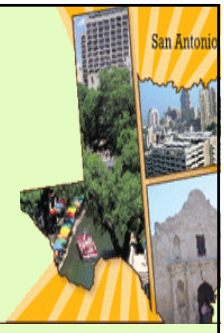
Looking at the First Year Objectively



Stephen C. Zerwas – University of North Carolina Greensboro

Measuring Student Learning

- What do we want students learn?
- Do students have the opportunity to learn it?
- How do we know that they learned it?
- What do we do with that information?

Linda Suskie *Assessing Student Learning: A Common Sense Guide*
Bolton, MA: Anker Publishing (2004

 2

Objectives

- Program participants will be able to discriminate between goals and objectives using materials and handouts.
- Program participants will be able to describe three reasons to write learning objectives using materials and handouts.
- Program participants will be able to write behavioral objectives using the ABCD model with no mistakes.
- Program participants will be able to distinguish program objectives.

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	Purpose of Objective	Unit of Analysis	Use	Consequences
Student Learning Objective	Individual Student Learning	Individual Students Can student Demonstrate Learning?	Guide Student Learning, Focus Instruction, Selection	Learning Outcomes
Program Objective	Determine whether students are meeting faculty expectations	Program: Percent students meeting faculty expectations	Improve Student Learning	No penalty for high standards Changes made to achieve faculty expectations
Performance Objectives	Efficiency, Effectiveness, Document Teaching, Research, Service	Employee, Unit, Department What has been accomplished	Strategic Planning Performance Review, Could include participation in assessment activities	Budget, Promotion, Tenure, Recognition

Learning Objectives

- In 1948 a group of educators began classifying educational goals and objectives
- Bloom's Taxonomy of the Cognitive Domain was completed in 1956

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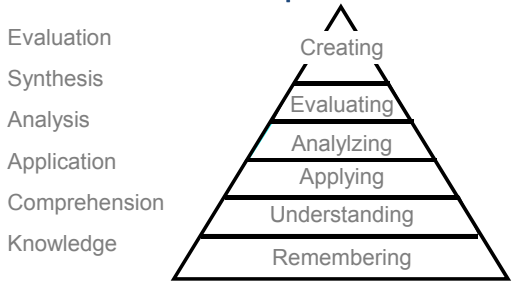
Bloom's Taxonomy of Cognitive Development



Anderson, L. W., & Krathwohl, D. R. (Eds.). (2001). A taxonomy for learning, teaching and assessing: A revision of Bloom's Taxonomy of educational objectives: Complete edition, New York : Longman. 6

•**Analyzing**: Breaking material into constituent parts, determining how the parts relate to one another and to an overall structure or purpose through differentiating, organizing, and attributing.

•**Evaluating**: Making judgments based on criteria and standards through checking and critiquing.

•**Creating**: Putting elements together to form a coherent or functional whole; reorganizing elements into a new pattern or structure through generating, planning, or producing.

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Learning Objectives

- Robert Mager (1962) argued for use of specific, measurable objectives that both guide instructors and aid students in the learning process
- Mager's central concept is that a learning goal should be broken into a subset of smaller tasks or learning objectives

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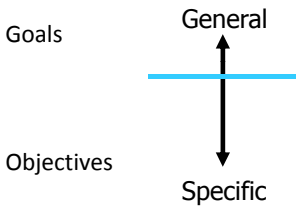
Goals and Objectives

Moving from General to Specific



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Goals

Writing goals can provide insight into outcomes desired but does not provide enough specificity for assessment and evaluation

 10

Goal Examples

- "The essential role of the university is to train students to think critically and creatively."
- "The student must develop information management skills which enable him to apply theoretical concepts in practice"

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Goals and Objectives

- Goals are broad
- Goals are general intentions
- Goals are intangible
- Goals are abstract
- Goals can't be validated as is
- Objectives are narrow
- Objectives are precise
- Objectives are tangible
- Objectives are concrete
- Objectives can be validated

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Learning Objectives

A Learning Objective is a written statement of the measurable achievement a participant will be able to demonstrate as a result of participation in a learning activity.

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How are program objectives different from course or class objectives?

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The Purpose of Learning Objectives

- To communicate to ourselves:
  - What we intend for them to learn.
  - The content and sequence of learning
  - Whether participants have gained
    - appropriate skills,
    - attitudes,
    - and/or knowledge
  - How successful an activity has been

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The Purpose of Learning Objectives

- To communicate to participants:
  - What we intend for them to learn
    - so they can organize their efforts toward accomplishing the desired behavior
    - For self-selection purposes

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The Purpose of Learning Objectives

- To communicate to other interested parties
  - The purpose and degree of success of our activities
  - Professional Accreditation Agencies
    - The North Central Association Commission on Accreditation and Schools
    - NCATE, AACSB, CHES, SCHEV

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Characteristics of a Learning Objective

- It is always expressed in terms of the learner.
- It is precise and supports only one interpretation.
- It describes an observable behavior
- It specifies conditions under which the behavior is performed
- It specifies criteria for accomplishment

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ABCD Model
Questions a good objective answers

- **Audience:** Who will be performing the behavior?
- **Behavior:** What behavior should the learner be able to do?
- **Condition:** Under what conditions do you want the learner to be able to do it?
- **Degree:** How well must it be done?

