Purpose of this workshop (revise)

- It's important to think about the learners' perspective in how they view and interact with your course content and materials.

- Promotion of student achievement

- Mastery of concepts or competencies

- Course completion

- Compliances with SACS, QM, OLC, and NSU Syllabus Template

Purpose of this workshop

Identify the differences between the following
terms:

Goals, objectives, outcomes, learning activities, assignments, and assessments.

Relationship to SACS, QM, OLC, and our NSU syllabus template.

Apples: Goals, objectives, and outcomes
Oranges: Learning activities, assignments, and assessments.

Goals, objectives, and outcomes

Goals, objectives, and outcomes are synonymous. We tend to place these terms within the same bunch.

For example:

- A goal is a *desired* result or possible outcome that a person plans and commits to achieve.

- An objective is a thing *aimed* at or sought; a goal.

- An outcome is the way a thing turns out; a consequence or result.

Goals, objectives, and outcomes

However, they have differences if we focus on a <u>context</u> in respect to learning and online courses. They have their differences and are easily distinguishable from each other.

Distinguishing by their type

Course goals & learning goals

Course goals are broad, general statements of what <u>you want</u> your students to learn. (Teacher-centered)

Learning goals are specific statements of <u>intended student attainment</u> of essential concepts and skills. (Student-centered)

Course & learning objectives

Course objectives are clear and concise statements that describe what <u>you intend</u> your students to learn by the end of the course. (Teacher-centered)

Learning objectives are brief statements that describe <u>what</u> students <u>will be expected</u> to learn by the end of the school year, course unit, lesson, project, or class period. (Student-centered)

Course & learning outcomes

Program outcomes comes directly from the mission of the institution as well as the conceptual framework for the college that sponsors the degree program (Fowler, 2016)

Course outcomes specific, <u>industry-relevant</u> performances that are mapped back to the program outcomes (Fowler, 2016). Teacher-centered.

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Course & learning outcomes

Learning outcomes are statements that describe or list measurable and essential mastered content-knowledge-reflecting skills, competencies, and knowledge that students have achieved and can demonstrate upon successfully completing a course. Most instances, student learning outcomes apply to educational programs.

[Of what students will able to do as the result of having successfully completed a program of study.]

Student-centered.

Course & learning outcomes

"Before designing student learning outcomes, let the mission and goals of the program help direct your course goals"(UCONN, 2016a)

Course & learning goals

Final Analysis

Course goals → Broad (intended to learn) → Teacher-centered

Learning goals → Specific (expected to learn) → Student-centered

Course & learning objectives

Final Analysis

Course objectives

Learning objectives

Concise (Time oriented)

Brief (Time oriented)

(Intended to learn) Teacher-centered

(Expected to learn) Student-centered

Course & learning outcomes

Final Analysis

Course outcomes

Learning outcomes

(Intended to learn)

(Expected to learn

Learning activities, assignments, and assessments

Learning activities, assignments, and assessments are synonymous because they used for grading learner's performance.

Again, we tend to bunch them together.

Learning activities, assignments, and assessments

Demonstrating a similar application by focusing on their contexts in respect to online course and development. They have their differences and are easily distinguishable from each other.

Learning activities promote engagement, learner interaction, and active learning (gradable [rubric] or non-gradable)

Assignments assign a task, work, course of study, learning activity or instructional material (gradable [rubric] or non-gradable)

