Developing Student-Centred Learning Outcomes: A Guide for Queen's University Exchange Programs

This guide is designed to assist the outbound exchange programs at Queen's University in developing learning outcomes (LOs) that best suit the needs of their students. Rather than a one-size-fits-all approach, this resource is a guiding tool with a strong emphasis on student success.

The intent of this guide is to offer a structured yet adaptable tool for exchange programs to develop learning outcomes that are both meaningful and supportive of student success, while aligning with the graduate attributes of their respective programs and disciplines.

Components of the Guide:

1. *Student Success Dimensions:* This foundational component outlines the key areas for student success during their exchange experience, drawing inspiration from Dr. Lizzo's (2006) 'Senses of Success' framework. The six dimensions of this framework interact synergistically and build upon each other to provide robust support for students to thrive during their exchange.

2. *Goals and Expectations:* This component explains each dimension of student success, offering clarity and context. It acts as a roadmap for understanding the underlying principles and objectives that shape the student exchange experience.

3. *Suggested Learning Outcomes:* The final component offers a curated list of learning outcomes that correspond to the goals and expectations of each student success dimension. These outcomes serve as reference points for each exchange program to tailor their own approach.

Exchange programs are encouraged to use this guide with flexibility in their development process. For instance, you may identify specific student success dimensions and associated goals and expectations to focus your learning outcome development. From there, you can either adopt the suggested learning outcomes provided or create your own outcomes that resonate with the identified dimensions. Alternatively, you may establish your own goals and expectations for the selected dimensions and develop learning outcomes accordingly.

Please Note: There is no one right way to use this guide. It is designed to function as a catalyst for inspiration and a framework for your development efforts. Feel free to be creative in employing this tool to develop learning outcomes that most effectively meet the unique needs of your students. Should you have any inquiries or require further assistance, the Centre for Teaching & Learning (ctl@queensu.ca) is here to support you in this endeavour.

Exchange Program Learning Outcome Development Guide

Student Success Dimensions (to guide focus/foci)	Goals & Expectations (to explain/clarify the dimensions)		Suggested Learning Outcomes (for reference/inspiration)
Equity Mindedness (with a focus on Intercultural Sensitivity)	1. mutual respect	a) be aware of one's own cultural values and biases b) respect cultural values, world views, and practices that are different from one's own	– identify some of one's cultural values and biases when engaging with cultural differences – interpret different approaches, experiences, and circumstances with sensitivity and respect
	2. valuing diversity	a) acknowledge everyone's experience and circumstance are unique b) avoid generalizing one's own lived and living experience to/of others	– analyze how one's world views, ways of thinking, and practices, including approaches to knowledge, are grounded in social identities and positionality – reflect on how one's cultural values and biases inform their attitudes, habits, and behaviours with an awareness that these are not shared by others
	3. cultural humility	a) be curious and open-minded about learning different cultures b) avoid "othering" in intercultural engagement c) suspend judgments when encountering different identities/positionalities	– examine how one's preferences and judgements impact intercultural engagement with curiosity to learn cultural differences and their values – discover critically how cultural dominance could lead to biased thinking about different cultures and related academic practices

			– explore one's positionality in intercultural engagement with an attempt to suspend judgments
Connection	1. building relationships	a) with peers, instructors, and the greater university communities	– demonstrate fundamental skills required to develop meaningful relationships (i.e., active listening, interpersonal skills, emotional intelligence, etc.)
	2. effective collaborations	a) within class, in extra-curricular activities, and through community engagement	– develop team working skills (i.e., accountability, respect, delegation, etc.) through participating in both academic and non-academic activities – interact respectfully and reciprocally with people from different cultural and linguistic backgrounds
	3. meaningful engagement	a) within both academic and non-academic obligations (e.g., volunteer opportunities)	– achieve the academic objectives of the experience to the best of one's ability – participate in volunteer opportunities to make meaningful contributions to local and/or global communities
Resourcefulness	1. critical thinking	a) develop an ability to evaluate information that informs one's action/reaction	– practice critical analysis when learning or engaging with cultural difference – make effective decisions in different circumstances through critically synthesizing information and resources
	2. problem-solving	a) develop skills to navigate difficult situations	– reflect on the practice of problem-solving skills to navigate unfamiliar circumstances

