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**What is the *ILO Help Sheet*?**

The ILO (Intended Learning Outcome) Help Sheet is a tool designed to aid Educators in visualizing the impact and relationships of the set ILO. It focuses on the characteristics of Geospatial Education (Vastness of topics, Variedness of subjects/discipline, Technical aspects of tuition, and Collaborative/Cooperative aspects of assessments/practicals). The aim is to bring awareness to the Educators, to become conscious of the communication of intent.

**Expected desirable outcomes**

For Educators:

- ❖ Realizing possible restrictions placed onto the development of students' knowledge through miscommunication/misalignment of ILO with tasks/topics set by the Educators.
- ❖ Identifying areas where misunderstanding of ILO can occur.
- ❖ To better Reinforce, Recap and Relate intention (ILO) towards study.

## Design of the ILO Help Sheet

Intended Learning Outcomes (ILO) is the first point of contact for the students when determining the value of the subject, whether the subject can catch their interest or if the subject is beneficial for the future. It is designed to help Educators reflect on their ILO by enabling them to visualize the linkages and impacts between the ILO and the scheduled tasks/assessments/topics of the subject.

There are 2 parts to the Help Sheet:

1. Goal Setting and Reviewing

This is designed for Educators to better focus their thoughts when writing/reviewing the ILO for their subject. It requires the Educators to specify the overarching goals and desired student outcomes, specific subject topics/knowledge that are (can be) covered during tuition, generic and/or professional skills that can be cultivated during and upon completion of tuition, and types of experience (e.g. technologies, situations) that students can gain.

2. Communicating the Intention

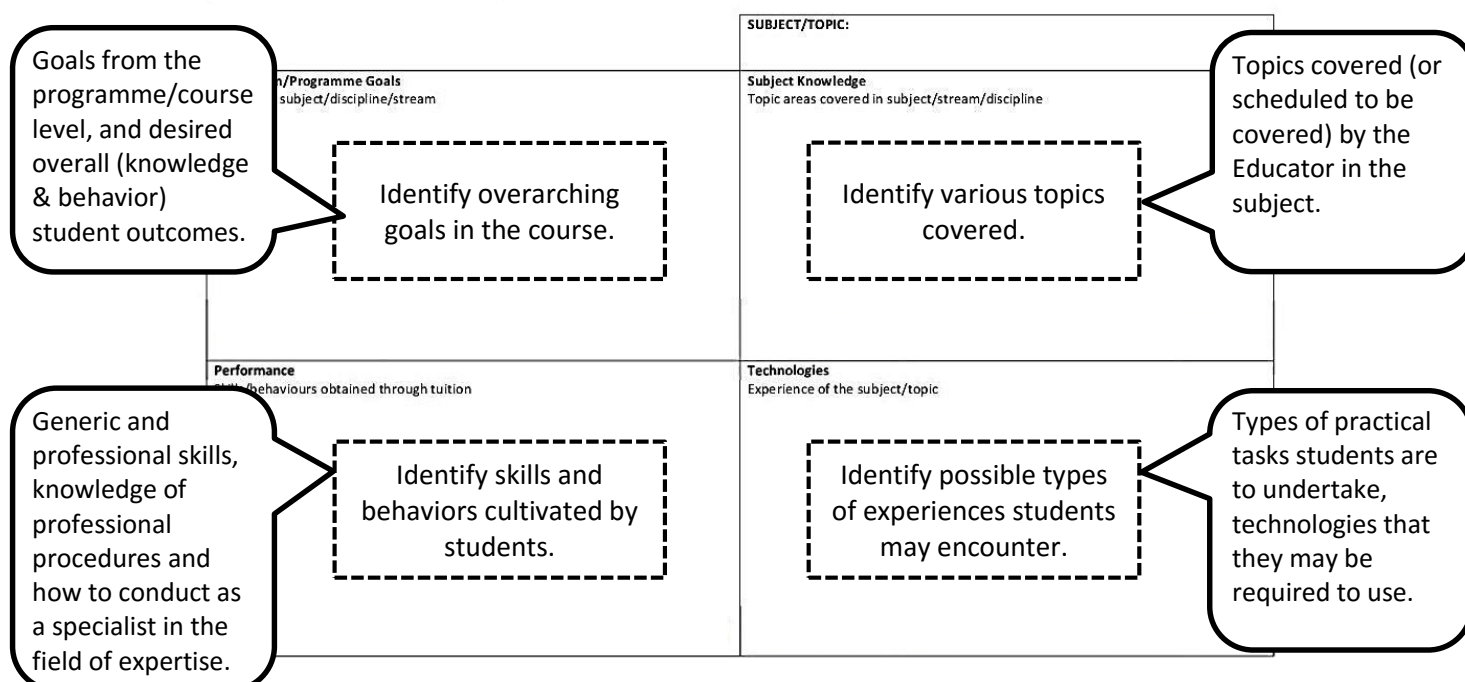
This specifically looks at the linkage between ILO and the course designed by the Educators. It focuses on the communication of ILO—how the Educator's messages are transmitted through their action and the course design, how the students perceived the information, whether there are concrete links between what is taught by the Educators and what they students have to do.

