

Back to the drawing board



Revisiting learning outcomes

Overall changes to the course design may hinder time and effort in your present planning process, especially when you already established a plan.

In meeting quality control guidelines in developing and designing distance education courses from Quality Matters (QM), Online Learning Consortium (OLC), Blackboard Exemplary Course Design, and United States Distance Learning Association (USDLA), the Office of Extended Learning will adopt the creation of learning outcomes.

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It's puzzling, is it not?

Distinguishing between objectives and outcomes

Most educators and theorists classify objectives and outcomes as the same.

Objectives and outcomes are distinguishable in terms of online learning and education.

Objectives and Outcomes

The Big Difference??

What is the big difference between objectives and outcomes?



Here's our proposition



We can figure this out..

Let's redefine these terms in respect of online education and course development:

Objectives are tasks and outcomes are results from completing tasks.

Task are measurable and observable for both objectives and outcomes.

Objectives and Outcomes



The Big Difference!!

Defining objectives in terms of tasks; outcomes in terms of results.

Now, let's begin creating and writing learning outcomes by redefining outcomes as a results-oriented approach.

Using the ABCD format

In creating or composing learning outcomes, you can include required and optional components borrowed from the ABCD format for creating learning objectives.

Required – Audience (A): Learners

Required – Behavior (B): Action verb

Examples of action verbs on page 23 in course design tool kit.

Optional- Condition (C) – Within a set of given conditions or Optional –Degree (D) – How well the learner performs the task (Convergence Training, 2017).

NOTE: Ask your Dean to make sure your learning outcomes align with the program or department goals.

Learning Outcome components

A **B**
Learners will identify all the principles of the scientific method in conducting earth science experiments.

Optional to include (C) or (D) or both.

C **A** **B**
Given a distilling apparatus, learners will apply the principles of the scientific method in conducting a distilling experiment to separate salt from water within
D
the end of this module.

Final Analysis



Finally!

Outcomes



Results-oriented

Components of the ABCD format

- Learners as Audience [A]
- Observable & Measurable characteristics from the Behavior* [B]

Using a Bloom's taxonomy verb

We want to borrow only two components as required ones that convey the identification of learners as an A-Audience and the terms, measurable and observable actions from the B-Behavior of what the learner is doing.

References

Convergence Training (2017). 2 thoughts on “ABCD”: the four parts of a learning objective.

Document retrieved from <https://www.convergencetraining.com/blog/abcd-the-four-parts-of-a-learning-objective>