Assessments evaluate [measures] learner's performance (gradable).
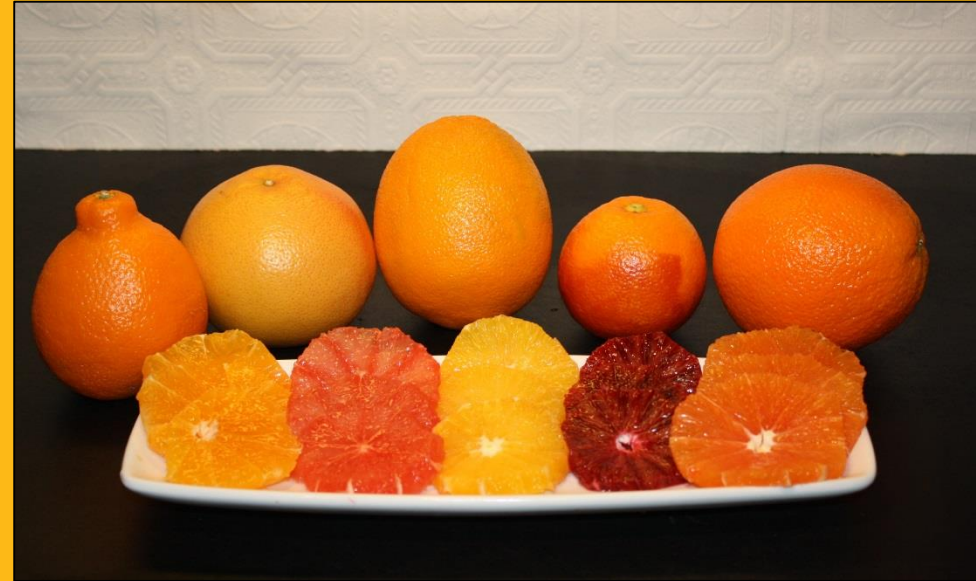
Learning activities, assignments, and assessments

- Assignments and learning activities are synonymous in terms promoting and contributing to the achievement of the stated objectives or competencies.

- Contributes to the promotion of active learning and learner interaction.

Assignments

Learning activities

Learner achievement

Learner interaction

Discussion Posting
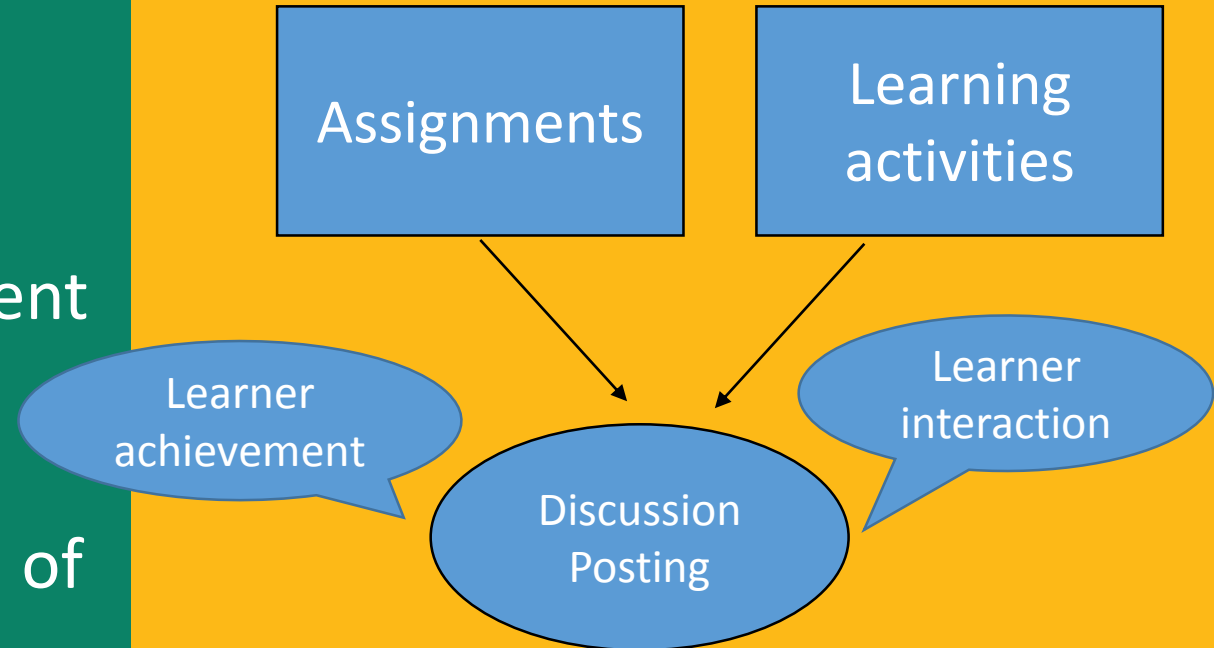
For example: a discussion board posting can serve as an assignment or learning activity.