## How to use the ILO Help Sheet

### Goal Setting and Reviewing

This is best suited for reviewing and evaluating the Intention at the subject level, however it can be used to evaluate the intention of each topic covered within subject. It takes into account the knowledge and skills developed through tuition and practical experiences on field.

**ILO: Goal Setting (Reviewing ILO statements)**



### Communicating Intention

It takes a step-by-step approach to thinking how the ILO translates into perceived messages by students. Focusing on 2 columns at a time, it encourages Educators to take on the role of the Students, to enable them to see through the eyes of those they teach instead of becoming overly focused on their own role as the “Sage on Stage”.

ILO: Communicating the Intention

ILO Outcome statement	TAUGHT (By Teacher) Specific concepts and method of teaching, actions of teachers	DO (Action) Tasks, actions, assignments	LEARNT (By Student) Specific concepts and degree of learning, actions of students	TRANSMITTED (Message & Intentions) Key (take away)/communicated message
(1)				
	(2)			
		(3)		
			(4)	
		(5)		

- 1) Identify ILO for subject/topic, concepts are taught by the Educator and their approach to the topic (teaching style)
- 2) Without looking at the ILO and only focusing on what is taught by the Educator, identify the tasks and actions (e.g. assessments, study methods) that are to be taken by the Student according to what was taught by the Educator
- 3) Focusing only on tasks done by the Students, what are the Students be learning, what are the concepts/topics covered through the Students' actions and how much are they learning from the tasks
- 4) Focusing only on what was learnt by the Students, what are the key take-home messages
- 5) Finally, comparing the message transmitted with the ILO stated, identifying the similarities and differences between what the message the Students receive with the Educator's intended message

Educators should then be able to compare the messages that they are communicating across through their classes with the ILO they have set out beforehand. This method allows the Educators to examine where their intention for study becomes misinterpreted and give them a starting point for fixing the problem.

### Share your Ideas

Send us your ideas and share with fellow educators on:

Geo-spatial Education Platform: <http://www.polyu.edu.hk/proj/gef/>

Email: [lsgi.gef@polyu.edu.hk](mailto:lsgi.gef@polyu.edu.hk)

	<b>SUBJECT/TOPIC:</b>
<b>Curriculum/Programme Goals</b> Specific to subject/discipline/stream	<b>Subject Knowledge</b> Topic areas covered in subject/stream/discipline
<b>Performance</b> Skills/behaviours obtained through tuition	<b>Technologies</b> Experience of the subject/topic

ILO: Communicating Intention

<b>ILO</b> Outcome statement	<b>TAUGHT (By Teacher)</b> Specific concepts and method of teaching, actions of teachers	<b>DO (Action)</b> Tasks, actions, assignments	<b>LEARNT (By Student)</b> Specific concepts and degree of learning, actions of students	<b>TRANSMITTED (Message &amp; Intentions)</b> Key (take away)/communicated message