Evaluate Sessions and Win!

- Download and open OLC Conferences mobile app
- Navigate to specific session to evaluate
- Select “Evaluate Session” on session details screen (located under session type and track)
- Complete session evaluation*

*Each session evaluation completed (limited to one per session) = one contest entry

**Five (5) $25 gift cards** will be awarded

Must submit evals using the OLC Conferences mobile app or website
Begin Here: Writing Quality Learning Objectives

John Hollenbeck, PhD
Senior Instructional Designer
University of Wisconsin Extended Campus
Session Learning Objectives

Participants will:

understand how to create effective learning objectives

appreciate the role learning objectives play in learning environments

know information to pass the test at the end of the session
Learning Objective

Statement of what someone will be able to do that they cannot do now

Also include under what circumstances and how well
Session Learning Objectives

Participants will:

- **use** A&K’s Taxonomy to create effective learning objectives
- **explain** the role learning objectives play in learning environments
- given a course, **create** a learning objective in 5 minutes
Qualities
Qualities

Describe the performance learners are to achieve
Qualities

Describe the performance learners are to achieve

Are specific and measurable
Qualities

Describe the performance learners are to achieve
Are specific and measurable
Are about learners, not instructors
# Learning Design Mapping

<table>
<thead>
<tr>
<th>Learning Objective</th>
<th>Assessment</th>
<th>Instructional Materials</th>
<th>Learner Activities and Interaction</th>
<th>Technologies</th>
</tr>
</thead>
<tbody>
<tr>
<td>What able to do</td>
<td>Evidence</td>
<td>Using</td>
<td>Practice</td>
<td>Supported</td>
</tr>
</tbody>
</table>
Parts of a learning objective

Performance
Conditions
Criteria
Performance
Measurable vs. Abstraction

- run
- solve
- know
- internalize

- add
- value
- apply
- identify
Which is a performance?

Be able to add a column of numbers

Develop a knowledge of food-service equipment
Anderson and Krathwohl’s Taxonomy

- **create**
  - Produce new or original work

- **evaluate**
  - Justify a stand or decision

- **analyze**
  - Draw connections among ideas

- **apply**
  - Use information in new situations

- **understand**
  - Explain ideas or concepts

- **remember**
  - Recall facts and basic concepts
## Cognitive Process Dimension

<table>
<thead>
<tr>
<th>Remember</th>
<th>Understand</th>
<th>Apply</th>
<th>Analyze</th>
<th>Evaluate</th>
<th>Create</th>
</tr>
</thead>
<tbody>
<tr>
<td>Describe</td>
<td>Explain</td>
<td>Complete</td>
<td>Compare Contrast</td>
<td>Justify</td>
<td>Plan</td>
</tr>
<tr>
<td>Name</td>
<td>Compare</td>
<td>Use</td>
<td>Examine</td>
<td>Assess</td>
<td>Invest</td>
</tr>
<tr>
<td>Find</td>
<td>Discuss</td>
<td>Examine</td>
<td>Explain</td>
<td>Prioritize</td>
<td>Compose</td>
</tr>
<tr>
<td>List</td>
<td>Predict</td>
<td>Illustrate</td>
<td>Identify</td>
<td>Recommend</td>
<td>Design</td>
</tr>
<tr>
<td>Relate</td>
<td>Outline</td>
<td>Classify</td>
<td>Categorize</td>
<td>Rate</td>
<td>Construct</td>
</tr>
<tr>
<td>Write</td>
<td>Restate</td>
<td>Solve</td>
<td>Investigate</td>
<td>Decide Choose</td>
<td>Imagine</td>
</tr>
</tbody>
</table>
Activity

List some verbs you would use in your discipline
Conditions
Conditions

...be able to drive a nail into wood.
Conditions

Given a hammer

...be able to drive a nail into wood.
Conditions

Given a shoe

...be able to drive a nail into wood.
Conditions

Without tools

…be able to drive a nail into wood.
Conditions

Expected to use (tools, forms, etc.)

Not allowed to use (references, checklists, etc.)

Real-world conditions performance takes place in (on a flagpole, under water)
Performance and Conditions

Given a bag full of folded newspapers and a neighborhood street, be able to throw a paper onto the roof of each house.

