

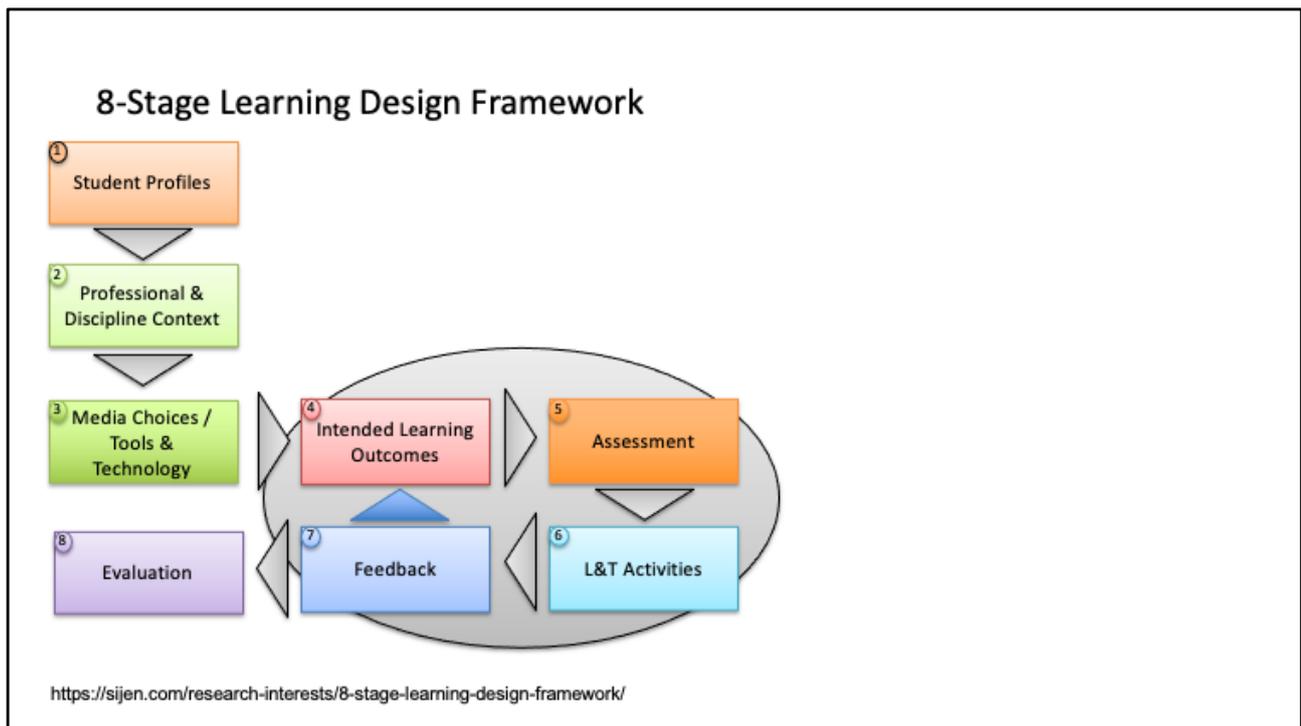
Many faculty, teachers or designers of course a in higher education first encounter ILOs when they are asked to design, or modify, a module or programme of study.

They might be told that it is important to design the learning outcomes first, ensure they fit with other modules or the programme, and then to think about how to assess them. Whilst it is certainly true that the learning outcomes logically come before the assessment, in design terms, it is also true that the course design itself needs to fit into a real-world context, a real set of constraints and opportunities.

Whilst this might be considered the ‘ideal’ design sequence, it is recognized that sometimes there are things we inherit or are given that may be difficult to change.

In principle however, the pattern would be to identify who are students are likely to be (or are), where they might study optimally for their learning, who and where they are affects media choices suitable for the learning and then, with this contextual knowledge, we can write intended learning outcomes.

After the ILOs we can determine how students will evidence attainment of those ILOs or be assessed. Finally, we design the teaching inputs to enable that to happen, how we plan to provide supportive feedback for learning and how we plan to evaluate what we did well and maybe not so well.



<https://sijen.com/research-interests/8-stage-learning-design-framework>

You will undoubtedly recognise that stages four through six mirror the constructive alignment approach already outlined. In the design process these form an iterative loop. One drafts intended learning outcomes and then drafts assessment. It's important to draft both of these until both can be solidified. You may write an outcome that you think is perfect but when you come to design assessment that you realise it needs to be modified. By the same token you may decide to modify your assessment in order to make it more suitable to assess a specific outcome, or a combination of outcomes. Once you have established the structure of your intended learning outcomes and drafted your assessments, then you can unpack those outcomes into session objectives and start to identify what learning and teaching activities would be suitable.