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ABCD Model

- **Audience -** Identify who will be learning (not the instructor)
  - The Learner
  - The Staff member
  - The Student
  - The Participant
  - The Employee
  - The Trainee
  - The Organization Member
  - The Audience Member

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ABCD Model

- **Behavior** (Performance)
  - Should include an action verb indicating what the learner will be able to do
  - Should be something that can be seen or heard

 21

Overt vs. Covert Performance

- Overt
  refers to any kind of performance that can be observed directly whether that performance is visible or audible
- Covert
  refers to performance that cannot be observed directly, performance that is mental, invisible, cognitive or internal

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Covert Verbs

- know
- familiarize
- gain knowledge of
- comprehend
- study
- cover
- understand
- be aware
- learn
- appreciate
- become acquainted with
- realize
- develop a working understanding

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When a performance is covert

Add an indicator behavior to the objective that is overt

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ABCD Model (Behavior)

- "Learner will be able to" (LWBAT)
  - Cognitive objectives
  - Psychomotor objectives
- "Learner will choose to" (LWCT)
  - Affective objectives

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ABCD Model

- **Condition**
  - State the conditions you will impose when learners are demonstrating their mastery of the objective.
  - What will the learners be allowed to use?
  - Under what conditions must the mastery of skill occur?

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Conditions

Givens

- Resources
- Environment
- Direction
- Format
- Deadlines

 27

ABCD Model

- **Degree** (or criterion)
  - A degree or criterion is the standard by which performance is evaluated.
    - The power of an objective increases when you tell the learners HOW WELL the behavior must be done.

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Degree

- Accuracy/Tolerance
- *Speed*
- *Number*
- Reference or Standards
- *Permissible Errors*
- Degree of Excellence

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Time Management

1. **Cognitive Synthesis**

   The SWBAT create a weekly schedule given a weekly schedule form. The form must be legible and include the following: meals, sleep, classes, work, study hours, extra-curricular activities, commute time, and time to get ready.

2. **Cognitive Knowledge**

   The SWBAT identify 5 of the 8 components of a weekly schedule.

3. **Affective**

   The student will choose to (SWCT) endorse the use of a weekly schedule.

 30

SQ3R Reading Method

Cognitive Knowledge

The SWBAT identify the content and sequence of the SQ3R reading method.

Cornell Note-taking Method

Cognitive Knowledge

The SWBAT identify three elements of the Cornell note-taking format.

Anger Management

Affective

The student will choose an effective alternate course of action from the techniques learned in the workshop.

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Academic Advising

Cognitive - Knowledge questions:

Given a current catalog, a SWBAT indicate the resources available to answer a financial aid question.

Given a current catalog, a SWBAT identify the specific elements of the general education requirements.

 32

Diagnosing Objectives

Participants will be able to name two reasons why objectives are important without handouts or notes.

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Diagnosing Objectives

Participants will be able to apply the ABCD Model to their course objectives and syllabus prior to fall semester

 34

Diagnosing Objectives

Participants will be able to diagnose learning objectives without handouts when given a sample objective with 100% accuracy.

 35

SMART Model

- **S**pecific
- **M**easurable
- **A**ttainable
- **R**elevant
- **T**ime - Limited

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Bloom's Taxonomy Action Verbs

Cognitive

Knowledge

acquire
collect
define
distinguish
examine
identify
label
list
name
quote
recall
recognize
show
tabulate
tell

Comprehension

associate
change
conclude
contrast
demonstrate
describe
determine
differentiate
discuss
distinguish
draw
estimate
explain
extend
extrapolate
fill in
give in own words
illustrate
infer
interpolate
interpret
make
predict
prepare
read
rearrange
reorder
rephrase
represent
restate
summarize
transform
translate

Application

apply
calculate
change
choose
classify
complete
demonstrate
develop
discover
employ
examine
experiment
generalize
illustrate
modify
organize
relate
restructure
show
transfer
use

Analysis

analyze
arrange
categorize
classify
compare
connect
contrast
deduce
detect
discriminate
distinguish
divide
explain
explain
identify
infer
order
recognize
select
separate

Synthesis

classify
combine
compose
constitute
create
deduce
derive
design
develop
document
formulate
generalize
integrate
invent
modify,
organize
originate
plan
prepare
produce
propose
rearrange
relate
rewrite
specify
substitute
synthesize
tell
transmit
write

Evaluation

apprise
argue
assess
compare
conclude
consider
contrast
convince
decide
decide
discriminate
explain
grade
judge
measure
rank
recommend
select
standardize
summarize
support
test
validate

Affective

Receiving

accept
accumulate
combine
control
differentiate
listen (for)
posturally respond to
select
separate
set apart
share

Responding

acclaim
applaud
approve
augment
commend
comply (with)
discuss
follow
play
practice
spend leisure time in
volunteer

Valuing

assist
debate
deny
help
increase measured proficiency in
increase numbers of
protest
relinquish
specify
subsidize
support

Organization

abstract
balance
compare
define
discuss
formulate
organize
theorize (on)

Characterization by value or value complex

avoid
be rated high by peers in
be rated high by subordinates in
be rated high by superiors in
change
complete
manage
require
resist
resolve
revise