		b) identify resources for effective decision-making c) mitigate risks to ensure safety	− collect information and resources needed to mitigate risky situations or safety-related issues
	3. adaptability	a) practice resilience and flexibility b) effectively navigate new environments using one's agency c) develop capacity to recover from experiencing difficulties or obstacles	− develop strategies to cope with challenges and obstacles during the experience − identify and utilize useful information, resources, and support to navigate different academic and non-academic contexts − practice positive thinking and flexibility (with help) when encountering unfamiliarity and uncertainties
Purpose	1. personal growth and development	a) build self-confidence to manoeuvre different cultural landscapes b) develop abilities and skills to work effectively across cultures c) gain the language to describe one's experiences for career pathways	− compare the level of self-confidence in working effectively across cultural contexts prior to and post exchange experience − reflect on strategies that helped oneself develop confidence and self-trust to succeed in intercultural settings − explain how the experience has prepared oneself for career directions and objectives
	2. social responsibility	a) participate and contribute to both local and global communities b) develop and/or enhance anti-racist and anti-oppressive practices	− participate in community engagement through mutually beneficial relationships − demonstrate anti-racist and anti-oppressive perspectives and behaviours while engaging with both local and global communities

	3. global mindset	a) broaden one's understanding and practice of being, thinking, and doing b) become a global citizen who cares for the well-being of the global society (i.e. address SDGs-based issues, such as climate crisis, mental health, food securities, etc.)	– examine how one's behaviours could be perceived differently in different cultural context to inform intercultural engagement – reflect on how the experience has broadened one's understanding of their positionality in a global context – express what it means to be a global citizen in an achievable way that promotes the well-being of global society
Competence	1. language skills	a) learn a new language and/or a dialect (i.e., a language and/or dialect of the host country) b) continue to practice the language and/or dialect (during and post the experience)	– practice the new language/dialect through conversation groups, buddy programs, and online resources
	2. work-related skills	a) develop and/or enhance effective communication skills both in speaking and writing b) reinforce task management skills c) cultivate a professional network d) maintain work-life balance	– communicate effectively within diverse work environments – develop strategies to navigate communication barriers including non-verbal cues in a professional manner – engage effectively and strategically in networking opportunities – reflect on what strategies have been used (or could have been used) to help with work-life balance during the experience

	3. leadership skills	a) make effective decisions (i.e., personal, academic, and financial literacy, etc.) b) develop and/or enhance essential leading skills, such as time management, multi-tasking, strategic thinking, etc.	– demonstrate self-sufficiency in job interviews through highlighting leadership skills gained from the experience – practice time management, multi-tasking, strategic thinking to lead and support both academic and non-academic group projects
Academic Development	1. knowledge of global events	a) develop a recognition of global events and their impacts b) apply critical thinking when learning about global events c) engage in ongoing learning and unlearning about global events	– engage actively in conversations on global issues using critical thinking – reflect on the impact of certain global events at the personal, communal, national and international level – plan for ongoing learning and unlearning of global events through an equity lens
	2. different ways of learning	a) develop an understanding and respect that learning looks different in different educational systems b) be willing to learn in different approaches without judgment c) develop an agency to navigate and learn effectively across cultural and educational contexts	– reflect on how one's educational history may have shaped their learning approaches – outline the benefits and challenges of learning through different approaches based on diverse academic customs and norms – develop strategies to implement different learning approaches to help achieve academic success
	3. transferrable skills	a) transfer both local and global learning experiences to navigate different academic landscapes	– interpret one's academic discipline from a different perspective to broaden their understanding of the subject matter

		b) transfer personal and professional skills gained through the experiences for future development	– explain the academic benefits and challenges of the experience and how it prepares oneself to succeed in a global context – reflect on how to transfer the skills, attitudes, and knowledge gained through the experience to contribute to one's future development – integrate the experience to one's academic studies to contribute to the establishment of an institutional culture of inclusion

Acknowledgement:

References:

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