

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

Institutional, Program, Department Outcomes

Course Level Outcomes

Module Level Objectives

Activities and Assessments

Policies, procedures, and inputs from University, specific department and/or program.

Certification requirements, performance standards, etc.

Skills, knowledge, abilities that students will have gained from taking your course.

Clearly stated expectations of performance.

Based upon appropriate grouping, the specific objectives that lead to the course level outcomes (which should also be broken down into numerous enabling objectives)

The practice students will do to obtain skills, knowledge and abilities.
The feedback provided - both summative and formative.
The methods of measuring and evaluating student success based on objectives.

Course Design

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](#)

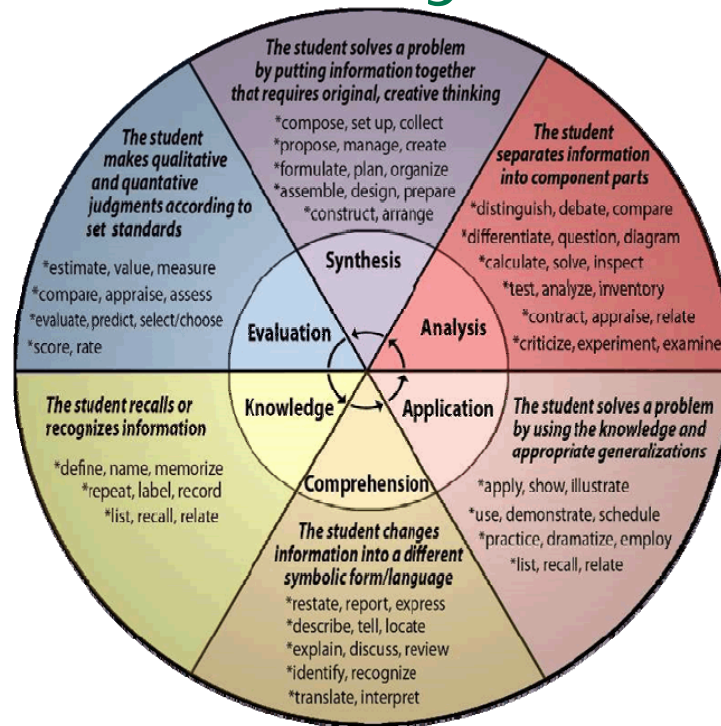
Outcomes or Objectives (poorly written/not measurable)

- 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

Conditions

Audience

- Given a drawing of the human body, the student will identify the major bones of the body with 90% accuracy.

Behavior

Degree

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 you order them/break into weekly/topic/theme pieces
- Reference your ‘pre-req’ list

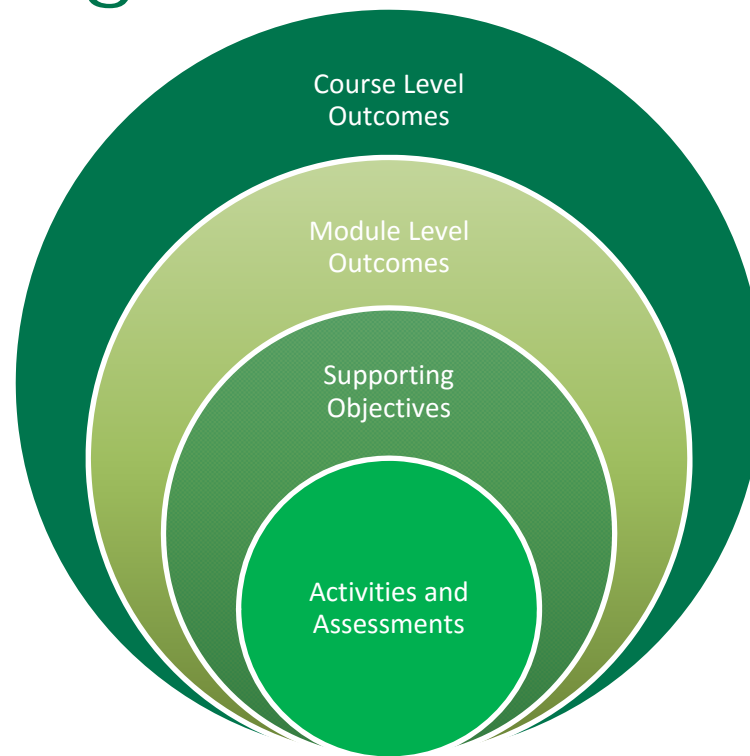
Module Level Learning Objectives

- Breaking those larger course outcomes in to manageable pieces
- Objectives specifically for this module
- Supporting objectives that include the lower level (Blooms) 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

Objective	Content	Delivery Method	Activity	Assessment
Observable, measurable	<ul style="list-style-type: none">- Modularization- Time Management (within course/class)- Prior Knowledge	Lecture Text, Podcasts, Readings, Recordings, Resources, etc	<ul style="list-style-type: none">Sticky NotesWriting ActivitiesDiscussionsQuizzesGroups, etc	Tied to Objective, When, where, how measured?

Workshop Objectives

Upon Completion of this workshop you will be able to:

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Exit Activity

- Clearest Point/Muddiest Point