



Analyze, Revise, or Develop Course Outcomes and Learning Objectives (Part 3)

Kenjuana McCray, EdD; Lead Program Coordinator; Arts & Humanities Program; Fayetteville Technical Community College [00:00:14] Module outcomes and learning outcomes work hand in hand. We create the learning outcomes for the course, the course outcomes, and then we map those to each module and we make sure that every, each assignment that we are offering directly is correlated with the module outcome and the course outcome.

Candice L Freeman, PhD; Department Chair; Medical Laboratory Technology Program; Fayetteville Technical Community College [00:00:32] I look at course goals as a big umbrella, several different types of umbrellas, right? We've got these really broad, general course goals. They, at the completion of the course, the student's gonna to be able to do this or they'll be able to know this, right? So what I do from that is when I design instruction for each unit, I say, OK, what do they need to be able to know related to this content? What do they need to be able to do related to this content? And then I draft objectives, using Bloom's, trying to get to that higher order as much as I possibly can and ensure that they relate back to a specific course goal or goals. And I ask myself, how does this connect?

Jeff Suarez-Grant; Senior Instructional Designer; Center for Effective Teaching and Learning; California State University, Los Angeles [00:01:14] Subordinate objectives or module-level objectives, those are really important because it helps you to break down the bigger, overarching course-level outcomes. Perhaps before students can explain a concept, they have to be able to identify what it is. So you wouldn't want to include the verb "identify" in that course-level outcome, that's just too much information. But you can include them in a subordinate objective. You can kind of think of them as like steps, right? So step one is identify. Step two is explain it. Step three is, well, I'm gonna to then have them apply it. Those can be the three subordinate objectives for a bigger course-level objective.

Natasha Nurse-Clarke, RN, PhD; Assistant Professor; School of Nursing; Lehman College, CUNY [00:01:51] I just take the outcomes that are included in the course syllabus and then I break them down into smaller pieces. So, for instance, if one learning outcome says "demonstrate therapeutic communication," I might break that down and, say, using the Bloom's Taxonomy going from lower-order thinking skills to higher order-thinking skills, I might say that the students should be able to discuss what therapeutic communication is. And then I might say the students should be able to apply therapeutic communication concepts to a particular scenario. And then finally demonstrate therapeutic communication. And that would be that final activity of rewording a scenario with the patient situation.

Jeff Suarez-Grant [00:02:39] So as an instructional designer, when I'm sitting down with a faculty member and we're crafting those subordinate objectives, we're gonna take one course-level outcome at a time. And I say, what are the steps students will take to achieve this course-level outcome? What's step one, step two, step three? And when it's a big course-level outcome that might span many weeks, well, then what's more, what's a more bite-sized thing that students can see and identify with each week? That's your subordinate outcome or your subordinate objective.

Candice L Freeman, PhD [00:03:11] I love writing objectives. I love writing learning goals. And I use literally the ABCD model. So we focus first on the audience. Who's the audience? Second, what kind of behavior do we want to elicit at the, you know, through mastery? What conditions are applied to the learning objective and the degree which would be how it's measured? So each time I write a goal or objective, I always ask myself, Have you hit all of these parameters, A, B, C and D?



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Naat Jairam; Instructional Designer; Center for Effective Teaching and Learning; California State University, Los Angeles [00:03:39] It's best if outcomes are student centered for sure. So the student is the the main actor in the outcome. It's not the course necessarily or the faculty. It's centered around the student.

Jeff Suarez-Grant [00:03:52] An objective that, that is not student centered, you know, might go something like, "This course will expose students to the subject matter of XYZ." And the problem with that is that the student's not there, the student is not the one who is explaining or applying that subject matter. So we rephrase that sentence, right? "Students will be able to apply the framework of this subject matter." That would be the student-centered version of that.

Naat Jairam [00:04:15] And then there's a verb there that's measurable. Typically, one verb, one main verb is as good. And the verb describes student learning.

Kelly Lester, MFA; Director, Center for Faculty Development; The University of Southern Mississippi [00:04:26] I use Bloom's Taxonomy as a way to guide me through developing my courses. So I reference, remember, understand, apply, analyze, evaluate, and create. And then I also use this great tool from ACUE that is of action verbs for learning outcomes, and that really helps me double check and see, am I in the right level that I think I'm in that's, that's, that's guiding the students through the course?

Jeff Suarez-Grant [00:04:54] A typical number of course outcomes is probably five to seven statements. No more, no less. When you end up with more than seven, really what you're creating then at that point are like module objectives or subordinate objectives. And I think there's, there's great utility in succinctly stating what students are going to be able to do. I suppose, depending on how many and how they are scaffolded, it could be realistic that in, like, midway through the course, they're able to do three of those outcomes. Or the the outcomes, kind of, like all told, allow students to do something that's, that's new or different that's maybe described in the final outcome. It kind of just depends on what the progression is of those outcomes.

Kelly Lester, MFA [00:05:30] I write my student learning outcomes in order from lower level to higher level of cognitive thinking because I want the students to see that I've organized the course, that I have thought through what their experiences are gonna be, but also that they can see that first step as step one and they can go to step two. And that by the end they'll be doing something mostly on their own, but they have their tools. It's very important to me that they get to that place of independence and critical thinking in what they're offering as a showcase of their learning.

Candice L Freeman, PhD [00:06:02] What I've learned is that in health care, we do a lot of work with patients and patient experience. Most of that is customer service, service recovery, empathy. And so from that, you can actually create really rich, deep effective domain objectives that students can demonstrate mastery of behavior in. And so I always try to put some sort of degree of measure on it. If they need to achieve 100 percent proficiency, then that's in the objective. I try to be as specific as I can, but I write it in lay terms, so to speak, so that they can understand. It's easy to to clearly see what you have to do in order to meet that objective.

Naat Jairam [00:06:45] As the course outcomes are measurable in terms of the course, the objectives are measurable in terms of what they can do each week. So you're goal setting for each week so students know they can be able to accomplish this each week and then they know they're one step or two steps away from completing the course outcome.

Jeff Suarez-Grant [00:07:05] It's important to know what students should be able to do at the end of the course, because it helps you to see whether or not your instruction's actually working. If you can, at the end, see, you know, through observing or evaluating student work, and they're doing the things that you said that they would be able to do at the end, you're able to see, was my instruction working? Do I need to change something the next time I teach this class? That really describes a continuous improvement cycle.