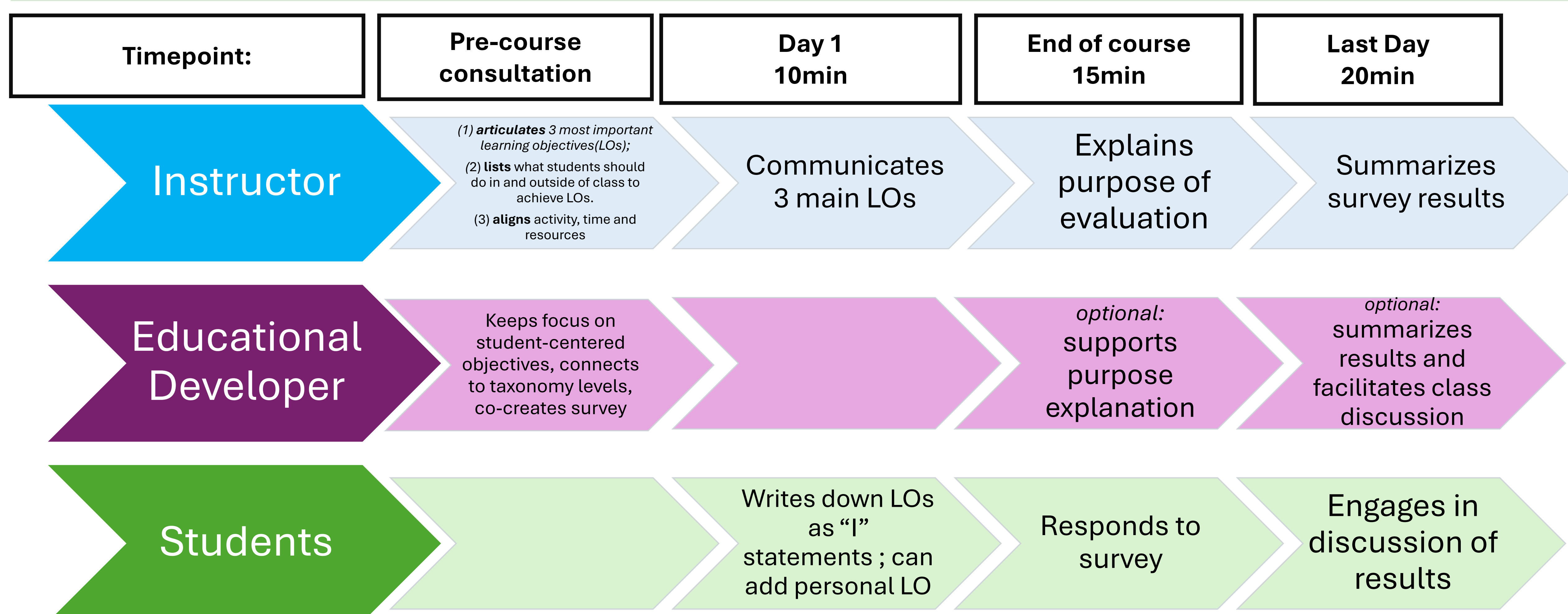


**Context:** Strategies to assess of teaching effectiveness are driven by how we think about our teaching practice and purpose. Assessment and evaluation can perpetuate a narrative of teaching and learning that centers dissemination of information over constructing knowledge. It also suggests that quality of teaching correlates with student satisfaction and perceived instructor performance. Other conceptions of adult learning require alternative methods of evaluation that center students as active participants and co-creators of learning environments and ask for accountability from both. BILOE is aiming to do just that.

**We invite you to discuss, use and adapt this model**



## Benefits of feedback process to Instructors:

- What are my critical objectives? What motivates my students?
- What do students perceive as barriers to their learning to achieve objective
- What should I explain more explicitly (e.g., why it is important for students to achieve objectives rather than focus on grades)
- How do I communicate about process to support learning
- Which resources, activities, and assignments are effective?
- What do I need to revise in my lesson plans (less time for this, more time for that)?
- I can use previous student recommendations to introduce strategies to success the following semester

## Benefits of Feedback Process to Students

- How can I make the most of this class to succeed in my goals?
- I realize that studying is more than just attending classes
- What should I do differently going forward (process skills)?
- What works for me to really learn (contribution to the development of metacognitive skills)?
- I recognize that I have agency in my own learning



More information

### Example of instructor LOs for Physical Chemistry class:

1. I can explain how the state of matter changes as a function of external conditions.
2. I can explain in which direction a reaction proceeds and why.
3. I can explain selected phenomenological observations using a microscopic particle model.

### Example of learner LOs for Physical Chemistry class:

1. Acquire basic physical understanding and be able to apply it to various tasks
2. Pass the exam with a relatively satisfactory grade( a common response)
3. Understand the connection between physics and chemistry in principle

### Student: It was helpful for my learning that...

- I recalled where we stand content-wise by summarizing the topics from the past week,
- I wrote down the most important learning objectives for myself at the beginning
- I worked on the exercise problems together with others.



## Conclusion

The BILOE model is highly adaptable for various learning modalities and formats, including events. Emphasizing dialogue to communicate goals and intentions is crucial in fostering metacognitive skills. This approach enhances effective and deliberate planning, ensuring that both instructors and participants transparently share the responsibility for success. We are excited to see how you plan to implement BILOE in your learning experiences!