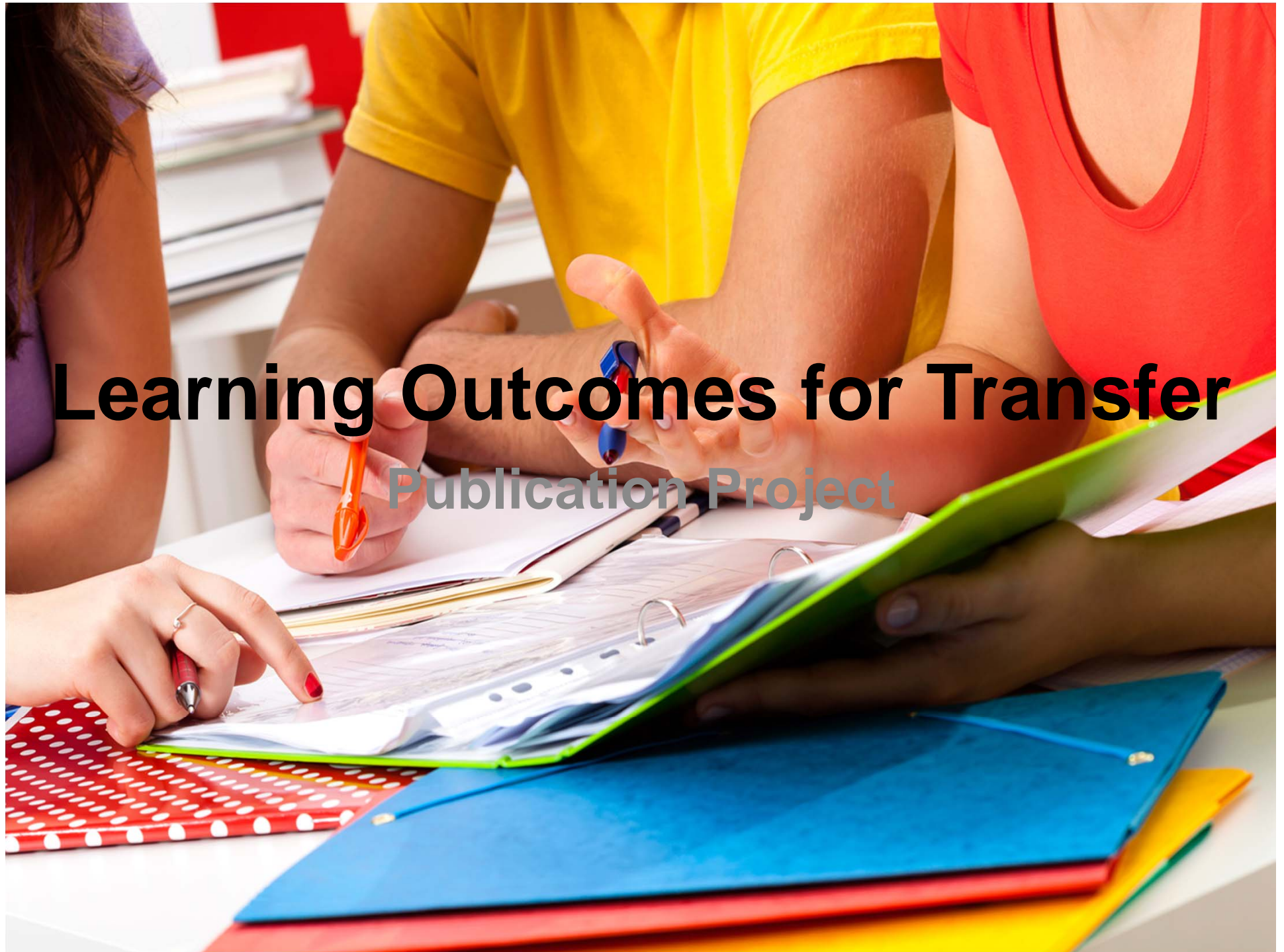


## • Opening Activity

### Welcome to our Session!

- Before we begin, we invite you to jot down your thoughts and assumptions about the benefits and barriers of using learning outcomes to facilitate transfer.
- We will return to these at the end of the presentation, once you have heard about our project in detail. We will then ask you to share some of your thoughts, so that your input can help influence future questions and considerations as we move forward.