SACS compliance

[Student] learning outcomes

As noted in section 3.3.1.1 of article 3.3 for Institutional Effectiveness; educational programs, to include student learning outcomes.

As noted in section 3.7.1 of article 3.7 for Faculty; ..demonstrated competencies and achievements that contribute to effective teaching and student learning outcomes.

OLC compliance [OLC Quality Scorecard Suite]

Under the category, Course learning outcomes of Quality Course Teaching and Instructional Practice..

At least 11 criterions focus on course learning outcomes.

1 criterion focuses on alignment of learning objectives and outcomes with activities and assessments.

7 criterions focus on assignments.

Quality Matters

Goals, objectives, and outcomes:

QM description of measurable outcomes and objectives must demonstrate completion and mastery of the concept or competency. In addition, instructional materials, learning activities, and assessments must align: meaning they must ensure critical components work together that learners achieve the desired learning outcomes.

Specific Review Standards 2.1, 2,2, 3.1, 4.1, & 5.1.

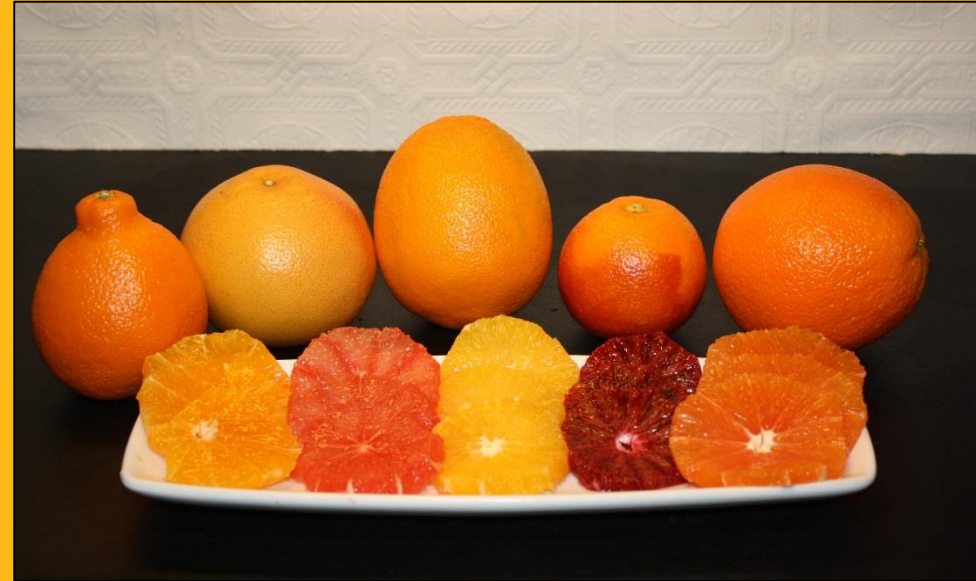# Learning activities, assignments, and assessments

