

Enabling Technologies to Support Teaching and Learning Services

Provosts, Deans, Department Chairs and Faculty document learning opportunities in various forms and levels across thousands of institutions over time (year/term/session or start and end date).

They rationalize the learning outcomes that build up to programs/majors given market feedback and influenced and researched by region.

Courses are outlined and allocated to break down instruction into modules by subject expertise provided by faculty.

Programs of study are developed for targeted audiences. Learning outcomes are determined and documented by variable methods depending upon the author and objective interests, orientation, background, goals, requirements, etc.

There are so many uses for access to learning opportunities and the learning outcomes they infer or promise. Yet, teaching and learning tools are limited by the modes of sharing, saving and referencing them.

Where is the authoritative source of this information and how does one get access to it electronically? How are learning opportunities and outcomes described, stored and referenced by faculty, department, college or university? How are they limited by present technology deployment or lack of data systems? What system houses them on campus? And, how is the information exchanged between institutions, stakeholders and students to support investigation, research, planning, advising, assessment and respect.

Learning opportunities and outcomes are statements describing the goals of, expectations of, and the challenges of learning processes - whether they are traditional or self-paced. There are many rubrics and frameworks reflecting styles and models used throughout the levels of teaching and learning enterprises. Data Systems generally try and capture learning outcomes in a range of ways, from course descriptions to learning expectations to reading lists, providing some the ability to compare course rigor, preparation and expected results. Measuring results is another issue.

How can data and information systems, developed across institutions share and reference learning outcomes and the resulting data attributes gathered defining them, if there is no means to request, service and reference them like a dictionary? Where are the dictionaries? If they are kept separate and distinct by institution, college or department, how can we build and leverage technology to support teaching learning that can deliver on the promise of constructing common methods of recording learning opportunities and outcomes that all stakeholders can access and utilize to improve their results?