

Student Progression of Learning: Introduce, Reinforce, Proficient

When deciding if an outcome is introduced, reinforced or proficient, consider the depth to which an outcome is addressed in the course. Topics related to the outcome should be covered in some degree and evidence of student learning should be collected (through a classroom assessment).

- 1. Introduce** – Key ideas, concepts or skills related to the learning outcome are introduced and demonstrated at an introductory level. Instruction and learning activities focus on basic knowledge, skills and/or competencies and entry-level complexity.
- 2. Reinforce** – Learning outcome is reinforced with feedback; students demonstrate the outcome at an increasing level of proficiency. Instruction and learning activities concentrate on enhancing and strengthening existing knowledge and skills, as well as expanding complexity.
- 3. Proficient** – Students demonstrate the learning outcome with the degree of competence or skill expected upon graduation from the program. Instruction and learning activities concentrate on enhancing and strengthening existing knowledge and skills, as well as expanding complexity.
- 4. N/A** – This outcome is not taught or assessed in this course.

How to fill out the Progression of Learning Map

1. On the Google Sheet, locate the Data Entry tab. You will **only** input data on this tab.
2. Course numbers and names are listed in column A and B, with assigned instructors in column C. Locate a course that has been assigned to you. You will focus on a single course (a row) at a time.
3. Read through the learning outcomes (coloured headers in row D2-onward) one at a time. If an outcome is not taught or assessed in this course, select N/A from the dropdown menu within the cell. Otherwise, identify whether students reach introduce (select I), reinforce (Select R), or proficient level (Select P).

For meaningful data, we must be working with a common definition for introduced, reinforced, or proficient, as defined above.

If more than one of I, R, and P apply, pick the highest value (e.g. if both introduced and reinforced, only input “R”). You should have a data input (I, R, P, or N/A) in each cell in your course’s row.

4. Fill out the codes for the assessment and instructional methods used in the course, referring to the codes on pages 2 and 3 of this document. Note that the correct format is always a **2 digit code followed with a comma**.

Correct input	Incorrect input
01,31,20,	01,31,20
01, 31, 20,	1, 31, 20,

5. When you are done a course, find the column “Done?” at the right of the sheet, and select “Yes”.
6. Move down the sheet and find any additional courses assigned to you and repeat steps 1-6.

METHODS OF ASSESSMENT

If you have an assessment method that does not fit into the categories below, contact the facilitator.

Category	Assessment Methods
Formative assessment	01, Formative peer assessment (for growth rather than for grades) 02, Formative instructor assessment (for growth rather than for grades)
Exams and tests	03, Analytical or problem-solving test questions 04, Closed or short-answer test questions 05, Multiple choice test questions 06, Open-ended or long-answer test questions 07, Take-home test
In-class assessments	08, Quiz 09, Lab assignment 10, Participation 11, Seminar or tutorial assignment
Communication	12, Assessment of discussion (in-class or online) 13, Blog or website 14, Group presentation 15, Individual presentation 16, Interview or oral exam 17, Policy or community brief 18, Research proposal or report 19, Video or module 20, Visual or graphic (e.g., infographic, poster)
Critical / Analytical	21, Analytical or problem solving assignment 22, Book or article review 23, Case study development and/or analysis 24, Critical analysis 25, Essay 26, Media or content analysis
Peer- and Self- reflection	27, Journaling or reflective writing 28, Peer assessment 29, Portfolio or ePortfolio 30, Self-assessment
Creative Work	31, Coaching 32, Composition 33, Creative writing 34, Design project 35, Masterclass or critique of creative work 36, Performance
Other	37, 38, 39, 40, 41, 42, 43, 44,

METHODS OF INSTRUCTION

If you have an instructional method that does not fit into the categories below, contact the facilitator.

Category	Instructional Methods
Knowledge transmission	01, Guest lecture/ speaker 02, Lecture 03, Multimedia viewing/ listening (e.g., video, music, website) 04, Reading
In-class active learning	05, Audience responses (e.g., Clickers) 06, Critical reading or analysis activity 07, Short group activity, in-class discussion or debate 08, Structured in-class exercise (e.g., focused free write, role play, problem solving)
Student communication activity	09, Journaling or reflective writing 10, Student presentation 11, Workshop session (e.g., writing, citation, peer review, reading skills) 12, Writing activity
Online learning activity	13, ePortfolio construction 14, Online discussion 15, Online exercise 16, Online lecture 17, Online module 18, Social media activity
Group work	19, Group project or team-based learning activity
Research	20, Conducting qualitative research 21, Conducting quantitative research 22, Data collection or analysis 23, Research proposal development 24, Research report development
Inquiry and Problem Based Learning	25, Case studies 26, Hands-on lab activities 27, Inquiry/ problem-based learning 28, Seminar/ tutorial activities
Experiential Learning	29, Co-op, practicum, or placement 30, Community engaged learning 31, Creative performance, physical practice 32, Design studio 33, Entrepreneurship 34, Faculty-led study abroad 35, Industry project 36, Internship (short or long-term) 37, Masterclass or critique of creative work 38, Simulation
Field Research	39, Field experience or trip
Other	40, 41, 42, 43, 44, 45, 46,

