| Table 1: | Initial set up and working menu information |
| --- | --- |
| Title of workshop: | CPD6: Everything you need to know about ILOs and never dared to ask(Adapted from Dr. Shaun Mudd’s workshop)Based on: <https://www.bathspa.ac.uk/media/bathspaacuk/projects/teaching-expertise-guide/Writing-ILOs-v2024-07.docx> |
| Duration: | 1 hour |
| Minimum Number: |  |
| Maximum Number: |  |
| Modality: | Online |
| Grouping: | Bath Spa Project |
| Number of facilitators | 1  |
| Link to Resources: | BSU Folder |
| Trained Facilitators: |  |
| Cost: | NA |

|  |  |
| --- | --- |
| Table 2: | Aims, Learning Outcomes, Keywords |
| Aims: | To provide a general knowledge and basic scholarship about the importance of Intended Learning Outcomes and Constructive Alignment applied to the EP context.  |
| Learning outcomes: | 1. Explain the nature and purpose of Intended Learning Outcomes (ILOs) at the level of programme, module and single teaching session.​
2. Write effective ILOs by type and level, consistently with the culture of your discipline, and frameworks provided by the QAA and BSU.​
3. Articulate the relationship between ILOs and assessment with the aim of evaluating existing module assessment(s) and devising new ones.
 |
| Keywords: | Intended learning Outcomes, Constructive Alignment, |

|  |  |
| --- | --- |
| Table 3: | Indicative Content, Assumed Knowledge, Detailed Structure |
| Indicative Content: | * Defining Intended Learning Outcomes
* Related Terms
* Scholarship and Levels.
* Constructive Alignment: ILOs, Assessment and Student understanding.
 |
| Assumed Knowledge: | This workshop assumes a minimum of knowledge regarding Active Learning and Pedagogical approaches.  |
| Detailed Structure: | Please see the section below.  |

|  |  |
| --- | --- |
| Table 4: | Method of assessment and Feedback Strategy |
| Modality: |  |
| Feedback strategy: | This is an interactive workshop designed to promote dialogic engagement and feedback. Throughout the session there will be facilitator and peer feedback in response to activities as well as open Q&A. Additionally, there will be structured follow-up activities for participants which will comprise reflective activities and online quizzes. An ‘open ‘Padlet’ will be used where participants can post questions to see future support, feedback and guidance.  |

|  |  |
| --- | --- |
| Table 5: | Evaluation |
| Link to questionnaire: | TBC |
| Link to analysis: | TBC |

|  |  |
| --- | --- |
| Table 6: | Environmental sustainability |
| Considerations: | To support environmental sustainability, the following considerations have been applied when designing this workshop.  |
| Actions: | * Printing will only be undertaken when required.
* Central copies of materials will be used to reduce digital storage and CO2 production.
* If possible, delivered online to reduce transport.
 |

|  |  |
| --- | --- |
| Table 7: | Resources |
| Considerations: | To support the delivery of this workshop the following resources are suggested |
| Resource | * Online polling software (optional)
* Online conferencing software - for example Teams / Zoom
* The ability to use online chat
* The ability to record a session and make it available for future use. Suggestion is to also include automatic transcription and potentially AI to enhance future use.
* Breakout rooms
 |

|  |  |  |  |
| --- | --- | --- | --- |
| Appendix 1: | Detailed workshop structure |  |  |
| Time | Detail | Facilitator Activity | Participant Activity |
| 5 min | Slide 1 - TitleSlide 2 - Learning OutcomesSlide 3 - Content | Presentation | What are their expectations?Highlight that this session is based on <https://www.bathspa.ac.uk/media/bathspaacuk/projects/teaching-expertise-guide/Writing-ILOs-v2024-07.docx> |
| 5 min | Slide 4 - ILOS are… | Facilitate activity | Ask participants to read this aloud and choose/highlight key words |
| 10 min | Slide 5 - Similar but not the sameSlide 6 - ExampleSlide 7 - Writing ILOsSlide 8 - ILO StructureSlide 9 - Verbs to Avoid | Presentation | Participants reflect on the difference between outcomes, aims and outputs. Can they apply this into a simple activity? |
| 10 min | Slide 10 - Make it yours | Facilitating Activity | Allow time to write the ILOs and share them.  |
| 10 min  | Slide 11 - ILOs and TiersSlide 12 - Bloom TaxonomySlide 13 - Institutional and National FrameworksSlide 14 - Constructive Alignment | Presentation  | Participants to reflect on these dimensions.  |
| 10 min | Slide 15 - Make it yours | Activity | Use an existent Module Definition and interrogate their intended learning outcomes, assessment and reflection.  |
| 5 min | Slide 16 - Not so frequently asked questionsSlide 17 - SummarySlide 18 - Just one ThingSlide 19 - Resources | Presentation | Encourage participants to ask questions that are not frequently asked. Use imagination and the language of social media to develop ILOs. Ask participants to choose one thing they take away from this workshop.  |
| 5 min | Questions and answers | Responding | Participants to ask questions |