Course Design, Outcomes and Objectives

Presented by:
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3 Questions

• 3 Minutes
Today’s Objectives

By the end of today’s workshop, you will be able to:

• Describe Course Level Learning Outcomes and Module Level Learning Objectives
• Write Course Level Learning Outcomes
• Arrange your course into modules
• Write Measurable, Observable Module Level Learning Objectives
• Construct a blueprint that will show alignment from Objectives through Activities and Assessments that support the Course Level Outcomes in a modular format
<table>
<thead>
<tr>
<th>Institutional, Program, Department Outcomes</th>
<th>Course Level Outcomes</th>
<th>Module Level Objectives</th>
<th>Activities and Assessments</th>
</tr>
</thead>
<tbody>
<tr>
<td>Policies, procedures, and inputs from University, specific department and/or program.</td>
<td>Skills, knowledge, abilities that students will have gained from taking your course.</td>
<td>Based upon appropriate grouping, the specific objectives that lead to the course level outcomes (which should also be broken down into numerous enabling objectives)</td>
<td>The practice students will do to obtain skills, knowledge and abilities.</td>
</tr>
<tr>
<td>Certification requirements, performance standards, etc.</td>
<td>Clearly stated expectations of performance.</td>
<td></td>
<td>The feedback provided - both summative and formative.</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>The methods of measuring and evaluating student success based on objectives.</td>
</tr>
</tbody>
</table>
Course Level Learning Outcomes

• What do you want your students to be able to DO upon completion of your course?
• What skills, knowledge, and abilities have they gained?
• What is the benefit of having taken your course?
• How does this support them in becoming…?
• Have you clearly communicated your expectations?
• How will you know they have succeeded?
If your class was a pre-req...

- 5 Minutes
Outcomes or Objectives
(poorly written/not measurable)

• Understand X, Y, and Z
• Know the definition of X, Y, and Z
• Learn the process for …
• Acquire the skills to…
• Appreciate the differences between…
Outcomes or Objectives (better written, measurable)

- Discuss hardware and software and provide examples of how they are currently used in the classroom
- Reflect upon learning in an email to the instructor by answering guiding questions supplied on a weekly basis
- Convert a classroom assignment to a web page for use with students
- Discuss the past, the future, and current issues in educational technology
- Create lessons and units which contain the use of technology tools and strategies
- Report on current technology practices, policies, and plans
- Select and defend appropriate technology (hardware and software, as well as online resources) to use in their educational setting
Bloom’s Taxonomy
ABCD

- A - Audience – who are your learners
- B – Behavior – what do you want to see them DO
- C – Conditions – how will they do it, under what constraints, given what elements
- D - Degree – what is the level of performance/competency that is expected – Criteria, how well
ABCD

• Given a drawing of the human body, the student will identify the major bones of the body with 90% accuracy.
List your top 3 objectives for your class

• 3 Minutes
Find a partner

- Share your objectives
- Use the rubric to offer suggestions
- 5 Minutes
What am I going to do in X weeks?

- What are the important concepts, outcomes, ‘things’ that students need to know/do
- If you could only teach 5 things in this course – what would they be?
- How would your order them/break into weekly/topic/theme pieces
- Reference your ‘pre-req’ list
Module Level Learning Objectives

- Breaking those larger course outcomes into manageable pieces
- Objectives specifically for this module
- Supporting objectives that include the lower level (Bloom's) requisite skills and knowledge to get to those module level objectives
- What do students need to be able to do to reach those objectives
Main Topics

• 5 Minutes
Course Design
### Planning

<table>
<thead>
<tr>
<th>Objective</th>
<th>Content</th>
<th>Delivery Method</th>
<th>Activity</th>
<th>Assessment</th>
</tr>
</thead>
<tbody>
<tr>
<td>Observable, measurable</td>
<td>- Modularization</td>
<td>Lecture Text, Podcasts, Readings, Recordings, Resources, etc</td>
<td>Sticky Notes Writing Activities Discussions Quizzes Groups, etc</td>
<td>Tied to Objective, When, where, how measured?</td>
</tr>
</tbody>
</table>
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Exit Activity

• Clearest Point/Muddiest Point