



Engaging Students With Learning Objectives

Jeff Suarez-Grant; Senior Instructional Designer; Center for Effective Teaching and Learning; California State University, Los Angeles [00:00:14] So where do the subordinate objectives show up in the course? Well, you know, typically your course-level outcomes are in the syllabus, but then your subordinate outcomes, your subordinate objectives, will show up in the weekly overview pages of your course. They'll probably be listed in the assignments and activities you give students. We want to ensure that when students are sitting down, you know they're looking at the week ahead, they're seeing the outcomes that they're going to address in that particular week

Natasha Nurse-Clarke, RN, PhD; Assistant Professor; School of Nursing; Lehman College, CUNY [00:00:38] At the beginning of every module in the courses that I teach, I list out all of the learning objectives for that course, and then I give a brief description of what the students are going to be doing in that module. When I get to the actual activities, I list the specific learning outcome that's associated with that activity so students can really see how they align well together.

Earle M. Crosswait III, Academic Specialist, Mathematics; Saginaw Chippewa Tribal College [00:01:01] Then when we start the unit, we look at the, OK, what are the learning outcomes that were going to be addressed in this section? I think that they do appreciate the fact that they know that these lessons are not standalone, that they are integrally connected to the learning outcomes. And if they ever have a question of, you know, Mr. Crosswait, why are we doing this? I should have an answer for them about why this is important or how this feeds into a building block towards a learning outcome. And if I can't answer that question, then it's a good indication for something that I should possibly cut.

Amanda Deliman, PhD; Assistant Professor; School of Teacher Education and Leadership; Utah State University [00:01:48] I provide a variety of openings for students to reflect on their mastery, their overall understanding of the learning outcomes. One of the most effective strategies that I use is for the students to complete exit tickets at the end of every session. In these exit tickets, they share things that they want to think more about. They also include ideas of things that they'd like to try in their classroom. And the last portion of the feedback is an opening for the students to ask questions and/or give me feedback about how the sessions are going. I like to use these reflections as a collective way to share what I'm hearing from the students. I let them know that I see how they're thinking about the content, and in turn and I also learn how I need to further develop the things that I'm sharing with them to improve learning outcomes in the course.

Amy, Student, Utah State University [00:02:49] On the exit tickets, I would write down areas of confusion that I had specifically for the lesson of the day. Or if we had gone over it in class and I still had something that didn't click or didn't make sense, it helps me to reference what I had learned and really ponder to myself and think, Did I actually learn that? Was that something that I just wrote down? Or was it something that I actually internalized?

Kelly Lester, MFA; Director, Center for Faculty Development; The University of Southern Mississippi [00:03:16] One way I do it is actually just quickly at the end. And we go around the room and we say, what's one word that you're gonna hold on to from today's lesson? And we just go quickly around the room and every person says one word. And what's, the beauty of that is that if many students repeat the same one and then I say, "Oh yes, here we go. This was the core concept today, great." If they're saying it differently than I'm seeing, how they're taking in that information. And I'm like, well, this is not the exact word, but I can see that we are creating this concept map here really together. And then the other thing is, if they're totally all, you know, out in left field, then I go, OK, I need to come back next class and really investigate this in another way.

Brittany, Student, The University of Southern Mississippi [00:03:58] It helps me look back on what I learned and then to the very beginning of the class when she was going over the learning objectives and the goals in mind and



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how she oriented the tasks. And it makes me go back to those and see where I came from out of those. And then that helps me put a word to it.

Deborah M. Oh, PhD; Professor of Statistics; Research and Evaluation; Applied and Advanced Studies in Education; Charter College of Education; California State University, Los Angeles [00:04:17] Immediately after a lesson, I would have them close their notes for a moment and think about what they've just heard. And I have them discuss this in a small group setting so that they're helping each other as they build the whole lecture in terms of the different items that they should remember. This helps them to be closer to what the lesson outcomes are. And so we want them to really achieve or get to that point so that then attribute to the overall course outcome.

Jeff Suarez-Grant [00:04:53] So if you're asking students to reflect on their, their mastery, their learning, you need to do something with that. If you're seeing that a large portion of your class is confused about something, your next class session cannot be the what, what you planned it to be. You need to stop, slow down, pause, and really look at, what are they confused about? What can I clear up here? If it's a discussion prompt in an online course, you can actually reply to students in that discussion and ask follow-up questions. You might ask one of the students to visit you in office hours. You might ask for some more feedback information on what's going on. If you get down to the bottom of what it is, it might be making additional materials available to students. It could even mean, like, changing an upcoming assignment, so that they can practice again what they were struggling with before. You can't proceed knowing that there's some sort of fundamental misconception or lack of understanding. You have to act on that information.