CIRTL Learning Outcomes

Associate – Describe and Recognize Value

Process

Teaching-as-Research

- Describe how to access the literature and existing knowledge about teaching and learning issues, in a discipline or more broadly.

- Define and recognize the value of the Teaching-as-Research process, and how it can be used for ongoing enhancement of learning.

- Describe a "full-inquiry" cycle.

- Describe how the integration of Evidence-Based Teaching, Learning Communities and Learning-through-Diversity within Teaching-as-Research can be integrated to implement and advance effective teaching practices for diverse learners.

Content

Evidence-Based Teaching

- Describe and recognize the value of realistic well-defined, achievable, measurable and student-centered learning goals.

- Describe several known high-impact, evidence-based effective instructional practices and materials and recognize their alignment with particular types of learning goals.

- Describe several assessment techniques and recognize their alignment with particular types of learning goals.

Learning Communities

- Describe and recognize the value of learning communities, and how they impact on student learning.

- Describe several techniques for creating a LC within a learning environment, including strategies that promote positive interdependence between learners so as to accomplish learning goals.

- Describe several techniques and issues of establishing LCs comprising a diverse group of learners.

- Recognize the value of and participate in local professionally-focused learning communities associated with teaching and learning.

Learning through Diversity

- Describe the scope of diversity in learning environments, of both students and instructor.[1]

- Describe the impact of diversity on student learning, in particular how diversity can enhance learning, and how inequities can negatively impact learning if not addressed.

- Describe how an instructor's beliefs and biases can influence student learning.

- Describe and recognize the value of drawing on diversity in the development of teaching plans (including content, teaching practices and assessments) to foster learning.

- Describe several learning-through-diversity (LtD) techniques and strategies.

[1] *Including but not limited to backgrounds, race, gender, ability, socioeconomic status, ethnicity, gender preference, and cognitive skills.*

Practitioner - Engage

Process

Teaching-as-Research

- Develop and execute a Teaching-as-Research plan for a limited teaching and learning project
  - Find and critically consider the literature and existing knowledge associated with the teaching and learning project[2].
  - Create realistic well-defined, achievable, measurable and student-centered learning goals for the teaching and learning project.
  - Find or develop assessment (measurement) tool(s) that are aligned with the learning goals of the teaching and learning project.
  - Develop a teaching plan (a hypothesis) to accomplish learning goals.
  - Implement the teaching plan and collect some data regarding achievement of learning goals.
  - Analyze the data and draw evidence-based conclusions about the impact on student learning.
  - Complete a full-inquiry cycle for the teaching and learning project by using findings to suggest improvements to the above actions
- Show the integration of Evidence-Based Teaching, Learning Communities and Learning-through-Diversity to accomplish learning goals.
- Describe how to access the literature and existing knowledge about teaching and learning issues, in a discipline or more broadly.

**Practitioners engage with all outcomes in one area and some learning outcomes in all areas below.
Often this is accomplished in the course of doing their TAR project.**

Content

Evidence-Based Teaching

- Access the literature and existing knowledge to develop a deeper understanding of existing evidence-based knowledge concerning high-impact, evidence-based teaching practices.

- Integrate one or more evidence-based teaching strategies into a teaching plan so as to accomplish learning goals.

- Implement one or more evidence-based teaching strategies for students in a learning experience.

Learning Communities

- Access the literature and existing knowledge to develop a deeper understanding of the knowledge concerning LCs and their impact on student learning.

- Integrate one or more LC strategies into a teaching plan so as to accomplish learning goals and learning-through-diversity.

- Implement one or more LC strategies for students in a learning experience.

- Contribute to local professionally-focused learning communities associated with teaching and learning.

Learning through Diversity

- Access the literature and existing knowledge to develop a deeper understanding diversity and its impact on accomplishing learning goals.
- Examine and describe own beliefs and biases, including how they may influence their students' learning.
- Determine the diverse backgrounds among a group of students, and consider the opportunities and challenges of the findings on each student's learning.
- Create a teaching plan that incorporates content and teaching practices responsive to the students' backgrounds.
- Integrate one or more LtD techniques and strategies in a teaching plan so as to use students' diversity to enhance the learning of all.
- Implement one or more LtD strategies in a teaching experience.

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[2] *Often this will be a first TAR effort, and need not be extensive or intended for public presentation. Optimally the project will be a coherent, complete experience of the full-inquiry cycle, but opportunities and situations vary from campus-to-campus and student-to-student.*

Scholar – Advance and Disseminate

- CIRTL Scholars have added to community knowledge about teaching and learning.

- They have designed and implemented a Teaching-as-Research investigation, and defended the findings to CIRTL learning-community peers.

- The significance of CIRTL Scholar Teaching-as-Research work is established through presentation and/or publication of the findings to all-university, regional, national, or international audiences.

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