Given a malfunctioning DC motor of ten horsepower or less, a kit of tools, and references, be able to repair the motor.
Activity

List some conditions you would use in your discipline
Criteria
Criterion

- Speed
- Repetitions
- Accuracy
- Quality
Find the Criteria

Be able to do consecutively thirty push-ups, thirty sit-ups, and thirty pull-ups without the use of mechanical aids.
Activity

List some criteria you use in your discipline
Putting it All Together
Is this a Learning Objective?

When you complete this section, you will know the history of money as a medium of exchange.
Is this a Learning Objective?

When you complete this section, you will know the history of money as a medium of exchange.
Without references, be able to describe (write) the key conditions that promote learning within 15 minutes.
Is this a Learning Objective?

Without references, be able to describe (write) the key conditions that promote learning within 15 minutes.
Activity

Write a quality learning objective in your discipline
Alignment
The QM Rubric

1. Course Overview and Introduction
2. Learning Objectives
3. Assessment and Measurement
4. Instructional Materials
5. Course Activities and Learner Interaction
6. Course Technology
7. Learner Support
8. Accessibility and Usability
The QM Rubric

1. Course Overview and Introduction
2. Learning Objectives
3. Assessment and Measurement
4. Instructional Materials
5. Course Activities and Learner Interaction
6. Course Technology
7. Learner Support
8. Accessibility and Usability
Learning Objectives aligns with…

Assessment Strategy (GS3)
Materials Selection (GS4)
Appropriate Activities and Interactions (GS5)
Effective Technologies (GS 6)
Alignment Example

Play the C major scale up and down without music with eighth notes at 60 BPM

- Music book with notes and positions
- Recording of Performance

- Individual Practice
- Play with peers
- Perform for each other

- Metronome
- Tuner
- Recording Device

Using a trombone, perform a C major scale up and down without error in tempo
Instructional Design Mapping

<table>
<thead>
<tr>
<th>Learning Objective</th>
<th>Assessment</th>
<th>Instructional Materials</th>
<th>Learner Activities and Interaction</th>
<th>Technologies</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Activity

Starting with your Learning Objective,
fill out at least one line in the Mapping worksheet
But Wait! There’s More
# Knowledge Dimension

<table>
<thead>
<tr>
<th>Knowledge Type</th>
<th>Question Type</th>
</tr>
</thead>
<tbody>
<tr>
<td>Factual Knowledge</td>
<td>What</td>
</tr>
<tr>
<td>Conceptual Knowledge</td>
<td>What</td>
</tr>
<tr>
<td>Procedural Knowledge</td>
<td>How</td>
</tr>
<tr>
<td>Metacognitive Knowledge</td>
<td>How do I</td>
</tr>
</tbody>
</table>
Factual Knowledge

A\textsubscript{A}. Terminology

A\textsubscript{B}. Specific details and elements
Factual Knowledge

**Given Macbeth**

- Names of characters
- Readily apparent relations among them
- Details of the plot
- Recite character’s speeches
Conceptual Knowledge

B_A. Classifications and categories
B_B. Principles and generalizations
B_C. Theories, models, and structures
Conceptual Knowledge

Concepts, i.e. ambition, tragic hero, irony

Know how ideas relate to one another

“What role does ambition play in the development of a tragic hero?”
Procedural Knowledge

C_A. Subject-specific skills and algorithms

C_B. Subject-specific techniques and methods

C_C. Criteria for determining when to use appropriate procedures
Procedural Knowledge

One of many plays

Apply this method to think about plays:

1. Discuss the plot
2. Examine relations between characters
3. Discern messages conveyed by playwright
4. Consider way written and cultural context
Metacognitive Knowledge

D<sub>A</sub>. Strategic knowledge

D<sub>B</sub>. Knowledge about cognitive tasks, including appropriate contextual and conditional knowledge

D<sub>C</sub>. Self-knowledge
Metacognitive Knowledge

Apply procedural tools reflectively

“Think about what they are doing as they do”

Note and resolve problems they are having

Learning and apply something to selves
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Factual Knowledge</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Conceptual Knowledge</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Procedural Knowledge</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Metacognitive Knowledge</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Conclusion

State what learners will be able to do

Performance

Conditions

Criteria

…to what degree
Sources


Who Should Write Learning Objectives?
The End

for now
Evaluate Sessions and Win!

• Download and open OLC Conferences mobile app
• Navigate to specific session to evaluate
• Select “Evaluate Session” on session details screen (located under session type and track)
• Complete session evaluation*

*Each session evaluation completed (limited to one per session) = one contest entry
Five (5) $25 gift cards will be awarded
Must submit evals using the OLC Conferences mobile app or website