# Learning Outcomes for Transfer Publication Project



# Learning Outcomes for Transfer (LOFT) Publication Project

## Rationale:

- ✧ There has been a dramatic increase in the use of learning outcomes in postsecondary education and ONCAT has demonstrated considerable interest in the potential for learning outcomes to serve as a tool for advancing credit transfer
- ✧ Now is an ideal time to conduct a broad-based and rigorous critical assessment of learning outcomes across jurisdictions as they contribute to student mobility
- ✧ Such work is necessary for informed decision-making and the establishment of tools, methods and policies that will place Ontario at the forefront



# Learning Outcomes for Transfer (LOFT) Publication Project

## Goals:

- Assess the conceptual foundations, assumptions, and implications of using learning outcomes for the purposes of postsecondary credit transfer and student mobility
- Review current approaches to the use of learning outcomes across national and international jurisdictions with a multivalent examination of their potential impacts in the unique context of Ontario



# Learning Outcomes for Transfer (LOFT) Publication Project

## Work Plan:

- Produce a comprehensive annotated bibliography (scholarly research)
- Conduct an environmental scan (initiatives, programs, and projects)
- Invite international scholars to write a series of papers identifying critical themes and learning opportunities
- Construct a body of commentary that responds to the invited work and investigates issues and practical challenges surrounding outcomes-based approaches to credit transfer in Ontario from a variety of perspectives



# Learning Outcomes for Transfer (LOFT) Publication Project

## Project Contributors:

- Project Team
- Research Consortium
- International Scholars
- Graduate Assistants
- ONCAT Stakeholders







# Learning Outcomes for Transfer (LOFT) Publication Project

## Strategy:

Inform ourselves about contexts and conflicts  
to advance effective practices

Learn through our analysis of the  
experiences from other jurisdictions

Contribute to policy learning as well as  
policy borrowing

Leverage current cycle of review and  
revitalization



# Learning Outcomes for Transfer (LOFT) Publication Project

## Recognitions:



- Collegiality and contributions of those within the postsecondary education system
- Balance between theoretical and practical considerations that are realized at the level of policy and practice
- Wicked problem that is highly contingent without beginning or end; right or wrong answers
- Importance of discourse and defining nomenclature





# Learning Outcomes for Transfer (LOFT) Publication Project

## Guiding Model:

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- The first element speaks to **theoretical and conceptual foundations** that have led to the current application/redaction of stated student learning expectations for credit transfer/student mobility (historical, cultural, political, theoretical, etc.).
- The second element debates the (de)valuing of stated student learning expectations-based approaches and the inherent **assumptions** associated with their application (research, evidence, practice, lessons learned, etc.).
- The third element examines **implications** of development and implementation at the system(s), institutional, administrative, and student levels (frameworks, assessments, stakeholders, collaboration, trust, tools, processes, resources, etc.).



# Learning Outcomes for Transfer (LOFT) Publication Project

## Current Reflections:

- Ensure we are not taking the tunes for the place  
 but we are also assuming they are a good thing  
 without understanding usage and critical  
 perspective
- Recognition of prior learning for access versus  
 credit
- Support change but cannot drive change
- Loading too much onto the concepts and expecting  
 them to function in too many ways (learning  
 outcomes, mobility, quality, qualifications)
- Frameworks, standards, curriculum  
 consideration of sectors, but also  
 recognition of regions for breadth

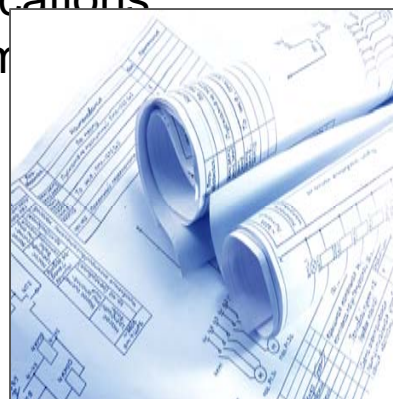
Process



Function



Concepts





# Learning Outcomes for Transfer (LOFT) Publication Project

## Outcomes/Products:

- **Publication:** Invited papers will be published alongside response essays that reflect upon and analyze the invited positions from the Ontario context
- **Colloquium:** Resulting breadth of perspectives will be presented and debated at the 2<sup>nd</sup> Colloquium on Learning Outcomes for Transfer that will engage the growing learning outcomes community

## • Discussion Activity

### Critical Questions for Exploration

- How do we build trust?
- What does transparency look like?
- What is a fair balance of partnership?

## • Closing Activity

### Checking In

- Return to your thoughts and assumptions about the benefits and barriers of using learning outcomes to facilitate transfer.
- Do these remain after the discussion?
- Which that remain represent a burning question that needs further investigation and perhaps might be a priority for the LOFT Publication Project?