
</table>
Starting Point

Program Intended outcomes

flow directly from, and support,

the University/college /school/department vision and mission
What is the Starting Point?

School

Mission

Society

University

Vision & Mission

PILOs

Theory

Courses

Vision

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

Mission, Vision & Values

Programme Learning Goals & Learning Objectives

Curriculum Design and Mapping of Course LO’s

Check results and design improvements

Assessment of student learning

Course delivery
It's time for ----

www.clipartof.com  ·  1363627
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

Faculty
Graduates
Students
Employers
Stakeholders
Health care receivers
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.
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.
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!
<table>
<thead>
<tr>
<th>الرقم</th>
<th>الإجابة</th>
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</thead>
<tbody>
<tr>
<td>1</td>
<td>هل تم تحديد النتائج التي يجب على الطلبة تحقيقها على مستوى البرنامج بوضوح وتفصيل مناسب؟</td>
</tr>
<tr>
<td>2</td>
<td>هل تقود النتائج التي حددت للبرنامج إلى تحقيق أغراضه وأهدافه وغاياته؟</td>
</tr>
<tr>
<td>3</td>
<td>هل تصف النتائج ما يتوقع من الطلبة اكتسابه من معارف واتجاهات وسلاوكيات وممارسات وتطبيقات؟</td>
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<tr>
<td>4</td>
<td>هل تم صياغة النتائج التعليمية بحيث يكون محور تركيزها هو الطالب؟</td>
</tr>
<tr>
<td>5</td>
<td>هل تم صياغة النتائج التعليمية بطريقة تجعل من الممكن قياسها مع نهاية البرنامج؟</td>
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<tr>
<td>رقم</td>
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<td>6</td>
<td>هل تتصف النتائج بالشمولية، أي أنه تم توزيعها بشكل ملائم على جميع مكونات البرنامج والأدوار المهنية المتوقعة من المتخصص القيام بها بعد تخرجه؟</td>
</tr>
<tr>
<td>7</td>
<td>هل يمكن تنفيذ أنشطة تعليمية تعلمية يستطيع الطلبة أن يبرهنوا من خلالها تحقيق نتائج البرنامج؟</td>
</tr>
<tr>
<td>8</td>
<td>هل يمكن تنفيذ أنشطة تقويمية للكشف عن مدى تحقيق الطلبة لنتائج التعلم؟</td>
</tr>
<tr>
<td>9</td>
<td>هل يمكن استخدام النتائج لاتخاذ قرار حول إجراءات التطوير والتحسين في البرنامج؟</td>
</tr>
<tr>
<td>10</td>
<td>هل تتفق نتائج التعلم ومستوى البرنامج بما يضمن النمو والسير الأكاديمي الجيد للطالب؟</td>
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<td>رقم</td>
<td>السؤال</td>
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<tr>
<td>11</td>
<td>هل تتفق نتائج البرنامج مع حاجات الجهات المستفيدة والمعايير المحلية والعالمية؟</td>
</tr>
<tr>
<td>12</td>
<td>هل عدد النتائج ضمن المدى الموصى به ≥ 12؟</td>
</tr>
<tr>
<td>13</td>
<td>هل يتوفر في النتائج ما يعكس النتائج العامة للبرامج الأكاديمية في الجامعات الأردنية (هيئة اعتماد مؤسسات التعليم العالي وضمان جودتها) والتي تشمل البحث العلمي وتفسير النتائج التفكير الناقد الثقافة المعلوماتية المعرفة بالحقوق والواجبات والقواعد والسلوكية الأخلاقية المعالجة النظيفة والرياضية ومهارات التواصل وحل المشكلة والعمل في فريق؟</td>
</tr>
</tbody>
</table>
References:


• 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!