Final Analysis

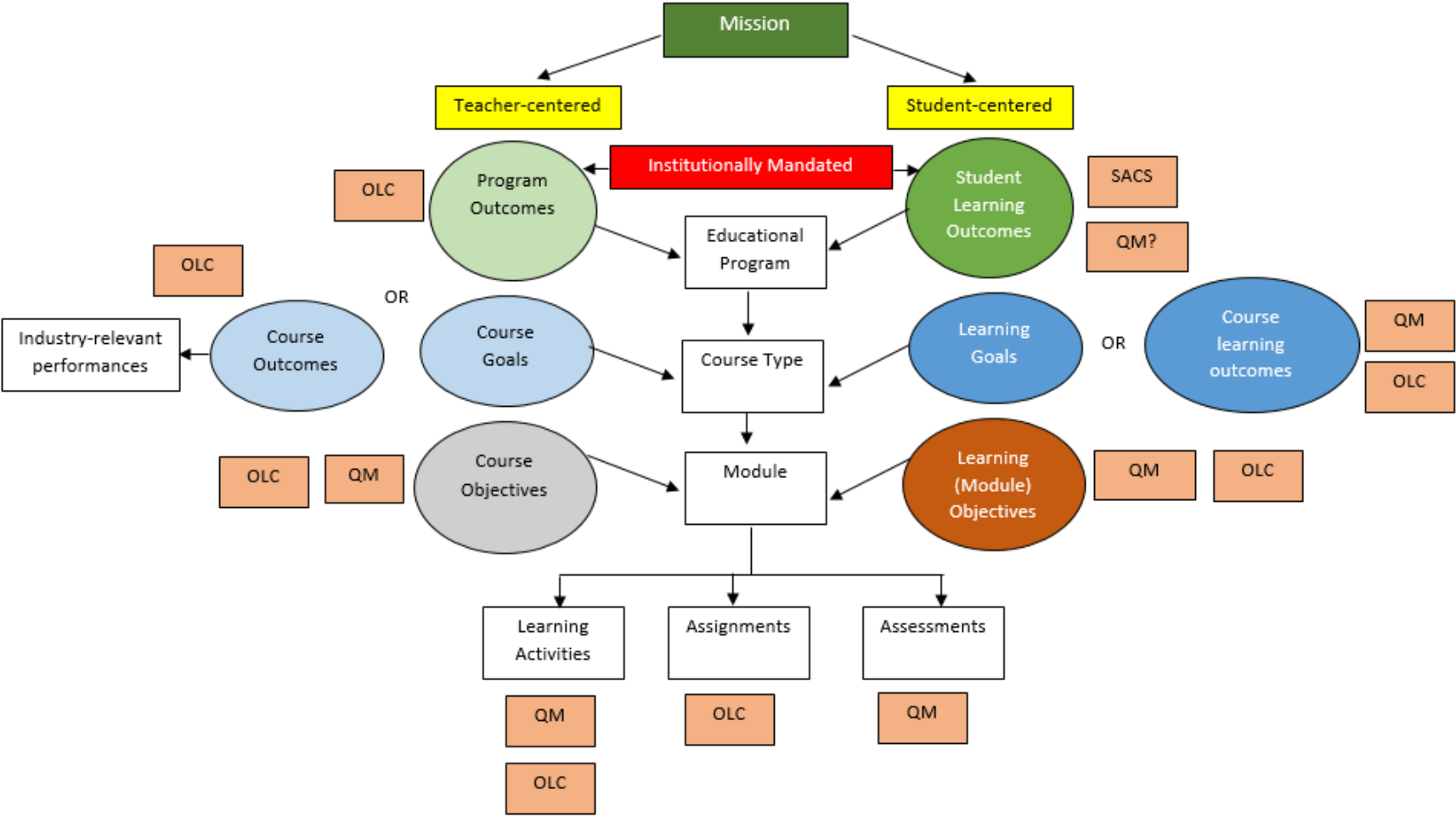**Learning activities**

Assignments

- Gradable
- Non-gradable
- Promotes active learning and learner interaction
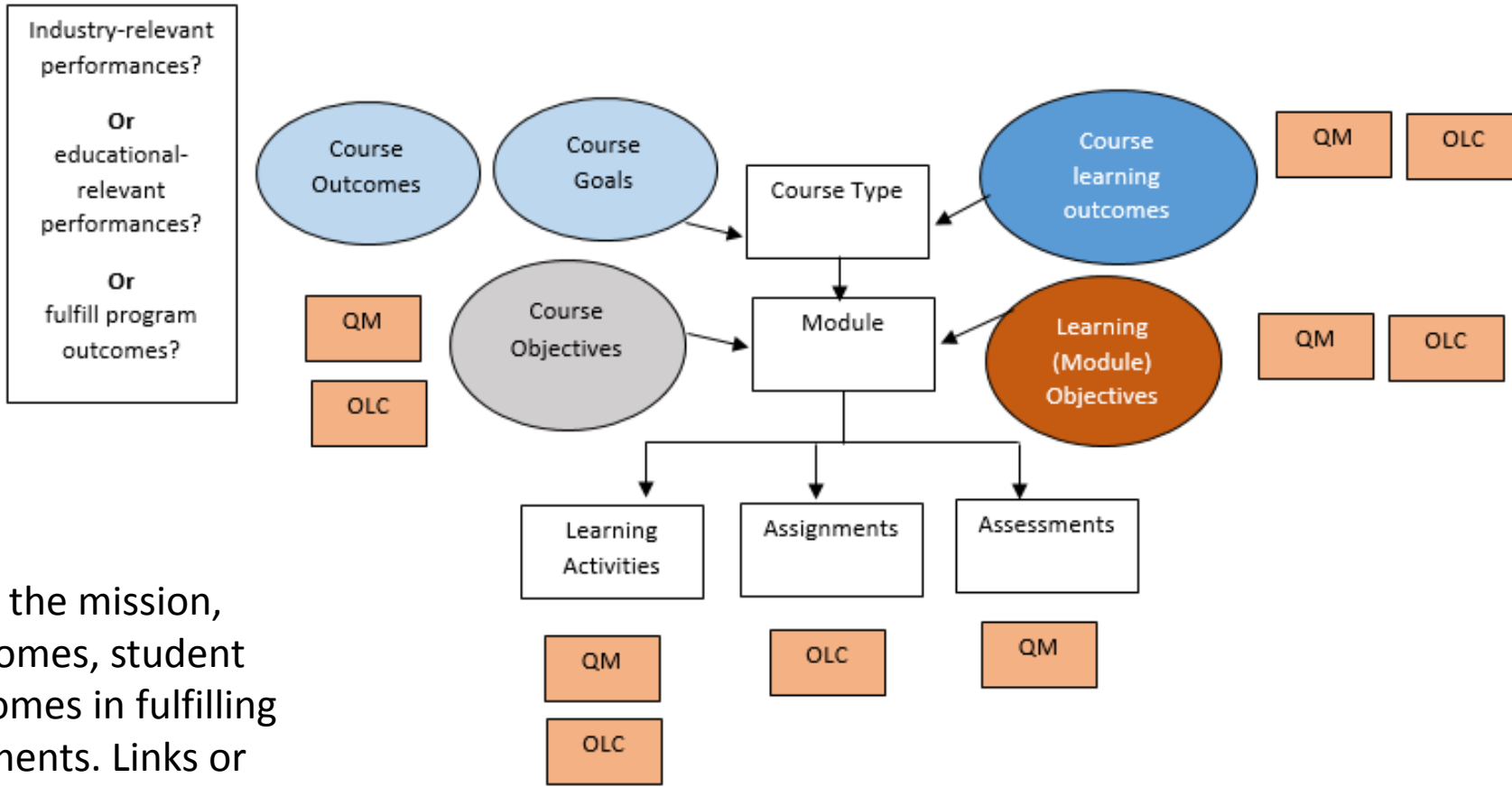- Contributes to engagement

Assessments

- Gradable
- Measures learner's performance

Supporting SACS, QM, and OLC

Supporting NSU syllabus template

Note: Identify the mission, program outcomes, student learning outcomes in fulfilling SACS requirements. Links or references to information on the NSU website.

University of Connecticut (UCONN)

The University of Connecticut developed an outcomes pyramid. They shifted from an objective-based to competency-based to outcome-based (UCONN, 2016b).

University of Connecticut (UCONN)

The Assessment Learning Cycle promoting institutional effectiveness (UCONN, 2016c)

Goals, objectives, and outcomes: UCONN's version of a learning outcome

Goal	Objective	Learning outcome (reformulated as a learning outcome)
(Geology) To develop knowledge, understanding and skills related to the recognition and interpretation of igneous and metamorphic rocks.	To explain the different magma geochemistries derived from partial melting of the mantle in different tectonic regime.	Students should be able to demonstrate how magma geochemistry relates to partial melting of the mantle by contrasting the outcomes of this process in different tectonic regimes through the critical analysis of specific case studies.

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